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उद्धरेदात्मनात्मानम्.—The Gita.

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THE SOUTH INDIAN TEACHER

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No. 3

MAINTAINING DISCIPLINE AND SECURING ATTENTION IN THE CLASS-ROOM

THE ROLE OF THE TEACHER

(A) The Twin Problems of Class-Room Management:—The power of maintaining discipline is the 'Unum Necessarium' for a teacher.¹ Perfect discipline in a class is an indispensable condition of successful teaching.² Whatever remarkable results a teacher may obtain, he cannot be a good disciplinarian. The primary requisite of good class management is good Discipline and Order. Steady work of any kind is not possible without order and discipline in the class-room.

Closely allied to the problem of maintaining discipline is the problem of securing and maintaining attention in the class-room. The problem of securing and maintaining attention is of great importance to every teacher. The best teaching becomes ineffective simply because the pupils are not attending. Therefore, before he could get his pupil listen to, and follow what he says, he should secure his attention. It is the view of the writer that the teacher should in the main rely upon indirect means of control to maintain order and discipline. To secure attention, he must press into service the aid of psychology.

(B) Maintaining Discipline in the Class-Room:—The ideal teacher would find discipline confined to indirect means

of control. Good discipline is prepared for by the teacher in advance. This feature of class management is called indirect discipline, discipline that is in a sense a by-product, discipline that exists not because it is demanded or directly enforced, but because other class-room conditions exist that make the opportunity for inattention, disobedience and disorder, slight. The environment is sterilized, so to speak, that the germs of disobedience have no chance to develop.¹ The indirect means of control contemplate primarily the prophylaxis ideal.

The prophylaxis theory of discipline has found prophetic voices among Sociological leaders and thoughtful educators. An ideal situation would never necessitate recourse to adjudication of an overt act. "An ounce of prevention is worth a pound of cure" is the essence of the modern prophylaxis theory of discipline. The attention of the teacher will be directed to the development of instructive attitudes and habits of conduct, rather than to regulation of control, negative in nature. Smith has well expressed the significance of this idea in these words: "The teacher's disciplinary ability will be rated by what he is able to inspire his students to do rather than by what he is able to make them refrain from doing."²

¹ A. C. Benson, 'The School Master'—page 23.

² Fitch: 'Lectures on Teaching', page 91.

¹ Colvin: Introduction to High School Teaching: Chapter IV.

² Constructive School Discipline—page 65.

I. Means of Indirect Control :—

(1) Mechanisation of class-room procedures :— "The main secret of effective discipline in school and class lies in the establishment and maintenance of a good routine." Through the routinisation or mechanisation of class-room procedures, the teacher can save time, maintain order, and concentrate his attention on teaching. The pupils can concentrate their attention on learning and can learn the valuable social principle of 'liberty through law.' Further, mechanisation of class-room procedures is conducive to habit formation.

Hence the teacher will do well to bear in mind the advice so admirably expressed by Professor Phelps: "Nothing is too definite or too trivial that concerns the great art of teaching." And the activities that can be, and should be mechanised or routinised are :—marching into desks, seating, class-roll, distribution and collection of materials, assembly, class-room courtesies while gathering, questioning, answering, or discussing, entering the room and going out of the room, going to other room, and response to bells etc.

(2) "The great safeguard for good and happy discipline in a class is to fill the time with work."

Continued employment is the best safeguard against wrong doing of every kind. Pupils should be kept mentally alert. In order to obtain this mental alertness, the teacher should begin each exercise with vigour and promptitude, strive to keep each pupil busy during the entire period, and hear and see all that is happening in the class all the time.

It is better for a classroom to have an atmosphere of work for work's sake, and not for hope of reward or fear of punishment. Again as Dr. W. C. Bagley rightly observes, the teacher should make the 'Work the Master!' The pupil must feel the necessity for sacrificing momentary whims and desires for the sake of his individual progress and

social good or welfare. Accuracy in work and neatness in execution should be insisted on.

Dr. W. C. Bagley in detailing measures to transform an unruly school speaks of 'the tonic influence of a regimen of work'. Pupils must cultivate the specific habit of settling into the attitude of work and industry at a certain definite time and of maintaining this attitude during a certain definite period. In fine, 'the fashion of aggressive industry' should be firmly established in the class. For this every teacher should have a good working time table, and carry it through to the letter. There is something tonic in the cleanness of time-edges in opening on the minute and closing on the minute.

(3) Good Teaching Technique and good order go hand in hand. Definite method is one of the essentials of good class management. Without a definite method, class work of any kind will be chaotic. Before the commencement of any lesson, the teacher must determine what he is going to do, and how he is going to do it. With a definite plan of work, he will not only accomplish more, but will do it with greater thoroughness as well as greater economy of effort, than without a definite plan of work. Method is orderly progression and the teacher's function is to extend and systematize child's knowledge, but it is even more his task to arouse interest, to stimulate the spirit of enquiry and to promote self-activity. The method that cultivates these two aspects of instruction, is called the Pedagogic Method. This method is characterised by a few maxims of methodical procedure.

(4) The Teacher's Personality :— After all, as Dr. Ballard rightly says, "everything depends on the personality of the teacher."¹ In the smoothly running class, the teacher is the master. The teacher controls not by physical force, but by what is vaguely called personality. The teacher becomes pivotal in any consideration of discipline and order. A good teacher with a dynamic personality and winning appeal can

have a nearly ideal classroom situation. He is, as Dr. Bossing observes 'the key to indirect disciplinary control.'² Organisation, important as it is, counts for little except as it is vitalised by the living personality of the teacher. Library, furniture, building, laboratory, the whole garment of educational paraphernalia pale into insignificance before the most important factor which is indeed the central citadel of educational fortress. In the last resort, it is the power of the personality of the teacher that determines the success of the educational enterprise and ensures the willingness of the child to learn. The gifted teacher exhibits an infectious enthusiasm for all that he does, for the subject that he teaches and for the lives and interests of his pupils. He is perfectly poised and well balanced in his attitude towards life. There is a joy in his work, which is eloquent and catching. The freshness, dignity, cheerfulness, self-control, grace, ease, unerring insight into the personalities of his pupils and a whole host of similar qualities make life in a classroom a play, and the task of learning a delight. Blessed is the institution which has such teachers on its staff and more blessed are the pupils who enjoy the rare privilege of coming into intimate contact with such embodiments of culture and character.

The ingredients of a good personality according to Professor Clapp are address, personal appearance, optimism, reserve or dignity, enthusiasm, sincerity, sympathy, vitality, scholarship and fairness. The qualities of personality important in discipline are dignity or reserve, enthusiasm, fairness, scholarship, sincerity, sympathy and vitality. To this list may be added 'love', one of the greatest disciplinary resources at the disposal of the teacher. 'Discipline' says Pestalozzi, 'must be based on and controlled by, love.' The mightiest personal power that any teacher can hope to have is love for his pupils. The teacher who can love his pupils to obedience, love them to industry, love them to loving him, has mastered the whole secret of personality and

teaching technique. Love is the mysterious solvent of all sorts of difficulties that arise in school or class.

He must have a mastery over the subject. Jacotat once said, "He teaches best who knows nothing about the subject." Everyone will easily admit that this is an eccentric statement. The teacher must know more than what he is going to teach to his pupils. He should have gone beyond the subject and read round it. He should always be a learner.

He must understand his children. "The teacher of the future will be less concerned with impressing his personality on his pupils than with gaining as much insight as he can into the personality of his pupils, and trying to find in each of them the lamp that illuminates and the spring that motivates."¹

The teacher must have a quick perception of eye and ear. He should see and hear everything that is going on in the class room. With this object in view he should take up such a position in front of the class that he should see the whole class. There should be no obscure corners in which the pupils can escape his glance. All good discipline depends upon this characteristic of the teacher. If the teacher fixes his eye on the inattentive, or locates the corner where whispering is going on, soon there will be very few such cases to notice.

Of greater importance is the teacher's objective attitude towards classroom disciplinary situations. In the weighty words of Professor E. S. White "It is both unwise and unjust for a teacher to feel that the misconduct of his pupils is aimed at him. Such a feeling is sure to estrange the teacher's heart, to lead to personal likes and dislikes towards pupils, and to end in discord. The true policy for the teacher is to keep himself out of his pupils' conduct and to consider misconduct as an offence against the school and not against himself."

The teacher must cultivate the habit of taking a cheerful view of many experiences which otherwise would be

¹ Ross: 'Groundwork of Educational Psychology'. Chapter VI.

² Fitch: "Lectures on Teaching":—page 100.

¹ "Changing School": Chapter VI.

¹ 'Progressive Methods of Teaching.'

¹ Dr. Ballard—"The Changing School" Chapter VII.

irritating. Conflict is often rendered more intense by a solemn angry attitude of the teacher. Humour relieves nervous tension, brings into action the better feelings and causes one take a more joyous view of things. A teacher with a sense of humour can solve many difficult problems of discipline quite easily. He must take a humorous rather than a tragic view of the errors of the classroom. The disciplinary effect of humour is largely unconscious and based on the power of suggestion inherent in the humorous situation or attitude.

(5) Pupil participation in class government:—Pupil participation in class government is the practical method through which indirect control is to be fostered and disciplinary forces achieved. "The giving of duties, responsibilities and privileges is the most powerful incentive to pupils to behave well."¹

The best way to build up a positive and constructive discipline in a class or a school is through pupil participation in class or school government. Pupil participation in school government is a feature characteristic of many progressive schools in the west. Perhaps the earliest experiment in England was Homer Lavess' work in a colony of delinquents, his little Commonwealth in Dorset. Encouraged and inspired by its success, Mr. Stimpson of the public school in Warrington used the idea to great advantage in one of the forms of that school. Some outstanding experiments with the form as a unit are to be found in E. A. Craddock's Classroom Republic. Here the author deals with a London day High School. Again, in 'An Adventure in Education,' J. H. Simpson, Headmaster of the Rendcomb College, describes an interesting experiment made some years ago at Rugby. Coming to India, it is very interesting to note that there are a few institutions where pupil participation in school and class government has been used with success.

A class committee of about ten elected pupils must be set up. The committee

¹ Dr. Michael West "School Management,"

must have its President and Vice-president. The committee is to deal with class discipline, class sanitation, class cleanliness, class magazine, class excursion, class library and debating society etc. For the sake of expediting work and efficiency, various sub-committees may be formed to look after the different aspects and activities of the class. For example, class sanitation and class cleanliness may be looked after by a sub-committee. Another sub-committee may be in charge of editing and publishing the class magazine, and so on. These committees are to work under the guidance of the class-teacher.

Pupil participation in class management may involve some pupils in a great deal of extra work. Office bearers may or may not be fit for the job. They may not understand their responsibilities. But these difficulties may be overcome, given tact and patience on the part of the teacher. The advantages are very great. Pupil participation in class management fosters social conscience and a sense of corporate life in the class pupils. They are trained to rely more and more upon themselves. Pupils will learn the virtues of self-control, self-discipline and initiative. Besides these, pupils are provided with multifarious opportunities that will give a right kind of outlet to the surplus energies of the pupils.

(6) Formation of Character:—The best way to discipline children is to help them in the formation of good habits and character.

(a) Direct Moral Teaching. Indifference towards direct moral teaching entails a serious danger. Psychologically ideas must precede action and hence inculcation of moral ideas is essential. The teacher should draw up a moral code. Stories and episodes in history and mythology should be narrated to substantiate a moral principle. It is regrettable to note that direct moral teaching does not find a proper place in the Wardha Scheme of Education.

(b) Indirect Moral Teaching. If it is contended that there should be a scientific approach to history, historical approach to science, aesthetic approach

to languages, human approach to geography, there is no reason why an ethical approach and touch should not be given to all the subjects taught in schools. Herbart stressed the historical studies including history, literature and languages on the ground that they are of greater importance as the source of moral ideas and sentiments. Modern historians doubt very much whether history is after all a fit subject for moralising. "History is impatient of morals," says Prof. Creighton. Dr. Keatinge is of opinion that history does not lend itself to moral teaching. Nevertheless no one can deny that the teaching of morality through history is a praiseworthy ideal. Blenheim, the well-known German writer on the philosophy of history, said: "In support of virtue and in rebuke of vice, the lessons of history are independent of time." An able teacher can make use of historical characters like Asoka and Akbar as so many pegs upon which to hang the various moral virtues. But much can be done through suggestion when stories are told sincerely and in a vivid manner. Suggestion, as McDougall says, is the process of accepting ideas without the knowledge of person receiving, although it may be quite deliberate on the part of the person suggesting.

(c) Sublimation of Instincts and Building up of Right sort of Sentiments.

To develop character instincts have got to be sublimated and right sort of sentiments must be built up. The essence of human character is the systematic organisation of its tendencies and dispositions, native and acquired. Alexander Shand, who tries to evolve a science of character, refers to this aspect of life in his first law. 'Mental activities tend, at first unconsciously, afterwards consciously, to produce and sustain system and organisation.'

The instincts are the bricks out of which the individual's character is formed. The teacher meets them in their crude form and it is the task of the teacher to transform and purify them. For instance, the instinct of pugnacity may be sublimated, by asking

the pupil to champion the cause of the weak and to fight for his team. Fear of bodily pain may be sublimated for fear of wrong-doing, and for fear of things degrading the soul. Thus we can say with Ross that the whole task of education is the sublimation of instincts.¹

As for the building up of right sentiments, the teacher can do much to foster the growth of worthy sentiments among the pupils by himself being an exemplar of the desired qualities and by holding them as ideals to be achieved. In the main, as McDougall rightly points out, it is by a sympathetic contagion and by suggestions from admired personalities that the child's moral sentiments are shaped. The sublimation of instincts and the building up of moral sentiments will make the 'self' strong.

(d) Habit Formation. The law of habit formation may be summed up in the formula—Focus Drill in Attention. The teacher must induce his pupils to launch themselves with as strong and decided an initiative as possible. The initiation into the new habit must be taken with as much of decision as possible. The teacher must induce his pupils to act on the new resolve at every possible opportunity. Then there must be plenty of repetition, that the habits may grow and become independent of the will. There must be constant practice in the process of acquiring the new habits. No exception should take place. The drunkard who has taken to teetotalism comes in the way of temptation and yields saying, 'I won't count this time'. But there is a recording angel in the nervous system which does count and the next lapse becomes easy. Each lapse is like letting fall a ball of string which one is carefully winding up; a single slip undoes more than a great many turns shall wind again. Again preaching and talking are ineffectual. There is much sense in the words of Seneca, who says that 'the road by precept is long; by example, it is short and sure'. It is the personality of the teacher that is of supreme impor-

¹ "Groundwork of Educational Psychology"—Chapter VI.

tance. All talk on regularity and punctuality by an admittedly unpunctual teacher is bound to fall flat. He must be of proved capacity and his conduct must be above reproach.

Diligence, cleanliness, truthfulness, punctuality, regularity, honesty and obedience are some of the good habits that may be taught consciously within the class-room.

(7) *Psycho-analysis and the Teacher*:—One of the recent developments in psychology, which is of such importance as almost to annex the term 'The New Psychology' all to itself, is Psycho-Analysis. The New Psychology has provided us with what Professor Cyril Bart¹ calls the geology of the mind as distinct from its geography. According to the new psychology our behaviour is determined not so much by the ideas which are to be found in our consciousness, but by those deep in our unconscious self. Our conduct is determined by submerged ideas that have been brought into action for one reason or other.

Due to powerful external influences in the form of authority, culture, or social order, many of the instinctive urges are not satisfied but are repressed. Such repression takes place in each individual's life, and the experiences that are thus repressed, form each man's Personal Unconscious.

What should be the attitude of the teacher towards this new psychology? The teacher should know himself. 'Physician, heal thyself' is no less true of the teacher. Since psycho-analysis tells us that human behaviour is conditioned to a very great extent by the unconscious realm of the mind, the teacher who wishes to educate the child has necessarily to know the workings of this part of the pupil's mind. The teacher who wishes to guide in the development of the whole personality of the child should try to gain access into the unconscious realms of his mind. This does not, however, mean that the teacher should play the role of the technical specialist. When any special

neurotic symptom is observed, the child may be directed to the psychiatric clinics in the vicinity.

The teacher should so arrange his work in the class-room as to prevent the formation of repressed complexes. The unnecessary restraints of school life, the anxieties resulting from the strain of examination, the humiliations that accompany the teacher's thoughtless sarcasms—all these have a tendency to produce unwholesome repressions with consequent complex-formation.¹ Sarcasm, scolding, nagging and criticism, threatening and warning frighten and antagonise children. Teachers who employ these methods in their daily teaching, are sure to create a situation, which can only lead their students to recoil from them or to harbour towards their teacher feelings of revenge.

The teacher should cultivate an attitude of sympathetic investigation in dealing with unadjusted children instead of trying to get rid of them or brand them as beings never to be redeemed. It is a common experience among children to dread a recurrence of unpleasantness, if some kind of unpleasant experience is once associated with a subject, or with a teacher who believes in punishment as the normal mode of enforcing discipline in the class-room. The large majority of cases at school are due to these facts, that either, the school has been anything but pleasant because the teachers are harsh and unsympathetic, or that an unnatural regimen of discipline is being maintained through physical punishment. Teachers should realise that no child can develop personality traits if he lives under constant pressure of fear. The child who is afraid of the teacher not only comes to hate him, but also the subject he teaches. This is how subject antipathies are developed.

The real contribution of psycho-analysis to education consists in enlightening us on the failures of development and in pointing to suitable

¹ Adams: "Modern Developments in Educational Practice".

methods for the treatment of awkward, difficult and unadjusted children. Stammering, active forgetting, persisting in the spoiling of exercise books, and uncleanness, have all been explained in terms of repressions in the unconscious. The teacher should diagnose such 'cases' and report them to the psycho-analyst doctor for treatment.

II. Direct Control:—By direct control is meant those steps that must be taken to correct an overt act when it has been committed. Prof. Pringle asserts that there is something fundamentally wrong when a high school teacher finds it necessary frequently to resort to any means of direct control. Yet experience shows frequent situations where attention to direct means of control is necessary. The problem of direct disciplinary control is likely to arise at times even under the most favourable conditions. 'Punishment is an evil thing and a thing to be avoided. So is the surgeon's knife: both are necessary however.'¹ "All punishment is in itself an evil; but out of evil, good often comes."² Punishment has got a psychology behind it. "If a certain kind of behaviour invariably brings an unpleasant consequence, this type of behaviour will tend to be repressed, or inhibited. Learning is always a process of modifying behaviour or conduct, and the principle just formulated lies at the basis of the learning process."³

The true and legitimate aim of punishment is the reform of the wrong doer, as it purges him of his tendency to sin. Punishment, in fine, is one of the effective means of reforming the wrong doer. Discipline and punishment are teaching processes as much as grammar or arithmetic lessons. We must welcome occasions for discipline and even for punishment. Any chance that the offence may be overlooked is a temptation to the committal of it. But, if children know that the highly unpleasant punishment is bound to follow upon wrongdoing, they carefully avoid it, the tendency

towards it is atrophied, and the virtues become habits.

A word about Corporal Punishment:—Comenius and Locke believed corporal punishment valueless as an incentive to intellectual effort, but reserved for it a place as a moral corrective. Even Dr. Arnold of Rugby resorted to it in cases of moral turpitude and habitual misconduct. But it should be used as a final last resort when all other methods fail. Again as Dr. Bagley wisely observes, it should be the possibility of corporal punishment rather than its actual infliction that will fulfil the desired regulative function.¹

The oftener it is inflicted, the less effective it becomes. The offender should understand that punishment is a regrettable necessity and the teacher should note that its strength lies in its silent reservation and suggestiveness. Corporal punishment should fit the offence and suit the disposition of the offender and should be administered in private after the lapse of an hour from the time of the offence. Delicate children should be exempted.

(C) *Securing Attention in the class-room*:—Having seen the role of the teacher in the task of maintaining discipline and order in the class-room through indirect and direct means of control, we shall now briefly point out the measures that the teacher can adopt to secure attention in the class-room.

"Attention is a particular kind of striving to cognise." (McDougall). There are two kinds of attention—the Involuntary or Non-Volitional attention and the Voluntary or Volitional attention. Attention that is governed by instincts and sentiments needs no effort of will to sustain it; and hence it may be properly called Involuntary or Non-Volitional attention. Attention that is sustained by will is called Volitional or Voluntary attention. The stimulus to the former is the feeling of interest, and the stimulus to the latter is effort of will. Hence, the psychological principles of securing attention reduce themselves to two viz., 'arouse interest' and

¹ Wren: 'Indian School Organisation.'

² Dr. Bray: 'School Organisation': p. 282.

³ Dr. W. C. Bagley: 'School Discipline': Chapter X.

¹ Bagley—'School Discipline': Chapter XI.

¹ 'The Young Delinquent'

'secure effort', interest for involuntary attention, and effort of will for voluntary attention. (Horne).

(a) How to arouse interest:—All new teaching lays emphasis on the role of interest as an aid in learning. We attend to those things which matter intensely to us, or in which we are interested. Attention is closely related to interest. It is a disposition in the mental structure and attention implies the activity of some mental structure. As McDougall says 'Interest is latent attention and attention is interest in action.'

The ultimate basis of all interest is instinct. Hence the teacher must appeal to instincts. Thus instincts of curiosity, activity, constructiveness and gregariousness would greatly help the teacher in creating interest. It can be easily aroused by whetting the mental appetite of the instinct of curiosity.

Again the new should be joined with the old and thus apperceptive attention should be secured. As Dr. W. James firmly puts it, "The absolutely old is insipid: the absolutely new makes no appeal at all; the old in the new is what claims attention, the old with a slightly new turn." "The teacher's ingenuity consists in a sympathetic divination of the sort of material with which the pupil's mind is likely to be already spontaneously engaged, and in the resourcefulness with which he discovers paths of connection from that material to the matter to be nearly learned. The teacher should also make the subject show new aspects of itself, to secure the attention of the pupils.

(b) How to secure effort:—'All mental training and discipline' says Stout, 'depend upon the victory of voluntary attention.' Effort is the will to do the right hard thing, and to secure effort the teacher must rouse ultimate interests. Life presents us with a number of situations which we have to meet and adequately respond to whether we like them or not. Some of the situations may later on turn out to be highly interesting, but for a moment they present bleak, uninviting phases

What is true of the outside world is true of the school room too: one has to learn many things that are not immediately interesting. A pupil of Form IV may find mathematics dull, insipid, and uninteresting. The teacher's unfailing and clear duty is to make the pupil realise that a pass in mathematics is absolutely essential for him to be declared eligible.

(c) Other means of securing Attention:—Teaching methods also determine attention. The teacher should question the inattentive. Mind wandering can be prevented by appealing to as many senses as possible. 'Talk' should be supplemented with 'Chalk' 'Pictures' and 'objects'. To use many senses instead of one is like storming a citadel from different directions at once.

The teacher's vitality is a great factor in securing attention. The greatest single cause for inattention is to be found in the indifference and lack of energy on the part of teacher. A devitalised teacher can never make himself attended to. One of the out-of-school duties of the teacher may be designated 'hygienic.' He must take care of his health if he is to be 'maximally effective.' Sufficient sleep is the first requisite. An abundance of nutritious food should be the last factor to neglect.

Attentive exercises calling for concentration may be given. A story may be read aloud and the abstract of it may be called for. A stanza of a poem may be read aloud and the pupils may be asked to repeat it. By these exercises, points one F. C. Lewis, it is likely that attention may be adopted as a conscious principle of mental work.

Attention is aided by proper sort of bodily attitude. We cannot give a maximum of attention unless our bodies are in proper posture. The teacher should therefore see that the pupils sit properly, stand erect, and move about with energy and ease. Often when attention flags, it can be brought back by changing postures and places, and by making pupils stand and sit.

There are some wrong ways of winning attention which the teacher

should scrupulously avoid. Shouting, clapping of hands, thumping the table, asking for attention, claiming attention, preaching its importance, threatening, promising rewards for attention, all mean practically a confession of failure on the part of the teacher.

(D) Conclusion:—To sum up, the twin problems of class management, are the problem of maintaining order and discipline, and the problem of securing attention. Poor discipline is the greatest single cause of failure among high school teachers. Hence the teacher should be a good disciplinarian. In the main, he should depend upon indirect means of control. He should mechanise classroom procedures, keep the pupils mentally alert, establish the fashion of aggressive industry in the class, follow the maxims of methodical procedure and above all maintain an objective attitude towards classroom disciplinary situations. He should have

a winning personality. He should help the pupils in the formation of good character and habits. He should love his pupils to obedience. Starting with self knowledge, he should see that his work in the classroom tries to avoid the formation of new complexes in his pupils. He should resort to direct means of control only when all the means of indirect control prove futile.

To secure attention, he should arouse interest by appealing to instincts and by rousing the apperceptive masses of the pupils. He should also secure effort on the part of the pupils by awakening the ultimate interests of the pupils.

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Headmaster, Muslim High School,
Abiramam,
and Secretary,
The Ramnad District
Headmasters' Association.

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THE HIGH SCHOOL, SRIRANGAM—FOUNDER'S DAY CELEBRATION

1. With the two crystal rivers rippling to thy glance,
Amidst the cocoanut trees, the natural fans,
The pillars of Indian Wealth, conducive to reading,
You found your seat, Oh, Mother of Learning.
2. By the Gothic structure of beautiful temples
With their massy pillars, the Beauty's samples,
To bless thy sons with their faces beaming
You found your seat, Oh, Mother of Learning.
3. In this age of fifty-two summers
Your bloom is fresh for knowledge never tires
You have brought forth sons though grown old outside
Turn young, when visiting you, now by thy side.
4. When with you, knowledge you impart
Going abroad from you, preserve it intact,
Coming back to see you, remind it back
Thy blessings, Our Alma Mater, we never lack.
5. The disciplined entry at the morning bell,
The shouting voices at the evening bell,
Make thee proud, Oh, knowledge-fulcrum,
Calling yourself, The High School, Srirangam.
6. On this twenty-second day of January forty-eight
Yours sons bow to thee in health and might
To stand with strength against competition and strife
Bless them with honour wherever in life.

P. S. KRISHNASWAMY, B.A.
Assistant.

¹ "Talks to Teachers"

"BRIDGE BETWEEN LABOUR AND LEARNING"

THE WORKERS' EDUCATIONAL ASSOCIATION

BY ERNEST GREEN

Two movements which gave the Workers' Educational Association, founded in Britain in 1902, its early impetus were the Co-operative and Trade Union Movements. The growth of the Co-operative Movement and the Trade Union Movement in the latter part of the 19th century convinced the more intelligent leaders that they needed the kind of educational facilities which would enable them to fulfil the new tasks which they had undertaken, and a background of knowledge which would help them to face with greater confidence their growing social responsibilities.

Their first appeal was to Britain's Universities. Here was a store-house of knowledge and a cultural heritage to which the worker had been denied access. If the worker could not go to the University could not the University come to him?

Oxford, Cambridge and later London Universities responded to the appeal, and from 1869 a movement known as the University Extension movement commenced, the object of which was to carry the influence and culture of the University far beyond its own walls. Lectures were offered which were intended to be scholarly but popular. Unfortunately, they were in the main far too academic for the backwardly educated worker and while many of the more intelligent artisans owed a great deal to this movement, the ultimate development was a lecture service attracting mainly middle-class people who had received better educational opportunities.

Equal Partners

Nevertheless, it was from this experiment that the workers eventually solved their problem. They recognised that the Universities could meet their needs

if they could be made to understand what those needs were. They could not be met by the Universities imposing ideas and lecturers upon the workers, but they could be met if the workers themselves were treated as equal partners and through their own representatives co-operated with the Universities in making known the wishes of the workers.

That, today, is the foundation of the most important adult education work in Britain. Joint Committees consist of equal representatives of the University and the Workers' Educational Association. Each side has its own Secretary and the two act as Joint Secretaries to the Committee. It was called by the founder of the W. E. A. (Dr. A. Mansbridge) "the bridge between Labour and Learning."

The Universities were to gain a great deal, by taking advantage of the wide experience of people in constant contact with working-class life, and the workers were to profit from the knowledge and culture of the University. That is actually what has happened.

The workers and the University lecturers have educated each other. The workers wanted lecturers of their own choice—that is a fundamental principle. They wanted the type of lecturer who would stand up to discussion and they wanted him to have a personal knowledge of the class and every member of it. The classes were to be small Tutorial Classes of not more than 24 students—and they were to be organised on a three-year basis, every student undertaking to pledge himself to the full course. In the year before World War II there were over 1,000 Tutorial Classes and preparatory Tutorial Classes with 14,384 students. At the end of the 1947 Session there were 1,456 classes with 23,056 students.

Aim and Purpose

That then is the basis on which the W. E. A. was founded. Its main purpose is to assist its students to educate themselves for social responsibility and to provide them with a background of knowledge which will make them more active and effective in the organisations of which they are members. Thus the W. E. A. does not concern itself with professional or technical training. Education for a living is important but it is not the job of a voluntary movement. The task of the W. E. A. is to teach men and women how to live a full life and give them the essential background for making their contribution to social progress.

The W. E. A. is not a vehicle for propaganda. On the contrary, it is both non-party in politics and non-sectarian in religion. But it is an instrument for open enquiry and free discussion. Its claim is that controversial issues must be and should be faced, but they should be faced objectively. In short, the W. E. A. does not exist to teach its students what to think but how to think and how to form independent judgment. It claims that the strength of one's convictions does not lie in the volubility with which they are proclaimed, but in the valid reasons which can be advanced for holding them.

After securing University co-operation, the W. E. A. had to face the financial problems involved and here its claim was directed to the Ministry of Education and the Local Education Authorities. It convinced both the Ministry and the Local Education Authorities that the education of the adult was an essential contribution to an effective democracy and that while the adult may be justifiably suspicious of education in controversial subjects directly provided by the state, the Universities with their tradition of freedom, and a voluntary movement like the W. E. A., controlled by the students themselves could provide the facilities, if the State and the L. E. A.'s were willing to recognise the teaching costs while allowing complete freedom of teaching and discussion.

Tripartite Co-operation

This principle was accepted and led to the unique tripartite co-operation which exists between the Ministry of Education, the Universities and the W. E. A.—the Ministry meeting three-quarters of the cost of teaching and the L. E. A.'s paying the difference. The W. E. A. is a federation of 2,787 affiliated bodies and individual members and raises most of its finance for administration and organisation from these sources.

Apart from its co-operation with the Universities, the W. E. A. itself organises and provides classes which are recognised by the Ministry of Education. In the last session the classes organised and provided by the W. E. A., as distinct from University Tutorial Classes, numbered nearly 4,000 and the total number of students in all types of classes over 100,000.

W. E. A. Classes are intended to be introductory courses to the more advanced Tutorial Classes. They may consist of courses ranging from 12 meetings to one-year classes of 24 meetings.

As might be expected, student interest centres round subjects which are closely related to their political, economic or cultural contacts and to the national or world events which are most urgent at the time they join a class. Thus, international problems—European history and American history—have been most popular recently as studies of wider aspect, while social security and reconstruction have covered the narrower field.

Wide Range

A summary of the range of interests, with the percentage of attraction during last session was: Sociological, 63.2 per cent.; Literature and appreciation of Music and Drama, 27.78 per cent.; General Sciences, 6.94 per cent.; Miscellaneous interest accounting for the balance.

The range of activities is not confined to provision of classes. Thousands of students attend one-day and week-end schools organised by W. E. A. Districts

* By courtesy: British Information Services, New Delhi.

and Branches and 12 to 14 Summer Schools lasting from two to six weeks are arranged each year. There are over 900 Branches of the W.E.A. These are the organising units in every centre where they exist. They arrange the classes, providing a programme of public lectures, educational exhibitions and conferences to stimulate public opinion to the need for education.

The W.E.A. does not confine its interest to the education of the adult but has been working for over 40 years for a programme of general educational reform for full equality of educational opportunity. Two years before the passing of the Education Act of 1944 the W.E.A. organised hundreds of conferences and public meetings and sent deputations to the Minister of Education to advocate its plan for educational reconstruction, much of which is now embodied in the new Education Act.

Education in the Forces

Adult Education in H.M. Forces is now an important function in general service training. Much of the credit for this is due to the W.E.A. which took the initiative in establishing the machinery by means of which education in the Forces was provided during World War II. The W.E.A. also organised the original scheme for postal study courses in H.M. Forces which is now an established feature of Service education. Thousands of correspondence courses are now provided every year, some of them through Ruskin College, Oxford, which is associated with the W.E.A. In this case the interests of men and women in the Forces follow the same trend of other W.E.A. work.

Before World War II the W.E.A. was developing close co-operation with other countries and organising joint Summer Schools in Sweden, Denmark, Norway and Switzerland. Even during the war it organised, in 1944, an Anglo-Czech Summer School in Wales. This work has very much extended and during 1947 the following Summer Schools have been organised.

Anglo-Scandinavian—Pulborough, Sussex.

Anglo-Swiss—I.L.O., Geneva.

Anglo-French—Servès.

Anglo-Czechoslovak—Jevany, Prague.

Anglo-Austrian—Surbiton, Surrey.

Anglo-Hungarian—London.

International W.E.A.

In these schools British W.E.A. students have studied and discussed vital problems of common interest with W.E.A. students from the other countries mentioned and to encourage this development, the W.E.A. has formed an International W.E.A. on which is represented at present Denmark, Sweden, Norway, Finland, Holland, Belgium, France, Czechoslovakia, Poland and Britain, with observers from Austria, Germany and Hungary.

No veto is necessary in this organisation. It is a united nations organisation, bringing together organisations who have mutual interests and recognising that the essential need in these critical years is the education of the adult, for there is little hope for the next generation unless the present generation can be inspired with a greater sense of social responsibility.

UNIVERSITY OF A THOUSAND SUBJECTS*

By GEORGE GODWIN

"Learning while earning". This was—and still is—the problem facing hundreds of thousands of people in Britain after the war. Most of the ex-servicemen and women, returning to civilian jobs at the end of World War II, found that they needed special coaching and assistance if they were to make successful careers in the post-war world.

Many of them overcame this difficulty by joining the educational classes organised by the London County Council, popularly called the "University of a Thousand Subjects". The L. C. C. polytechnics and technical institutes teach over a thousand subjects, from accountancy to zoology.

Large Attendance

Apart from the ex-servicemen and women students attending this "University", there are many others, and their numbers, since the end of World War II, tend to increase.

There are a number of reasons for this large attendance. The first is the large demands of a country like Britain, working at full stretch to survive by production for export, for men and women workers with specialized skill and exact technical knowledge.

Secondly, the curtailment of many of the normal pleasures and amenities of the leisure hours, owing to austerity, have made both men and women conscious of a need for further education and the drawing out of latent abilities, talents and interests.

Take the case of Vera Thompson. Before World War II she was an elementary school teacher, with the appropriate certificate. With this professional qualification she was content, for out of school hours she had a wide range of interests to satisfy her needs.

World War II over, and Army service finished, Vera Thompson discovered that most of her former leisure hour pursuits were no longer available in post-war Britain. Into her head came the bold idea—why should she not read for a university degree?

Low cost

If she was to secure the now coveted degree of B.Sc., London, the cost must be low and instruction outside school hours. Living in Chelsea, Vera Thompson enrolled herself as a student for botany, chemistry, geology and mathematics at the Chelsea Polytechnic. The cost? Roughly, the equivalent of three pairs of nylon stockings for a full, 10-month session.

In three years, if she works hard, Vera Thompson may hope to graduate and, thereafter, secure an appointment on the higher Burnham Scale, which is paid to teachers in all local authority schools and in some other schools in Britain.

Good may sometimes be plucked from the heart of evil, and from the evils of World War II many men and women have been stimulated with a desire to cultivate their abilities.

Practical work

The seething unrest of the post-war world has had the same effect upon the minds of millions. For the first time citizens are realizing that economics and politics are everyone's business.

This new approach to the crafts, and to education, is revealed by the choice of courses made by students in increasing numbers.

These courses which involve "doing" practical work include chiropody, furniture making, hairdressing, dress design, house-craft, toymaking, printing, interior design, leatherwork and plastics.

Among the courses that involve "knowing" are political theory, post-war reconstruction, town planning, engineering, surveying, economics, statistics and history.

A single central ideal animates the "University of a Thousand Subjects", the London County Council Educational Department. It is, simply, that further education must have as its purpose not only to train men and women to make a living, but also to teach them how to live.

* By Courtesy: British Information Services, New Delhi.

GLEANINGS

National Code of Ethics for Teachers.

NOTES.—Unethical practices should be reported to the professional organization. Appeal to the Canadian Teachers' Federation in such cases may be made only on application of the provincial organization. Provincial organizations should see that steps be taken to acquaint persons training for entrance to the profession in professional ethics. This Code of Ethics is to be applicable to all members of teachers' professional organizations.

1. The teacher should be courteous, just and professional in all relationships.

2. A teacher regards as confidential, and does not divulge other than through official channels, any information of a personal or domestic nature, concerning either pupils or home, obtained in the course of his professional duties.

3. The teacher should strive to improve his educational practice through in-service training and travel.

4. Unfavorable criticism of associates should be avoided except when made to proper officials, and then only in confidence and after the associate in question has been informed of the nature of the criticism.

5. Testimonials regarding the teacher should be truthful and confidential.

6. Each teacher should be a member of and participate in his professional organization.

7. A teacher who in his professional capacity is a member of a committee, board, or authority, dealing with educational matters or with teacher training or certification, must be elected or appointed by the professional organization.

8. The teacher should avoid interfering between other teachers and pupils.

9. The teacher should adhere to salary schedules negotiated by his professional organization.

10. The teacher should refrain from knowingly underbidding fellow-applicants for teaching positions and should refuse to apply for, or to accept,

a teaching position before such position has become vacant.

11. No teacher should accept compensation for helping another teacher to get a position or a promotion.

12. Contracts should be respected by both parties and dissolved only by mutual consent or according to the terms prescribed by statute.

13. Official business should be transacted only through properly designated officials.

14. The responsibility for reporting through proper channels all matters harmful to the welfare of the schools rests upon each teacher.

15. The teacher should not accept a contract with an employer whose relations with the professional organization are unsatisfactory.

16. Provision should be made for sabbatical leave for teachers and for alleviation of the present extremely exacting demands made upon the time, energy and finances of teachers by the present summer school courses.

Teachers are Labourers!

It is not adequate to have well-trained leaders. The rank and file, too must be capable and well-informed so that our leaders of the future will be given the necessary support to meet the problems of tomorrow with greater wisdom and efficiency. I wish to emphasize that teachers must realize that they too, are part of the labor movement and as such must be schooled to find out how to function best. Their snobbishness and timidity to join organizations affiliated with labor have been the cause of the continued wretched conditions in our educational system and inadequate teachers' salaries throughout the country. We teachers need "re-education" and a more articulate training to voice our needs. Only through a basic understanding of the industrial society in which we function, only through a knowledge of the problems that confront labor, can we hope to create a desire to improve the

inequities that exist. At least a partial answer is—Workers' Schools!

Dr. Corlett on Re-educating Germany

"I would concentrate, not entirely but mainly, on the 90 per cent. of the German people whose whole education lies in the elementary and vocational schools. If we can save them we can save Germany. They are the children who will matter. We must use our limited resources to see that we concentrate as much as we possibly can on those children. Anyone who goes into those schools can see that the teaching there is much more concerned with the making of good watchmakers and architects than of making good citizens. Something has to be done to give them a wider outlook. It is there where we should concentrate the resources which we have. In this country we have learned long ago that the place to secure real reform was in the elementary school because there, in spite of large classes, we do try to teach Johnny and not arithmetic. This is a fundamental difference in teaching methods. The universities and secondary schools in Germany are subject bound—they deal with subjects more than with individuals. It is in the elementary schools that we should get down to the individual child and teach him to stand on his own feet and think for himself, to be tolerant and not to accept uncritically other people's opinions."

Why Teach?

"Why do you teach?" Not for regularity or dependability of income. This explanation loses validity when we consider the record, when teachers were given "emergency script" to be discounted, or payday just indefinitely postponed.

Security of tenure? Security is not something which can be given by an institution. If one is not secure within himself, no institutional assurances can make him so.

And the people who teach do fit in elsewhere, as witness the heavy loss of personnel to business.

Love of children? Is it logical that teachers as a group love children more

than other people do? I think not. Besides, the romance of any contacts, whether personal or material, is tempered with time. Love of children may be a factor, but is not alone our answer.

Those of us who are and can remain educators, I suspect, are primarily concerned with living a significant life, and evaluate such a life not in terms of physical comfort, but in terms of contributing some part to the spiritual welfare and understanding of humanity.

Violations of Ethical Standards

1. Refrain from making disparaging remarks or harping criticism of others on the staff.

2. Avoid favoritism.

3. Carefully observe contractual responsibility.

4. Be a wholehearted member of the educational organizations of your school, community, and nation.

5. Do not criticize students, to other students, other teachers, or in the community.

6. Be loyal to your school system, to the community in which you live, and to your profession.

7. Do not be late to school, do not leave early, and come to meetings on time.

8. Observe the highest morality with both students and teachers.

9. Do not go over the head of your principal or superintendent to the school board.

10. Do not try to undermine a fellow teacher or a superior.

11. Intemperance in the use of liquor is a fatal mistake.

12. Principals should support the decisions of all teachers to the best of their ability.

13. Salary undercutting is unethical.

14. School personnel profiting from book adoptions, or receiving "kick-backs" from supply concerns commit an unethical act.

15. Do not smoke on school premises.

16. School boards and superintendents who "tinker" with contracts and salary schedules lay themselves open to serious criticism.

17. Do not use the school for personal, political, religious, or anti-religious propaganda of any kind.

18. Principals or superintendents should not make false recommendations.

19. Poorly kept financial records lead to suspicion.

20. The forming of cliques among teachers leads to poor school morale.

21. Teachers rightly resent "stool pigeons."

22. Superintendents who seek the reduction of teachers' salaries while asking for raises or not taking proportional cuts arouse righteous indignation.

23. Carelessness in dress and personal appearance is ethically unsound.

Power of Efficient Organisation:

Two tasks were brought to a successful conclusion by the National Union of Teachers within recent weeks, bringing pleasure to small but important sections of the London teaching service. The decisions recorded in both cases represent months of tireless effort on

the part of the Union nationally and the London Teachers Association locally. The fact that this achievement of the Union affects only a small category of teachers may be taken as an indication of the importance the union attaches to its obligations to even the smallest section of its membership.

The moral of both the above stories should be evident to all. May we point it? The National Union of Teachers and the London Teachers' Association are not only able to speak for all teachers in a fully representative capacity, but can be relied upon to use to the utmost the powerful resources at their command even when only a small section of their membership is suffering an injustice. Every teacher in either of the two categories above should recognise the value of the Union's power and influence, and determine to support the organisation which has secured an adjustment of their grievances, after a long and difficult period of negotiation.

(From the London Teacher of Dec. 1947)

MONUMENTAL WORK

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NEWS AND VIEWS FROM FAR AND NEAR

MADRAS

Weightage to Local Board Teachers:

The Government have decided that teachers in secondary schools should be allowed the concession of weightage for their service, if the local bodies concerned can afford to meet the entire cost involved from the general funds without any expectation of the grants from the Government and if other employees under their control have been given such weightage. Accordingly special officers of the District Boards and Executive authorities of the Municipalities concerned, who consider that this course can be adopted, have been directed to arrange for the grant of advance increments to teachers in Secondary Schools and refix their pay in the revised scales with effect from January, 1947.

Technical Manpower:

The Advisory Board for Technical Education met on the 24th January and decided to constitute a sub-committee to make a survey of the technical manpower required for the province. The draft Apprentice Bill prepared by the Government was also discussed. In accepting the principle of the Bill, the Board expressed itself in favour of making it obligatory for industries to take apprentices for giving training. But the question whether the industries should pay stipends to the apprentices was left for consideration at a later date.

Children's Home

A meeting was held on the evening of 6th January at Olcott Gardens, Adyar, to commemorate the inauguration, by Dr. Maria Montessori, of the first Children's Home in Rome on January 6, 1907. Mrs. Ammu Swaminathan presided over the meeting. Signor Mario M. Montessori, General Director of the Association, Montessori International (India), said in his welcome speech, that one of the greatest tasks before humanity at present was to safeguard the freedom

of the child, for the child was the constructor of man.

Rural Libraries:

The Government have sanctioned the opening of central libraries in the 25 firkas selected for intensive rural reconstruction work, with branch libraries in each of the villages of the firkas.

Present system of Grant-in-aid requires thorough revision

Laying the foundation stone of the Gurunathan Hall at the Chintadripet High School on January 25th evening Dr. Sir A. Laksimanaswami Mudaliar said "I have no hesitation in saying that the whole system of grant-in-aid should be radically revised and put on a more satisfactory and intelligent basis.

The very basic principle on which the grant-in-aid is given to secondary education ought to be changed and it should be in such a manner that it will be based upon the needs of education and upon the manner in which the management of schools can come to the rescue of education itself."

MEXICO

Unesco:

The UNESCO Conference has approved a recommendation that there should be UNESCO 'Flying Squads' composed of the world's leading radio experts to maintain contact between UNESCO and existing national radio net works and to encourage greater emphasis on programmes for peace. The 'Flying Squads' would also stimulate the production by these net works of educational, scientific and cultural programmes.

BIHAR

Teaching of English:

The Bihar Government have decided to discontinue teaching of English in school Grade VI from the academic session of 1948 and Grade VII from the session of 1949. Already the teaching of English was discontinued in Grades IV and V.

with effect from the academic session of 1947. The time thus saved will be devoted to other subjects according to needs and in particular to practical work in some art or craft in accordance with the need and conditions of each school.

Modifications to Sargent plan:

The Conference of Ministers of Education, Vice-Chancellors of Universities, Directors of Public Instruction and other eminent educationists came to the following conclusions at the end of the three-day Conference on 18th January: (1) The period of compulsory basic education (which is 8 years as in Sargent report) must be reduced during the first stage to five years. (2) A comprehensive scheme of adult education (through libraries, open air theatres, radio, films, etc.) should be put into operation immediately (3) that for the first five years conditions of training for teachers in basic schools should be relaxed. (4) The work of full time workers might be supplemented by part time workers and skilled artisans. (5) The double shift system should be introduced to economise on buildings.

S. I. T. U. PROPAGANDA TOUR

Sri C. Ranganatha Iyengar, M.A., L.T., Honorary Publicity Officer of the S. I. T. U. Protection Fund visited the following centres on propaganda and publicity work between 28th January and 16th February 1948:

Villivakkam (Chingleput Dt.)
Singaram Pillai Secondary and Elementary Schools.

Ramnad Dt. —1. Kondanoor, 2. Pallathur, 3. Karaikudi, 4. Devakottai, 5. Tiruppattur, 6. Sivaganga, 7. Nattarasankottai, 8. Abiramam, and 9. Manamadura.

At these places, meetings were held in the high schools of the teachers of the high and elementary schools in and around them and were addressed by the Publicity Officer in regard to organisation and membership of the Union, the journals and the scheme of the Protection Fund. It is hoped that there will

BRITAIN Promotion of International understanding

The creation in Britain of a Central Bureau for Educational Visits and Exchanges has been announced by the Minister of Education. The establishment of this national agency for promoting cultural exchanges and international understanding is one of the first tasks being undertaken by the Educational Co-operating Body for the UNESCO in Britain. A committee under the chairmanship of Sir Ronald Guild, General Secretary of the National Union of Teachers, will organise the scheme. It will be financed by the Ministry of Education in conjunction with the various bodies making use of its services. The Bureau will co-operate actively with the many agencies in Britain and abroad already engaged in work of this nature and supplement them by undertaking the responsibility for arranging visits to Britain by teachers and students from abroad and for exchange trips to other countries from Britain.

be good response and enrolment to the Fund particularly.

The following seems to be the common grievance of the teachers of which an early solution on the part of the authorities may go towards creating a contented teaching profession. Scales of salaries of pandits (this is now settled by the issue of a recent order fixing scales of salaries for different grades of pandits) difference in the scales of salaries between secondary grade teachers serving in high and elementary schools, absence of a separate scale for intermediate trained teachers, scales of salaries of manual training and physical training instructors and art masters, increased dearness allowance for secondary grade teachers in elementary schools, and weightage for service prior to 1-1-1947.

FROM OUR ASSOCIATIONS

Kistna District Teachers' Guild

At the eighteenth annual conference of the Guild held at Punadipudu on 22-12-47 34 resolutions were passed, the important of which emphasised the urgency of training of teachers and the payment of adequate salaries based upon the living wage to attract sufficient number of teachers to the profession and the request to the Government to grant house rent allowance and increased Dearness Allowance to teachers of Secondary Schools on a par with Government Servants.

The Kurnool District Teachers' Guild Proceedings of the Special General Body meeting held on 10-1-48 in the Coles Memorial High School, Kurnool.

The following resolutions were adopted at a Special General Body meeting held on 10-1-48 in C. M. High School, Kurnool.

All the local associations took part in the meeting and the representatives from Nandyal, Pattikonda, Nandikotkur and Cumbum associations were also present.

Sri N. Sundaresa Iyer, Guild President, took the chair. Sri K. N. Pasupathi, Secretary, explained the purpose of the meeting. Messrs. G. Siva Rao, K. Neelakanta Rao, P. V. Raja Sarma of Nandyal, Babu Rao of Coles High School, N. Gnanaprakasam, D. Subbanna of Nandikotkur and others took part in the discussion of the resolutions.

1. This conference, while thanking Government for its order sanctioning weightage in the scales of pay to teachers in Secondary Schools under Local Board and Municipal Management, requests them to make it incumbent on all managements to give effect to the order.

2. This conference views with serious disappointment G.O. No. 2619 Edn., dated 9-12-47 dropping consideration of the question of allowing weightage in the new scales of pay to the

teachers of Secondary and Elementary schools under private managements, and earnestly urges on the Government to reconsider their order and extend the benefit of advance increments in the salaries of Aided Secondary and Elementary schools also.

3. The conference requests Government to increase the D.A. paid to teachers of all grades and under all managements on a par with that to be given to teachers in Government service.

4. It requests Government to pay house rent allowance to teachers, as is done to Government servants, in view of the acuteness of the housing problem and the prevailing high rents.

5. In view of the distinctions made by the Government between teachers serving under different agencies, this conference reiterates the principle of parity in the matter of scales of pay, allowances and service conditions for all teachers of similar grades and qualifications, whatever the managements they serve under.

The Guild regrets the attitude of the Government justifying the preferential treatment given to teachers in their direct employ, as it feels convinced that the work done by teachers under Local Board, Municipal or Aided management is in no respect inferior to, or less onerous than, that of teachers in Government service.

6. The Working Committee of the S.I.T.U. and its Council of Action are requested to move in the matter of getting weightage in the scales of pay for all teachers in Aided Elementary and Secondary Schools, sanctioned by the Government.

Mahatma Gandhiji's Death

The following Teachers' Associations have passed resolutions mourning the loss to the country in the death, under tragic circumstances, of the Father of the Nation and pledging to follow his preachings conducive to the peace of humanity:—Trichinopoly District Tea

chers' Guild, Islamiah High and Elementary Schools, Melvisharam, S. H. N. V. High School, Sivakasi.

Tanjore District Teachers' Guild

An ordinary meeting of the Guild was held in the premises of the Board High School, Kodavasal, on 24-1-48, with Sri S. R. Balasubramania Iyer in the chair. There was a large gathering of delegates and visitors. Mr. M. Govindaswamy Pillai, Headmaster, in welcoming the delegates pleaded for unity and professional solidarity among teachers.

The chairman observed that teachers with vigour should be allowed to continue in service right up to sixty and that students' organisations should not indulge in politics or allow themselves to be exploited by political parties but carry out the constructive programme of the Congress and other allied activities.

A discussion on "Education in Free India" followed in which Messrs. Ramamurthi of Kumbakonam and a number of other delegates participated. Mr. T. K. Srinivasa Iyer, President of the Tanjore District Congress Committee delivered an instructive lecture in Tamil on the greatness and prestige of the teaching profession and how the future of India lies in the hands of teachers.

A number of resolutions were passed touching the unsatisfactory nature of the scales of pay of different grades of teachers (including pandits) and the general discontent regarding weightage.

Vizagapatam District Teachers' Guild

The ninth annual conference was held on the 17th and 18th of October 1947 in

Vizianagaram, with Sri T. T. Krishnamachariar in the chair. As many as fourteen resolutions were passed most of which related to the disabilities of teachers. The recommendations of the Central Pay Commission regarding salaries were resolved to be adopted. The Rajah Sahib of Vizianagaram welcomed the delegates who were 372 in number representing 21 out of 23 affiliated associations.

Tinnevely District Teachers' Guild

The half yearly conference took place in Tuticorin under the joint auspices of all the Teachers' Associations in the town on Saturday the 20th December 1947 in the premises of Subbayya Vidyalayam Girls' High School, with Mr. E. H. Parameswaran in the chair. Mr. M. V. S. Sundravel, chairman of the Tuticorin Municipality, declared the Conference open. Nearly 500 delegates were present. Resolutions regarding inadequate and unsatisfactory nature of the salaries of different grades of teachers were passed.

Teachers' College, Saidapet Mourns Gandhiji

The Principal and staff and pupils met on 2-2-1948 at the High School Assembly grounds to mourn the loss of Mahatma Gandhiji. The Principal spoke as follows:

"The greatest teacher of the world has passed away. He lived for peace and died for peace. If we are true to Gandhiji's teachings, we must take a vow from to-day to dedicate ourselves to the truth and to the cause for which the Father of the Nation lived and for which he has died."

OUR BOOK SHELF

Chintanai—Vol I Parts 1 to 3. (Tamil)
(14, Singanna Naick St., G.T. Madras).

This is a new Tamil monthly ushered into the Tamil world from Oct 1947. Unlike the popular weeklies like the Anandavikatan, which appeal to the common people, women and children at home, with a little reading knowledge of the language, this journal seems to be intended only for educated people with a good knowledge of Tamil language and diction. It ranks among high class vernacular journals, dealing with subjects of modern and topical interest. The contributions on varied topics by well known persons competent to write on their respective subjects cannot but augur well for the future of the journal. Already in the three issues we find a wealth of thought both, original and adapted.

The Book Review and News column at the end are welcome features. The illustrated cover adds attraction to the general get-up of the volume.

We join with so many well wishers for the success of the venture, which we hope, will be assured with Mr. A. Srinivasaraghavan, a well-known professor and writer, as its editor.

Teaching: A quarterly Technical Journal for Teachers—December 1947.
(Oxford University Press. Price Re. 1).

'Good feeling and co-operation between nations can only be achieved by giving children a better understanding of human beings who while being inherently human—like themselves—live far away from them and are different in appearance, habits and customs.' How far teaching of Geography can promote this understanding is ably propounded in the articles contributed in this journal by persons who have made their mark in the geographical world. Would teachers of geography benefit by reading this journal!

The Teaching of English BY PROF. GODFREY D'SOUZA (Padma Publications, Baroda. Price Re. 1/4)

The author is a distinguished scholar of English and teacher in the Training

Department of St. Xavier's College in Bombay. His keenness and practical experience have inspired this publication which is intended to help teachers of English in the handling of the subject to their pupils. The objective of learning the English language in the changed India is kept in mind. As the author himself accepts the quotation from the Calcutta University Commission report: "A severe training in the use of the mother tongue is not a rival but a necessary preliminary to training in the use of English."

Precis and Comprehension BY LAMB AND FITZ HUGH (George Harrap & Co. Ltd., Price 2 s 6d)

In a well got up volume of 100 pages are included 31 exercises on precis and comprehension for the benefit of School Final candidates. The passages selected cover a variety of topics. Questions to test comprehension of the passages, and knowledge of such aspects of grammar as analysis of sentences, figures of speech, punctuation, vocabulary and composition writing—are given in each exercise. This book will serve as useful revision exercise for those who have completed the school final course.

A contour Dictionary BY GOODSON & MORRIS (George Harrap & Co., Price 3 sh. 6 d)

Study of modern geography is not complete without a knowledge of contour. This book aids the student in acquiring that knowledge. Several contour maps are given and questions on each of these help their study.

Through speech to writing BY GLASSEY (VOLS I & II Oxford University Press. Price 3 sh. each).

These are just the books suited for study in V and VI Forms of High Schools in comprehension and composition writing. Prose and poetic passages are given. These are followed by exercises in the form of testing questions on their understanding. Grammar and composition questions are also included.

The Groundwork of criticism by GLASSEY (Oxford University Press. Price 5 sh.)

This is a book on English Literary Criticism on poetry. The author applies the usual canons of criticism and illustrates them with examples taken from famous English poets. A suitable book for English Literature students of the B.A. class.

Reading for Comprehension, Book I by HAY AND ELLIS. (Macmillan & Co., Ltd., Price As. 14.)

This is the first of four books in the series *Reading for Comprehension* intended for study of English in the Indian High Schools, and suitable for classes III to VI Forms. Book I is for Form

III. Easy poems and prose passages from well-known books are given with test questions at the end of each lesson. Illustrative pictures serve as attraction to young readers.

The Ladies' Herald, Volume II-January 1948 issue.

This is an illustrated monthly devoted to Society, Family, Education, Art and Culture. Sri M. A. Bukmani, B.A., B.L., is the Honorary Editor, supported by influential Editorial Committee with Sri K. S. Ramaswami Sastri, B.A., B.L., as Chairman, and K. R. Hebbar as Managing Editor. Among articles of interest may be mentioned Family Limitation, Amelioration of Women's Lot and Our Women in Free India.

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THOUGHTS ON CURRENT EVENTS

BY 'THINKER'

Is there place for Pedagogy?

Maulana Abul Kalam Azad's proposal to recruit nine lakhs of teachers from untrained under-graduates for compulsory elementary education scheme in India and the recent appointment of a solicitor with no teaching experience or training as Headmaster of the famous Rugby school in England must set teachers in India and abroad athinking as to whether these moves are not the thin end of the wedge which may break into pieces the great movement of training in psychology and methods of teaching started from the days of Pestalozzi and developed scientifically with success through these years. There is already considerable agitation among the teaching world in England about the Rugby affair but there does not seem to be much stir in India about this Indian affair though educational journals here and there have protested against the proposal. As Dr. John Sargent more than once pointed out this is a dangerous move and is fraught with serious consequences threatening the educational fabric of the country and the moral and spiritual growth of the millions of school going children. At a time when educationists of the country are thinking of a clinical test at a psychological bureau for recruits to the teaching profession, the move to entrust young and impressionable minds to the care of unqualified and emotionally uncertain young men is retrograde and needs to be condemned by all true educationists, and right thinking public. There may be no objection to compel graduates to the service of adult education. This is a different question altogether.

A Strong Organisation Needed:

Of late there is a growing tendency on the part of some District Teachers' Guilds and Teachers' Associations to lapse into inactivity though these showed strong symptoms of virile activity about a year ago. Perhaps these seem to think that once the ques-

tion of salaries having been settled, there is nothing more for them and that the S. I. T. U. will be doing for them. This is a false notion. The Union cannot function unless its member associations are alive and kicking and respond to its calls and co-operate with it in all its activities. In the new political set up of the country there is need for a strong unified Central Association of teachers of all grades to speak for the whole profession. The Constitution of the S. I. T. U. provides for membership of teachers of all grades. The teachers of these grades instead of mutually criticising each other can form groups under the union, each group to consider its questions in detail and present them through a small committee to the main body. There is no reason why college teachers, like the secondary and elementary school teachers, cannot come in large numbers through their own college associations or even individually and help to build up one unified profession for the province—a single tree with different branches. It is high time that teachers of this province gave their serious thought to this. The financial resources of the Union are not satisfactory, and need to be considerably augmented. If all the teachers of all grades could straight away contribute a fixed sum for membership either individually or through associations or guilds, out of the central pool grants may be made to sections for their work during the year. More and more leaders of the profession should come forward to work the Union in its manifold activities and this is possible only when teachers close up their ranks and actively assist the Union.

A Teacher of Teachers

The teacher of teachers—one of the greatest teachers of the world has passed away. Already various bodies both government and non-government are

(Continued on Page 93)

THE ALL INDIA EDUCATIONAL CONFERENCE

Proceedings of the Secondary Education Sectional Meeting held at Rewa (C. I. A.) in the afternoon of the 29th of December 1947

After the President Principal J. M. Sen had been proposed and seconded to the chair, and the Local Secretary Mr. R. K. Pandeya M.A., Head Quarters Inspector of Schools had accorded a warm welcome to the delegates attending the meeting, the Secretary Mr. S. Natarajan B.A. L.T. Headmaster, St. Gabriel's School, Madras, gave report of the work done during the course of the year 1946-47, in the field of Secondary Education. He stated that from the replies received to his enquiries from the D. P. Is., and the Education Officers of the different parts of the country he gathered that no important practical change has been made during the period, owing to the fact that with the coming of the freedom of India the previous schemes need to be reconsidered under the changed circumstances, or rather a reorientation of the whole educational system was necessary. The Secretary went on to say that the U. P., however, has finalised a scheme for the Primary and Secondary Education which it is going to put into effect from July 1948, and that Madras too has got formulated an analogous scheme.

The President then addressed the meeting. He said that if any one asked what is the foundation upon which the continuous prosperity of a nation is reared, he would say, as stated by Lecky in his well known book 'The Political Value of History', that the foundation concerning the above is laid in pure domestic life, in commercial integrity, in a high standard of moral worth and of public spirit, in simple habits, in courage, uprightness and a certain soundness and moderation of judgment which springs quite as much from character as from intellect, and that if one wanted to judge the future of a nation one should observe carefully whether these qualities are increasing or decreasing. It is by judg-

ing this moral current that the horoscope of a nation can best be cast. And the Foundations of this are laid by the School System of the country.

The President went on to say that in the schools of Europe and America there seem to be two trends noticeable the one insisting upon a thorough discipline of mind and body and the fostering of a deep religious and moral sense, and the other emphasising the natural eager intentions to render the educational system as perfect as possible; but the educational system as now prevailing in India, the President pointed out, conforms neither to the one nor to the other not being based on any correlated policy. Not being an expression of the genius of the nation it is unintelligible. He pointed out that one of the functions of education is to train true citizen, a system of education is national in so far as it thrives and is popular, is beneficial to all equally irrespective of class, sex or creed. But have these objectives been realised in the Secondary and Primary School Systems in India?, he asked. The answer is in the negative. Even great leaders of the country, like Pt. Jawaharlal Nehru have spoken with a heavy heart on the display of lack of civic virtues on the part of the students on occasions, the President pointed out.

The President contended that a new orientation in the system of education of the adolescents of India, i.e. of the Secondary Educational System is imperative, a rigid uniformity as at present exists, is baneful; only a democratic system of education giving the fullest scope for a richness of variety but imbued with a sense of national solidarity is going to save the situation. Rather the Indian National Solidarity, the President pointed out, would be the outcome of a complex variety of causes, social, economic and psychological.

Mr. R. K. Pandeya, the Local Secretary opening the Symposium Secondary Education and its objectives laid stress on the Essential Unity of Life, in the Individual, of the Individual

and the Society; there can be no vivisection in Life, he pointed out. Neither can there be fragmentation of experience, or of Reality; such and such subjects of study are in fact aspects of Reality and Experience which though conveniently learnt by methods and appliances appropriate to each, do nonetheless preserve that significance and coherence that belongs to them in Life.

Education, the speaker maintained, extends over the entire life of man, more or less consciously directed, the Family, the Society, and the various institutions and organisations such as the Schools Colleges and the University being the main educative agencies. In the narrower sense, however, by education is meant education during the period when the child is preparing for life—the period of Brahmacharya—Secondary Education being one of its stages.

Grave responsibility rests on them, the speaker continued, who under the urge for a thorough re-orientation of the system of education, as of their aspect of life, with the advent of Freedom, must plan for a Free Nation.

Education being essentially a process of creative evolution, in the individual and in the society, the speaker maintained, must if it is going to flourish, provide for richness in variety, solidarity in diversity. At the age at which secondary education commences prospects of such richness in diversity appear. The pupils begin showing diversities of aptitudes and inclinations. The teacher is confronted with two variables—the pupils and the environments. It is of the utmost importance therefore, that the content of education as well as the method of education and its organisation, should be so devised as to give the fullest scope for the development of each individual, and at the same time maintain that coherence of Society wherein alone the Individual can have any cultural significance, for as the speaker pointed out, the Individual ceases to be purely an individual as we pass from the biological to the psychological and cultural plane.

The next speaker, Dr. Edward A. Piers, Principal, University Training College, Nagpore, laid stress on the training into Citizenship, as one of the main objectives of Education. By true citizenship he meant an enlightened and vital citizenship bent on building a better and happier tomorrow. He explained how education can produce good citizens—not by breaking personality into distinct parts, not by splitting the individual from the society. He mentioned the qualities in a good citizen: viz.

1. A deep concern for the freedom and good life of his fellow men.
2. Such knowledge and power of clear thinking as will enable him to form sound judgments.
3. The power to select men of wisdom, integrity and courage.

The speaker then went on to explain how schools can give such an education. In a measure every subject helps to achieve this goal of citizenship, the speaker maintained; but the social studies, rightly imparted, have a more immediate relationship to civic education. A study of the elements of Politics and Economics should also find a place in the school curriculum. Religion too should not be neglected; a religious consciousness affirms a moral order, it makes us realise an order of reason, conscience, and of love and sacrifice. Besides the agencies of education—viz. the school and the Society, there is yet another—the Home, the Family. But if the Family is to fulfil its task, it must itself be democratic and good.

The speaker then appealed to the teachers to give of their best to the students, for, as the speaker pointed out, the teachers' influence on their pupils, for good or evil, is tremendous.

Mr. Kanetkar, President, Nagpore University Secondary Schools Teachers' Association, approaching the question from a practical point of view, said: 'We all say cleanliness is next to godliness; but although the precept is dinned into the ears of the pupils, seldom is care

taken that the school premises, the classrooms etc. are kept even passably clean.' We should look to the small things first, the speaker went on, practise them, and then talk of big schemes.

Mr. Visweshwaraiya B. Sc., B. T. Teacher, Government High School, Fort. Bangalore then gave brief summary of his paper—Reform in the High School Education—observing that from all this varied discontent about the present education, a new order is bound to emerge, that will devise methods and present opportunities, so that every one will have the right type of education.

The following papers were then submitted, which for lack of time, could not all be read :—

1. Some matters demanding consideration in the field of Secondary Education.

2. New Education.

3. Languages in Schools (By Mr. K. S. Vakil, Head of the Department of Educational Studies, Vidyabawan Bombay.)

4. Training into Citizenship (By Dr. E. A. Piers, Principal, University Training College, Nagpore.)

5. Basic considerations in planning Secondary Education—by R. K. Pandeya, Rewa.

6. Museum of Materials for Class-room Teaching—by Prof. P. K. Chatter, Secondary Training College, Baroda.

7. The New Aspect of Education in Free India (By Mr. R. G. Banerji, Head Master, Maharaja Girjanath High School, Dinajpur, Bengal.)

8. Reorganisation of Secondary Education in India by Mr. D. Srivastava, Lecturer, Darbar College, Rewa.

9. Reform in High School Education (By Mr. Visweshwaraiya B. Sc., B. T. Teacher, Government High School, Fort, Bangalore.)

The following Resolution was then moved from the chair :

This Conference strongly feels that in the reorganisation of the Secondary

Education adequate care should be taken to see that the secondary course is not made rigid and uniform for all but varies according to the pupils' natural inclinations ability aptitudes and needs for future life and recommends that alternative courses be provided for secondary grade pupils in the course of studies.

(a) A General and Agricultural course.

(b) A General and Commercial course.

(c) A General and Industrial course in the Factory areas.

(d) A General and Art course.

(e) A General and Home Economics Course suited to the home needs of the Girls.

(f) A General and Teachers' Training course.

(g) A General and Pre-medical course.

(h) A General and Nautical course in Sea Areas.

(i) A General and Military course.

After the President had explained the significance and scope of the resolution and an amendment—viz. adding a clause, J to the resolution, i.e. A General and any other course suited to the needs of the locality had been accepted, it was seconded, put to the vote and was unanimously carried.

The President then summarised the problems that confronted the educationists charging them to think seriously, and so devise things that a suitable scheme may be evolved, and at the same time the pupils' time may be saved.

The Secretary, Mr. Natarajan, then thanked the President for his able guidance of the deliberations of the meeting; he also thanked the delegates for so patiently participating in the proceedings and discussions in the meeting.

The meeting was well attended, about two hundred delegates attending at one stage or the other.

*Head Quarters Inspector of Schools,
Local Secretary.*

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

A meeting of the Executive Board of the South India Teachers' Union was held on Sunday the 22nd February 1948, in the office of the Union, with Sri M. S. Sabhesan in the chair.

The following members were present :—

Messrs. A. Srinivasaraghavan, (Vice-President), Sri A. Satyanarayana (Vice-President), V. Arunajatai (Treasurer), C. Ranganatha Iyengar (Journal Secretary), V. Bhuvaramurthi Rao (Secretary, Protection Fund), G. Srinivasachary (Additional Journal Secretary), S. Natarajan (Secretary), N. S. Periaswamy (Salem), S. E. Selvam (Malabar), S. Srinivasan (North Arcot), R. Bhuvaram and S. S. Narayanaswamy (Trichinopoly), G. P. Kuppuswamy (Coimbatore), K. M. Sundaram (Tinnevely), and S. Sundaresa Iyer (Tanjore).

The Executive Board passed the following resolution all members standing :—

"The South India Teachers' Union, Madras, expresses its profound grief at the irreparable loss sustained by the country by the fatal attack on Mahatma Gandhi and begs to convey its sincere condolences to the members of the bereaved family and to the Cabinet at the Central Government.

"The South India Teachers' Union appeals to all teachers to use their best influence in promoting goodwill amidst the various communities in society and to place before the public the teachings of Mahatmaji."

The minutes of the last meeting were adopted.

The Secretary made a statement in regard to the circular letter sent to the associations in South Arcot and Chingleput districts in respect of the arrears of the affiliation fee of the respective District Teachers' Guilds. It was resolved that if the affiliation fee be not received by the 31st March 1948, the guilds be disaffiliated and that members of the Protection Fund in these districts be notified to become individual members of the Union, if they desired

to protect their membership in the Fund.

The Journal Secretary reported that the cost of production of the Balar Kalvi was in excess of the income from subscription and recommended that the subscription rates be increased from Rs. 2 to 3 per annum. In the course of the discussion it was felt that it would be difficult for elementary school teachers to bear an increase in subscription rates. It was decided that efforts should be made to increase the number of subscribers and the members of the Executive Board were requested to do their best to enrol more subscribers in their respective areas.

The Secretary of the Council of Action reported :—

1. that a sum of about Rs. 1,000 has been received from District Guilds and Associations towards the Council of Action Account, and

2. that an expenditure of about Rs. 500/- has so far been incurred.

He further reported that the recent orders in respect of the salaries of Pandits marked one more gain. He mentioned that the following points had to be pressed upon Government :—

(i) Grant of advance increments to teachers in aided secondary schools.

(ii) Inadequate scales of salaries of secondary grade teachers in secondary schools,

(iii) Inadequate scales of salaries to Drawing Masters, Manual Training Instructors, and Commercial Instructors in aided and local body schools,

(iv) Payment of the managements' share of Rs. 5 to higher grade and secondary grade teachers in aided elementary schools, and

(v) Removal of the distinction in respect of salary scales of teachers in Government and local body schools.

He further reported that in G. O. No. 975, dated 10-5-47, Government notified their decision to pay to teachers in aided schools the special grant equal to one half of the difference between the average of the local body scales and the

average of the scales of the managements which are unable to adopt the same for the period 1-1-47 to 1-6-47, and that a few days ago Government had notified managements that no such special grant would be paid. He also reported the action taken in respect of advance increments to teachers in aided schools and the amendments to the M. E. R. whereby the standard rates have increased. It was resolved that a sub-committee consisting of Messrs. S. Natarajan, C. Ranganatha Iyengar and T. P. Srinivasavaradan be appointed to examine these different points and prepare a detailed memorandum to be submitted to Government. It was also resolved to ask the Secretaries of Teachers' Associations of aided secondary schools that did not adopt the revised scales from 1-1-47, to supply information regarding the scales obtaining in their respective institutions for the purpose of representing to Government their case for special help as contemplated in G.O. No. 975, dated 10-5-1947.

There was then a discussion regarding the continuance of the Council of Action. Mr. Periaswamy (Salem), Mr. Kuppuswamy (Coimbatore) and Prof. A. S. Raghavan took part in the discussion. It was agreed that the Council of Action should continue to function and that the Convener of the Council of Action may place urgent work before the Working Committee and that such expenditure as may be needed to carry on the work be met from the funds collected.

Then the Secretary placed before the Board the views of the District Teachers' Guilds in respect of the amendments proposed to the rules of the Union. Of the five Guilds that had replied two were not in favour, one desired only 25% increase in subscription rates, one guild wanted the question to be postponed while one guild approved of the idea. It was resolved that the other Guilds be invited to send their views at an early date and the Working Committee was authorised to frame suitable amendments and place them before the General Body.

The Executive Board took up the question of maintaining the non-political character of the Union. The note of the Secretary was also considered.

There was a prolonged discussion in which practically all the members participated. Finally it was resolved that the S. I. T. Union be declared a non-political organisation, and that its office-bearers should not be members of any political party during their term of office. It was also resolved to recommend to affiliated Guilds and Associations the adoption of a similar policy, and the Working Committee was authorised to bring suitable amendments to the rules.

The Secretaries of the Reception Committee, Messrs. Bhuvarahan, and Narayanaswamy Iyer, who were present by invitation, made a statement regarding the arrangements so far made. After a discussion it was thought that a three-day session of the Conference might be arranged and that the Conference might take up for discussion the following topics:

1. Discipline in schools and colleges.
2. Teachers and Public Relation.
3. Teacher-Training and Supply.
4. Education in Free India.

The Executive Board then affiliated the P. R. C. High School Masters' Association of Cocanada for the year 1947-48.

The Secretary reported the forthcoming visit to Madras of the Secretary-Treasurer, Mr. Irvin R. Kuenzli of the American Federation of Teachers early in March 1948. The Secretary was authorised in co-operation with the Madras Teachers' Guild, to arrange for a Reception and a sum of Rs. 30 was sanctioned for the expenses.

Mr. C. Ranganatha Iyengar then presented the Report of the Sub-Committee in regard to the S.I.T.U. Publications. The Report was referred to the Working Committee for necessary action.

Mr. S. Srinivasa Iyer suggested that it be recommended to the Government to change the name 'Director of Public Instruction' to 'Director of Education'. As the members did not feel interested in it, it was dropped.

25-2-1948.

S. NATARAJAN,
Secretary.

EDUCATIONAL EXHIBITION

An Educational Exhibition will be held under the auspices of the 38th Madras Provincial Conference, coming off at Trichinopoly, in May next. All interested in Education are invited to send Exhibits of Educational Value. The Exhibits are to be classified under the following heads:—

1. Child Education — Basic Education.
2. Teaching aids, appliances and apparatus on all school subjects.
3. Physical Education, Health and Hygiene.
4. Manual and Vocational Education.
5. Scout Craft.
6. Junior Red Cross.
7. Visual Instruction.
8. Needle work and embroidery.
9. Fine Arts.
10. Hobbies and collections.
11. Educational charts, statistics, magazines & periodicals.
12. Experimental Psychology and Intelligence Tests, Educational Measurements.

Instructions to Exhibitors.

1. Exhibits will be received at the Exhibition Office from 15th April to 5th May 1948. Exhibitors are requested to send along with the exhibits detailed information about them as under:—

- a. Name of the article exhibited.

b. Name & address of the maker and institution.

c. The value of the exhibit.

d. Whether the exhibit is for sale.

2. Exhibits may be sent by Railway Parcel to Trichinopoly Fort Railway Station at the exhibitor's cost and risk.

3. The Exhibition Committee will afford all possible facilities for ensuring safety of the exhibits. They do not, however, hold themselves responsible for any loss or damage.

4. Prizes and certificates of merit will be awarded to the exhibitors.

5. Exhibitors are informed that an Exhibition Directory is to be published as part of the Conference Guide Book. So they are requested to send particulars of Exhibits before 1st April 1948.

6. On all matters connected with the Exhibition, the decision of the Exhibition Committee shall be final.

7. All Exhibits and communications should be addressed to

Sri. A. D. M. Prakasam, B.A. L.T.,
Exhibition Secretary,
St. Joseph's College High School,
Trichinopoly.

(Sd.) S. S. NARAYANASWAMI,
(Sd.) R. BHUVARAHAN.

Joint Secretaries.

A. D. M. PRAKASAM,
Exhibition Secretary.

Continued from Page 87)

taking steps to perpetuate the memory of Mahatma Gandhi. May I suggest to readers of this journal who have some influence in their own places and have their say in this matter whether it would not be a fitting memorial to have a stupa or pillar in each village and smaller town in India (on the lines of the pillars of Asoka) on which should be inscribed in illuminated characters the main teachings of Gandhiji both in Hindi and the regional languages, so that even he who runs may read. These pillars should be raised by the residents

of the respective villages and erected in a central place in the village when the village community usually gather. The maintenance of the pillar in good condition should be the task of the Central Government under the preservation of Ancient Monuments Act. The moral and spiritual influence of Gandhiji is far wider than the kingdom of Asoka and the whole country is his kingdom. Hence a pillar in each village would symbolise the spiritual conquest of the country by the Mahatma apart from the political freedom secured under his leadership.

SRI M. S. SABHESAN'S 61ST BIRTHDAY CELEBRATION

On the occasion of the 61st birthday celebration of Sri M. S. Sabhesan on the evening of the 21st February '48 tributes were paid by various educationists to his efforts, during the last 30 years of his association with the Teachers' organisation in the Province, to raise the status of the profession and promote the welfare of the teachers.

The function came off in the Hindu High School Hall. Sri T. R. Venkatrama Sastri presided. A Commemoration Volume containing his own addresses and writings, a shawl, silver flower-basket and tray, a fountain pen, a book case and copies of Srimat Baghavatham etc., were presented to him on the occasion. Addresses were also presented on behalf of various Teachers' organisations.

The programme commenced with an orchestra by the pupils of the Saraswati Gana Nilayam, Triplicane.

Sri T. R. Venkatrama Sastri, in the course of his preliminary remarks, said that it was a great thing that Sri Sabhesan brought all the teachers of the Province together into a close-knit organisation and increased their self-confidence and prestige. Credit was also due to his innovation of a Protection Fund on an insurance basis, for the teachers.

Sri S. K. Yegnanarayana Aiyar, President of the Shashtiabdapurti Committee, presented to Sri Sabhesan the Commemoration Volume.

An address in Tamil on behalf of the South India Teachers' Union was presented by Sri G. Srinivasachari. The address referred to the services rendered by Sri Sabhesan to the Union during the last 25 years as Secretary and President and in various other capacities.

Sri P. Doraikkannu Mudaliar presented an address on behalf of the Madras Teachers' Guild which Sri Sabhesan had served as Secretary from 1920-37 and as President from 1937-39.

Addresses were also presented on behalf of the South Indian Teachers' Union Protection Fund, Ltd. by Sri V. Bhuvaramurthi and the Madras Teachers' Guild Co-operative Society by Sri L. R. Chandrasekaran. Sri C. Ranganatha Aiyengar presented an address on behalf of all the teachers in the Province. The address stated:—"If the South India Teachers' Union today is a representative organisation of the teaching profession with a record of useful service, it is in no small measure due to your great organisational capacity, wise guidance and leadership, thorough grasp of the problems of education and disinterested devotion to the cause of teachers."

Signor Montessori spoke in appreciative terms of the services rendered by Sri Sabhesan to the teaching profession and wished him a long life of further useful service.

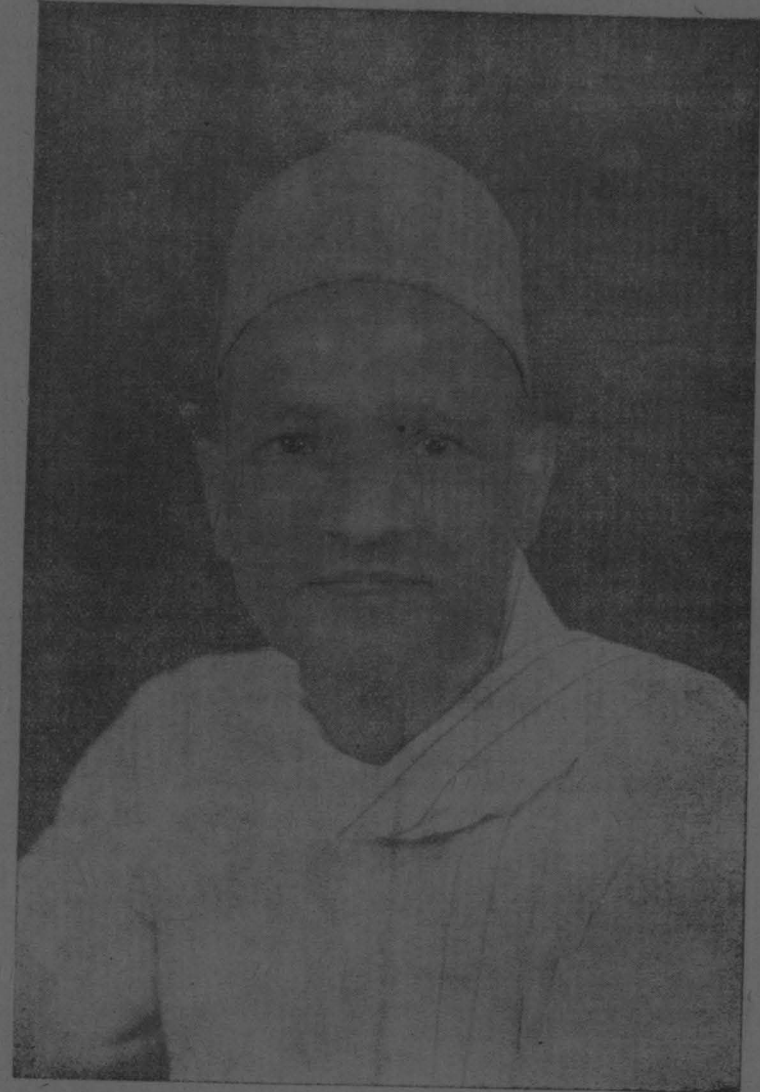
Sri Balakrishna Joshi said that more than the 61st birthday celebration, it was an occasion to show the gratitude of those in the teaching profession to Sri Sabhesan's ceaseless efforts to advance the cause of the teachers. Sri Sabhesan, he added, worked for that cause without fear or favour and he symbolised the dignity, self-respect and potency of the teaching profession.

Messrs E. N. Subramaniam, R. Bhuvaram, S. Thambayya, K. S. Chengalvaraya Aiyar and T. P. Sreenivasavadhan spoke expressing their gratitude for all that Sri Sabhesan had done for the cause of the teachers and wished him long life.

Greetings from various persons, including His Excellency Sri C. Rajagopalachariar, were read.

H. E. Sri C. Rajagopalachariar stated, in the course of his greetings: "I testify to Mr. Sabhesan's energy and loyalty to the cause of the teachers and of education in South India."

Replying to the kind sentiments expressed by various speakers, Sri Sabhesan said as follows:—



SRI M. S. SABHESAN

MR. CHAIRMAN AND COMRADES,

This is a unique gathering. I find it rather difficult to say much. The Shashtiabdapurthi Commemoration Committee seems to have set about its business thoroughly and at its instance you are gathered in large numbers to-day to show your great attachment to me and convey to me your best wishes. Your friends connected with the management of teachers' organisations, namely, the Madras Teachers' Guild, the Madras Teachers' Guild Co-operative Society, the S. I. T. U. Protection Fund and the South India Teachers' Union have presented addresses on your behalf and have referred in appreciative terms to my work in these bodies. The Committee has also brought out a neat commemoration volume for the occasion with special articles contributed by distinguished educationists. The Committee has also managed to make presents rich in spirit and money value alike. It is not easy for me to give adequate expression to your kind and generous feeling towards me.

The addresses give me the impression that the successful working of the concerned bodies has been exclusively my work. I should like to remove this erroneous impression at once and do not hesitate to acknowledge the wholehearted co-operation and team-spirit of the colleagues who worked with me all these years and faced the ordeals along with me. Many distinguished teachers have willingly helped me in my work during the period of over 25 years of my official connection and to mention all these names will take a long time. I owe a deep debt of gratitude to the Executive Board of the S. I. T. U. which has helped me in my efforts and supported me in the line of action adopted for the safe-guarding of the interest of the Union.

Now that I am likely to think of retiring from active work, you will naturally expect me to say a few words of advice and a lead for the future. I

do not think it proper for me either to give advice or lead, but I am prepared to place before you my experience in the working of the organisation. I am confident my successors to be chosen by you hereafter can be trusted to understand the day to day position and adopt a suitable line of action with due regard to the high ideals of the teaching profession. Education in Free India is on the lips of every one and our top-ranking leaders are pre-occupied with delicate and complex national problems. They are interested for the time being in paying special attention to the building up of a stable, intelligent and economically well-placed society. As members of the learned profession, we shall do well to realise that we have our own contribution to make in this connection. While the leaders work from above downwards along with adults, we shall work from below upwards with children who will be citizens of tomorrow. The S. I. T. U. representing the teaching profession in South India will have to bear in mind the following general points or objectives:—

1. The General Body must be a disciplined body able to think for itself, strong enough to remain uninfluenced by slogans and appeals for shock-tactics and short-cuts, and to choose as office-bearers of the Union persons who can always stand up for the ideals of the profession.

2. The Government, provincial and central, rests for its support on public opinion and the fact must be realised that the only way for the redress of grievances should be by a well-planned programme of publicity in the form of leaflets, booklets and reports from time to time for the information of the public.

3. While redress of grievances can be left to the Executive, arrangements must be made for a select brain-trust which will take up for special and careful study educational problems as they arise and give authentic information to the public and the authorities.

(Continued on Page 100)

EDITORIAL

The Public Libraries Bill

Mr. Avinashilingam Chettiar, the Hon'ble Minister for Education, has done a real service to our province by introducing in the Madras Legislative Assembly the Public Libraries Bill. The idea of a public Libraries Bill was mooted long ago by Mr. S. R. Ranganathan and Mr. K. V. Krishnaswamy Ayyar. The Madras Library Association made strenuous attempts to popularise the idea and to persuade an influential section to introduce its draft bill. There has been a considerable delay in the piloting of the bill and the province has lost a good deal. A well-planned Library Programme is inseparable from the plan for the liquidation of illiteracy. The percentage of book readers in our province is even now negligible, especially in rural areas. The steps adopted by Mr. Ranganathan when he was the Librarian of the Madras University attracted quite a large number of students and elderly gentlemen. In the five laws of Library Science he has explained the function and objective of a library and a librarian. This book has opened the eyes of educated men to the need for an effective use of a good library. It is admitted that the present provision for libraries is quite meagre. There is much to be said for the view that the education given in elementary schools will be more effective and fruitful if the adults can have the advantage of local libraries.

The Public Libraries Bill has been referred to a Select Committee on the 21st February 1948. Under this bill a provincial library committee is proposed to be constituted to advise the Government on all questions relating to libraries. There is to be a Central Library managed by the Director of Public Instruction who is also expected to supervise the working of libraries in the province. The essential point on the bill is the creation of local library authorities which are authorised to take in hand

the provision of library facilities in their respective areas. These have been empowered to levy a cess of three pies per rupee on the property or house tax and they will be assisted in their work by the local library committees. The proposed scheme is sure to extend the benefit of a good public library service to rural and panchayat areas. Once the rural population becomes interested in books, we may rest assured that the progress of the country will be rapid in every sphere.

We welcome the Public Libraries Bill and feel sure that there are several good features in it. We would like very much if the Library Administration should have a Director of its own. The idea that the Director of Public Instruction will be appointed as the Director of the Central Library does not seem to us satisfactory. An infant library scheme requires constant and careful attention to a number of details and there is also the problem of dealing with a number of local authorities enjoying a measure of autonomy. The Director of Public Instruction has his hands even now too full and there is a feeling that the work is so vast and complex that consideration of even important questions is delayed. What is needed for library administration in the earlier stage is freedom of action and flexibility, and the Select Committee will do well to provide a director exclusively for the library.

The discussion in the Assembly shows that there is a general support for the bill. The view that the Government should make adequate financial provision was expressed by more than one member and the Select Committee may be expected to look to this point.

A Public Library scheme is to be judged not alone by the provisions in the bill, nor by the powers given to the committee though they are important. Members of the Legislature have already begun to make curious suggestions with regard to the location of the

library and so on. They will do well to remember that a good library service requires a well-trained librarian with the right outlook. Many of the libraries have not been able to come up to our expectations because attention was not paid to their need for employing suitable librarians on fair scales of salary. As a matter of fact those who manage these libraries have practically ignored the essential points referred to in the 'Five laws' by Mr. Ranganathan. Much will also depend upon the personnel of the Library Committee. It will be wise to choose proper men and women and then leave the details to their good sense. We hope the Public Libraries Bill will very soon be placed on the statute book and that the several library committees will always keep in mind the close relation between the Library Service and an enlightened citizenry.

Sri M. S. Sabhesan.

It is a matter for greatest pleasure that our Editor-in-Chief, Prof. M. S. Sabhesan, has just completed his sixtieth year. The attainment of 60 years of age is, among Hindus, an event of great significance and this event in Sri M. S. Sabhesan's life was celebrated in a fitting manner. The religious function was performed at his residence on Thursday the 19th February 1948 at which many of his friends and relations were present. He was the recipient of many valuable presents.

At a public meeting held in the Hindu High School Triplicane, on the 21st February 1948, presided over by Sri T. R. Venkatrama Sastri, tributes were paid to the qualities of head and heart of M. S. Sabhesan and to the meritorious services rendered by him to the cause of education in the province first as the Secretary and then as the President of the South India Teachers' Union from 1923. The Madras Teacher's Guild, the Guild Cooperative Society, the South India Teachers' Union and the South Indian Teachers' Union Protection Fund presented addresses eulogising his great work for every one of these organisations and wishing him long life

and prosperity. A number of district representatives referred in appreciative terms to the organising capacity and the intellectual gifts of the chief guest of the evening. The contributions in money received by the commemoration committee from teachers and teachers' associations were made over to him in the form of a souvenir volume (containing his writings and addresses and essays on educational topics and personal appreciations of his friends (and co-workers), and presents in the form of silver tray, flower basket, fountain pen, etc. and copies of Bhagavatham and Bhagavat Gita. and a book case. The large gathering at the meeting consisting of many distinguished visitors from various walks of life betokens the high esteem in which Prof. Sabhesan is held by teachers and parents of Madras and by his old pupils who are now occupying high positions in life. May he be spared for many more years to be the guiding light to the teachers and the community around!

A Breach of Promise

We are surprised that Government have decided to go back on their word in respect of the award of a special grant to Managements of Schools as were unable to adopt the revised scales from 1-1-47 so that the teachers in those schools might not be placed at a disadvantage compared with teachers in schools where the revised scales had been introduced. It is stated that the Director of Public Instruction has pointed out difficulties in assessing the special grant in the manner laid down by Government in their G. O. No. 975 Education dated 10th May '47. He is reported to have mentioned the absence of any definite scales of pay in most of the aided secondary schools as one of the difficulties. It cannot be that Government were not aware of such absence of scales. Still Government felt that the inability of a Management should not deprive the teachers of the Government's help and hence they made a solemn affirmation in their G. O. No. 975 of their decision to help teachers in such schools with a special grant equal to half the difference between the average of the Manage-

ment's scale and of that proposed for teachers under local bodies.

We fail to appreciate the difficulties in the way of assessing that difference. If there is no scale, the salary drawn by the teacher may be taken into account. It is unfortunate that the inability to calculate on the part of the Office of the Director of Public Instruction should be made the reason for depriving teachers of the relief promised by Government. At this rate, teachers can have no faith in the Government Orders for what Government solemnly decided to do. The Director of Public Instruction has negated by pointing out difficulties.

We are sorry that Government have accepted the Director of Public Instruction's plea of difficulty and have gone back on their earlier decision. It is a

sheer betrayal of trust and many teachers have been denied a help which they were made to expect. We further understand that the delay in the passing of orders in respect of sanctioning advance increments to teachers in schools under local bodies and private managements was to a considerable extent due to slackness in the office of the Director of Public Instruction and to their over-estimate of the expenditure involved. To-day, when the Government is having a programme of radical reform of Education, if the office of the Director of Public Instruction be steeped in its old tradition and is unable to appreciate the spirit of the times and keep pace with the Government's forward policy, it is high time that Government should institute an enquiry and take quick steps to vitalise the office.

(Continued from Page 97)

The more the Union succeeds in this line the more easily the public will admit the expert nature of the profession.

4. Lastly, teachers can have no superiority or inferiority complex and all of them must move freely without any mental reserve. The teacher as a teacher must enjoy a status.

It is not my intention to give you any direction, but I fear that a programme of work animated or supported or resting on the above mentioned ideals will enhance the prestige of the profession and there will be ample opportunity for national service at this critical time. What the Union is able to do in the coming years will determine the esteem and support of the public it can enjoy in Free India.

With a vote of thanks proposed by S. Natarajan, the function terminated.

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TRIPPLICANE, }
1st Jan. 1948 }

V. B. MURTHI,
Honorary Secretary.

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