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उद्धरेदात्मनात्मानम्.—The Gita.

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TEACHERS AND SOCIAL SECURITY

V. S. VENKATANARAYANA, M.A., B.Ed.
Secretary, Nellore Dt. Teachers' Guild

1. The Problem of Teachers

Social security can be had only when the teachers who are potential factors in the shaping of the society are properly treated. At present we find that, though time and again political leaders and others mouth high phrases about the vital part to be played by teachers in the moulding of the citizens of the morrow and about the nobility of the profession of pedagogy, teachers are generally left in the lurch and made to eke out a hand-to-mouth existence. Life has become costly but the teacher has to live on his meagre sustenance which is a 'Procrustes bed.' He cannot augment his resources in other ways as, if he were to undertake tuitions, a furore is created in the genteel world that the work of the teacher is suffering. He is, in spite of it, expected to play a significant part in the education of the on-coming generation. How paradoxical! It is no exaggeration if we assert that every teacher at present is barely subsisting. Many are forced to borrow from their relatives in order to meet their bills and in addition to it they are forced to seek extra work to make both ends meet—though rules forbid undertaking tuitions without the permission of the management which is forced to play an unenviable part by the Department in this respect.

The point is that while on the one hand the salaries of teachers are pitifully low and are not at all sufficient to meet their economic necessities, on the other hand they are expressly forbidden to undertake tuitions. This is a queer

position for any mortal to be in. The principle underlying this restraint is extremely unpsychological. When the management is not able to pay enough to the teacher so as to make him lead a life of necessary comfort and ease, it is but logical to allow no restrictions to be put in the way of the teacher earning something over and above his income in his institution. The management has however a whiphand in the matter. They can check the teacher if he is slackening in his work in the institution. After all it must be realised that no one can undertake work to such an extent as to get his back broken. Also unless he has a job secure in some institution or other, no one will approach him for tuition so that he has to be careful about his lien. It passes beyond comprehension why there should be such vehement opposition for private tuitions which, it must be said, are not had by all teachers—only teachers of certain subjects alone being in demand for such work.

It further beats any one to see how the consciousness of the primary nature of a teacher's role in society is linked up with a gross negligence of his needs. How is it that one who is recognised on all hands to be so useful to society at large is treated in such a niggardly fashion and yet is expected to turn out sterling work? Why should he alone, as Prof. M. Venkatarangiah has rightly pointed out, be expected to sacrifice his own interests in the cause of society while the same spirit of sacrifice is not expected to be shown by persons in

other walks of life where there are ways and means for lucrative earning? Why not the principle of sacrifice be preached to them?

The lawyer, the doctor, the engineer, the public service employee and the trader—all of these are allowed extended orbits of activity bringing in fabulous incomes. A black-marketeer is more respected in society in virtue of his ill-gotten gains. He occupies a good social position in spite of the much publicised but less-acted-upon measures to check fraudulent means for acquisition of wealth. These are all tolerated. But a teacher, if he wants to sweat himself to earn a few honest pices to keep himself whole and alive, is to beat the mercy of the management—all this savours of indentured labour.

No one—least of all the teachers—will deny that a teacher should be a model to society. He should be fresh in thought, vigorous in action and upright in character. His integrity should be unimpeachable. A clerk or an officer may take his mamool with impunity and yet he is powerful and can inflict his will on the public. The public will not think otherwise of him for a mamool is a mamool. In the case of a teacher it is a crime to resort to underhand methods to earn money. By imitation his pupils imbibe all his virtues and his vices—more so the latter.

Hence the paramount necessity for the teacher to be above board in the matter of honesty. The teacher is required to be honest but at the same time he is not placed in such a position as to prevent him from being otherwise. He is not shown due regard. He has no status in society at present unless he be a propertied person or he is engaged in other paying deals. His position is analogous to that of the cow in Hindu society. Pandit Nehru has said in his Autobiography: "Even the cow, that favoured animal, though looked up to and almost worshipped by many Hindus and often the cause of riots is not treated kindly. Worship and kindness do not always go together." The teacher's position is much the same at present. Nothing is done to improve the status of the teacher in society.

People who ought to be leaders of society are downtrodden.

Of course here one might point out to the revision of salaries of teachers propounded by the Govt. of Madras. Any sensible person will find how inadequate and unjust the revision is. For example an L. T. has a varied lot according as he serves the Govt., local body or an aided agency. In the first case he has a start of Rs. 80—leading to Rs. 170—with further prospects. His scale is fixed with due regard to the total number of years of service by giving advance increments for every four years up to sixteen years. He has house rent allowance and other considerations allowed to him. In the second case his scale is from Rs. 75-5-145 with advance increments given if only the local body can afford to do so, so that experience may not get due consideration here. In the third case an experienced teacher shall not have the benefit of advance increments unless the managements are noble enough to do so, this is so because the Govt. openly declared that they have decided not to insist on managements giving weightage for past service though they are prepared to grant the item as an approved item of expenditure. Further a teacher of 16 years experience in several educational institutions on the aggregate can only get Rs. 75—per mensem if he were to be serving the present management for only three years even in case the management is generous enough to allow weightage for past service. Therefore the experienced teachers in aided schools shall not have the benefit of advanced increments as the Govt. have no funds and the managements are too poor. Experience counts for nothing in an aided institution under the present circumstances. Why such an invidious distinction should be made between teachers of the same qualifications working in the same type of institutions offering the same instruction passes beyond the understanding of an average intellect. The same difference and slipshod treatment can be witnessed in the case of teachers belonging to all categories like elementary school teachers.

The average budget of monthly expenditure requires at least Rs. 100/- for any individual in the present circumstances. There is no chance of this level ever going down. Prices are generally showing an upward trend. So it is inhuman to fix teachers on starvation pay and expect them to live within those miserable pittance.

Education is recognised to be the first charge on the Government. In spite of it, we find the plea of lack of funds being put forward by the Govt. when the matter of teachers' salaries comes up for discussion. Whereas the so-called Development departments, research departments, reference departments, firka development offices advertise for highly salaried posts carrying with them a salary ranging from Rs. 500/- to Rs. 1000/- per mensem, the oft-dubbed 'guardians of the community's children' are forced to scrimp and save and labour hard in other ways to make both ends meet. They have no provision either against sickness, accident and old age. Is social security possible if teacher security is not obtaining?

2. A Charter for Teachers

In order that the teachers' problems may be thoroughly understood in its proper perspective, efforts must be made to educate the public. Educators must explain to the public the value and significance of their work. There must be intensive and extensive propaganda much in the same way as propaganda is made for explaining governmental schemes. Social work institutions will have to take up the cause of the teachers and ameliorate their condition. Mostly the newspapers, which are such potent factors in disseminating ideas, must be used for the purpose. The following essentials are required to be satisfied if there is to be teacher security, and consequently social security.

A teacher should have comfortable and living quarters and surroundings, proper and adequate food and nourishment and suitable clothing. He should have provision for recreation and for social life. He must have a thorough cultural life with opportunities for professional study and improvement.

Without having a cultural background a teacher cannot be successful in his work. Recreation and social life are very essential to mental health, to perspective and a sense of proportion. He should be encouraged to take part in the affairs of the community and in sports and recreation. He should be regarded with favour when he mingles freely with men and women at social gatherings.

The traditional teacher who has to pump certain facts into the immature brains of the pupils can no more exist in the present day progressive world which is dynamic and changing every moment. The new teacher has to teach new education with new objectives like education for life, education for happiness and such the like. As such therefore he must have proper equipment as also proper opportunities for social life. Sufficient allowance must be made for savings to care for sickness, accident and old age.

Teachers irrespective of the agency they serve should have adequate salary according to need including family allowances. The salary grade must be so fixed as to make the minimum start high for the cultural standard of living is just as essential for beginners as for veterans in the field. Also the maximum must be lower somewhat relatively in relation to the minimum but must be considerably higher than what is common in the present day. Exceedingly high salaries is inconsistent with the principle of payment according to need. Also since almost everyone has to reach the maximum the latter cannot be inordinately high. They should have greater economic security and reduced risk through legislation for increased tenure, pension and retirement funds, sick leave provisions and adequate family allowances. Increments should be either fewer or smaller.

I. The following salary schedule will be acceptable.

(1) Secondary grade teachers—Rs. 100—2—120.

(2) L. T. teachers and Language masters Rs. 150—2—170.

(3) Physical instructors, drawing masters and commercial instructors shall draw the pay of secondary grade teachers, graduates among them being placed in the L. T. category. Headmasters shall have supervisory allowance of Rs. 15/- in elementary or basic schools, Rs. 25/- in middle schools and Rs. 40 in secondary schools. No differentiation should be made between the teachers of the same qualifications whatever might be the classes they handle. No mention is made of Higher grade teachers here because they are out of place in new education. The existing teachers of that grade must be put on the Secondary grade scale and future examinations of that grade should not be held. A teacher in the new order of things must at least have finished the High School course. Otherwise he cannot be effective.

II. House rent allowance, family allowance, health insurance provision should be made according to the varied necessities.

III. Sick leave on full pay should be granted to teachers as it is the time when they would be highly hard up for money being helpless and unable to work.

IV. There should be Provident Fund contribution by every teacher at the rate of one anna in the rupee with the Government and the management contributing one anna each in the rupee. The provident fund account shall begin immediately on the teacher becoming permanent. The Government should pay its contribution to the teacher irrespective of considerations regarding the length of his service—be it ten years or even less. There should be no governmental delay in payment of provident fund to retired teachers—which is the sad fate of every retired teacher at present; sometimes even after two years of retirement, the teacher does not get his contribution. The management should pay its share in any event.

V. In addition to Provident Fund contribution, the Government shall pay to the teacher gratuity calculated as follows:—

Last pay drawn by the teacher $\times$ the number of years of service as a teacher.

Further if a person be disabled or dies accidentally, his family should get in addition to the Provident fund amount the same gratuity, the number of years of expectation of service being taken into account.

VI. Children of teachers shall have free education in all stages of education.

The following pre-requisites for security of tenure must also be secured through legislation.

(1) No teacher in any recognised institution of education should be kept on probation for more than a year.

(2) Every probationary teacher should be entitled to vacation salary.

(3) The period of approved probation should count for purposes of calculating increments.

(4) Service registers should be maintained in the case of all teachers.

(5) No teacher should be entertained in any institution on a pay less than that to which he is entitled as per uniform basic pay laid by Government. No teacher should be entertained in any institution on a salary less than that to which he is entitled as per his service register.

(6) Probationary teachers whose services are dispensed with for want of strength in institutions must be guaranteed preferential appointment and new teachers can be entertained only when the thrown-out teachers are employed elsewhere.

(7) Every institution should submit to the Director of Public Instruction annually a statement of probationary teachers thrown out of service with reasons therefor.

(8) Every District Educational Officer should maintain a panel of probationary teachers thrown out of employment at the end of a probationary period in the order of seniority and every institution requiring a teacher should apply to the said District Educational Officer who would recommend teachers in the order of the panel.

(9) Every teacher should be given permanent employment after a period of one year's satisfactory probation, the satisfactory or unsatisfactory nature of which must not be left to be determined by the sweet will and pleasure of the management. The satisfactory or unsatisfactory nature of probation should be approved by the Department. A teacher might be removed for immoral conduct proved in a Court of law or for inefficiency and incompetency proved to the satisfaction of the Department or for mental derangement. A contract to the above effect must be first executed. Right of appeal to the Department must be allowed in all cases of disagreement between the management and the teacher. A teacher cannot leave an institution of his own accord unless he gives three months' notice or salary in lieu thereof.

(10) The normal age for retirement should be sixty.

(11) There should be no restriction placed upon the personal liberty of any teacher. He should be allowed to become a member of any teachers' association, cultural society or any religious organisation without let or hindrance from the authorities concerned. They should have the right to ventilate their grievances through meetings or memorials without any previous permission from the managements.

The one item on which the above proposals vitally depend will be that of

money. What one would like to suggest is that money should be found for implementing the salary grades proposed by proportionate taxation. Education cess must be increased according to increased holding as in the case of income tax. If the Provincial Government feel that there is no elastic income to make up for the expenditure, the best thing then would be to entrust the matter to the Central Government. After all there must be a uniform educational policy pursued throughout the country. The appropriate variations in the content of education to suit local conditions might be made by the local governments. But if the idea is so repugnant, more money must be devoted first to set right the present condition before any new schemes like the proposed military training are introduced. It would not be successful at all if the teachers who are the members vitally connected with the proper working of any scheme are not made contented. It would be a waste of public funds to think of introducing everything of something for the sake of publicity while the purposes for which they are introduced are doomed not to be realised. Let it be realised unless there is teacher security there will not be any social security and the result will be a breed of half-educated, corrupted, bigotted coteries of intellectual sterility.

OUR NUMBER ONE SECURITY REQUIREMENT

K. S. VAKIL,

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The Advisory Commission on Universal Training appointed by the President of the United States of America after the last World War had ended, in its report published last year, not only recommended prompt legislative provision for one year of military training for all able-bodied young men between their seventeenth and twenty-first birthdays, but also urged action regarding an "integrated national security program". In doing so, they observed: "Our number one requirement is a strong united nation..... It is not sufficient to take democracy for granted. We must concentrate our attention on keeping it vibrant and alive to expanding social and economic needs. In particular, we must be concerned with the following things: (1) A healthy economy reflected in full production, full employment, industrial peace, and the avoidance of recurring economic crises or inflation..... (2) A high level of general education throughout the country, with advanced schooling made the privilege of all who can qualify for it by their own merit. (3) Improved physical and mental health not only for the happiness they would bring but also to make available to the country, in peace or war, its full manpower resources. . . . (-) An understanding of democracy and an increased sense of personal responsibility on the part of every individual for making democracy work. Anent these recommendations the U.S. Commissioner of Education, in his Introduction to his Annual Report to the Congress for the year 1947, observes: "To the achievement of this

"Number One Security Requirement", education has a contribution to make of Number One importance. To strengthen education is to contribute mightily to a healthy economy, improved physical and mental health, an understanding of democracy, and a greater sense of personal responsibility for its success. To secure "a high level of general education throughout the country, with advanced schooling made the privilege of all who can qualify for it by their own merit" is to assure an electorate competent to keep democracy vibrant and alive to expanding social and economic needs". The achievement, in the interest of the national security, of a strengthened educational program throughout the country" he emphasises, "cannot be the responsibilities of the several individual states. A national objective implies a national responsibility for leadership and assistance."

Is not what has been indicated for Number One national security requirement in the U.S.A. equally applicable, *mutatis mutandis*, to our own case in the Indian Union? Is not our Number One national security requirement a strong united nation? And in order to achieve this requirement, do we not need to strengthen education and secure a high level of general education throughout the country? Will the Central Government recognise this need and accept responsibility for leadership and assistance to Provincial and other governments in strengthening education and securing a high level of general education throughout the country?

TEACHING AS A FINE ART

CHALLENGE TO TEACHERS

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At the threshold of a new year it is esirable to try and get a new point of view with regard to our usual work, a point of view that might open up vistas of absorbing activity and undying enthusiasm. How else can our day of work become also our day of joy?

Teaching is sometimes thought of as an applied science and is treated as analogous to medicine, engineering, agriculture, etc. A body of principles, which have been found more or less universally true are applied to situations which are involved in teaching. Sometimes teaching is thought of as an empirical trade and is put on a par with the 'rule of thumb' occupations. But the most significant comparison seems to be that with one of the fine arts, painting, music, sculpture, etc.

From a closer view it may be possible to notice some essential features of the art of teaching, whether they be by way of similarity or dissimilarity. A consideration of the comparison and contrast promises to be instructive.

Advantages of the Analogy

(a) The comparison emphasises the infinite possibility of growth in the art of teaching. No musician ever feels he has reached his maximum. "While here's life, there's hope," hope of improvement. There is never a 'thus far and no more.' An artist aims at perfection, conscious all the time that all he can strive after from day to day is less imperfection. This alliance with the artist ought to encourage the teacher ever to struggle to climb higher, to dive deeper, to make his motto 'Excelsior' and never to feel that he has reached the goal. Teaching is an art capable of endless development.

(b) The analogy draws pointed attention also to the fact that teaching is a process of adaptation of materials to the needs and capacities of the learner.

The artist no doubt has his aim, his vision, but he seeks to achieve his aim by constant adjustment to the canvas or the marble he may be working on. His brush or his chisel are to be reckoned with. In teaching, the children's background, their potentialities, their achievements, and their aspirations have to play a controlling part. In fact the secret of success in this field is in sensitiveness on the part of the teacher to the peculiar differences between child and child and in resourceful adaptation to the demands they make.

(c) A further suggestion which the comparison offers is akin to what has just been said. These differences and the individuality of the artist's approach make it impossible for one to assume a doctrinaire attitude. He would be a bold man who could lay down the law on the basis of his limited experience. That "every rule has an exception" is more true in this realm than elsewhere for there is so much that is unpredictable in children's responses. Fresh experimentation and new discovery are such everyday experiences of the artist that an 'it is written' or 'thus spake' attitude would be unthinkable. Nor can any hard and fast rules be dictated to the teacher. There is no one general method which, to the exclusion of others, would "do the trick". No "open sesame" in teaching!

(d) Another advantage in emphasising this kinship between teaching and the fine arts is that it emphasises teaching as a life career. It stimulates craft consciousness and points to the tremendous heights possible to those who will intelligently and persistently practise the art. There is usually a temptation to think of teaching as a stepping stone or a stop-gap. The inspiring example of the true artist ought to urge life-long devotion to the profession and a serious

desire to become increasingly proficient in it. Once a teacher always a teacher. Without a lasting interest in his work no man ever brought anything like credit to his profession.

(e) Not the least important advantage accruing from dwelling on this alliance is the democratic attitude it encourages both within and without the fold. Art knows neither caste nor class distinction; the only aristocracy it recognises is that of experience and expertness. The comparison, therefore, minimises distinctions of higher or lower, urban or rural, in the service, but also emphasises administration and supervision as hand-maids to good teaching rather than as factors that are superior to class-room service. Once a member of the fraternity, it ought to make no difference where a teacher's lot is cast, be it in the mighty metropolis or in the humble hamlet. Nor is there room for a hierarchy based on the age of the pupils taught. These distinctions have resulted in discrimination to the detriment of sound work and sane attitude. Those entrusted with organization, management and supervision are there in the interest of and with a view to improved teaching. Here and there in progressive centres, the factory conception of school organisation has been abandoned, and inspectors, headmasters and assistants work together as one team, as the members of one body, he that is greatest being servant of all.

Precaution necessary

While the comparison is fruitful in emphasising certain essential and desirable features of the art of teaching, it is necessary definitely to guard against a wholesale and indiscriminating application of the analogy. There is danger that certain other aspects of the work of the painter or the sculptor not appropriate in the field of teaching may be thoughtlessly transferred to the domain of pedagogy.

(a) It would be unfortunate for instance, if the analogy should result in an over-emphasis of the activity of the teacher as against the activity of the pupil. In art the workman is dealing

with lifeless material and his success therefore lies solely in his effort. Not so the teacher. It is the action and reaction between teacher and pupil that makes successful teaching possible. Without the pupils' response the teacher's labour will be as meaningless as the telephone talk overheard at one end of the wire or the antics of a tennis player whose opponent one could not see. Too long has teaching been a one-man show, the children often being no more than audience. The tables have now been turned on the old school-master and the amount of pupil activity he is able to stimulate now determines his up-to-date-ness. He must decrease and they must increase at least in activity.

(b) Not only is there the danger that the teacher's role will altogether overshadow that of the pupil's, but it might be even worse. It might merely mean the teacher passing an information and the children passively absorbing this matter—matter connected with their past irrelevant to their present and utterly useless for their future. The old time teacher followed the precepts humourously expressed by someone:—"Ram it in, Ram it in. The child's head is hollow; Ram it in, Ram it in, for there is more to follow."

It is necessary to remember that teaching is no longer considered to be writing on *tabula rasa* or moulding idle clay into shape determined by the teacher. Growth and development of the pupil is the end and the means the child's experience. The success of the teacher is measured in terms of the growth of the child. This fact which is fundamental feature of all modern tendencies is likely to be lost sight of if the analogy with the fine arts is pressed too far.

(c) There is also the possibility that the significance of the scientific study of education might be minimised by unthinking application of the analogy. Time was when measurement was considered incompatible with mental activity, when it seemed sacrilegious to say that matters of the mind might be investigated with scientific precision and mathematical accuracy. But now larger

ger tracts are coming under the ing scrutiny of the psychologist is tools are becoming more and effective. Every day these discoveries are making surprisingly possible intelligent approach to the solution classroom problems hitherto considered hopeless. Science must still be added as new arrival in the domain education; what it will not do to education cannot yet be predicted. The prophet's wildest visions are certain to find timid calculations in comparison that is actually awaiting education in this century of science. The alliance with the work of the artist should not blind one to the revolutionary contributions which scientific and mental measurements are making and can make to the improvement of the teacher's technique and no teacher who is worth his salt will try to do his work innocent of them.

Conclusion

Summarising it may be said, then, that the analogy with the fine arts serves to bring out into broad relief certain facts and factors, connected with the process and profession of teaching which should always be borne in mind; that the process in teaching consists in discerning the peculiar needs and special studies of children; that self-activity on the part of the pupil is of far greater

value than anything the teacher can do for them; that the development of the children should be considered more important than the mere possession of information that there is no royal road to efficiency and therefore, no room for cocksureness regarding any one special method; that in teaching one can hope to keep on improving as long as—and only as long as—one keeps on trying; that teaching can be and should be regarded as a life career interesting and attracting as such; that in the field of teaching there should be no discrimination of any kind except that based on experience and capacity; that the teacher can ill-afford not to study and adopt the improvements which scientific discoveries and education are daily suggesting.

Teaching then is not as simple and easy as some think it to be. It has features which are peculiar to it. It makes demands which are unique. It involves in a very intimate way several different factors. It is a proneness which conforms to laws which are becoming increasingly recognised. Unless its laws and principles are intelligently understood and carefully followed good results cannot be secured. Teaching is an art and they that serve it must serve it with interest and intelligence. Let others worship at other altars.

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matters relating to education, (4) to leave the drafting of the Syllabus to a body consisting of experienced masters and assistants. Principals, colleges, Professors and other people have absolutely no touch with the High School students and much less with the Middle School students are not fitted for this task. The Syllabus of the Reorganised Secondary Education courses now being published in the Gazette are enough proof, from their highly ambitious nature, to show that the framers have very little knowledge of either the capacities or requirements of the present day students.

The best thing that the Government can do at present is to postpone its introduction this year and call for a detailed opinion on it from educational bodies and recast the whole thing after a due consideration of the opinion.

One point to be remembered in this connection is the impermanency of the Governments or officers. Governments come and Governments go; officers come and officers go; but education and educational institutions are permanent. It is unjust and unfair to make drastic changes in Education to suit the individual whims and fancies of Governments and officers.

OUR EDUCATIONAL REFORMS

A WARNING AND REQUEST FOR A LEAD FROM THE CENTRE

(DR. V. N. SHARMA, Ph.D. HEIDELBERG)

Principal, Children's Garden School, Madras

I see from the various notifications published in the press from time to time on the proposals of the Madras Government on our education in this province, there is a great enthusiasm on the part of the Hon'ble the Minister for Education to push through his scheme as early as possible. Yet, I feel that the Hon'ble the Minister should have a little patience before he directs the educational institutions to implement them, for there are certain fundamental principles we have to consider seriously. So far, the proposals worked out by the Minister are mere piecemeal orders as he does not place before the public the whole scheme of reorganised education scheme. Education, as we understand, should give us ample scope to train the whole man, from the birth right to death as our revered departed leader Gandhiji puts it in his scheme of education for the Indian nation. The originators of the basic education plan have never lost sight of this great truth as they have provided in their plan for the education and training of the child below 7 years (Pre basic Education) as well for the youth from 14 to 21 years (Post-basic Education), besides emphasising an ideal plan for the boys and girls between 7 to 14 years. They have, moreover, worked out an elaborate plan for the adult. In other words, it is a comprehensive one for the pre-school, school, University and post-University course in one plan; it is meant for whole nation. Each province planning in this way or that way will endanger the spirit with which it is planned by our educational experts under the inspiration of Gandhiji. You might say that autonomy in education is essential but it has its limits. What I want to see is that the Central Government should legislate an Education Act for the education of the whole man, giving enough

scope to each and every province and state, to fill up the gaps so that we can work out the main scheme in harmony with the genius of our regional and provincial culture and traditions. There is a move from the Central Ministry of Education in this direction as we see that a number of special committees have been recently appointed to work out definite plans for primary education, secondary education, University Education and technical education for the whole country as a unit. The Hon'ble Moulana Azad is very particular that the scheme for the country should be implemented as early as possible.

There is one more point we will have to consider in this connection. Mere executive orders, however progressive they are, are dangerous so long as the legislatures function. It is the latter bodies that should take the final authority, and responsibility on these matters. There is a tendency, moreover, on the part of our provincial Ministers for Education to dictate to us what should or should not be the main objects of education. One Minister condemns outright the principle of co-education for he does not believe in it. Another Minister tells us that we should admit in a class as many children as the classroom can hold. Some other Minister preaches that we should feed the child with the syllabuses, etc., he thinks best. There is the burning question of the day, the problem of examinations, in our schools and universities. Different views are expressed on this topic by the administrative authorities in the different provinces. A very carefully thought out decision is wanted as to continue the examination system with few modifications or radically revolutionalise them in such a way that each educational institution can conduct its own tests and methods, not

only in the ordinary promotions, examinations for each class and form but also in the school leaving stage itself, without an external examination as imposed on the child when he or she desires entrance for the higher studies. There is also a dangerous tendency—if I dare to say so—on the part of some ministers, to prepare text-books in the way they think good to train the children. In an experimental stage in revolutionising education for the land, such things happen but there is a limit to these. But the rich experience gained by the great psychologists after a long and patient research in different spheres of education in India and abroad cannot be scrapped with this or that executive order. We should be prepared to take this experience from whatever source it emanates with respect in formulating our educational scheme and give opportunity and freedom to experiment such principles when our Ministers differ.

A serious consideration is also very important in the matter of administrative machinery which is expected to implement the new education scheme. There is the question of our inspectorate which will have a main say to supervise the educational institutions under the new scheme. The present inspectorate system in India was instituted by the British Authority with certain objects—the causes for which these were inaugurated, we need not go into in detail—and in a NEW INDIA these conservative elements should not be tolerated. The history of inspectorate in Europe and U. S. A. will be an eye opener if we care to study the re-revolutionary changes which are going on in those lands. The inspecting officers in these countries, are specialists in their subjects and are permitted to visit the schools to help the schools in those subjects in which they gained up-to-date knowledge and experience. There are county or re-

gional councils representing the educational interests i.e., management, headmasters, teaching staff and others interested in the educational problems of the day, to advise in implementing the various plans worked out by experts and approved by the Ministries of Education for information and guidance of the school authorities; and the same applies naturally to the higher educational authorities like the Universities and other bodies that have to deal with post-school education. Hence, I feel that this principle of the responsibilities of the inspectorate, should also find a place in the new Education Act and not to be left to the mercy of the provincial ministries and their deputies.

The present Educational Rules and rules and regulations for grant-in-aid code are "uneducational" for they bind the educational institutions eternally as they do not trust your capacities to carry out any plan in education on your own initiative. So long as these rules and regulations are meant for your guidance, the results will not be bad. Such rules might be advantageous for jails and criminals who do not know how to behave themselves and not for the free institutions and free men and women who are supposed in these happy days of freedom and liberty to have better guidance in this direction to their dignity and responsibility. So I appeal to the ruling authorities in whom vest the destinies of education and training of the coming generation, to go ahead with the times, scrapping these obstacles for good and plan some other instruction—not rules and regulations of the old sort—trusting the educational institutions implicitly for a successful working of our new educational reforms in this happy land of ours.

WHITHER O EDUCATION?

M. SANKARAYYA

Headmaster, S. K. Girls' High School, Nellore

It has been the misfortune of Elementary and Secondary Education of this province to be kicked into shape according to the whims and fancies of individual Educational Ministers or Directors of Public Instruction, whoever may be more powerful and influential at a particular period. To trace the history of Elementary Education since the time of the first popular ministry, let us go back to the year 1924. The late Sir A. P. Patro, the then Minister of Education was of the opinion that the schools that existed then were insufficient and so ordered for what was called "An Elementary Education Survey." Deputy Inspectors of Schools, who then formed the lowest rung of the cadre of Inspecting officers, ran from place to place, gathered particulars about every village (whether it had a school or not) and prepared big statements. Even before the scheme could be put into operation in full there was a change in the ministry. His successor in office surveyed the whole system of Elementary Education from a different angle of view and brought into existence two new words as applied to Elementary Education, viz., stagnation and wastage. By 'Stagnation' is meant the number of years pupils stayed in their respective standards. It was also true in those days that pupils of Elementary Schools stayed in their standards for a number of years. Generally pupils' stagnation was highest in Standard I. They stayed in that standard for four and even five years, if not more, and left the school at the end of that period almost in the same condition as when they were admitted into it. Thus, a large number of pupils took ten to twelve years to complete their five years' course. The other term was 'Wastage' which meant the money, time and labour wasted on such stagnating pupils. To arrive at this, the Minister took into account the number of pupils in Standard I in a

particular year and saw how many of these reached Standard V at the end of five years. When statistics were taken, it was found that a large number of those in Standard I dropped off either in Standard I or II or III or IV and that very few reached Standard V. It was thus proved that the time, money and labour spent on the education of a large number of pupils was a sheer waste.

Next came what was called 'The Champion Scheme', named after the late Mr. Champion who was then the Director of Public Instruction. In those days, every big village had a large number of Elementary Schools, most of them being denominational schools. Besides a Board Elementary School, a village used to have a Hindu School, a Salvation Army School, a Lutheran Mission School, a Baptist Mission School, a Roman Catholic Mission School and as many other schools as there were Missions, or castes or communities in the village. Each of them had five standards and as there were many schools and as there was no compulsion in those days, each school had only very few pupils and so most of them were either single-teacher schools or two-teacher schools. Naturally, when only one or two teachers had to teach five different standards there must be plural class teaching which resulted in the deterioration of efficiency of instruction. The late Mr. Champion devised a new scheme to check this deterioration. His scheme was the Central-Feeder Schools' Scheme. According to that scheme, there should be only one or two central schools in each Unit (teaching up to five standards) according to its population, area etc. and all the rest were to be feeder schools with standards 1 and 2, or 1 to 3. Pupils completing their education in the feeder schools were expected to be sent to the nearest central school. To formulate this

scheme, the Deputy Inspectors, who now rose one step higher in the scale,—for they then had the Junior Deputy Inspectors working under them—were again worried for gathering the necessary statistics. They and their trusted lieutenants, the Junior Deputy Inspectors ran from one corner of the range to the other, gathered statistics and filled huge sized books with them. These statistics were scrutinised by their immediate superiors, alterations or modifications were made and even notices were served upon certain managements that their schools would be reduced to the status of feeder schools. Even bigger officers toured from one end of their jurisdiction to the other to give instructions to their subordinates in the matter of preparation of statistics. Thus a lot of Public Funds was spent on Travelling Allowance and Stationery. By the time the whole scheme was prepared, poor Mr. Champion took ill and left India. He was succeeded by the late Sir R. M. Statham who, after a detailed scrutiny of the whole scheme, "shelved" it and brought into existence his 'Development Scheme'. According to this scheme, as many schools as possible had to develop into 'complete' schools with standards 1 to 5, by admitting more children and by retaining as many of these as possible, till they completed the whole course. To make his scheme very effective, he proposed a large number of amendments to the Elementary Education Act.

The next stage was the extension of compulsion. Elementary Education which was till then compulsory only in a few municipalities, was made compulsory in other areas including rural areas. It was said recently that further extension of compulsion might be stopped for want of teachers etc. Now that the Congress ministry has come into being, they propose to introduce the 'Basic Education' or the craft centred Education formulated by the late Mahatmaji. Thus it is seen clearly how Elementary Education underwent drastic changes from time to time, according to the whims and fancies of individual Ministers or Directors.

As regards Secondary Education, that also underwent changes but only of minor importance:—Two optionals were reduced to one; Non-detailed study both in English and the mother tongue was abolished and later reintroduced; the moderation system was tried and given up, the school and class marks counting for nothing; the discretion to admit students into colleges which was once vested in the Principals was scrapped and the eligibility system made its appearance; the mother tongue has taken the place of English as the medium of instruction. Now more than all, the Bifurcation scheme is put into force from June 1948. Syllabuses have been drafted and are being published in the Fort St. George Gazette. The details of the scheme appear to be beyond the scope of comprehension to the ordinary level of Secondary School teachers, unless they make a special study of it. While matters stand thus in our Presidency, the India Government, with a view to make Secondary Education uniform throughout the Dominion, called for a Conference on 30-4-48 of the Directors of Public Instruction of the various provinces and other educationists under the presidency of the Educational Commissioner to the Government of India. In view of the latter attempt, will the Madras Government give up its own scheme or push through it this year?

Whatever the schemes of the local Government may be, they will do well to consider the following suggestions:—(1) to wait till the All India scheme is ready and put that into operation so that our province may run on the same lines as other provinces in the matter of Secondary Education (2) to appoint an independent Board of Education consisting of eminent educationists, experienced Headmasters and assistant teachers, who sacrificed their whole life for education and who best know the mental capacities of the present day students (3) to take into confidence educational Associations like the South Indian Teachers' Union and the District Teachers' Guilds and consult them in

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EDUCATIONAL REFORM

NEED FOR TECHNICAL HIGH SCHOOLS

K. NARAYANAN

Secretary, The Ramnad District Headmasters' Association, Abiraman

It is very distressing to note that with regard to the opening of Technical High Schools, in their recent order published in the Hindu Daily of 1st June 1948, the Government have decided that it would be sufficient if the diversified Secondary School Courses are introduced in the existing High Schools, providing for literary or academic courses. They have therefore sanctioned the introduction of certain bifurcated courses of study in selected High Schools commencing from Form IV in the current year.

The Madras Scheme arranges for the two alternative courses in the same school. For the present to meet the immediate needs, this may be deemed necessary and expedient; but in the long run this arrangement will be found expensive, inconvenient, and inefficient.

Firstly, Vocational or Technical education requires expensive equipment and hence there should be no duplication of effort. Bifurcated courses such as Engineering and Agriculture must necessarily be rather expensive. Roughly speaking at least one school in every district will be selecting 'Agriculture' and at least one, engineering. This means that there will be twenty-five schools introducing agriculture and another twenty-five, engineering. Will this not, may I "fondly" ask, result in a calamitous duplication of effort? This will cost the Government very heavily as they have promised to bear three-fourths of the initial outlay in the first instance.

Secondly, an academic high school introducing diversified courses must necessarily be huge and "Monstrous". The head of the institution will find it highly inconvenient to carry on the day to day administration. The discipline of the school will be affected adversely.

Thirdly, besides administrative inconvenience, it may not be possible for him to look after the interests of both the academic side and the technical side efficiently. He will find it very difficult to preserve "a just balance" between the two sides. Balanced educationists will be needed to administer such schools. Unless he were a genius of virtue he would be inclined to favour the academic side as against the technical side and vice versa.

Again consequent on the increase in the strength of the school, there is likely to be in the long run a disastrous leveling down of educational standards. Gifted children would be sacrificed to the mass.

In the U. S. A. where there are comprehensive schools, opinion is equally divided as to their success or failure. Recently Professor Kandel has authoritatively administered "a sharp critical blow by exposing the failure of the American Comprehensive Schools to ensure democratic parity or to preserve quality and concern for values in education".

The only best course seems to be to follow the weighty recommendation of the "Abbot-Wood Report" (1937) that well-equipped Central Technical or Vocational High Schools should be started providing instruction that commands the respect of prospective employers. In this connection it is very interesting to note that the Central Board of Education in its meeting held in January 1944, endorsed the recommendation of the Sargent Scheme that there should be two types of High Schools, Academic and Technical. The Central Board of Education in its report on Agricultural Education in India

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A PLEA FOR RURAL UNIVERSITIES

DR. K. N. KINI, M.A. (HONS.), A.M., PH.D., DIP. IN EDN.

Director of Education, Jodhpur

His Excellency Lord Mountbatten of Burma, Governor General of India, inaugurating the Birla Engineering College at Vallabhnagar on June 14, 1948 expressed the hope that with the establishment of similar educational institutions, the university town of Vallabhnagar may set an example of a rural university after the Gandhian idea. He further remarked that the establishment of a rural university in Gujarat was one of Gandhiji's desires.

Sardar Vallabhbhai Patel, Deputy Prime Minister of India, in the course of his message sent on this occasion said, "One of the greatest problems with which India is faced today is to rehabilitate its rural areas. It is largely from that point of view that we have set ourselves to the task of achieving a Rural University with a rural bias based on the principle of co-operation, self-help and self-sufficiency". The Sardar is the Chancellor of this first Rural University in India.

Nearly two years ago, I sent to Mahatma Gandhi an article "Ruralising University Education" for publication in 'Harijan'. Mahatmaji published it in full in the issue dated October 13, 1946, remarking that there is much truth in what I said and even wrote an article in "Hindustani" under the caption "Grama Vidhya Peetha" in "Harijan Sewak" dated October 13, 1946, giving the gist of my article and remarking that if the governments at the Centre and in the Provinces adopted the suggestion, it would be very useful.

85 per cent of the population of India live in villages; and whatever system of education we may fashion for the future, it must cater to the needs of the village folk. Often do we complain that the educated people are reluctant to remain in villages, and that rural people, once they get any education, hanker after urban life. This hankering after town

life is mainly because the education imparted to youths in our schools and universities leads more to urban vocations and has little relation to rural occupations. A graduate hailing from a rural home has little sympathy with the villagers, because throughout his student life he is taught to admire urban things and is adapted to urban conditions of life, and is made unfit to appreciate rural ideals and to follow rural occupations. If the leading graduates should be enabled to look for decent living in rural parts, the whole system of education should be ruralised. New universities should be established in villages with the avowed object of enabling intelligent village young men and women to pursue higher studies in subjects which are intimately connected with their immediate living and to conduct research in these subjects so as to enhance their knowledge of rural occupations and increase their efficiency in carrying them on.

If we start and maintain educational institutions in villages for studying and investigating village occupations and industries and for enabling the graduates produced, to follow these rural occupations and industries throughout their life and thus be leaders of thought and action in villages, a great revolution in our methods of life and work can be produced in less than a decade.

The State should hereafter spend large sums of money towards this end. Our philanthropists and temples and mutts should voluntarily part with their surplus funds for such humanitarian work. While culture should not be sacrificed rural colleges and universities should adopt a rich programme of training rural youths and adults in rural occupations.

I suggest that the rural junior colleges of two years' duration (Inter colleges) should provide a course complete in itself at the end of which successful

students should be granted a degree which may be called the 'Associate in Science' or 'Associate in Arts' (A. Sc. or A.A.) depending upon the optional subjects they study. *The medium of instruction should be the chief regional language.* Compulsory subjects will be the chief regional language and one foreign language, which in our present circumstances will be for most people, English, and it will be studied only for the sake of its modern prose through books dealing with rural themes and optional subjects. The optional subjects for A. Sc. should be:

1. Agriculture.
2. Horticulture.
3. Sericulture.
4. Dairy-farming.
5. Poultry-farming.
6. Sheep-breeding.
7. Fisheries.
8. Rural Textiles.
9. Bee keeping.
10. Rural Sanitation and Hygiene.
11. Rural Home Economics including nursing.
12. Rural Electrical Engineering.
13. Rural communications including Civil and Mechanical Engineering.
14. Rural Building Trade and Architecture.
15. Rural manufactures like Pottery, Utensils, Paper etc. and for A. A.
 1. Rural Sociology.
 2. Rural Economics.
 3. Rural Reconstruction.
 4. Rural Education.
 5. Statistics with reference to rural subjects.
 6. Retail selling and distribution.
 7. Rural Banking and Co-operation.

While one-fourth or one-third of the time may be given for languages, three-fourths or two-thirds should be devoted for the studies of the optionals including practice.

India should become more and more self-sufficient in the matter of machinery. It is rather dangerous to depend upon foreign countries for our machinery because firstly it is too costly to obtain it, and secondly in times of war the supply may be entirely cut off. I, therefore, advocate that instruction in

designing and construction of machinery needed for the particular occupations and trades should be arranged for as an essential part of the education imparted. The machinery needed for the region should be produced in the region itself and the products of the rural universities should be encouraged to set up small factories for producing it.

In the India of the future, there should be a 'lingua franca' in the form of an Indian language. Hindi or Hindustani, whichever the Consistent Assembly may finally decide upon, should be compulsorily taught through books connected with rural topics and rural vocations though it may not be an examination subject.

After the two year junior college course, a two year senior college course should be set up, the successful completion of which should be marked by the award of the B. Sc. or B. A. degree. Studies on a higher level than for the A. Sc. or A. A. will be pursued here in the very subjects or in allied subjects of direct utility to the village folk.

Research degrees, M. Sc. and Ph. D. should also be instituted. Particular topics of importance to rural betterment should be taken up for investigation by the graduates, *and the results should be published in the form of theses written in the regional languages for the immediate benefit of the people engaged in the respective pursuits.* Then only will university work be purposive; and no education is worth much if it is not meaningful and useful to the nation at large.

The main object of the preparation of the Associates and Graduates in these rural universities should be to enable them to follow the occupations or trades to eke out a livelihood. If, however, services of experts are required by the State for promoting nation-building activities, the alumni of the rural universities should be preferred, because they, having been bred up and educated in rural areas, will be better fitted for the service of the eighty-five per cent of the population of the country who reside in villages.

One rural university for a million

extravagant idea. In Canada there is one university for half a million population; in U.S.A. there is one university or college awarding degrees for every 70,000 people. In Russia there is one university for about 250,000 of her population. United Kingdom is also trying to increase her universities especially in the London area. One of the reasons why these countries are educationally and industrially advanced is that they have got far more universities, population for population, than we have in India. Since the bulk of our population is in the villages, the Indian villages should have a network of rural universities throughout India.

Gandhiji asked me to devote my energies for evolving a workable scheme of a rural university. I prepared a detailed scheme of a Rural University under the headings, Objectives, Organisation, Faculties, Academic Work, Training etc. and published it in some

of the principal educational journals—“Education” Lucknow (November 47), “Educational Review”, Madras (Nov. & Dec. 47), “Human Affairs” Udupi, (dated Nov. 47). I do hope that the public will take interest in these rural universities and help in establishing them throughout the land. Then it will not be necessary for us to go to other lands begging for food, clothing and housing materials.

To rehabilitate the villages through rural universities—should be our motto.

The universities should first analyse all the diverse activities of the villages, study their social, economic and cultural aspects, see how they can be refashioned to suit our modern needs and aspirations and then synthesise the whole knowledge to subserve the growing claims of the rural people in enhancing the mental, moral and material advancement of the nation at large.

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rightly recommended the establishment of separate Agricultural High Schools. Again the Nuffield College Pamphlet on “Industry and Education” advocated the rapid development of Technical Schools with a literary bias. The Pamphlet says:—“It is altogether the wrong course to turn the common school into a place of specialised Vocational or trade training schools.” This is a masterly observation that deserves a careful and sympathetic consideration at the hands of the Government.

Very recently the Government of India have appointed an influential Committee under the distinguished chairmanship of Dr. Tarachand, Educational Adviser to the Government of India to go thoroughly into the question of secondary education reform. The

Tarachand Committee has been specifically asked to report on the various types of high schools necessary in Free India.

To sum up in the light of what has been stated, there is a vital need in Free India for separate Technical High Schools if India should rapidly industrialise herself and raise her abnormally low standard of living. It is earnestly hoped that the Tarachand Committee on Secondary Education will fully endorse the Sargent Scheme of Secondary Education which distinctly provides for three types of High Schools in Future India—Academic, Technical, and Agricultural, and that the Madras Government will find it convenient to fall in line with the centre thus proving demonstrably the ‘Oneness’ of Free India.

LETTERS TO THE EDITOR

CHEAP TEACHERS

SIR,

The proposal of the Government to introduce teaching as one of the subjects for the diversified course of secondary education evidently aims at cheap production of teachers. Baffled by the serious shortage of teachers the Government have at last hit upon this plan to meet the ever increasing demand for them. Though under the present circumstances the scheme should be welcomed, it is doubtful if it will prove a success. The Government seem to have ignored the reason why the emergency training scheme was a miserable failure: The stipend was increased and the period of training was reduced; and yet the applications received were few compared to the expected mark. The reason is obvious. The teaching profession is the least attractive of all the occupations. The Hon. the Minister for Education stated sometime ago that we require within the next 10 or 15 years 1,50,000 teachers more, if all our children of school going age should be provided with education. It goes without saying that if education should be effective and get a tangible return for the money spent, this vast army of teachers must be at least of the secondary grade qualification. The present rate of production of this grade of teachers by the training schools of the Province was given out on the floor of the Assembly as about seven hundred and fifty per year. Even supposing that this number will increase by four times as a result of the new scheme of training proposed, it will be many years before the required number is reached. It is therefore clear that the teacher supply and demand will not be squared even within the widest time limit that has been set for the achievement of complete literacy.

But things cannot be left to drift in this fashion any longer. Vigorous planning for the production of 10,000 secondary grade teachers per year should begin immediately if all the 70,00,000 children in the Province should have

some sort of schooling within a measurable time and if the present under-qualified teachers should be replaced by teachers with the minimum qualification fixed for them by universal consent. How can this be done? The scheme proposed by the Government seems to be intended mainly to avoid the cost which the usual recruitment involves and not to expedite the supply of teachers. For, if the Government hope to get so large a number of teachers on the present conditions of service, it must be said at once that it will prove in vain. The only way to achieve the goal is to face the issue squarely. The starting salary of a secondary grade teacher should not be anything less than Rs. 60. Then alone teaching can attract the modern ambitious youth. The Government should not be frightened by the huge salary bill. The latest budget of the United Kingdom Government for education is Rs. 262,00,00,000 whereas that of our own is only 10,00,00,000! The Government should take a lesson from the success of the emergency course of training organised in the United Kingdom to obtain the increased number of teachers required to give effect to the Butler Act of 1944.

To make this Act workable, the British schools require 1,80,000 teachers by September 1948. Though it was stated that only war service men and women could apply, a lakh of applications had been received by June 1947, from 80,000 men and 20,000 women. To-day there are 51 Training Colleges in Britain under the emergency scheme, holding 12,000 students in training. All sorts of buildings have been adapted and teachers from ordinary secondary schools have been drafted to these schools on a slightly higher pay to train the pupil-teachers. It is a wonderful success and the response was so large and ready because of the generous treatment and ample pay offered by the British Government. The least starting

salary of an elementary school teacher in the United Kingdom to-day is about Rs. 225. And in addition to this the British teacher is assured of a decent old age provision. Compared with this, the conditions obtaining here are miserable and no wonder there is little response from our youths to the call of the Government to join the teaching profession.

Therefore with a view to expedite the recruitment of teachers the following suggestions should be offered:—

(1) The starting salary of a secondary grade teacher should be raised to Rs. 60 with a maximum of Rs. 120 reachable in 15 years.

(2) Small regional committees of those interested in education should be appointed who will go round the schools, interview the pupils in the V Form above the age of 15, and mark such of those as are willing and would make good teachers.

(3) The selected pupils should be kept under observation during the VI Form and they should be given a good knowledge of the principles of teaching and of child nature.

(4) On leaving the secondary school they should straight away go to a regular training school for a year's practical training as a complement to

the theoretical knowledge gained during the previous year.

(5) On appointment as teachers they should be kept on probation for another year after which they should be confirmed if their character and ability to teach are found satisfactory.

This in essence is the recommendation of the Sargent Committee, though they do not contemplate the reduction of the present two years to one year. The normal course should of course be the present two years when the emergency period is over. I am sure enlightened opinion in the country is behind me in my appeal to the Government to give up any idea of producing cheap teachers by trying to avoid the cost which is inevitable in education where the quality should not be sacrificed to mere quantity. It may be, a few youths will take up the course under the new scheme out of their initial enthusiasm; but by the time they come to the practice of teaching, their ardour will cool, and there will be nothing left of them but the drab, ineffective bore. Our need is imperative and urgent and therefore our method of recruitment should be certain.

S. SRINIVASAN,

Member, Working Committee,

S. I. T. U. Cheyyar.

THE S. I. T. U. PROTECTION FUND LTD. THE S. I. T. U. PROTECTION FUND LTD.
Policies issued during
June and July 1948 Districtwar

520, High Road, Triplicane, Madras.	Ramnad	...	9
	Nellore	...	3
(Established 1928)	Malabar	...	2
	Tinnevely	...	3
Position as on 31-12-1947	Trichinopoly	...	2
	Salem	...	4
	N. Arcot	...	1
	S. Arcot	...	3
	Nilgiris	...	3
	Tanjore	...	2
	S. Kanara	...	1
	Miscellaneous	...	1
Total Assets	Rs. 5,12,750		
Life Fund	4,99,691		
Assured Amount	15,20,000		
1st Year Premium	17,500		
Renewal Premium	61,882		
No. of Policies	2,767		
No. of Units	6,036		
	Total	...	34

EXIT OF A GREAT EDUCATIONIST

By S. RAMANATHAN, B.A., L.T.,

Secretary, Teachers' Association, M. H. School, Karur

An eminent educationist has passed away from our midst. The last representative of the great race of Victorian Headmasters is no more. I refer of course to the exit from the field of education of Sri S. S. Krishnaswamy Iyer, B.A., L.T., who had been attending to the educational needs of Karur for about three decades in the beginning of the 20th century. He is no more, with his impressive personality and shaggy lion like mane, with his broad beaming eyes, piercing through and through.

Hailing from the ranks of a middle class family of Telugu Brahmins, Mr. S. S. Krishnaswamy Iyer took his B.A. Degree from the St. Joseph's College, Trichy and underwent a course of training for teachers in Rajamahendry. After taking his L.T. Degree he came back to Karur and played a vital part for three decades in the shaping and moulding of the Municipal High School, Karur. Between 1900 and 1930, for about thirty years, he was at the helm of affairs of the institution. In the annals of the institution those thirty years were years of progress and expansion. In fact it was the golden age of the institution, a glorious era in the educational chapter of Karur. It was then that the High School grew from being a little stream of two hundred pupils into a mighty river of eight hundred and fifty urchins. It was in those years that the west and east wings of the High School rose into being, together with the proud Chidambaram Hostel rearing its lofty head nearby. Again it was in his days that an up-to-date manual training section was opened and a sumptuous laboratory came into existence. It was again under his regime that a well-equipped library came into being with seven thousand well-chosen volumes and an interesting museum with a variety of attractive features.

Not only in size but in quality, the tone of the High School was very high.

The chief thing about him that struck us in those days—between 1923 and 1928 when I was a student under him—was his aloofness and distance. We looked upon him as something apart from the common run of frail ordinary mortals, something like the spirit of Hamlet promenading the quadrangles of the institution with a little cane tucked up in his sleeves. Very seldom did he exercise the cane. His very presence struck terror into the hearts of the rowdiest of elements among the student population. Well, now he is no more. But if there is life after death, if there is such a thing as resurrection beyond the grave, the soul of that eminent Headmaster must be hovering somewhere near the premises of the Municipal High School, Karur peeping into the nooks and corners of the Manual Training Section or entering into the Dining Hall of the Chidambaram Hostel just to see whether the Dy. Warden is on duty or not. Such was his attachment to the institution. Such was his sense of duty.

Mr. S. S. Krishnaswamy Iyer was not very popular in the strict sense of the term. He was more feared than loved. Alone he was holding his Durbār in that forbidden mansion upstairs, a sort of unlovable Tower of London into which neither the members of the staff nor the students ever went up unless it be for correction or chastisement. Well, anyhow it was not easy popularity that he courted. It was not cheap familiarity that he adored.

In my opinion, popularity is not after all a great virtue or rather it is not a desirable asset for a Headmaster. Any ass can be popular. A little adjustment, a certain accommodating temper and some laxity in morals will do to make a man popular. Popularity and principles seldom go together. Popularity and efficiency are very rarely found together. Sri S. S. Krishnaswamy Iyer knowingly threw himself on the side of principles at the expense of his

popularity. * Consciously he chose to ally himself with efficiency though thereby he became a little unpopular.

He had a stern sense of duty, a strict sense of discipline. I remember very well his attending the school for this afternoon session, immediately after finishing some annual ceremony of his father or mother in the forenoon. He never availed himself of a whole day casual leave, unless he was sorely sick or bed ridden. In an age which insists upon rights to the neglect of duties, in the present day world which is more bent upon asserting its privileges and bonuses than doing its duty, the lonely rigid figure of Sri S. S. Krishnaswamy Iyer may appear to many of us as an unlovely puritan, as something of an Aurangzeb making his living by the sale of skull caps in the decadent days of the decline and fall of the Moghul Empire. He was not one of those poor pathetic mortals who wade through life, dragging a weary and jaded existence, always murmuring and complaining about their lot in life. He had a robust and optimistic outlook on life, toiling with zest to the very end of his journey and burning the taper to the very last. Sri S. S. Krishnaswamy Iyer was found

working at a book even in the last day of his life. On the very last day of his life, he coached two or three boys for Public Examination. On his death bed, it was found that he had left behind an unfinished article for one of the leading newspapers of Tamil Nad. In fact he was hard at work composing a series of adventures to "Dina Mani" after the manner of *Guilliver's Travels*, when he was called away to his eternal rest.

Such was Mr. S. S. Krishnaswamy Iyer. A singularly lonely figure more feared than loved, a sort of puritan figure after the manner of Milton in the decadent days of the Restoration, a stern disciplinarian and an eminent educationist who was moulding the educational destinies of Karur for three decades, a hard task master who neither courted popularity nor ever deserted his principles, the last representative of the great race of Victorian Head Masters who sacrificed everything at the altar of duty, such was the impressive personality of that veteran educationist of the last generation.

Freed from the fret and fever of this world, he is gone and may his soul rest in peace !

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titions are engineering, physiology, hygiene, medicine, first aid, physics, botany, psychology, vocational guidance, teaching, social studies and a number of miscellaneous subjects. Many of the executives of Melbourne's leading industrial companies attend regularly the screening of the latest films on industrial management and on staff relationships. These are obtained by the Centre from overseas countries.

Screening of technical films is also carried out in a special sound-wired theatre equipped with Australian-built projectors.

Officers and men from the Royal Australian Navy, the postal Department, the Department of Works and Housing and other government authorities frequently attend screenings at the theatre, and representatives of the

various churches also attend to view films on religious subjects.

For the training of teachers, the Centre conducts lectures in the Commerce Theatre of the University.

For 1947 the subjects covered included Investigations into the Effectiveness of Visual Aid, Modern Developments in Education, the Selection of Visual Material, Do's and Don'ts in Visual Education, Australian National Library and Its Functions, Problems of Production, Types of Visual Aid Equipment, and Psychological Factors in Teaching with Visual Aids.

The course also included an exhibition of films produced by the Australian National Film Board.

The importance of the work now being carried out in Melbourne will eventually result in visual aid centres being established in other Australian universities.

PETER LARCOMBE

VISUAL AIDS TO EDUCATION IN AUSTRALIA

UP-TO-DATE METHODS IN FILM AND PICTORIAL WORK AT
UNIVERSITY CENTRE

CHARLES LYNCH

Extensive use of visual aids in education has been developed on the most up-to-date lines in Australia, where a modern Visual Aid Centre has been established at the University of Melbourne, Victoria.

Founded in Association with the Royal Australian Air Force, it produces all types of these aids to instruction and teaching.

Among them are charts, diagrams, film strips, slides, and silent and sound 16 mm motion pictures.

A library of 16 mm sound and silent educational films is maintained, teachers are trained in the use of visual aids, and research is conducted into the most effective techniques for their practical use.

When the Centre was established within the University as a logical location, Squadron Leader N. H. Rosenthal B.A. B.Sc., was appointed Director, and it has been due to his energy and enthusiasm that the scope of the important work has expanded and developed under peace time conditions.

The Centre has played a notable part in changing the Australian educational outlook from one which regarded the film as an entertaining luxury to an essential instrument in post-war education.

Fullest possible use is made of the production facilities of the Australian National Film Board and also of established commercial film producing laboratories.

Teacher training in the use of films in the operation of projection equipment is supplied, and scientific investigation has been carried out into the question of student reaction.

One interesting test conducted has shown that rigidly factual films are more effective than those which contain

elements of entertainment. The student reaction to the irrelevancies was one of bewilderment, but the factual film gives them a simple picture that can be easily understood.

The Centre's facilities are available to all secondary schools, particularly those in the State of Victoria, of which Melbourne is the capital. The Centre also supplies educational institutions in other States, as it is the only one of its type attached to an Australian University, and there are also very few in the British Empire.

The Centre is a non-profit organisation. The work is subsidised by the Government grant and University funds, and practically all the equipment has been made in the University workshops.

Because of the facilities of the Melbourne University, this Australian visual aid Centre offers probably the cheapest service of this class anywhere in the world. Film strips are supplied to schools at Rs. 1 4 each, and their preparation is supervised by lecturers from the various faculties.

Before a teacher can obtain the degree of Bachelor of Education, he or she must prepare an approved paper on aspects of visual aid, and the importance of the subject in the University curriculum is increasing each year.

The centre arose originally out of the need of the Royal Australian Air Force which sought some institution where it could obtain advice and direction in the matter of visual training. The R. A. A. F. still makes extensive use of the film facilities.

Among the subjects covered by the hundreds of 16 mm films regularly made available to schools and educational ins-

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During the last 30 years or so, Britain has witnessed a breakaway from the rather heavy traditional education of the 19th century, and after a brief period of wild experiment a new type of public school has evolved, of which Bryanston, Abbotsholme and Frensham Heights are typical examples.†

The Bryanston public school, where these pictures were taken, was opened in 1928, and since its foundation it has steadily progressed along a path decided upon by its Council of Governors, under the Chairmanship of the Earl of Shaftesbury. The Council, while recognising that the traditional English public school had many admirable qualities, realised equally clearly the proved soundness of some aspects of more modern systems; and, from the very beginning, the Bryanston method has been a combination of the best elements of both forms of education. The success of this sane and well-balanced middle course may be clearly seen in the popularity achieved by the school in less than 20 years; it began with 23 pupils and seven masters, and by 1947 had reached its full complement of 320 boys and 28 full-time masters.

Individuality Encouraged

The keynote at Bryanston is the recognition of the boy as an individual. His school life and studies are so arranged that besides being given a first-class general education, he is allowed ample scope to develop and expand his own personal interests and preferences. In this way, what would otherwise be a pupil's hobbies, to be followed in out-of-school hours, in many cases become an integral part of his general education.

This insistence at Bryanston upon the integrity of the individual does not in any way mean the encouragement of selfishness; rather the reverse, in fact, for it is relaxed, and driven home to the pupils, that an individual is unable to attain full blossoming except in relation

to the group to which he belongs, and that that group in its turn is but part of a larger community.

Bryanston school stands in Dorset, one of the most beautiful of English counties, about two miles from the market town of Blandford, and only a few miles from the south coast. The school is 280 feet above sea level, near the top of a wooded ridge, and the 400 acres of school grounds consist of a pleasant mixture of woodlands and broad lush meadows falling away to the banks of the River Stour.

The main school block was formerly the residence of Viscount Portman, and was designed by Norman Shaw. It is a large red-brick building with facings of Portland stone, consisting of a central block and two wings. The interior of the building is planned throughout on a big scale, the main corridor being over 300 feet in length. A large dining-hall, designed by Sir Edwin Cooper, was added in 1930, together with up-to-date kitchens. In separate buildings, near the school are the Sanatorium, with accommodation for 30 boys, and the gymnasium, which is also used for concerts, and has a well-equipped stage for dramatic performances.

Spirit of Friendliness

Even the most casual tour of the school in term-time must leave the visitor very much impressed with the spirit of friendliness that exists between the masters and pupils, both in and out of school hours. When a teacher joins a group of boys chatting in the school shop or in the corridors, there is none of that atmosphere of restraint or embarrassment that so often attends such meeting.

Boys and teachers seem to meet on an equal footing, discussing their interests and problems far more like father and son than master and pupil. This is partly due to the fact that there is no corporal punishment at Bryanston. The pupils are not inhibited through fear of being caned or beaten, and

* Issued by: British Information Services, Eastern House, Mansingh Road, New Delhi.

† 12 photographs have been received illustrating the school room and the Extra-mural activities of the pupils. Readers who wish to have a look at them may call at the office of the S. I. T. U.

therefore tend to be more frank and open in their dealings with masters.

Tutorial System

The actual school work in Bryanston is designed to develop personal initiative, and to encourage a pupil to organise his own studies. As a boy moves up the school, the system of work becomes more and more a tutorial system. The primary object of this system is to train boys from an early age to make themselves responsible for getting their work done.

The means of awakening this feeling of responsibility is the allotment to all boys, in addition to their class periods, of a certain number of school periods each week to be used for private work under the supervision of one or more masters who can be consulted when difficulties arise. The younger boys spend comparatively little time in this way, but as a boy grows older he works more and more on his own at weekly or fortnightly assignments set by masters.

Assignments indicate what is to be done, and how best to do it, and give particulars of reference books to be consulted. The boy knows how much time is allotted to each subject, and must therefore organise his week's programme accordingly. This system trains him to think ahead, and to use works of reference and other available sources of knowledge. Boys thus trained at school should be able to pass into outside life with the ability to organise their time and to accept responsibility for work entrusted to them.

Games and Handicrafts

As will be seen from the photographs, considerable scope is allowed for those interested in handicrafts—sculpture, modelling, pottery, woodwork and metalwork. The school has its own kiln for firing pottery, and in sculpture pupils are encouraged to work straight from the stone block.

As in all British public schools, games play an important part at Bryanston. The school is best known in this direction, perhaps, for its rowing. It has the advantage of being able to train its oarsmen on a private stretch of river in the school grounds, and in the summer term the school boat competes in

the open competition at Henley-on-Thames. Other games played are Rugby football, hockey, tennis, cricket and athletics. Riding, under an expert riding-instructor goes on throughout the school year.

From this brief description it will be seen that a boy's life at Bryanston is full and enjoyable, and very different from the nineteenth century conception of school life as a succession of dreary classrooms where dreary book knowledge was solemnly handed out in a dreary way. In such an atmosphere and surroundings education becomes an adventure—an enjoyable prelude to the wider life that follows. Such a system of education, too, fits a boy for post-school life. It engenders in him a spirit of self-reliance and responsibility. It teaches him to think for himself, to make his own excursions into learning, and to regulate his own ambitions to the pattern of life around him.

Adventurous Holidays

In this respect it is apposite, perhaps, to mention one branch of school life which is peculiar to Bryanston,—that known as the Pioneers. This is not a voluntary organisation, but is part of the education of every boy in the school. The purpose of Pioneering is to give boys a practical and constructive training towards citizenship, implicit in which is the fostering of a spirit of adventure. Thus they are encouraged to make holiday expeditions, either living and working with people in other walks of life, especially in distressed areas of foreign countries, or going on adventurous holidays, mountaineering, sailing, hiking.

In term-time Pioneering is mainly concerned with community work for the school. The school estate is large and on one day each week every boy works on it in some capacity. He has a fair measure of choice as to what kind of work he does, and he works in a group of about seven boys, who elect their own group leader. The work gives boys opportunities for co-operation in useful constructive jobs. It trains them to use their hands skilfully, and to learn from practical experience something of what hard manual labour means.

GLEANINGS

Have Faith in yourselves

We hear and read much these days about the shortage of teachers. Causes and cures which would be equally applicable to any trade or profession are glibly suggested. Yes, granted, that teachers' salaries have been too low, not attractive enough to compete with the earnings of other professions and many of the trades. Yet, I ask you, can money ever buy a Teacher? "The love of money is the root of all evil." I wonder how many today in all branches of work are looking at the pay cheque rather than at the finished product of the day's work.

And are not we teachers ourselves partly responsible for the fact that schools are understaffed or closed? Have we not sometimes gone about tearing down, in place of building up? Have we made a point of picturing the bright side of our profession to our students and friends? Have we appreciated the hundreds of friendships we have made through the students who have profited by our teaching?

The recovery of faith in our profession is one of our greatest problems today. We must save the profession from deterioration. We must raise the standards of certification and we must do it without the narrowness of mind that so often creeps into these situations. And let us forget that we are men or women, that we are married or single, young or old. Let us remember that the policy of our own organization and of the Canadian Teachers' Federation, of the World Federation of Teachers, of UNESCO is "no discrimination of race, sex, or creed." Let us remember we are teachers, just teachers. Let us remember the principles for which two generations of the best of our country have sacrificed and died, namely the protection of the freedom of all. "The battleground of the world is in the minds of men." The victory for freedom cannot be won without good schools for all children. Good schools for all children means sufficient good teachers to teach these children. But if schools are closed it is as though the dykes of the marshes along the Bay of

Fundy were broken down. The intruding floods of ignorance will soon undermine the good work of the past. As the marshes are ruined by the salt of the incoming sea, so will the progress of civilization be set back for generations.

Yes, I know we must have salaries and higher salaries. We must never slacken our efforts in that direction but we must also have teachers and good teachers. "A man does not help the country to find the right road by throwing dust into people's eyes." Neither can we make the teaching profession attractive without displaying its advantages and its opportunities. Our schools can be successful in developing the idea that "The freedom of man is the strongest defence of a country." Millions of dollars must be expended on teachers and teachers must in return develop in the coming generation an indestructible faith that freedom of mind, soul, and body is the only foundation upon which civilization can stand. Then, when we have done our best, is it too much to ask that those who are responsible for the monetary side of our physical welfare may also remember the Golden Rule?

(*The Educational Review*, March 48)

Purpose of Education

Sir,—May I as a member of Oxford University, join in challenging what appear to be the presuppositions of Sir Percival Waterfield in his speech at Oxford? These have been accepted by several of your correspondents, but they seem to me to be none the less monstrous.

The Civil Service Commissioners are worried at the failure of large numbers of university candidates for employment in the Civil Service. They feel that there must be something wrong with the selection of scholars and the system of teaching which precedes this result. Some of your correspondents have blamed the salaries of schoolmasters, and some the system of awarding scholarships without adequate interview. I wish to protest most emphatically against

the assumption that the purpose of education at school or university is the production of candidates successful at the Civil Service Commissioners' house party.

The Civil Service Commissioners, like any other employer, can make whatever stipulations they like about the qualifications which applicants for employment must possess. But it is surely a most arrogant assumption that the universities and schools must fall in line with the Commissioners and set themselves to the task of producing Civil servants. I am glad that neither my schoolmasters nor the Fellows of my college taught me to have the Civil Service standards as an ideal, or estimated my merits or demerits against the yardstick of the Commissioners' house party.

The large number of rejected aspirants together with the still larger number of those who, like myself, have never felt the lure of Whitehall will take their chance on "complete failure" or perhaps on being "not completely useless in other walks of life." There is only one objective test of success or failure, and it remains to be seen how far the new type of Civil servant selected at the house party is successful in anything beyond satisfying the Civil Service Commissioners.

Yours faithfully,
WILFRID E. KING.
(*The Times*, April 9, 1948).

Evening Youth Colleges

The New Evening Youth College system includes in its objectives a supplementation of community activities devoted to the welfare of youth. The social form of the college will partake of the nature of a club. The general procedure will be derived from viewing the students as members of a society, meeting for opportunities for stimulating discussion, instruction and social exercise, participating in organisation and direction.

A Youth College may include groups covering a wide programme, with activities extending into the home and to

organised recreation beyond the college, or may follow a less extensive range of activities.

The following indication of possible activities is to be considered as representing a field, within which selection, adapted to locality circumstances and needs, may be possible where there is adequate request and the necessary leaders, instructors, and facilities are available. It will be recognised that the conception expressed will necessarily be conditioned in application by the practical circumstances.

Courses will be provided where necessary covering advance in the subjects of the primary and secondary curricula, with adaptation to the individual needs of students for general educational improvement and preparation for examinations. In addition the curriculum for students desiring other courses may include:—

1. Instruction and practice in the art and science of living through individual, class, or social activities leading to better personal development and the appreciation of literature; science, art, music, drama, speech, etc., and citizenship studies.

2. Self expressive leisure activities in arts and crafts of a hobby nature.

3. Discussion groups treating personal and social studies and problems, and providing opportunity for training in fluent and correct English and expression.

4. Home-making and home management courses and home crafts.

5. Physical training and organised games assisting in healthful development.

Short courses may be approved by the Department designed to meet local needs with a minimum of at least 10 hours in each such course.

It has been approved that Colleges to be organised in regular sessions to three nights per week for 2½ hours each evening, may be established where a regular attendance of 30 students each night can be maintained. Such Colleges may provide for both sexes or separately.

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THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

Proceedings of the meeting of the Executive Board of the S. I. T. U. held at 3 p.m. on Saturday the 3rd July 1948.

In the unavoidable absence of Sri M. S. Sabhesan, the president, Sri A. Satyanarayana, the Vice-president, presided. Sri R. Suryanarayana Rao, President of this year's conference, attended the meeting.

The following members were present:—

Sri C. Ranganatha Iyengar (Journal Secretary), Sri N. S. Periaswamy (Salem), Sri S. Sundaresa Iyer (Tanjore), Sri G. Krishnamurthy (Joint Secretary), Sri Samuel Muthiah (Tinnevely), Sri V. Bhuvaramurthi Rao (Secretary, Protection Fund), Sri K. N. Pasupathi (Kurnool), Sri P. Doraikannoo Mudaliar (Madras), Sri V. Arunajatai (Treasurer) and Sri S. Natarajan (Secretary).

1. The minutes of the last meeting were read and approved.

2. The Secretary brought to the notice of the Executive Board the sad demise of Sri V. Saranathan, President of the Madura Conference and for many years President of the Trichinopoly District Teachers' Guild. The Executive Board expressed its profound sorrow at his demise.

3. Co-option of Members to the Executive Board.—Messrs. T. S. Narayanamurthi, Taluk High School, Tenali, R. Bhaskara Ramamurthy, Taylor High School, Narsapur and B. Jagannatha Rao, P. R. C. High School, Cocanada, were co-opted to the Executive Board to represent Guntur, West Godavari and East Godavari districts respectively.

4. It was resolved that when associations of the South Arcot and Chingleput district seek affiliation to the Union, the Working Committee be authorised to co-opt members to the Executive Board to represent these two districts.

5. Election of members to the Working Committee.—The Board then

considered the nominations to the Working Committee. The following were duly proposed and seconded:—(1) Sri Samuel Muthiah, Sri N. S. Periaswamy, Sri K. N. Pasupathi, Sri S. Sundaresa Iyer, and Sri S. E. Selvam.

As there were only five nominations, all the five were declared elected.

6. Auditor.—On the motion of the Secretary, it was resolved that Messrs. V. Soundararajan & Co. be requested to audit the accounts of the Union including the South Indian Teacher and the Balar Kalvi for the year 1948-1949. It was further resolved to fix the honorarium at Rs. 60 (Sixty Rupees).

7. Internal Auditors.—Messrs. P. Doraikannoo Mudaliar and V. Bhuvaramurthi Rao were requested to act as Internal Auditors and audit the accounts of the Union from time to time.

8. Programme of work.—There was then a lively discussion on the programme of work for the year. It was agreed finally that (1) steps be taken to induce the affiliated guilds to have a dynamic programme, (2) frequent District Educational Conferences should be organised, (3) steps be taken to organise District Teachers' Guilds in South Arcot and Chingleput and other places where there are no District Guilds, (4) steps be taken to organise local associations in places where there are no such associations and (5) to follow a programme for disseminating the views of the profession on educational problems and to educate the public.

The Executive Board resolved that steps be taken to observe Education Week this year. The Secretary was authorised to constitute a Central Education Week Committee and to take necessary steps for an effective observance of the Week.

Resolutions Passed

There was a discussion on the Reorganisation of Secondary Education. The President, Sri M. S. Sabhesan, had sent a letter and the Secretary laid it on

the table. After a discussion the following resolutions were adopted :—

1. Reorganisation of Education

1. The Board resolves to commend the appeal of the President contained in the last paragraph of his message, to all the District Guilds and requests them to take up the question of social activities and make useful and practical suggestions.

2. The Board regrets to note that the salary scales laid down for specialist teachers differ as between government and non-government schools and also that the salaries laid down are lower than what obtains in other government departments for persons of similar qualifications. It therefore urges (1) that the salaries of specialist teachers for the technical subjects in the diversified courses should be equal to the salaries prescribed for persons of similar qualifications in other departments of government and (2) the removal of the invidious distinction in salary scales for teachers as between government and non-government institutions.

3. With a view to making the reorganised scheme useful, the Board feels that every high school in the province should be developed into a multi-purpose school providing diversified courses of studies. But in view of the financial and other difficulties, the Board recommends the adoption of a five-year programme for providing all the different courses at least in the schools in each revenue division.

4. With a view to encouraging a large number of pupils to take advantage of the provision for technical courses, the Board resolves to recommend (1) that the transfer of pupils from technical to academic course be without loss of school time at the end of the fourth form stage and (2) that students taking technical courses be also given facilities to continue their studies at university level in the same manner as students of the academic course.

5. The Board feels that the time has come to review the position of the Higher Elementary School and to revise the syllabus pertaining to these schools

in the light of the new spirit in education (as noticed in the scheme of Basic and Secondary Education), if the continuance of these schools be considered necessary.

6. The Board then considered the question of making instruction in our schools craft-centred and of providing the equipment for one or more of the principal crafts and resolved that,

(1) with a view to enabling the teachers in our schools to work the scheme successfully, government should organise in each district special classes for training the teachers to work a craft-centred curriculum, and

(2) in order to enable the managements of schools to provide the necessary craft equipment, government should bear the full cost of the equipment required for the Basic Crafts and afford all facilities for securing the necessary equipment and thus ensure the conditions necessary for giving effect to the scheme.

7. The Board then discussed the allotment of time. It felt that the periods mentioned could not be taken as rigid and binding. However, in the light of past experience it resolved to urge upon Government the need for a certain amount of latitude for heads of schools in the matter of allocation of time especially in the initial stages of the working of the scheme.

8. The Board then discussed the syllabuses most of which had not yet been finalised. It took note of the criticism made against the syllabuses. It felt that in view of the rapid changes that are taking place, it would be desirable that the content of the courses of studies needs to be examined in the light of practical experience. It therefore resolved to recommend to government the appointment of a standing Curriculum Committee to watch the scheme at work, to consider reports from heads of schools, to examine whether every item in the curriculum is serving its purpose, and to advise government on the modifications that may be necessary.

9. The Board felt that though one period was allotted in the draft scheme

for moral instruction, the schools should bear in mind the moral purpose of education and make adequate provision and ensure the right moral atmosphere.

II. Teachers in Malabar

The Board considered the situation in Malabar where consequent on the recent communist outbreak several teachers were debarred from being appointed as teachers.

1. The Executive Board is of opinion that teachers should not propagate political ideologies among the students in their charge. It however expressed its concern at the large number of teachers that were recently detained from being employed as teachers. It presumed that the teachers had an opportunity to explain their position. It held the view that before taking such drastic action government should have instituted a judicial inquiry and acted on its findings.

2. The Board also expressed its concern at the stoppage of grants to certain aided schools on the ground of the political activities of some teachers employed therein. It requests government to ensure that teachers innocent of such activities are not penalised.

III. Delay in Grants

The Board then resolved to bring to the notice of Government the hardship caused by the inordinate delay in (a) the payment of quarterly grants to aided elementary schools, and (b) the issue of orders sanctioning dearness allowance at enhanced rates, and to urge Government to pass early orders.

IV. Transfer of Teachers

It was brought to the notice of the Executive Board that in certain districts, notably in Salem, a large number of teachers were being transferred at frequent intervals on extra academic grounds. The Board felt that such transfers would not be conducive to sound educational progress. It resolved to request Government to advise the local bodies to avoid such frequent transfers and if necessary to lay down a rule that normally teachers

should not be transferred within a period of five years.

V. Discipline in Schools

1. The Executive Board then considered the recent Government order that all pupils of the sixth form should be permitted to appear for the examination seriously interfered with the responsibility of heads of schools as laid down in the S. S. L. C. scheme and is likely to cause serious problems of discipline affecting adversely the progress of education. It therefore urges the immediate cancellation of the said order.

2. Mr. A. Satyanarayana wanted the Board to consider the question of discipline in schools in the Circars. He was requested to prepare a memorandum setting forth the problem for the consideration of the Board.

3. The Board then heard an account of the action taken by the management of the Hindu College High School, Masulipatam, on the association. The Board felt that the action was high handed and it authorised the Working Committee to examine the allegation and take necessary action.

The Working Committee was authorised to watch the deliberations of the Cabinet Sub-Committee on education and take steps to acquaint them with the views of the Union on educational problems.

VI. Text-Books

The Board then reiterated the resolution regarding text-books passed at the meeting of the Working Committee held on 3rd April 1948, which was as follows:

"The Working Committee is of opinion that in the event of Government choosing to publish text-books, (1) the Government should not prevent the publication of text-books by recognised publishers, (2) all text-books have to be scrutinised by an independent text-book committee and (3) the headmasters of schools should continue to enjoy the privilege of choosing the books from among the list of approved books."

FROM OUR ASSOCIATIONS

The Tanjore District Teachers' Guild

The annual conference of the Tanjore District Teachers' Guild was held on May 1, at the National High School under the auspices of the Negapattinam National and Methodist Mission High Schools Masters' Association. Mr. K. Venkatasami Naidu, B.A., B.L., M.L.C., presided.

Mr. R. Gopala Aiyar, Headmaster, National High School and Chairman of the Reception Committee, welcoming Mr. Venkataswami Naidu, the members of the Guild Executive and the delegates, emphasised the necessity of teachers having a predominant voice in all educational problems.

The President of the Guild, Mr. S. R. Balasubramania Aiyar, said that the question of reorganisation of education must be based on discussions and no purpose would be served by rushing through the scheme and requested the Government to proceed slowly in the matter.

Mr. K. Krishnamoorthy Aiyar, Secretary of the Guild read messages wishing the Conference success from Mr. T. S. Avinasilingam Chettiar, Education Minister, Dewan Bahadur C. S. Srinivasachariar and Rao Sahib, R. Swaminatha Aiyar, retired Headmaster, Town High School, Kumbakonam.

Mr. Venkatasami Naidu in the course of his address said that teachers had to shape the character of the pupils and make them do their duty to the country by putting down the present indiscipline among the ranks of the students. Without the co-operation of the teachers, the Educational Department could not move one inch. If all the teachers act together and come to one conclusion, putting their views in one form it would be a great achievement and a great help to the Government.

Referring to the educational reforms he said that Gandhiji's Basic Education scheme was the best for the country and all Elementary teachers should be trained on Basic Education system and

the medium of instruction should be the mother tongue even though there would be lot of difficulties in bi-lingual areas. English should also be studied as the second language but it could no longer be the national language. Hindi should take the place of English as the *lingua franca*. Everyone should learn Hindi to the extent of understanding and communicating his thoughts. Referring to Sanskrit, he said, it should be studied as a second language to preserve the cultural unity of India. Regarding secondary education, he said, that there should be two sections—ordinary High Schools and Trade Schools. Wherever possible students should be asked to choose their profession even at the Fourth Form stage. Mr. Venkatasami Naidu appealed to the people to lend a helping hand to their leaders to solve the various problems with which the Government were confronted.

RESOLUTIONS

1. This Conference places on record its deep sense of sorrow and horror at the assassination of Mahatmaji—the Beacon Light of the World.

2. Salary: This Conference requests the Government:—

(a) to reconsider their decision to shelve the question of sanctioning half the difference between the average of the scale for teachers in L.B. Schools for the period 1—1—1947 to 31—5—1947, as mentioned in the G.O. 975 dated 10—5—'47.

(b) that the total service of a teacher in Elementary and Secondary Schools in all grades and under all agencies be taken into consideration for purposes of giving weightage.

(c) to sanction advance increments to teachers in aided Ele. Schools as in the case of Secondary Schools.

(d) In view of the fact that most of the Sec. Grade Teachers with 15 years and more of service cannot reach the maximum in the new scale before their retirement, this Conference requests the Government to allow one advance incre-

ment for every two years of service instead of four.

(e) This Conference views that the classification of language teachers and the revised scales of pay for them will not benefit the existing incumbents and so requests the Government to sanction uniform scales of pay for all Pandits of the same qualification.

(f) As the D. P. I's Circular R. O. C. No. 2789/E/35 dated 7-7-'38 approves the qualifications of the Physical Training Instructors with Gymnastic Teachers' Certificate in Sec. Schools, this Conference requests the Government that these P. T. I's should be treated on a par with the Higher Grade Instructors from 1—1-'47.

(g) Commercial Instructors with S. S. L. C. qualification and holding two or more Higher Grade Technical Teachers' Certificates in Commercial Subjects should be started on a salary of Rs. 60/- in the scale of Rs. 60—4—100 as in Government Institutions.

(h) Commercial Instructors who are Secondary Grade Trained Teachers with Diploma in Commerce and Higher Grade Certificates in both Shorthand and Typewriting should be started on Rs. 75/- and placed in the L. T. Scale.

3. Dearness Allowance:

(a) This Conference resolves that the Government be requested to expedite passing of orders for the payment of the enhanced D. A. to the teachers in L. B. and Aided Sec. Schools.

(b) This Conference requests the Government to urge the Management of Aided Sec. Schools to pay D. A. at Govt. rates before 1—6—'48 with retrospective effect from 1—6—'47.

(c) That the rate of D. A. to Secondary grade teachers serving in Aided Ele. Schools be calculated on the basic salary of Rs. 40/- inclusive of Rs. 5/- payable by the management.

4. S. S. L. C. Examination:

This Conference requests the Government of Madras:—

(a) to constitute separate S. S. L. C. Boards for the different linguistic regions to frame syllabuses and conduct Examinations.

(b) that the remuneration of the Assistant and Chief Superintendents for the S. S. L. C. Examination be doubled from the current year (4—7—'48).

(c) that the rate of remuneration of the Assistant Examiners in the S. S. L. C. Public examination be increased by not less than 50%, there being no difference in the total remuneration of an Asst. Examiner in one subject and another.

(d) that the concession allowed in G.O. No. Ms. 685/Edn. dated 9—4—'47 to instructors, pandits etc. to appear for the S. S. L. C. examination as private candidates be extended to clerk-attenders and clerks in Schools.

5. Provident Fund:

This Conference requests the Government:—

(a) to reconsider the G.O. Ms. 2156 Edn. dated 10—7—'47 and make it obligatory on the part of the management, to contribute one anna in the rupee of the teacher's salary.

(b) to invest the P. F. deposit with the Government to fetch higher rate of interest.

(c) That the Government should contribute half instead of one-third of the total P. F. Deposit.

6. That the Government Order regarding the recruitment of Secondary Grade Teachers as Junior Deputy Inspectors be modified, so as to raise the maximum age limit to 45 instead of thirty-five as in the case of Manual Training Instructors.

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OUR BOOK-SHELF

Plan for Education: By F. G. Pearce; (The Oxford University Press). Price Rs. 3.

Many speak of the Sargent Report but there is no indication that they have understood aright the underlying principles. Perhaps people have not the patience to read the Report from cover to cover and appreciate the significance of the numerous tables and data given under each head. The Plan for Education published by the Oxford University Press seeks to place the essentials of the Sargent Scheme as a whole and point out the importance of adopting a suitable line of action. The book is not a summary but it gives a clear and sympathetic survey of the Report in view of the present set up. We should agree with the view stated in the preface that the Report is not at all out of date. There is much force in the view that with the assumption of full powers the occasion for a reorganisation of education has become imperative and that the exhaustive and careful statistical information prepared by the Board and its sub-committees will be most useful.

The book explains the background and places before us the magnitude of the problem. It also deals with each aspect separately and the salient features are presented with relevant statistics pictorially represented. The book does not go out of the way in presenting the good points of the Report. It also takes care to refer to the criticisms made against some of the recommendations; for instance, the criticism regarding the prolonged period of 40 years under the scheme and the enormous cost of 312 crores. The book quietly asks us to remember the millions of children to be educated, the lakhs of teachers to be trained, and the crores of rupees to pay reasonable scales of salaries to teachers. While appreciable reference to Russia is made wherever necessary, we are asked to remember that Russia could not proceed as fast as it liked. Suggestions made by

critics for reducing expenditure and period of forty years are examined with a sense of responsibility. To reduce compulsion to five years and to accept lower qualifications for teachers are shown to be mere make-shifts that may have to be adopted as a matter of necessity. The objections to such make-shifts are pointed out and the inference is allowed to be drawn that it will be wise to accept the Sargent plan and be prepared to take action. People who talk of the prolonged period do not realise that about ten years have elapsed since the publication of the Sargent plan and that the position would be much better if action had been taken long ago. The chapters on high schools and technical schools contain a vigorous plea for overhauling higher education and introducing a variety of courses. There is reference to the criticisms made by the members of the Board and the observations of the author in respect of the dissenting minute of Sir R. M. Statham will have special interest. The Appendices at the end show at a glance the total cost and the salaries proposed for teachers.

The book is an unobtrusive but intelligent appeal to us to appreciate the real value of the Sargent plan and realise that the present defective system should be radically altered if the Indian Dominion should maintain its place among the civilised nations. We have great pleasure in commending the book to the notice of the public. The get-up and the pictorial representations are additional features of the book.

M. S. S.

General Science: Part I. By Whitehouse and Pritchard. (Oxford University Press. Price 4 sh. 6 d).

The book is the first part of a series of three parts written by the authors aiming to treat General Science as a whole subject and at the same time stressing the importance of accurate observation and logical

discussion so that if the pupils should later specialise in any particular branch, they might be able to approach the new problems in a proper scientific manner. In this double aim the authors have been very successful. The topics treated in this first part are *water, plant relations to water, the atmosphere, animals in relation to atmosphere, plants in relation to air, temperature and water*. About 130 experiments are included giving very helpful suggestions. It is well illustrated. The series promises to form a notable addition to school text books in General Science. We look forward to the publication of the other two parts of the series.

S. N.

1. **Madras City by the Sea, 2. Benares the Holy City** (in Tamil) (Macmillan & Co. Ltd.) Price 3 Annas each).

These are pamphlets of about 16 pages each written in easy and good Tamil and can be read usefully by IV or V class pupils for extensive reading. The printing, type and pictures are suitable for children. There are questions at the end to test comprehension.

Tolstoy's Short stories, Part I. (in Tamil) By M. S. Subrahmanian. Price 7½ Annas.

These easy and interesting short stories are suitable for children in Form III of secondary schools.

Pamphlet No. 40 of Bureau of Education, India: (Government of India. Price Rs. 1-8-0).

This pamphlet of 32 pages contains general educational statistics for British India for 1942-43. A publication like this is bound to be of use to those interested in the statistical progress of education. It is hoped that publications for the year 1948-49 and thereafter will include figures for the acceding states and that there will be no more errata slips.

Education in Australia:

A Brochure of February 1948 published by the Australian Minister for Information, containing a short description of the Australian Educational System.

Teaching, June 1948: (Oxford University Press). Price Re. 1.

This quarterly journal in the usual way devotes itself to one particular problem—English in Indian Education. The nine articles contributed by K. G. Sayidain, Raymond, Mrs. Choksi, Sir Hari Singh Gour, Ryburn, Rev. Menzel, Rebecca Menhen, Maizhan and Dr. S. C. Sen Gupta, tackle the question from different angles and are worthy of perusal by those interested in the question.

1. **The New Approach:** By J. C. HILL
2. **Citizenship:** By COL. J. WIL-LATT. (Oxford University Press—Prices Re. 1 and Re. 1-6-0 respectively).

These two books, the former dealing with citizenship in general, and the latter with the Indian Citizenship, are of interest at this moment when citizenship training forms an important feature of reformed Indian Education and will be of great assistance to teachers in the handling of the subject in their classes.

Pond Life: By MARGARET KENT. (Oxford University Press. Price 1s. 6d.)

A part of the Nature Study series intended for children and tells the children about the insects and animals usually found in the pond in the form of interesting stories.

The Murder of Roger Ackroyd: (Oxford University Press. Price 1 sh. 9 d.)

A book in the second series of Tales retold for Easy Reading. The story is

told in simple English and may be read as a non-detailed text in VI form.

School Broadcasts for July—September 1948: We acknowledge receipt of a copy of each of the All-India Radio's schedule of Educational Programmes (1) for High Schools, (2) for Elementary schools, and (3) two wall charts, one in Tamil and the other in Telugu.

A perusal of the programmes reveals to us the anxiety on the part of the Station Director to suit the programmes to the courses of studies in the reorganised scheme of education. A noteworthy feature is the inclusion of topics which may rightly be said to belong to Social Studies—a subject recently included in our school syllabus.

C. R.

(Continued from page 282)

Colleges will be held in school buildings, and courses requiring special equipment will be approved only where use can be made of equipment provided

for ordinary school purposes. Materials required by students for their exclusive and individual use will be provided by the students. No fees will be charged.

Members of community organisations may attend Colleges or classes by arrangements with principals.

The organisation of Colleges and classes will be conditioned by the availability of teachers, and leaders and facilities.

It should be noted that vocational courses usually organised by the Technical Education Branch will not be established, nor should proposals conflict with or prejudice Technical Education extension.

Youth College courses are essentially of general educational, cultural and non-vocational nature.

The co-operation of the community and social agencies is of the greatest importance, and activities organised, resulting from community needs and supported by continued community interest, are considered to have, thereby, enhanced prospects of useful service.

(The Education Gazette, March '48).

PRESIDENT'S LETTER

"I received a pressing invitation from Dr. Alagappa Chettiar to go to Karaikudi in connection with the inauguration of the new buildings by the Premier on the 4th July. He desires that I should go earlier and stay for at least a week. I find it difficult to say 'no' and arrangements are being made for my journey as usual. I am leaving to night and hope to return by 9th July or earlier.

Kindly convey to the Executive Board my regret that I am unable to attend the first meeting. I trust the Board would be good enough to excuse me. I have no doubt that the business of the day will be transacted expeditiously and satisfactorily. All that I want the Board to remember in respect of reorganization is that there is no point in saying that the minister is thrusting his views or that he is hurrying unnecessarily. We have been urging reorganisation for over ten years and several reports emphasising the need of

reorganisation have been published by different bodies including the Central Advisory Board. All have been urging (1) adoption of the mother tongue medium, (2) introduction of bifurcated courses, (3) change in the outlook so as to make the school life interesting and meaningful. These items have been incorporated and the scheme is not that of the Government. The recent change announced in the headmasters' conference in respect of the second language is sure to create a calmer atmosphere around the school and though it may not give satisfaction to all, it should be regarded as a step in the right direction. I feel that our Union should understand the idea of social activities in a realistic manner and with faith. We may be doing a service if we appeal to our Guilds to take up the proposals and frame suitable programme suited for respective schools. Let us have the satisfaction of giving and doing something tangible for the public."

THOUGHTS ON CURRENT EVENTS

"THINKER"

Madras Government's Educational Policy

At a public meeting held in the Ranade's Hall, Mylapore on Friday the 16th July 1948, presided over by Sir Alladi Krishnaswamy Iyer, the Minister for Education came in for a good deal of criticism.

Sri S. K. Yegnanarayana Iyer opened the symposium by a sort of thesis on the philosophy of Education and the need for integrating it to life. This, he said, was absent under the present regime which has its existence from the days of the John Company whose motive in introducing this system of education was to create a class of Indians who would interpret between the Government and the masses. Such an education had therefore no relation to the life of an individual who had to lead a double life—one as an English educated person and another as a member of the community in which he was born.

Sri M. S. Sabhesan put in a vigorous plea in defence of the reorganisation of education, and the steps so far taken by the Minister in implementing the proposals of the Secondary Education Board, which, he said, only sought to put into practice the aims of education as defined by the opener of the symposium.

Mr. V. N. Sarma's observations pertained to defects in the syllabuses here and there and the absence of materials and text-books to enable the teachers to carry out the reforms.

Sri T. R. Venkatrama Sastri wanted freedom for institutions to experiment along their own lines and that the State should provide adequate funds. Obviously, except on the question of Sanskrit, he could not have any serious objections to the principles of the reorganised scheme. He said that parents should have the power to determine the course their children should take up. He said that the State should provide conditions for education. Mr. Sastriar seems to

ignore the fact that a democratic state reacts to the feelings of the people and that it seeks to co-operate with the parents in the education of their children. Even after providing conditions for education, the children's reactions in the atmosphere of these conditions in the initial stages have to be watched by experts and their aptitudes recorded so that necessary guidance may be given to a child in the determination of a course. Would Mr. Sastriar refuse this help? Is a parent by himself competent to undertake this task for his child? In all advanced countries the parents want the State's help for vocational guidance for their children. It is too much to assume that in these days when parents have little time to watch the educational progress of their children, they could choose the course of their education by themselves without the co-operation and guidance of the State.

The chairman in closing the proceedings acquitted himself in a manner which discloses a lamentable lack of insight into the working of a school. He seems to attach more importance to written books than to teachers. The substance of his attack on the introduction of the reformed scheme was that there were no text-books in the regional languages to enable the teachers to handle them.

I think, with Mr. Sabhesan, that at least for some time during this year, the teachers will show their own resources and teach the subjects without books. There are quite a number of books in English on these subjects written by English authors and available with publishers like Oxford University Press, Macmillan & Co., and Longmans Green and Co., which teachers can usefully consult and prepare their own class notes in the language of instruction.

I, as one who attended this meeting, am of opinion that after all there is no disagreement amongst the speakers on the fundamentals of the scheme.

S. S. L. C. October Examinations

The decision of the Government to have two public examinations in a year, commencing from this year seems to provide ample scope for a number of tutorial institutes to spring up, with the object of giving special coaching for the failed candidates. While this attempt is commendable, there are a few well-known coaching institutions which exploit this situation for large profits for themselves. With a heavy rush for enrolment a full year's fee is charged for a three month's course (the fee is even as high as Rs. 60 and Rs. 70), sections are as large as 50 and more while the remuneration offered to tutors (even well qualified and experienced L. T.'s) is hardly more than Rs. 75 or 100, per month, the period of engagement being three months only. So profit making seems to be the sole motive with these big institutions. It is better that managements of the high schools out of

which these candidates have come make some provision outside the regular hours for the good of these unfortunate candidates, by charging a reasonable fee and engaging for extra work on fair remuneration the teachers who handle the S. S. L. C. classes in their own or neighbouring schools.

King's College Conference, London

In a subsequent issue of this journal, under Gleanings, some interesting and useful extracts will be published from the speeches and papers of experts who have made a special study of the various aspects of a child's education. As many as 41 such expert associations participated in the conference and placed at the disposal of the public their experiences of special problems of education. Occasional Conferences of specialised bodies are very useful and I suggest that similar conferences may be held in this province too with profit to those engaged in the educational sphere.

EDITORIAL**Education Week**

As usual the South India Teachers' Union is sponsoring the 18th South Indian Education Week this year and at a meeting of the Central Education Week Committee held on 1st August 1948, it was resolved that the Week should be celebrated from 18th to 23rd October. The main theme around which the activities of the Week will be planned is "Social Activities and School Life." This subject will give scope for teachers to interpret the new syllabus through school activities and demonstrate to the public its efficacy in the making of the future citizens of our country.

The Secretary of the S.I.T.U. who is elected Convener of the Central Education Week Committee will be announcing a week's programme of work and a brochure on the model of similar ones issued in previous years will also be brought out for distribution and sale

to all affiliated associations in the province. This will be in English. It is hoped that District Teachers' Guilds will take the earliest opportunity to apply for a sufficient number of copies of the booklet for distribution to their affiliated associations and, if necessary, arrange to translate them into the local languages before distribution.

A dynamic programme should be drawn up by the Guilds and Associations with the co-operation of the parents and public of the locality.

For the sake of publicity and for enabling us to record the proceedings of the Education Week, it is necessary that reports of observance of the week should be sent to the Secretary of the Union immediately after the week is over. An advance copy of the programme as drawn up by individual associations will be very helpful and will be greatly appreciated.

Teachers and Private Tutions

Copies of an extract from G. O. No. Ms. 1721, Education, dated 8th July 1948 (Annexure), given below, have been sent to the District Teachers' Guilds. The affiliated associations are requested to send their opinions to their respective District Teachers' Guilds, on or before the 10th August.

S. NATARAJAN,

1st Aug. 1948.

Secretary.

*Extract from G.O. No. MS. 1721,
Education, dated 8th July 1948.*

ANNEXURE

Private tuition has become a wide spread and serious evil in our schools. It has led to jealousies among teachers and demoralisation among pupils. It has also affected the morale and efficiency of schools.

Though the abolition of private tuition is the best way to put an end to these evils, it is realised that some pupils who are backward in one or more subjects need special attention. Besides it will not be fair to deny a teacher the chance to earn a small additional income without prejudice to his legitimate duties. It is, therefore, clear that the real solution is not the total abolition of private tuitions but to regulate it in such a way that the evil effects are minimised. To this end, the scheme outlined below is communicated for adoption in all secondary schools.

On the basis of the performance of the pupils in the class or entrance examination or on the report of the class teacher, the Headmaster of the school will decide in what subject or subjects a pupil is deficient and needs special tuition. He should then inform the parent or guardian in what subject or subjects the pupil is below the standard and ascertain, if the guardian desires tuition and agrees to pay the special fees. The Headmaster of each school should prepare a scheme for private tuition outside the school hours in consultation with the staff, fixing the scale of special fees for each class and subject, the time table and the manner in which he proposes to apportion the money received

on this account. Care should be taken to see that these special classes do not encroach on games and extra curricular activities.

The fees collected from the pupils should be distributed among the teachers engaged in giving the tuition generally in proportion to the time devoted by them. Such a scheme should be approved by the management and a copy of it should also be sent to the District Educational Officer or the Inspectress concerned for file.

The managements of secondary schools and the teachers employed therein should be clearly made to understand that private tuition as it exists today as a private arrangement between individual students or parents and the teacher must cease.

The inspecting Officers are requested to submit a report to the Director after watching the working of the scheme for a year.

(True Copy)

S. NATARAJAN,
Secretary.

**ALL INDIA FEDERATION OF
EDUCATIONAL ASSOCIATIONS****CIRCULAR**

The Government of His Highness the Maharaja of Mysore has been pleased to invite the All India Federation of Educational Associations to hold its 24th Annual Sessions in the last week of December which has been gratefully accepted by the Federation. Members of the Council and the Affiliated Organisations are hereby informed of this change in the venue of the Conference.

The National Planning Committee for Education will be meeting in August along with the Executive Committee Meeting either at Madras or at Bombay. The exact place and date will be notified shortly. Members of the Council and Associations are requested to send their suggestions and resolutions for the coming Conference immediately.

M. S. KOTISWARAN.

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