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# THE SOUTH INDIAN TEACHER

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## VISUAL EDUCATION

R. PADMANABHAN, B.A., B.T.

*The District Board High School, Hubbathalai, Aruvankadu*

Among the diverse and different processes of education, visual education has been, of late, given a salutary and abiding place in the educational methods. So far as this method of educating the young is concerned, no two educationists can have any difference of opinion in the present-day, for visual education or what is more commonly called, by the Montessorians, "sensory education", has been found to be not only practical but valuable in the training of the young to-day.

(2) The old belief in the kind of instruction chiefly through the text books has lost ground in the present-day educational set-up for different reasons. The old type of instruction did not take cognizance of the intellectually backward and the subnormal, the mediocre, the physically defective and indifferent pupils. The ancient Spartans did not consider it worthwhile on the part of the State to train and educate the physically-handicapped children. This will illustrate very abundantly the ancient theory and practice of education. Unless a pupil had what is called "the educational heritage" he could not be said to be up to the normal standard of intelligence.

(3) Moreover, such modern psychological devices as the Intelligent Tests had not been thought of nor used in any unconscious manner. Pupils and teachers always relied on the mnemonic and monitorial systems of learning. The acquisition of knowledge, essentially, lay in nothing, if not recitation.

(4) Therefore, the theory and practice of education has moved with

rapid strides towards the education of the senses, "The Gateways of Knowledge". So it is hand and glove with the other accepted educational devices.

(5) The next problem that confronts us is, what are the different kinds of visual education that may be used with telling advantage to the teacher and the taught in the class room? In the early stages of training the young pupils, the Montessorian method stands pre-eminent. The practical ability in the cognition of colours, the subtle art of matching objects correctly stand in good stead in the proper use of sight and through it, the development of the brain, as an organ of the mind. Do we not know of men who are colour blind and who cannot distinguish between green and red? It is, therefore, no wonder that our blindness is an inescapable defect in airmen.

(6) The next kind of visual education may be said to be the locating and finding of places in such subjects like geography and history. Our teaching of these subjects in the class-room would be far more effective if more and added importance than now is given to the use of maps and charts correctly. The dry facts of history would then glow with greater value and meaning. At the same time the decaying habit of assignments in map-drawing must be renewed and revitalised by suggestive and interesting talks. Pupils can be profitably encouraged to draw maps, charts and routes of educational value and such productions may be exhibited to the public in the several educational exhibitions held

from time to time. Witness, for example, a map of Asia with the Buddha, in India, Mahomed in Arabia, Jesus Christ in Palestine and Confucius in China. Will not the map create the feeling of the universality of religions and thereby produce an abiding respect for other religionists? Supposing the seven wonders of the modern world is to be taught to children of an impressionable age, a map of the world will be more effective in the understanding of the lesson than by repeating the seven wonders any number of times.

(7) The next kind of visual education is the practice of getting intimate and first-hand experience like visits to beauty spots, handling objects, inspecting sites, etc. Therefore, the frequent need for organising excursions and field trips and the value of such rich outdoor life can never be exaggerated. This may be also called the natural way of education—a close contact with nature through the sense of sight. Imagine how profitable it would be if a party of Indian school-boys visited Ceylon and saw the beautiful cities built by the kings of Kandy and Anuradhapura!

(8) It is a matter of common experience that the physically defective children like the deaf and the dumb can be profitably educated by the sense of sight. The above defects could be more than compensated by the superior power of observation and perception. It is, therefore, small wonder that thoughtful educationists from Roass to Bertrand Russell have laid supreme stress on this aspect of education in the curriculum.

(9) The fourth kind of visual education is the practical ability to observe objects and collect data of differences and similarities and the ability to define objects. It is this ability that is most often exploited with vast advantage in scientific experiments. No pupil can understand a formula or a fact better than by a keen observation of the likes and differences of objects. It, therefore, follows that we should, in our class-room teaching, as far as it lies in us, provide for diverse experiments for pupils and repetition of the same. Iteration and re-iteration, either by word of mouth, or action can never be

over-emphasized, especially in the field of education.

(10) The next type of visual education may be said to be the silver screen and and its sister device, the magic lantern.

(11) The cinema, today, has revolutionised the modern world, education being no exception to this. Such topics as health, sanitation, community manners and habits of cleanliness obtaining in the western countries like England and the U. S. A. can be remarkably brought home by an actual show and simple background commentary. It is, thus, an essential weapon in the armoury of modern educational practice. Unfortunately, it has not made any appreciable advance in India. Excepting for a few topical films produced by the Information Films of India, thanks to Ezra Mir, there are no films of any educational importance worth the name. As things seen have more lasting impression than things heard or read, it is incumbent on us in India to prepare and produce and exhibit films of top-rank importance.

(12) Another effective type of this visual education is the one popularised by the Fascists in the World War II. Frequent mass drills, parades, march pasts, flag salutations, community games foster a sense of unity and solidarity and create the *esprit de corps* that is sadly lacking in our schools today. The feeling that one belongs to an institution, community and the nation at large can never be better rubbed into the bones and marrow of the brains of a people than by this great institution of community gatherings. It was not in vain that important and momentous announcements were made e.g. from a balcony on solemn and ceremonial occasions by the dictators. This expedient can very well be exploited in our educational institutions also when important events are celebrated. It can also build up the tone of a school which makes or mars an educational institution.

It cannot be claimed that all the possible devices have been exhaustively explored but suffice to say, that under the limitations obtaining in the present educational set-up, we can go not a little distance in the realising of the "Vision Splendid" in education essential for citizenship.

## EDUCATION IN BOMBAY PROVINCE

K. S. VAKIL

Bharatiya Vidyabhavan, Bombay

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Since the return of the Congress Ministry to power last year, several important events have taken place in the field of education in this Province.

(1) The Bombay Primary Education Act of 1923 and the Bombay Primary Education Amendment Act of 1938 have been revised and their place has been taken by the Bombay Primary Education Act of 1947. The object of this measure was two-fold. It was intended (i) to facilitate the introduction of free and compulsory primary education and (ii) to transfer the power of management and control of primary education which had been formerly vested in popularly elected local authorities and school boards to quasi-government agency on the ground that these bodies had failed to administer primary education fairly and efficiently. It is, indeed, a pity that protagonists of democracy and democratic methods of public administration should have thought it necessary to withdraw from popularly elected bodies the power which they had exercised for a quarter of a century merely on the ground of official reports without a thorough preliminary inquiry by an independent committee of educational experts into the causes of their failure.

(2) The Infant class which had formed the foundation of primary education since the year 1902-03 was abolished with effect from July, 1948, and the length of the lower primary school course was curtailed from five years to four. The new Primary Standard I which has accordingly been formed consists of three heterogeneous groups of children standing at different educational levels; (i) of beginners entering school for the first time; (ii) of pupils of the last year's Infant Class who had received schooling during that year; and (iii) of pupils of the last year's standard I who had failed to pass their annual examination and had therefore

been detained in that standard; that is to say, of children who had no schooling at all, of children who had one year's schooling, and of children who had two years' schooling. This measure was apparently designed by Government to release Infant Class teachers from the existing primary schools and render them available for the staffing of the new schools to be opened in school-less villages under the compulsory education scheme sponsored by them and for the filling of vacancies caused by retirement of superannuated teachers from service. Whatever its intention, this measure removes the very base of the structure of primary education—the base which had been supplied to it 45 years ago.

(3) With the order for the abolition of the Infant class came also an order for the supersession of the former practice of staffing primary schools with teachers at the rate of one for every 40 pupils on the school-roll by the rule for staffing them at the rate of one teacher for every 60 pupils. Which teacher, however highly educated and trained, would venture to undertake responsibility for satisfactory teaching and management of 60 little children of the ages of 5, 6 and 7. This measure, too, appears to have been designed to save one-third of the existing number of primary school teachers and render them available for the purposes indicated in para (2) above. It is likely to weaken the initial stage of education of lakhs of children.

(4) Primary teachers' salary scales have been revised as shown below:

(i) for untrained teachers—Rs. 35/- (on probation for two years)—1-40 p.m.

(ii) for trained teachers—Rs. 40-1-50 Efficiency bar—3 2-55 with a selection grade for 15 p.c. of the cadre of Rs. 65—2½—90 p.m.

The minima in these revised scales, however, fall far short of the minimum basic wage of Rs. 55 p.m. recommended

by the Central Pay Commission for middle class employees (such as primary school teachers) and accepted by the Government of India as applicable to all India.

(5) Government recently appointed a committee of two, an official and an unofficial, to examine various questions concerning secondary education. The Committee, however, has failed to satisfy secondary school teachers with regard to their salaries. It has recommended for them a salary scale of Rs. 70 to Rs. 200 p.m., ignoring the fact or not knowing it, that the salary scale sanctioned for them by Government 30 years ago in 1917-18 had gone beyond the maximum of Rs. 200 and had held out hopes to the most efficient among them, of rising to Junior and Senior Selection Grades of Rs. 200-10-250 and 250-10-300 p. m.

(6) The attainment of political independence by the country last year has been followed by the decision for the

supersession of English by Hindustani or Hindi as the *lingua franca* of the Indian Union and, in consequence, for the gradual abolition of English-teaching in middle schools.

(7) Government have also sanctioned the establishment of 10 technical high schools in addition to the two existing ones at a total estimated cost of Rs. 64 lakhs.

(8) Government have also announced their intention of appointing a Secondary School Leaving Examination Board with the view of instituting a secondary school-leaving examination independently of the Bombay University.

In this connection, it requires to be pointed out that a Secondary School-leaving Examination Board, such as is now proposed, was constituted some years ago and that it was dissolved after it had worked for a fairly long time owing to its failure to fulfil the purpose for which it was constituted.

## THE LAW OF LOYALTY

The Good Indian is loyal. If our India is to become even greater and better, her citizens must be loyal, devotedly loyal, in every relation of life, full of courage and regardful of their honour.

I will be loyal to my family. In loyalty I will gladly obey my parents or those who are in their place, and show them gratitude. I will do my best to help each member of my family to strength and usefulness.

I will be loyal to my school. In loyalty I will obey and help other pupils to obey those rules which further the good of all.

I will be loyal to my native place, my province, my country. In loyalty I will respect and help others to respect their laws and their courts of justice.

I will be loyal to humanity and civilisation. In loyalty I will do my best to help the friendly relations of our country with every other country and to give everyone in every land the best

possible chance. I will seek truth and wisdom; I will work, and achieve, if I can, some good for the civilisation into which I have been born.

If I try simply to be loyal to my family, I may be disloyal to my school. If I try simply to be loyal to my school, I may be disloyal to my native place, my province, and my country. If I try simply to be loyal to my native place, province, and country, I may be disloyal to humanity. I will try above all things else to be loyal to humanity. Then I shall surely be loyal to my country, my province, and my native place, to my school and to my family. And this loyalty to humanity will keep me faithful to civilisation.

[Adapted from the Law of Loyalty for the good American as given in the Journal of the National Education Association, U. S. A., for October, 1947.]

K. S. VAKIL,  
Bombay.

## GLEANINGS

### Size of Classes

All are agreed that we must build our educational system on the sound physical condition of the child. Our pre-natal social service, the demand for decent homes, and the institution of school meals are all steps towards securing the necessary physical condition. But when the young child starts on his school life and enters on vital foundation years, the policy of the Ministry of Education in regard to the size of classes is unsound. In practice much of the educational structure planned in the Butler Act will collapse if the foundations be indifferently laid. To-day, the foundations of our new structure are being scamped because of that short-sighted regulation governing the size of classes. Who, I ask, in the name of justice and reason, was the man - it could not be a woman—who decided on classes of 30 for the secondary schools and classes of 40 for the infant and junior stages?

By the operation of the 1944 Education Act we are compelling the vast majority of parents to send their children to the State schools. In the case of the young children the parents are sometimes reluctant to do so; not because they are snobs, but because they realise how important are those early years of education. They realise that a young child cannot be educated in a class of 40 or over. It can only be drilled into a mechanical response. Mass instruction of the very young is an impossible way to guide, develop, and unfold the individuality of the child. Ladies and gentlemen, there are infant schools being built in this country to-day and the Ministry of Education is accepting plans which will result in classes of 50 being organised. Is it not time that responsible administrators, inspectors, and teachers refused to tolerate this folly of mass teaching for the very young? I say, with an intense conviction, that the most vital and, in the end, the most fruitful administrative reform that is needed to-day is to scrap Regulation 14d and replace it by a decision that classes in the infant stage should not exceed 25. The Minister of Education who issues and implements such a

decision will live in history as one of the most enlightened educationists of the century.

### Rural Schools

Having dealt first with an under-privileged section of our education system, I want to deal next with an under-privileged area—the countryside.

During the last 20 to 30 years, much has been written about the problems of the countryside. The dominating and outstanding problem has been the decline of population. The evil and danger of that decline is not generally realised, and even now one wonders whether the bitter lessons of two world wars have made any vital impression upon the general community. Recently we have been made to realise, in terms of actual deprivation and want, the results of a failure in one of this country's great basic industries—coal mining. Are we far removed from a similar bitter lesson to come from another basic industry—agriculture? Manpower is as vital a need to-day in the countryside as in the coal mine, and the economic, social and educational conditions of rural areas must be placed on a par with those in urban areas if we are to arrest the trek from the country to the town.

For years we have realised that the welfare of the rural school depended much upon the prosperity of the countryside. Now we are slowly learning that, to a very great extent, the revival of the economic and social life of the countryside will depend upon the school. This inter-dependence is the strong argument for a very serious consideration of what we are to do in the countryside with our new opportunity under the 1944 Education Act.

Of nearly 10,000 primary schools in rural areas, over 80 per cent. have a school roll of less than 100, 43 per cent. have less than 40 children on roll. Many of these so called primary schools have children up to the age of 15. If there is to be parity of educational opportunity, the decision to close many small schools and convey the children to central schools should not, as a

general principle, be contested. The rigid opposition of any selfish vested interest is an educational injustice to the child.

In regard to secondary education, whatever the decision as to the organisation of the school, whether it be unilateral, bilateral, or multilateral, the bulk of the children will be those, who for want of a better term, I will call the non-academic type, and they will take the modern school course. It is for these children that I make a special plea. What I have to suggest is, I know, already in an embryonic stage in many of the schools to day, but I am urging that what is as yet isolated experiment should be rapidly developed into general practice.

All teachers who have served for any considerable time in country areas will agree that the schools have in varying degree been circumscribed by town influence. Administration, college training, H. M. Is and examinations have all contributed to the working of that influence. I will not attempt to explain the reasons for this but I merely state the fact.

#### Question of Vocational Education

It is always being suggested that it is wrong to educate children merely to get a living. It can be said with equal emphasis that it is wrong to divorce their education from the surroundings in which they live and may continue to live. In the broadest sense education is adaptation to environments. Yet far too often when some courageous teacher had developed his scheme of education along practical lines, and used for that purpose the instructional facilities, apparatus, and appliances which surround the school, he was accused of seeking to give "vocational training." It has become engrained in certain minds that a real education can only be given when the pupil is seated in a classroom, reading books or using a pen. To-day the vast majority of our school children receive that sort of education and we must honestly answer the question: Are the masses of children being educated in the fullest sense? The answer is No, and that answer justifies

the bold decision to relate—far more than has ever been done before—the education of the children in the modern schools, especially of rural areas, to the concrete things of their surroundings. This, of course, does not imply a complete break with books or the lecturing of the classroom, nor does it mean isolation from the world and all its interests, but it does mean that we must lead the average child along a new educational road, doing things to build up knowledge, rather than for ever reading books to obtain it.

#### Rebuild the life of the Countryside

It may be argued that practical education is already in the curriculum of our rural schools. At the moment it is little in amount and wrongly related. Much of the content of such practical education, as is given in our rural schools, is dominated by town influences, and yet the schools in the countryside are gloriously favoured in their opportunity to adopt a more practical, less bookish, educational method in most of the subjects of the curriculum. This is the more sound, logical way of dealing with the majority of minds. Books should supplement not exclude the practical way of education. By using the practical approach we can give to the majority of the children, a more attractive, purposeful education than by the old lecturing book dominated tradition. We can, I am sure, develop interests that will thrive and flourish in post school days, and surely the only education that justifies itself is that which creates the impulse to continue learning in post-school life. It is no exaggeration to say that for many children there seems to come a complete educational break on the day they leave school. Therefore another of the major responsibilities of the teachers in the secondary schools of the countryside will be to organise the work so that it will dovetail into the art of living in the broadest sense. This involves skill and pride in craftsmanship, interest and activity in social work, understanding of civics rights and responsibilities, and leisure interests that demand physical and mental activity and not merely passive observation.

If we are aiming at rebuilding the life of the countryside we must realise that not only must its industries flourish, but also its intellectual and social life. Upon a properly conceived and developed education this comprehensive prosperity will depend. We shall fail if we continue to adhere slavishly to the old traditions and methods. The new curriculum must be based on the environment in which the school is set, and from that we must build up its relationship with the outside world. This educational process must, as it were, grow out from the centre of the village to the wide world beyond. The Central Advisory Council for Education in their report "School and Life," describe this process as interpreting and complementing one's environment, and indicates that what I have suggested applies equally to urban areas. What does this new educational approach necessitate? Many things, but above all vision and courage: vision to plan the new order, courage to experiment and courage to continue in the face of setbacks and many failures. We know that many teachers up and down the country have done much experimental work in our rural schools, but to-day we are promised something that we have not had before parity in all ways. That means adequate buildings, staffing, equipment, amenities, and so on. Give these and freedom to experiment, and we can effect a revolution in educational practice.

#### Education for Leisure

Ladies and gentlemen, if my final plea is for an education designed to cater to the leisure needs of man, I may be accused of being indifferent to the stern facts and needs of present times. I would reply that the chaos of to-day is partly due to our failure to realise the importance of education for leisure needs in the past.

Our education in the past has sometimes been based upon the assumption that the masses could live by bread alone. It is true that man cannot live without the material things of life, but it is equally true to say that unless he feeds more than the physical cells of his

body his life is but that of the animals of the field. More and more we are beginning to realise that, in a machine age of mass production, we are in danger of destroying the soul, the spirit, the individuality of man. Thus more and more it becomes vital that our education should be directed to counteracting the evil influence of monotony in work. To-day in this rapidly developing and everchanging machine age, any education which has too strong a utilitarian basis may be a waste in that it is a preparation for a present set of circumstances that may soon die or for a future that may be still-born.

History shows that man has never been content to live by bread alone. He has striven by fair means and foul to establish a surplus of material things, not merely to glut bodily appetites, but to ensure for himself periods of leisure when he can satisfy other than those physical appetites. His art, music, literature, and sport are all reaching out to satisfy vague but very real desires. Reasonable satisfaction of those almost incomprehensible desires has been attained by a minority. Education and training was the royal road to that satisfaction, and, cost what it will, education and training should be the road along which all can travel to an equal satisfaction. I know that there are cynics who are forever asking when shall we reach that goal. The reply to that is found in the work of men of faith.

#### Faith in Ideals

Lord Weir a few months ago pointed out that civilisation seemed bent on contriving its own ruin. That it has so far escaped such a fate is due to the fact that a few men and women, individually and in small groups, in different places and at different times, have kept alight the ideal of building a better world. That ideal has flamed in the vision of the poet, burned in the soul of the priest, persisted in the mind of the philosopher, and steadily glowed in the heart of the ordinary man; because of that idea, those of us who have been intimately connected with education have persevered in our work. Had such a faith not existed, education as a re-

ining influence would have perished long ago; but though the land we seek seems always to be just over the brow of the next ridge of hills those with faith will press on and, may be one day, a generation yet unborn will enter the land of glorious achievement.—*The Schoolmaster and Woman Teacher's Chronicle*—(April 1, 1948).

What is Democracy?

1. "Democracy is a way of life in which there is faith in the intelligence of people to solve their problems co-operatively.

2. It is a way of life which respects the worth of every individual regardless of race, religion, nationality or social status.

3. It is way of life that encourages the use of initiative, originality and reactivity in every individual.

4. It is a way of life which provides opportunity for wide participation in the privileges and the corresponding responsibilities of co-operative citizenship."

(*"School Life"* March, 1948.)

#### Basic Principles for Democratisation of Education in Germany

The Central Council, Allied Control Authority in Germany, has laid down the following basic principles for the democratisation of education in that country:—

(1) There should be equal educational opportunity for all

(2) Tuition, text-books, and materials should be free to children of compulsory school age in all schools supported by public funds.

(3) Compulsory full-time school attendance should be required of all between the ages of 6 and at least 15.

(4) Schools for the compulsory periods should form a comprehensive educational system. The terms "elementary education" and "secondary education" should mean two consecutive levels of instruction, not two types of qualities of instruction which overlap.

(5) All schools should lay emphasis upon education for civic responsibility and democratic way of life, by means of the content of the curriculum, text-books, and materials of instruction and

by the organisation of the school itself.

(6) School curricula should aim to promote understanding of and respect for other nations.

(7) Educational and vocational guidance should be provided for all pupils.

(8) Health supervision and health instruction should be provided for all pupils.

(9) All teacher education should take place in a University or in a pedagogical institution of University rank.

(10) Full provision should be made for effective participation of the people in the reform and organisation as well as in the administration of the educational system."

(*"School Life"* March, 1948)

#### Objectives of a Primary School Syllabus

Each school year brings within the portals of our schools the raw materials of our democracy. A great variety of children has to be served. They have widely differing backgrounds: they differ in their physical, intellectual and social endowments, and in their emotional make-up; but whatever their make-up, and whether rich or poor, bright or dull, shy or confident, one fact stands out with striking clarity—and that is, they meet as a social group, and their subsequent experiences in this group will influence their lifelong attitudes and ideas regarding ways of living and working together in a democratic society. The purposes of the primary school are developed out of the needs of the children and of the society in which they live.

Any curriculum designed to meet the above should be flexible enough to serve the conditions in a constantly changing, complex and interdependent world. It should provide, too, for the needs of a changing pupil personnel.

The curriculum, consisting, as it does, of all the experiences, including all the subject matter and the skills, which are utilized by the school to further the aims of education needs to have well-defined objectives, if the children are to acquire skills, knowledge, the loyalties and the common understandings which are essential for the

unity and stability of society and the exercise of world citizenship.

The following general objectives for the curriculum should meet the needs of the children at the primary school level:—

1. *Health.* (a) To provide instruction and practice that will ensure development of habits conducive to good health, safety and well being; (b) to develop wholesome mental and emotional attitudes towards healthy living.

2. *Moral and Spiritual Heritage.* Through our moral and spiritual heritage the school should foster the highest religious aspirations and hopes of mankind.

3. *Character.* To ensure the development of character and right social conduct through activities, which give satisfying experiences in co-operation, self-control, fair play and other social attributes.

4. *Social Attitudes.*

(a) To develop within the pupil a sense of his power and usefulness to himself, to his family and to the community, so that he will be able to live here and now.

(b) To enable the child to appreciate the efforts of man in the cause of human progress, and to understand the responsibilities resting on citizens in a modern community.

(c) To develop a realization of the interdependence of man upon man, nation upon nation, so that international understanding will become a reality.

(d) To develop an appreciation of the worth of the world's workers, and to develop purposeful and effective work habits.

(e) To develop a realism and courage in facing issues.

5. *Civic Heritage.*

(a) To enable pupils to develop a pride and faith in our democratic heritage.

(b) To acquire a respect for the dignity and worth of individuals and peoples, regardless of race, religion, nationality or social status.

(c) To give the pupil preparation for citizenship that must reckon with lands

beyond his frontiers, and times and peoples he is moving to meet.

Such is basic to citizenship in Australia and in the British Commonwealth of Nations and the world family of nations.

6. *Thinking.* To develop sound reasoning at every level, based upon adequate hypotheses and supported by facts (Frequent experiences in solving problems within the pupils' interest and comprehension should be provided.)

7. *Knowledge and Skills.* To develop proficiency in the basic skills—the "tools" of learning in accordance with the pupils' capacity.

8. *Appreciation and Experience.*

(a) To develop an appreciation based on experiences which lead to an understanding and enjoyment of the beautiful.

(b) To foster the powers of creative expression, and develop the aesthetic side of human nature.

(c) To provide experiences in music, art, craft and literature, which will be wholesome recreational cultural interests for the children, thus giving life a richer meaning and furthering child growth.—*Educational Gazette*, 1st April 1948.

#### Master Profession

Education is the master profession. It is the builder of the powers of the men of all other professions. It creates the understandings of the citizens who maintain a free self-coordinated social order. It awakens in all persons the wisdom that guides an enlightened care of the health, a wholesome family life, recreations that daily renew the spirit, the philosophic or religious outlook that maintains hope and courage, and the daily explorations of the mind that build and maintain understanding.

Above all others, education is the creative profession. It creates the powers to create the nation's vast production, distribution, and use of the magnificent array of the means of twentieth-century living. It vastly adds to the worth of men.—Franklin Bobbitt, in the *Indianapolis Star*, February 15, 1947.—(*Phi. Delta Kappan*, April 1948).

## EDUCATION IN THE MADRAS LEGISLATURE (JULY, '48)

The information that the Madras Government were in correspondence with the Central Government in the matter of the re-organisation of compulsory primary education was given by Mr. T. S. Avinashilingam Chettiar, Minister for Education, in reply to questions asked in the Madras Legislative Assembly to-day.

Mr. S. Nagaraja Manigar asked whether the Compulsory Education Scheme started in the Province by the Adviser Government was being pursued, whether it was being enforced actively in all the districts, and, if not, why not.

Mr. T. S. Avinashilingam Chettiar, Minister for Education, stated that the Compulsory Education Scheme was first introduced in selected villages in each district in 1945-46 and was extended to other areas in 1946-47 and 1947-48. The Director of Public Instruction had pointed out certain defects in the working of the scheme. He had been asked to suggest measures for remedying them. Pending further examination of the question, the Government had decided not to extend the scheme of compulsory elementary education during the current year.

Mr. Nagaraja Manigar: Is there any different scheme before the Government now?—No, sir.

Begum Amiruddin: What are the defects pointed out by the Director of Public Instruction?—The defects are that the scheme of compulsion is not worked properly, that the Attendance Committees have not worked properly, that no action is being taken in cases where attendance was not forthcoming, that there was a lack of trained teachers in 'compulsory' areas, and that nearly 1,200 untrained teachers are now working. Some other defects were also pointed out.

Begum Amiruddin: In the enforcement of compulsion, may I know who is the person to impose fines and who is the person to collect the fines?—Previously, Presidents of District Boards were entrusted with this work. By a

later amendment, it was entrusted to the District Educational Officers. Still, we find there is no effective enforcement. The Government are anxious to make compulsory education efficient. They are also anxious to bring compulsory education under the new, re-organised Basic Education scheme throughout the Province.

Mr. Raza Khan pointed out that every day when they opened the papers, they found speeches or statements condemning the educational policy of the Government, and asked whether the Minister would take steps to rectify the defects so pointed out.

The Education Minister said that he was watching the reactions to the Government's policy. They would do what was good in the best interest of education.

Begum Amiruddin asked whether the Government would consider the desirability of amending the Elementary Education Act so as to empower Educational Officers not only to impose fines for default in attendance—the majority of the parents could not pay the fine because they were poor—but compel parents to put their children to schools.

The Education Minister said that this question was considered at the recent Regional Conference. Difficulties in enforcing compulsion existed because the people were poor. It was also necessary in some cases to punish employers who employed children. But the general opinion was that coercive measures might to some extent defeat their very purpose.

Mr. M. A. Salam asked whether the Education Minister was not creating enough confusion by contradicting his own statement, for example, his statement regarding Hindi.

The Minister said that it was the hon. member who created confusion every time he rose. He was not going to enter into any controversy, because the question before the House related to elementary education.

Mr. Kallur Subba Rao asked whether compulsory elementary education meant only the compulsory teaching of the three R's.

The Minister replied that for the purpose of elementary education, Basic Education was the policy of the Government.

Mr. Alluri Satyanarayana Raju enquired whether the Government proposed to enforce elementary education in the City by abolishing Telugu, on the plea that Telugu was not the regional language of Madras.

#### Medium of Instruction in Madras City

The Education Minister said that, to remove any misunderstanding that might have been created, he would say that opportunity would be given to have any of the four languages as medium of instruction in the City.

Mr. S. Nagaraja Manigar enquired whether the scheme of the Adviser Government was not for 20 years and whether the scheme of this Government was not for ten years.

The Education Minister replied that the whole subject of reorganisation was under correspondence with the Government of India.

Mr. S. Nagappa: Is it not a fact that the withdrawal of mid-day meals is responsible for the failure of the compulsory scheme?

The Minister: The withdrawal of mid-day meals has, to an extent, affected attendance. I cannot say it has by itself contributed to the failure.

Asked by Mr. V. Raghavayya whether the Government would consider the desirability of re-introducing mid-day meals, the Minister said that mid-day meals were discontinued on account of the extraordinary cost, five to six crores of rupees. The Government were trying other methods like shift system to secure attendance.

Mr. B. S. Murthi: May I know whether the education policy is framed by the Minister for Education by himself or whether decisions are taken by the Cabinet, because education is an important subject affecting posterity?

There was no answer.

Mr. M. G. Natesa Chettiar enquired what sort of plan was under correspondence with the Government of India.

The Minister: The matter is under consideration. I would not like to divulge it.

In reply to a question by Mr. Guntur Narasimha Rao, the Minister said that provision would be made for teaching children who spoke languages other than Tamil also.

#### "Disorganising Educational System"

Mr. Raza Khan suggested that the Education Minister might agree to a full-dress debate on the question of the educational policy of the Government, because there was a feeling that the Minister was rushing with his schemes without carefully going into them and was thus disorganising the whole educational system.

The Minister for Education said that interpellations provided the best opportunity for drawing pointed attention to any matter. A general debate might become too vague. He was prepared to answer any number of questions and even short notice questions. He was getting opposition; sometimes, he felt unhappy without that. He was always anxious to receive enlightened criticism. Nothing would be served by a general discussion.

Begum Amiruddin: May I know why there is so much of deterioration in the scheme of compulsory education under a National Government when that very scheme was making headway during the Adviser regime?

The Minister: I am not sure it was making headway during the Adviser regime. It is the intention of the Government to evolve a scheme by which compulsory elementary education would be achieved in the shortest possible time.

Mr. N. M. Anwar: Will the Minister see that morning classes and evening classes are established in compulsory areas in order to get over the difficulty of mid-day meals?—That matter is under consideration.

Mr. V. I. Munuswami Pillai: Will the Government double the provision for compulsory education in the next budget, in view of the fact that it is the settled policy of the Government of India and this Government to spread education as quickly as possible?—Yes, sir. We shall consider it.

#### Adult Education

A Cabinet Sub Committee has been constituted to draw up a scheme for removing illiteracy from the Province and the Government expect to finalise the scheme as early as possible. It is estimated that within a period of ten years they could liquidate illiteracy.

Giving this information in reply to an interpellation by Mr. S. Nagappa during question time to-day in the Legislative Assembly, the Education Minister, Mr. T. S. Avinashilingam Chettiar, said that the Government had already introduced a scheme of adult education under which grants would be given to adult literacy schools opened throughout the Province. Arrangements had been made to train teachers for adult literacy work. The Government had also introduced a scheme of compulsory elementary education in selected villages in each district. The scheme would be extended to other areas in due course.

Replying to Mr. A. Vedaratnam Pillai the Minister said that in the scheme of adult education no craft was contemplated. But in rural colleges crafts would be introduced.

Mr. B. Poeker, in answer to whose question, the Minister gave the information that a Cabinet Sub-Committee had been constituted to draw up a scheme for removing illiteracy, wanted to know on what basis the period of ten years had been calculated by the Government for the liquidation of illiteracy in the Province. Mr. Avinashilingam Chettiar said that the period was the target within which the Government intended to execute the scheme.

Mr. Abdul Majid asked whether the Minister, before selecting new 'compulsory' areas, was satisfied that the school-going children in the existing 'compulsory' areas had found seats in the

schools. The Minister said that he had referred to this matter already on a previous day.

Mr. N. M. Anwar enquired how the Government expected to achieve cent per cent literacy within a period of ten years inasmuch as only 1/24th of school-going children were being provided for every year. Mr. Avinashilingam Chettiar stated that they were trying to plan the scheme in such a way as to complete it within ten years.

#### Compulsory Education Scheme

Answering Begum Amiruddin, the Education Minister said that it was not the intention of the Government to suspend the compulsory scheme. They wanted to make it work efficiently. The Department felt that there was a lot of wastage and the Government wanted to go into the matter and set things right.

In reply to Mr. D. V. Ramaswami, the Minister said that existing teachers who had undergone adult literacy training might become teachers in the Adult Education Scheme. Others also, who underwent such training, might become teachers.

Mr. N. Venkatasubbayya wanted to know what particular method the Government proposed to adopt for introducing the compulsory education scheme in poor and backward districts. Mr. Avinashilingam Chettiar replied that finance was a hurdle. The Government intended to appoint a sub-committee to go into the finances of local bodies so that new methods of taxation could be devised.

To a question put by Mr. A. Kaleswara Rao suggesting that students should be asked to do adult education work before taking their degrees, the Education Minister said that many universities were against such a proposal. He tried another experiment during the last vacation. On invitation for volunteers from the various colleges, 300 boys and girls offered to take up adult education work during the holidays. Training was given to them for one week in adult literacy work. The volunteers went to their villages and carried on their work. The Minister added that he was waiting for

## THE South Indian Teachers' Union Protection Fund, Ltd.

520, High Road, Triplicane, Madras-5.

Extracts from Actuary's

(Prof. K. B. Madhava, M.A., F.R.A.S. A.I.A. London)

Valuation Report (1943--1947).

Dated 29--2--1948.

I HASTEN TO INFORM YOU THAT I AM REALLY VERY PLEASED TO CONFIRM ONCE MORE.

- (i) *"That your fund is financially sound :*
- (ii) *That there now emerges, in spite of the most stringent standards of valuation that I could think of employing, a decent surplus out of which it is possible to declare Bonuses that I recommend below :*
- (iii) *That this satisfactory progress is in the main due to three causes : favourable mortality experience : Wise husbanding of resources and economical management."*

"Interest has become, as you well know, a very difficult proposition. The interest earning averaged during the first five years, 1933-37, no less than 4.73%. The next quinquennium 1938-42, witnessed a fall, but the average was still 4.06%. In the five year period just closed, the average fell below 4%. But that it was still as high as 3.95% in the face of the cold frigidity of investment market, reflects great credit on your Management which judiciously invested the surplus over the requirements of law in securities other than low yielding giltedged bonds. The full significance of this efficient handling consists in the fact that, besides earning so much higher yield than the 'normal' rate, you made actual profit of Rs. 6,831-15-0 by sale of investments, and you have in addition an appreciation in book values of securities to the tune of another Rs. 13,200 which you have wisely allowed to remain a hidden reserve. These features taken along with the remarkable economy of management give your Fund a signal triumph for success.

"Your total expenditure under all items of management is only Rs. 32,922 which is just 53% only of the premium income for the first year of the policies. This phenomenon, rarely found in the history of Insurance Companies, but found possible within your experience consistently for 10 years and more, has given your Fund a remarkable strength.

"I can only reiterate as I have done in the last two Quinquennial Reports, that your Fund is in a very flourishing condition and has a prosperous future before it. In the uncertain and hazardous times ahead of Indian Insurance in general, it should be the duty, and to the profit of the members of your Profession to take advantage of the benefits your Fund offers so remarkably well.

# Statement of Comparative Benefits accruing by taking 25, 20, 15 or 10 years' Endowments in Various Companies.

| Name of Company                                       | Age at entry (next birth day) | Amount paid as premium for 25 years. | Policy amount.          | Amount paid as premium for 20 years. | Policy amount.          | Amount paid as premium for 15 years. | Policy amount.          | Amount paid as premium for 10 years. | Policy amount.          | Bonus as per latest valuation. |
|-------------------------------------------------------|-------------------------------|--------------------------------------|-------------------------|--------------------------------------|-------------------------|--------------------------------------|-------------------------|--------------------------------------|-------------------------|--------------------------------|
| 1. South Indian Teachers' Union Protection Fund, Ltd. | 25<br>30<br>35                | 1,250<br>1,250<br>1,255              | 1,500<br>1,500<br>1,500 | 1,350<br>1,350<br>1,355              | 1,400<br>1,400<br>1,400 | 1,290<br>1,290<br>1,295              | 1,300<br>1,300<br>1,300 | 1,160<br>1,160<br>1,165              | 1,200<br>1,200<br>1,200 | 6 per 1000 per annum.          |
| 2. Empire of India.                                   | 25<br>30<br>35                | 1,084<br>1,114<br>1,170              | 1,000<br>1,000<br>1,000 | 1,078<br>1,094<br>1,128              | 1,000<br>1,000<br>1,000 | 1,076<br>1,085<br>1,102              | 1,000<br>1,000<br>1,000 | 1,079<br>1,084<br>1,091              | 1,000<br>1,000<br>1,000 | 5                              |
| 3. South India Co-operative Insurance Society, Ltd.   | 25<br>30<br>35                | 1,094<br>1,128<br>1,191              | 1,000<br>1,000<br>1,000 | 1,078<br>1,100<br>1,135              | 1,000<br>1,000<br>1,000 | 1,072<br>1,086<br>1,106              | 1,000<br>1,000<br>1,000 | 1,081<br>1,086<br>1,097              | 1,000<br>1,000<br>1,000 | 6                              |
| 4. United India.                                      | 25<br>30<br>35                | 1,145<br>1,183<br>1,252              | 1,000<br>1,000<br>1,000 | 1,125<br>1,148<br>1,190              | 1,000<br>1,000<br>1,000 | 1,118<br>1,129<br>1,153              | 1,000<br>1,000<br>1,000 | 1,102<br>1,107<br>1,119              | 1,000<br>1,000<br>1,000 | 6                              |
| 5. Oriental.                                          | 25<br>30<br>35                | 1,167<br>1,197<br>1,252              | 1,000<br>1,000<br>1,000 | 1,148<br>1,164<br>1,196              | 1,000<br>1,000<br>1,000 | 1,133<br>1,142<br>1,160              | 1,000<br>1,000<br>1,000 | 1,123<br>1,126<br>1,134              | 1,000<br>1,000<br>1,000 | 8                              |

N. B.—Based on the Tables of Rates in force as on the date of preparation of the statement. 15-3-1948.

V. B. MURTHY,  
Secretary.

a report of the work done so far and on receipt of it the Government would consider the utilisation of the services of college students for adult education work during vacations.

Answering Mr. P. Kakkan, the Education Minister stated that the finances of local bodies were very low and the Government would be glad to give every assistance for aided schools, if opened in villages with over 500 people.

Mr. Poeker asked whether the Government would consider the advisability of taking over the control of elementary education from District Boards and private bodies and undertaking the work themselves.

The Minister: It is a very important question of policy which will be considered by the Cabinet Sub-Committee.

Begum Amiruddin wanted to know what specific measures the Government themselves were taking to liquidate adult illiteracy, apart from giving

grants to adult schools—Wherever possible the Government will conduct schools.

## Conscription Proposals

Mr. N. M. Anwar asked whether the Government would take into consideration the agitation among the public that there should be conscription for the national service of compulsory education. The Education Minister said that it was largely a matter to be discussed with the universities. The views of the member would certainly be communicated to the universities.

Mr. Avinashilingam Chettiar, replying to Mr. Murthi, said that he was not aware of any plan for adult education drawn up by the Central Government.

Dr. M. J. Samuel asked what was the method or technique followed in adult literacy training schools.

The Minister: That which is commonly known as the Lubback method.

## NETAJI COTTAGE INDUSTRIES, KUMBAKONAM

(Directed by a South Indian Teacher).

Scientific Manufacturers of 'India Brand' superior white and colour chalk crayons for Black-board use, coloured Marking crayons for valuing answer books and quality Plaster of Paris.

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

520, High Road, Triplicane, Madras.

(Established 1928)

Position as on 31-12-1947: (end of 4th quinquennium)

|                  | Rs.       |
|------------------|-----------|
| Total Assets     | 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     |

## NEWS AND VIEWS FROM FAR AND NEAR

## MADRAS

## Education of Defectives

The Government have decided to train immediately teachers in the education of defective children in the existing aided schools under private managements. Twelve teachers will be trained in the current year, six of them (three Tamil and three Telugu) for employment in schools for the deaf and dumb and six for employment in schools for the blind.

The minimum qualification for teachers for admission to the training will be Elementary Higher Grade trained but preference will be given to Secondary Grade Trained teachers. The training will last for ten months and during the period of training, the teachers will be given, in addition to pay and dearness allowance, a stipend of Rs. 25 a month. The pay and allowance of the secondary grade teacher to be employed in each training centre will also be met by Government and a grant will be made to the management of the aided school for defectives in which the training is to be given towards the full cost of the training.

In this connection, the Government have approved the proposal of the Director of Public Instruction that six Tamil teachers may be trained—three in the School for the Blind at Palamcottah and three in the School for the Deaf and Dumb at Palamcottah. They have also approved the training of three Telugu teachers in the U.L.C.M. School for the Blind at Rentachintala. They have instructed the Director of Public Instruction to arrange for the training of three Telugu teachers for employment in schools for the deaf and dumb, proposed to be opened in Telugu areas.

## S S. L. C. Supplementary Examinations in October

Supplementary Examinations are to be held in October next for the benefit of candidates who failed at the S.S.L.C. Examination held in April last.

Details of the scheme of examinations and certain other relevant particulars

are now being examined preliminary to the issue of orders in this matter.

Under this new arrangement, the number of times a candidate could appear for the examinations has been doubled, from two to four, within two years.

## Value of Education.

In opening the Devanga High School, Coimbatore on June 21, Mr. O. P. Ramaswami Reddiar, Premier said: "Education was the basis of all progress. Only through the acquisition of knowledge could man rise to his full stature. Mahatma Gandhi's scheme of basic education was conceived in this spirit. There was a higher purpose in education than the acquiring of wealth through it. Education helped man develop his moral character. Gandhiji had laid emphasis on this aspect of education. It was up to them to keep this ideal constantly before their mind. Then only the artificial distinction between man and man based on wealth would disappear. Gandhiji's teachings applied to every branch of their activities. Mutual jealousy, hatred and prejudice between man and man and between community and community should go. The education imparted should conduce to the achievement of this end. Government alone could not bring about this change in men's minds. In a free democratic country, the Government was based on the popular will. If the people thought and acted along right lines, the Government also would administer along proper lines. Therefore, the importance of correct and true education could not be over-stressed. It was up to them to strive towards the achieving of this common purpose of making their nation great in the eyes of the rest of the world by guiding their young men along proper channels."

## Elementary Education

The Government have appointed a Cabinet Sub-Committee to go into questions relating to expansion of elementary education in the Province and

making it more efficient. The agency to be in charge of it—whether the district boards should continue to be in charge or some other suitable machinery should be devised—it is understood, is also a matter referred for consideration by the Sub-Committee.

## Second Language

The option given to Secondary School pupils in Tamil Nad to study Hindustani, Sanskrit or any other classical language as second language is now withdrawn and the study of one of these languages as a second language is made compulsory in Tamil Nad also.

The Government have also accepted a suggestion that under the second language group "other Indian languages" may also be included.

The position now will be that while the regional language and English will continue as before as first and third language, pupils will have to choose, all over the Province, "Hindustani, Sanskrit, Arabic or any other Indian language" as second language in the secondary school stage.

## Pay of Vocational Instructors:

The Government of Madras have approved the proposals of the Director of Public Instruction in respect of the qualifications and scales of pay for the staff to be employed for the vocational sections in the bifurcated courses of study in secondary schools under all types of management.

The qualifications and scales of pay for the staff approved by the Government are as follows:

The qualification for an Assistant's post in the Secretarial course is B. Com. or D. Com. with shorthand and typewriting and teachers' training, and the scales of pay are Rs. 85—5—125—10—175 (Government) and Rs. 75—5—145 (Local Bodies).

The qualification for an Instructor's post in the Engineering course is L.M.E. or L. E. E. with three years' experience in an engineering workshop and three years' experience as Instructor in any technical school and the scales of pay are Rs. 85—5—125—10—175 (Government) and Rs. 75—5—145 (Local

Bodies). (Persons possessing the required qualification and experience may be started on Rs. 100 in Government Schools and on Rs. 90 in Secondary Schools under Local Bodies).

The qualification for an Assistant Instructor's post in the engineering course, is the same as that for the instructor's post except that an experience of one year is enough. The scales of pay are also the same as those for the Instructor's post.

The qualification for an agricultural Instructor's post in the agriculture course is B. Sc. Ag. and in the absence of it a higher certificate and the scales of pay are Rs. 85—5—125—10—175 (Government) and Rs. 75—5—145 (Local Bodies.)

The qualification for an Assistant's post in the domestic Science course is L.T. or B.T. (and in the absence of it a degree in Home Science untrained) and the scales of pay are Rs. 85—5—125—10—175 (Government) and 75—5—145 (Local Bodies).

The qualification for a Teacher's post in the Music course is degree in Music or Diploma of Oriental Title with S. S. L. C. and the scale of pay Rs. 85—5—125—10—175 (Government) and 75—6—145. (Local Bodies)

## Place of Sanskrit

Dr. C. R. Reddy, Vice-Chancellor, Andhra University, has expressed himself in favour of Sanskrit as the State language of free India in the place of English, in the course of a letter to a friend.

## Polytechnic for Rayalaseema

A polytechnic providing for the training of students in civil and chemical engineering is to be opened by the Government at Bellary.

Forty students will be admitted for the civil engineering course and 20 for the chemical engineering course. Admissions are now being made to the institution which will be formally opened in August.

This polytechnic which will serve the needs of Rayalaseema, is the sixth of

its kind to be opened in the Province, the others being located in Madras, Madurai, Coimbatore, Calicut and Ceeanada.

#### Supplementary S. S. L. C. Examination

A supplementary S. S. L. C. Public Examination for the benefit of candidates who had failed in the S. S. L. C. Examination of March 1948 and previous years and for other private candidates will be held in October, 1948 under the following conditions:—

(1) Candidates not sent up for the Examination are not allowed to sit for examination; (2) The number of times a candidate may sit for the examination has been increased from four to five in the case of Harijans and in all other cases from three to four. (3) The last date for receipt of applications in the Commissioner's Office is August 14. (4) Mofussil candidates should get their application forms from the nearest Treasury or Sub-Treasury. In the City of Madras, forms will be supplied only if sufficiently stamped envelopes accompany the requisitions. No application will ordinarily be issued in person to any candidate from the office.

#### BOMBAY

The tragedy of the Teaching Profession.

Rajkumari Amrit Kaur in the course of broadcast speech at Bombay on the 14th June observed:

"The tragedy of the teaching profession in our country is that it is no longer, as in the past, looked upon as a vocation. Those who cannot find a better job take up teaching as a means of livelihood. The pay and status of the teacher have been incredibly poor and attention has only recently been turned to this glaring injustice to one of our most important services."

"In ancient India, the teacher was revered, he was a Guru, he had no cares so far as his own bread and butter were concerned, and he was, therefore, able to give of his best to his charges. Kings made over their sons for their proper training to men who were held in high esteem and could bring up the little ones in the paths of righteousness. But

up till now we have been witnesses to the fact that there are next to no nursery schools in India, not even in the towns except where voluntary endeavour may be responsible for a few in the whole country. The pay of teachers for the smaller children and their standard of knowledge in the art of teaching are deplorably low. Really speaking, the younger the child, the better trained teacher he requires. The sooner this is realised by us the easier will it be for us to expect for our children from their earliest years a training in citizenship."

#### Equal opportunity for all

"The poor people in general do not get a chance of rising from the standard of life into which they happen to be born and it is only in a few exceptional circumstances that these opportunities are given. Surely the whole basis of education should be to try and make these opportunities as widespread and as universal as possible not only in common justice to the individual but for the good of the nation" said Sir Archibald Nye at Chidambaram on 19th June.

The question of imparting instruction in or through languages other than the regional languages of the Province of Bombay has been considered by the Government which has now arrived at the following decisions.

Broadly speaking, at the primary stage, schools maintained by the school boards will impart instruction through the language of the region concerned but provision will be made for any other language of the Indian Union, if there is a substantial demand for the same from the people speaking such a language.

The field beyond the compulsory stage of primary education will be mainly for voluntary effort. All secondary schools, privately aided, will be eligible for grant-in-aid by the Government on a uniform basis, but schools teaching through a language other than the regional will be required to make provision to teach the regional language compulsorily.

The Government will, accordingly, cease to conduct the existing Anglo-Urdu high schools after giving adequate notice to all concerned.

#### MYSORE

The Government of Mysore intend to introduce military training in the High Schools and Colleges in the state. The minimum period of training proposed for boys is one year. The training will be on a voluntary basis.

#### DELHI

##### UNESCO

A Committee has been constituted by the Government of India to determine the constitution of the Indian National Commission, recommended by the UNESCO, in order to work in co-operation on matters of general interest among the member States of the United Nations' Organisation.

The Committee will consist of Rajkumari Amrit Kaur, Health Minister of India, (Chairman), Mr. T. S. Avinashilingam Chettiar, Education Minister, Madras, Dr. Zakhir Hussain, Mr. B. G. Kher, Premier of Bombay, Dr. Shyam Prasad Mookherji, Minister of Industries and Supplies, Government of India and Dr. H. A. Baba, Tata Institute of Fundamental Research.

The Committee appointed by the Ministry of Education, Government of India, to settle the composition of the National Commission for co-operation with the UNESCO which met here to-day under the chairmanship of Mr B.G. Kher, Premier of Bombay, has recommended the appointment of a 73 member National Commission consisting of 45 members representing educational, scientific and cultural organisations, 15 nominated members who have achieved distinction in the educational, scientific or cultural sphere and 18 official members representing the Central Government, Provinces and States.

The main functions of the National Commission will be to serve as liaison agency between the UNESCO and the national bodies and institutions working for the progress of science, educa-

tion and culture and, secondly, to act in an advisory capacity to Indian delegates to the UNESCO General Conference and Executive Board.

The Committee has recommended that to begin with, the National Commission will constitute three Sub-Commissions on education, science and culture. Each sub-commission will consist of 15 members in addition to any of the official and nominated members who may be assigned to it. The Commission may, however, later on, constitute more sub-commissions as and when required.

The Commission will have an Executive Board of 15 members. The Board will consist of three elected members from each sub-commission and six others to be nominated by the Government of India.

The Commission will elect its own President who will preside at the meetings of the Commission as well as the Executive Board. In his absence, the Chairman of the Executive Board, who will be the Secretary to the Government of India in the Ministry of Education, will preside.

The Committee, it is understood, has drawn up tentative lists of educational, scientific and cultural organisations which will be asked to send representatives to the three sub-commissions.—A.P.I.

#### Government Institute of Technology.

A high-grade Institute of technology on the lines of the Massachusetts Institute in the United States of America is proposed to be established in South India by the Government of India as part of their scheme to have such institutes in north, east, west and south.

The Madras Government have expressed a keen desire to have it located near about Madras City and they have indicated their readiness to provide a site extending to a thousand acres in one block and other necessary facilities.

#### Visual Education

The first meeting of the Visual Education Committee held here to-day under the chairmanship of Dr. Tara Chand,

Secretary, Ministry of Education, Government of India, decided that, to begin with, films for general education of adults and for children and entertainment films for children based on historical stories and others and films depicting the living conditions of children in other countries should be produced.

The Committee decided that experiments should be carried out with strictly instructional or teaching films. The Committee was of the view that foreign films could at present meet the requirements of the technical institutions and also of secondary education.

The Committee suggested that a Central Film Library should be set up, which would cater to the requirements of the Provinces who would, in their turn, subscribe to this library. The Committee was of the opinion that the Ministry of Information and Broadcasting should produce as many of the films as they could; for the rest they should depend upon the open market, encouraging indigenous enterprises as far as possible.

The use of motor van on a large scale for projection purposes was recommended by the Committee. They also thought that the Central Government should take the initiative in preparing charts, maps, models, films and other aids to visual education.

### GREAT BRITAIN

(Compiled from British Information Services Circulars.)

#### New Concepts in Adult Education.

What formerly was permissive to local education authorities has now been made mandatory, those authorities having, by the Education Act, 1944, been given *duties* in relation to adult education. By the terms of the Act, it is a duty of local education authorities to secure the provision of adequate facilities for further education, and to prepare and submit to the Minister of Education schemes of further education for their areas, giving particulars of the provision which they propose to make.

The treatment given to young delinquents in Britain is based on some decades of social thinking and experience and it is a far cry from the old fashioned attitude of merely punishing the offenders. Underlying the principle is the recognition of the need to help, guide and reform young offenders according to the latest developments in psychology.

The courts are closely associated with a network of child guidance clinics where psychologically maladjusted children are dealt with and treated, and the whole system is far more a part of the national educational system than of the judiciary.

#### Training Colleges

The British Ministry of Education proposes to set up a chain of national training colleges for technologists, scientists and industrial research workers. The plan will be worked out by an important new Advisory Council on Education for Industry and Commerce, consisting of representatives of educational bodies, local authorities, employers and trade unions.

#### Teachers' Salary Scales

Higher maximum pay for qualified assistant teachers, the introduction of head teacher allowances instead of the existing scales for head teachers, and additional increments for graduate teachers are the principal recommendations of the Burnham main committee on salary scales for staffs of primary and secondary schools.

The recommendations, announced today, will be effective for three years from April 1, 1948, if they are approved. Both panels of the Burnham committee have agreed on them for submission to their constituent bodies and to the Minister of Education.

#### Learn through Work and Play

British children whose education was interrupted by the war are now being educated by a system vastly different from the old. The new technique dispenses with the hackneyed curriculum, and provides instead knowledge

and discipline through spontaneous and absorbing co-operative activity.

#### Training Courses at Institute of Education

Thirty-four Indian educationists eight of them women—are among this year's 700 students, coming from 45 countries, now working at London's great Institute of Education, which is housed in a complete five-storied wing of the new University building in Malet Street.

It will be seen that the London Institute of Education aims at being something much bigger than a mere training college for teachers, important as that aspect of its work must remain. It is to be the nucleus, as well as the prototype, of a world-wide organisation devoted to the interchange of preceptorial wisdom, the key-link of a cultural chain binding East and West together in common understanding and progress for the benefit of humanity as a whole.

#### Courses at University of London Institute

At the University of London's Institute of Education, where training is being provided, among others, to Indian educationists, the courses include "English Educational Thought and Practice" and "Child Development".

The former course is intended for teachers and educational administrators who have already gone far in such studies in their own countries, and have either been through a full-time course of training as teachers or have been engaged in a responsible capacity, in teaching or educational administration, for at least two years.

This course includes an exposition of the English educational system and an account of its historical origins; study of the English social background as it influences educational problems; lectures on English thinkers who have influenced educational development; and current investigations and research on educational psychology.

The Child Development Course is open to qualified teachers who have been trained for nursery, infant and primary school work and have had not less than

five years of subsequent teaching experience. It includes a systematic survey of the facts of mental growth and of social and emotional development from birth to 11 years of age; a similar survey of the factors influencing physical growth and health and of environmental hygiene; study of the effect of these factors on education of children with special reference to expression in language and other creative activities; study of child-parent relations and the effect of family and social settings upon development; study of difficult children and of remedial teaching for backward children.

#### School Boys Explore Far-away Lands

The white spot in the middle of the map of Newfoundland (an island off the east coast of Canada) has recently decreased a little in size, thanks to the results obtained by the latest expedition of the Public Schools Exploring Society. It was the ninth expedition since the Society was formed in 1932, and the sixth to Newfoundland.

The members of this expedition, 72 boys of 16 to 19 years old, pupils of secondary schools, cadets, and members of youth organisations in Britain, have not only explored hitherto unvisited parts of the interior and examined fauna, flora and geological formations; they have also carried out an expert survey of about 200 square miles of unmapped territory. A detailed map of the area, with lakes, rivers, and elevations, properly prepared with theodolite and plane-table; geological specimens; and a collection of animals and plants, which were handed over to the British Museum, were the tangible results of these activities.

#### First International Children's Film Festival

Britain has made such progress in the past two years in the production of feature films for children that it was fitting that the first International Festival of Children's Entertainment Films should be held at Bath, England, as part of the Bath Assembly, a Youth Festival of all the Arts.

Few other countries, with the exception of Russia, have yet specialised in making children's films. So the majority of pictures shown at Bath were British. However, "The House Goblin" from Sweden, and "The Elephant and the Skipping Rope" from Russia, were shown with English commentaries, and pictures made on location in Portugal, Poland, Czechoslovakia, Rhodesia, Australia, Canada, Lapland and Basutoland also formed part of the programmes.

#### "Parliament for Technical Education"

Britain is setting up a parliament for commercial and industrial education. It will have the task of developing a sound system of training hands and brains for industry through joint consultation. It will be known as the National Advisory Council for Industry and Commerce.

The Council's 73 members include representatives of local education authorities, teaching staffs from schools and universities as well as commercial employees and leading industrialists.

#### Education of Handicapped Children

All handicapped children in Britain are to be given as normal an education as possible.

The State has placed a definite responsibility on the local authorities to provide for them any special treatment which may be necessary. This work is under the supervision of the Chief Medical Officer to the Ministry of Education, Sir Wilson Jameson, who recently published an important report on the health of the school child in Britain.

#### Overseas Posts for British Teachers

Britain's Ministry of Education has made public details of a new scheme whereby teachers from Britain may take up posts overseas for short periods. The Ministry considers that it will be in the best interests of Britain's educational services for them to have an opportunity of acquiring overseas experience.

By arrangement with their employer in Britain they will be ensured security of tenure in their present posts, which will be kept open for them on their return. Their overseas service will not normally exceed five years.

#### Education for World Citizenship

The personal contact with the outside world which is indispensable to education for world citizenship is provided by students at London University's Institute of Education. These students come from all over the world and visit the school as lecturers. In addition, pen-friendships are enthusiastically carried on with the children of dozens of countries, despite all language difficulties, and maintained, often with the hope of subsequent personal acquaintance.

This school is only one of hundreds of school and youth clubs which have voluntarily included education for world citizenship within their curricula. Since education in Britain is not made to fit the Procrustean bed of a standard, officially prescribed curriculum, teachers and youth leaders can choose their own methods. Authority sets no limit to their invention. This explains the great variety of methods used. During World War II, British teachers found that the study of other countries and their customs could be incorporated into almost every subject.

#### National Association of Teen-Agers

During the past three years the number of boys' clubs in Britain has shown a remarkable increase. There are now just over 2,500 clubs with a total membership of 2,000,000 boys between the ages of 14 and 18. All these clubs are affiliated to Britain's National Association of Boys' Clubs. Almost every day two or three newly-formed clubs apply for membership. The clubs range from those in large cities with a membership of 200 or more to clubs of six or seven boys meeting in a little village hall.

#### Five-year Programme Initiated

The Ministry of Education has surveyed the whole teaching position in Britain today. The campaign is being

initiated to recruit and train 96,000 teachers during the next five years. Half of these will be required to meet the wastage due to retirements or illness. The remainder will be added to Britain's teaching force. The scheme will have the effect of increasing it by 41,000.

The permanent training colleges are to be expanded so that they can handle 8,750 recruits a year. This compares with the pre-war figure of 400. Today they are training just over 7,000 candidates each year.

#### New London College to teach Road Safety Methods

A National Road Safety College for training drivers, riders and pedestrians will be opened in London early August.

#### Visual Aids to Education

To provide all primary and Secondary schools in Middlesex with visual aids to education, £240,000 (Rs. 31.94 lakhs) is to be spent on cinema equipment and film libraries for schools, and on training courses for teachers using the equipment.

The scheme is to start at once and will continue for six years.

#### Facilities for Specialised Education.

The provision of County Colleges is to be the next education reform in Britain.

"The Ministry is establishing, and is ready to establish, more national colleges for an industry, or sections of an industry, prepared to co-operate fully and effectively."

"During the last two years have been established national colleges for watch and clock-making; scientific instrument making; heating, ventilating and refrigeration engineering; and foundry work; and others for rubber, wool and food technology are to be established.

#### Art cure for Problem Children

Every day boys and girls, pupils of Red Hill School, East Sutton, near Maidstone, deep in the heart of the Kent countryside, in the south east of England, are to be seen at their desks or before their easels under roof windows which let in the clean, northern

light. They are "studying" art but it is quite unlike any normal art or drawing lesson.

More and more juvenile courts are realising that such treatment may be better than punishment after a child has offended against moral codes or established laws. It has been found that a child can be anti-social for some definite reason, and through scientific treatment, in which psychology plays a large part, twisted minds are straightened and warped lives re-shaped.

#### Self-expression

The outstanding feature of art at Red Hill, as seen in a recent exhibition of pictures produced there by the children and shown in London, is self-expression, through any medium, and in any style. No one is told what to do or how to do it. The teacher merely makes a suggestion with the intention of guiding the pupil; but there is no compulsion to follow this suggestion.

These pictures tell quite plainly when the child is returning to normal emotional life, because it is reflected in the work produced. A turbulent and chaotic mind is revealed by something blurred, but as analysis and cure progress so the pictures become more firm in outline and have a more even and placid nature.

#### 38 Overseas Fellowships awarded by Rotary International.

##### Chicago, III

"By affording outstanding students an opportunity to continue their studies in a country other than their own and to acquire a knowledge of the people of that country, their culture and their way of life, these Fellowships represent a concrete expression of one of Rotary's principal objectives—the advancement of international understanding, good will and peace."

Beginning with the 1949-50 academic year, Rotary Fellowships will also be available to young women. Candidates must be between the ages of 20 and 28 and must have strong moral character and forceful personality. The candidates' scholastic records must be excellent, but of equal importance are

their potentialities for leadership. A candidate must be proposed by the Rotary Club nearest his home or nearest the school at which he is studying. Race, color, creed or citizenship are not factors for consideration.

### AUSTRALIA

#### Education in New South Wales

The year 1948 marks the centenary of public education in New South Wales, Australia's oldest wealthiest and most populous State, and Australians are examining the 100 years' progress with deep interest and some pride.

During April, when the actual centennial fell, New South Wales set in motion school exhibitions, arts and crafts exhibitions, physical education festivals, band recitals, agricultural and junior farmer displays, lectures, debates and publicly-staged cavalcades of education.

From a start in 1848 with four small schools housing 120 pupils and an initial education grant of Rs. 20,000 a year, New South Wales (population just over 2,942,000; area 510,000 square miles) has today an education organisation of 3,000 primary and secondary schools, and 12,000 teachers, catering for 345,000 pupils at a cost of Rs 12,30,00,000 a year. Based on average attendances, the cost for each pupil each year in public schools is Rs. 300.

Two vivacious young Indian girls, the first to come to Australia to study, are enjoying their life as students at the Emily McPherson College of Domestic Economy at Melbourne, Australia. They are 22-year-old Raushni Wadia, Parsee, of New Delhi, and 27-year-old Bina Roy, Hindu, of Calcutta, who arrived in Melbourne on the 23rd January.

### LETTERS TO THE EDITOR

#### Exodus of Elementary School Teachers to High School

Sir,

To make invidious distinctions among the members of a particular class is something that human nature cannot tolerate. A plea for an impartial and equal treatment at the hands of the department and for the early removal of certain peculiar disabilities under which the aided Elementary School Teachers are placed, through the press and the platform has been only a cry in the wilderness. The recent Government order enjoining on all the Local Bodies and managers of aided secondary schools to pay all their teachers Dearness Allowance according to their actual salaries does not apply to the aided Elementary School teachers only. In the well-conducted Elementary schools, teachers are paid salary at Government rates. Does it not naturally follow that these teachers also should be paid Dearness Allowance according to their actual salaries? When a secondary grade teacher drawing a salary of say, over Rs. 60 and working in a High School is paid a Dearness Allowance of Rs. 24, it surpasses one's comprehension why another with the same qualification and salary working in an elementary school should be paid only Rs. 16 (now raised to Rs. 19).

Will the Hon'ble Minister for Education who expects every teacher to work his pet reorganised scheme of Education successfully, be pleased to recognise the imperative necessity of keeping this important but unfortunate limb of the teaching profession contented and issue early orders to pay the Elementary School teachers also Dearness Allowance according to their actual salary from 1-1-1948, and make no distinction between a secondary grade teacher working in a High School and one in an elementary school either in emoluments or conditions of service?

Else, an exodus of all Secondary Grade teachers from the Elementary schools to the High schools is bound to follow thus leaving the foundation of the Educational strata to be built entirely by Elementary Grade teachers themselves.

S. RAJAGOPALAN,  
Headmaster, Chittal Achi Memorial  
Elementary School, Kondanoor,  
(Ramnad District.)

### CITIZENSHIP-TRAINING

R. SRINIVASA IYENGAR

Headmaster, Sarva Jana High School, Peelamedu

Perhaps, the stage for discussion of syllabuses is over, and the draft syllabuses have received the impress of finality. Yet the criticism has to be made out of a sense of duty. The framers of the syllabus in citizenship were so cock sure of the soundness of their scheme that even before it was to be finalised, training had been organised. Moreover, the rudiments of a course in citizenship may be subjected to criticism even by the common citizens.

It has to be noted that this syllabus was not drafted by a committee appointed to draft the syllabus in citizenship, in which case, the suggestive ideas in the literature published by the British Association for Education in Citizenship and other educational bodies would have influenced the content of the syllabus. But this syllabus was framed by the committee appointed to consider how the principal features of scouting could be introduced as part of the school curriculum. This committee, knowing full well the unpopularity of the term "Scout" and prejudice against it, dropped it; and forgetting the fact that adequate training for citizenship requires simultaneous use of all methods and that no one method is complete in itself they have evolved the compulsory training of citizenship with the aid of Scouting which is avowedly voluntary and develops certain traits of citizenship through the attributes of backwoodsman-ship, pioneering, explorers and frontiersmen. That the scouting scheme should be incorporated with the school curriculum has been ignored. Even in the country of the founder of the Scout Movement, the blind, slavish and wholesale adoption of the scouting programme of citizenship has not been thought of, nor worked in any educational institution. It is passing strange that the committee should have thought it

necessary that every citizen-in-the-making should learn square-lashing, diagonal lashing, trestle-building, but-building or even signalling in Semaphore and Morse, things which the children of the exploiting nations should know as colonials and explorers.

The citizenship training is claimed to be the crowning achievement in the new dispensation of educational planning; but it is out of gear with the rest of the curriculum. The games connected with tracking, message carrying, observation, health practices and orderly movements in groups ought to be easily correlated with the sense-perception games and activities now provided for in the physical education syllabuses. The collections of stamps and Nature-specimens can easily be worked out in the Nature-study classes. Play-acting is not a new phenomenon to be taught in special scouting classes for all. Map-making and map reading are included in the syllabus on Social Studies. There are several points in the syllabus on social studies which should find a place in any scheme of citizenship training.

The Madras Government's syllabus in citizenship-training is scouting with a vengeance, but unfair to scouting by dropping out the term 'Scouting' and replacing the term "patrol" by the military term "Squad". The ethical basis of scouting for which India took to scouting keenly is washed out by the dropping of scout law and promise which might have been replaced by the Gandhian Code of Truth and Ahimsa (or Love); and so character need not be the foundation for citizenship! The necessity for the uniform of the brotherhood has not been felt. Knowledge of about a dozen knots might be replaced by spinning as part of the citizenship-

(Continued on Page 325)

## CRAFT CORRELATION

R. SRINIVASA IYENGAR

*Headmaster, Sarva Jana High School, Peelamedu*

In a personal memorandum submitted to the D. P. I. in May last, I stated, "Correlation of the subjects of instruction with the basic crafts has not passed the stage of experiment in even well-established schools, as alleged in the note on the craft-syllabus; and these schools are not in a position to pass on to other institutions the results of their experiments. I deem it my duty to state that the correlation theory need not be stretched too far. I do not advocate divorce of information about a craft from the craft itself. Knowledge that could be acquired from the craft or about the craft need not be ignored while teaching the craft. Craft as craft has an educative value of its own. Every lesson in a literary subject has to be taught with concrete aids. It is well to recognise the limitations of the theory of correlation and its actual achievement in practice."

Till now, the craft was to be related to the information-subjects; but the latest instructions expect correlation between the regional languages and the craft; and the complete picture of the correlation between the language and the craft throughout the secondary school course is not before us. Yet this correlation is to commence in the First Form this year. Language should awaken the noble impulses and emotions, create a taste for literature, and promote self-expression. Description of the craft and its processes and potentialities may not cover the whole course. Teachers should have a clear knowledge of the whole picture of the language-craft correlation.

As I understand Gandhiji, literacy by itself is no education at all. Education must produce an integrated personality, build up one's character, enable one to form good habits, and help one to raise one's moral stature. Similarly, when he advocated craft-learning, he found that "the crafts were taught

only for the sake of the crafts, without any attempt to develop the intellect as well," that "the absence of vocational training made the educated class almost unfit for productive work and harmed them physically," and that therefore "the occupational training should serve an educational purpose." So, according to Gandhiji, craft as craft will be a waste of human energy, if it did not impart the 'literacy of the human personality,' intellectual and moral; and craft should be utilised for 'cultivating the mental physical and spiritual faculties' and 'developing the whole man or woman in him or her.' This objective should be borne in mind; and correlation should not become an obsession, as it is becoming now. Correlation is not mentioned in the fundamentals of basic education pictured by Gandhiji in his last article on the question published in November 1947. Correlation, if ridden to death, will not help learning in proper perspective.

Lastly, it is well that parents and teachers are acquainted with the latest position regarding the Russian experiment. The June issue of "Teaching" published by Oxford University Press states, "In Russia they substituted craft-teaching for language-teaching—poly-technicalizing education they called it. The craft-teaching proved enjoyable, but it was found wasteful of educational time and was expensive. The handicraft processes that could be taught in schools were not the same as the factory processes that had to be later employed in industry. In order to acquire a real measure of skill and good craftsmanship, much time had to be spent, and this did not prove fruitful unless the children were being trained to be employed in a particular industry." Prudence dictates that we should proceed cautiously with regard to craft-teaching and the correlation-business.

## PRESS NOTES AND ORDERS OF GOVERNMENT OF MADRAS

### Adult Literacy Schools

The Government are issuing amendments to the rules relating to the opening of adult literacy schools in the Province.

Under the amended rules, it has been provided that the school day for an adult literacy school should be not less than an hour and a half during any part of the morning or evening and the minimum attendance a year should ordinarily be 200 such school days. Persons between the ages of 18 and 40 will be admitted to these schools.

The course will be of three years' duration. During the first year, the aim will be to make the adults literate and enable them to read specially-prepared books. The other two years will be devoted to the achievement of a standard that will enable an adult to read and understand newspapers. As aids to quick literacy slides, picture charts and reading sheets will be used.

Teachers employed in adult literacy schools may be part-time teachers and teachers working in schools run by local bodies or private managements, may work in these schools with permission from their respective managements and will be eligible for the grant. The qualification prescribed for a teacher is the possession of a certificate that he has passed the Third Form or Eighth Standard, and also an adult education teacher's certificate. Those who have this qualification will be given a grant of eight rupees a month and an additional flat rate of rupees four to cover lighting and other incidental charges. Those who do not possess the necessary training, will be given a grant of rupees five plus rupees three.

It has been decided that there should be a minimum of 20 pupils in a class. But in the first two years, adult literacy schools with an average attendance of ten pupils will be given grants at the prescribed rates. In the case of literacy schools run by local bodies, the teachers may be remunerated at the prescribed

rates and the expenditure met from the Elementary Education Fund.

### Teachers' Posts in Secondary Schools

The Government have issued orders that with effect from July 1, 1948, appointments to vacancies in the post of secondary grade teachers in secondary schools may be made by promotion of secondary grade teachers in elementary schools and by direct recruitment in the ratio of one to one—the first vacancy being given to the promotee.

It was brought to the notice of the Government that though there are qualified secondary grade teachers in sufficient numbers in elementary schools who can be promoted to the posts of secondary grade teachers in secondary schools, the executive authorities of local bodies rarely promoted such teachers, but selected outsiders for appointment to vacancies in secondary schools. The Government consider that it will be a hardship if the claims of secondary grade teachers in elementary schools who deserve to be promoted to secondary schools are ignored.

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

Districtwar Policies issued during  
August 1948

|             |     |    |
|-------------|-----|----|
| Coimbatore  | ... | 8  |
| Kurnool     | ... | 5  |
| E. Godavary | ... | 4  |
| Cuddapah    | ... | 5  |
| Madras      | ... | 3  |
| Tinnevely   | ... | 2  |
| S. Malabar  | ... | 1  |
| Ramnad      | ... | 1  |
| S. Arcot    | ... | 1  |
| Nilgiris    | ... | 1  |
| Total       | ... | 31 |

## FROM OUR ASSOCIATIONS

## The Madura District Teachers' Guild

A meeting of the Madura Dt. Teachers' Guild was held from 3-20 p.m. on Saturday, the 31st July, 1948, in the premises of the Sourashtra Secondary School, Mainguard Square, Madura, with Sri V. Kumaraswami, B.A., L.T., President, in the chair. About 150 members attended the meeting. Sri S. Krishnaswami Aiyangar, M.A., L.T., the District Educational Officer, Madura, was also present.

The proceedings began with a prayer by Sri Radhakrishnan, after which the Chairman welcomed the members to the new school. He dwelt briefly on the Reorganisation Scheme and its difficulties, and exhorted the teachers to work it to the best of their ability.

The Guild then condoled the demise of Messrs. M. M. Subramania Aiyar of the A. R. High School, Madura, Prof. V. Saranathan of the National College, Tiruchirapalli, Rajah Sir Annamalai and Daniel Thomas, Minister.

Sri M. R. Srinivasan, B.A., L.T., Headmaster, A. R. High School, Madura, then addressed the Guild on the Reorganisation of Secondary Education and dwelt on the significance and scope of its various aspects.

Sri K. Krishnan of the A. C. High School pointed out the need for more periods for the mother tongue and feared that the importance attached to Hindi might prejudicially affect the possibility of an intensive study of Tamil coming under the optional group. Sri Rajaiah, B.A., L.T., of the Sourashtra High School, was for keeping the number of Tamil periods as now, considering the need for devoting more time to subjects making for national progress.

The District Educational Officer first cleared misapprehensions that Hindi learning would be a qualification to Govt. service and hence might lead to the neglect of Tamil, and stated that no circular had been issued prescribing Hindi qualification for eligibility to services. He added that if the number of languages to be studied was found in

any way prejudicially affecting the standard aimed at in others, suitable modifications would be made, and teachers would do well to watch and report. He then proceeded to explain that the diversified courses had been proposed and discussed from 1921, though no definite action was taken till recently for various reasons. He said that the syllabuses had been drafted by expert committees of teachers, and modifications would be made by the authorities if and where needed. He requested the teachers to get a first-hand knowledge of the working of craft-centred education by a visit to Gandhigram and Kallupatti Basic School, and implement the scheme to the best of their ability.

The following among other resolutions were adopted:

1. The Guild requests the Government to grant at least the Govt. scales of salaries and allowances to all classes of teachers in the local bodies and in the aided schools and direct the managements to give effect to them from 1-1-1947.

2. Secretaries and Educational Officers of District Boards be in future, recruited from the staff of Board Secondary Schools, preferably from Headmasters.

3. A deputation do wait on the Ministers concerned to press the claims of teachers to give them Govt. scales of pay and also to recruit Secretaries and Educational Officers of District Boards from among the staff of Board Secondary Schools.

4. The Guild regrets to note that the latest revised scale of pay fixed for Drawing masters, viz. 40-1 $\frac{1}{2}$ -70 is considerably lower than that for a Secondary Grade teacher in Secondary Schools. In view of the fact that Drawing masters play an important role in Secondary schools in the Reorganisation scheme and handle High Schools also, the Guild urges on the Govt. to place the Drawing masters also in the scale of Secondary Grade Assistants working in High Schools.

5. The Guild requests the Govt. to instruct Managements of aided schools to pay their teachers house rent allowances as given to the N. G. O's.

6. The Guild desires to point out the great injustice done to Secondary Grade teachers by the Govt. when fixing the scales of pay for them as 45-3-60-2-90, thus belittling the value of experience, and earnestly requests the Govt. to do justice to them by revising the scale as Rs. 45-3-60-5-100.

7. The Guild requests the Govt. to grant full fee concession to teachers' children studying in schools, irrespective of their salaries.

8. The Guild requests the Govt. to grant hill allowance to teachers in the Elementary schools in Kodaikanal Taluq.

## TANJORE

The members of the staff of Viraraghava High School, Tanjore, celebrated on the 25th of July, 1948, the Silver Jubilee of the Headmastership of Sri. T. Srinivasa Iyengar, B.A., L.T. The function began with a grand dinner. The chief guest was then presented with a silver cup and an address bringing out the unique part he had played in raising the institution to a High School. In his reply the Headmaster traced the history of the school during the past twenty-five years eulogizing the services rendered to it by the members of the Board of Management. A nice music performance was also got up on that occasion. Sri. A. Panchapagesa Iyer B.A., L.T., proposed a vote of thanks.

The Annual meeting was held on 26th July, 1948, in Viraraghava High school, Tanjore. The Annual report and the statements of Accounts were read and adopted. Then came the election of office-bearers for 1948-49. Sri. A. Panchapagesa Iyer was re-elected secretary. Sri. V. Ramanuja Iyengar was elected president. Sri. T. Srinivasa Iyengar and Sri. T. K. Subramania Iyer Vice-Presidents and Sri. T. K. Ramaswamy Assistant Secretary and Treasurer. The Secretary, while proposing a vote of thanks to the retiring Office-bearers,

referred to the invaluable services rendered by Sri. V. Guruswamy Sastrigal and Miss S. Chinnappa as President and Vice-President respectively of the association

## Kshatriya Vidhyasala High School, Virudhunagar

The K. V. S. Teachers' Association gave a farewell to Mr. A. Sargunam who has retired after serving the institution for 35 years. He was entertained at tea on 12-8-1948. Mr. S. A. S. Marimuthu Nadar, the president of the school managing board presided over the function. Sri SV. P. N. S. T. Nagarajan, B. Sc., the Secretary and Correspondent of the high school, the headmaster, and some of the members of the staff who were once his pupils spoke about his unique qualities as a teacher. On behalf of the association a silver cup and a saucer together with a silk angavasthram were presented to him. The function came to a close with a vote of thanks by the secretary.

Mr. A. Sargunam had his education in the Pasumalai High and Training Schools. He entered into service in this school in 1913. He was considered to be an ideal teacher in this town.

## Kurnool District Teachers' Guild

Proceedings of the 24th annual conference of the Guild held at Kurnool on 24-7-1948.

A gathering of about 200 teachers assembled in the Coles High School, Kurnool, to attend the Conference. Sri N. Sundaresa Iyer, Guild President, welcomed the delegates. Mr. S. A. Souri, Lecturer, Usmania College, Kurnool, opened the conference. In his speech, he stressed the importance of physical education in schools and the need to make pupils disciplined and self-reliant. Mr. K. N. Pasupathi then proposed Sri C. Ranganatha Aiyengar, Journal Secretary of the S. I. T. U., to take the Presidential Chair. In his extempore address the President said that the present scheme of Re-organisation of Secondary Education had been forestalled as early as 1937 at the Tanjore Provincial Education Confe-

rence under the distinguished Presidency of Sri C. Rajagopalachari, the Premier of Madras, and now the Governor-General of India. The scheme embodies the main principles and recommendations of the Sargent Report. While it was true that teachers were handicapped in the early stages by the paucity of text-books and equipment, it was possible for them to rely on their own resources and adapt their teaching methods by frequently collaborating with one another. It was essential to make use of the radio talks and educational broadcasts effectively in schools.

The President stressed on the need for greater solidarity among members of the teaching profession. He deprecated the idea of forming separate sectional organisations outside the fold of the S. I. T. U. The future of teachers was through their own organisation. A strong and firm sense of allegiance to the District Guilds and the Central Union alone would bring salvation to the teacher. Regarding the vexed question of teachers' emoluments the President observed, that the State should place the teacher above want and keep him contented to enable him to discharge his duty efficiently.

Sri B. E. Devaraj of Nandyal gave an instructive talk on Adult Education. He dealt with the immensity of the problem in our country with only 15% literate. The urgency of solution of the problem is great today in order to make India worthy of the freedom enjoyed by her. There have been various plans of Adult Education during recent years. The lecturer suggested ways of speeding up adult literacy and stressed on the part to be played by the teachers. It was the duty and privilege of teachers to give a helping hand by producing suitable literature for adult education.

Sri Satyanandan, Regional Physical Instructor, Anantapur Range, lectured on Physical Education in the New Scheme. He gave practical suggestions to teachers on the organisation of physical activities to school children.

The Conference adjourned for Tea.

The following resolutions were adopted after discussion:—

1. Condolence on the death of Guild members: Messrs. K. Venkataswamy of Kurnool and Gnanadikkam of Nandyal, Sri V. Saranathan, Principal, National College, Trichy and Sir Annamalai Chettiar.

2. The Conference recommends to the Government the adoption in schools under Local Bodies and Aided Managements, of the scales of salaries fixed for teachers in Government schools and appeals to the Government to give liberal grants to enable the managements to take on hand the salary revision.

3. The Conference conveys to the Government the disappointment caused to teachers and aided managements by the delay in the consideration of questions relating to weightage for service and the increased dearness allowance. It appeals to the Government to pass early orders and give adequate grants to managements.

4. The Conference requests Government

(a) to grant fee concession to the children of teachers in secondary schools;

(b) to start a Basic Education Training Centre in Kurnool district,

(c) to remove the distinction in grades, junior and senior, among Telugu pandits and fix their salaries on the basis of their qualifications only;

(d) to grant exempted pandits handling the higher forms with 20 years of service the scale of L.T.'s, i.e., Rs. 75—5/1—145;

(e) to pass early orders on the subject of revised pay for Hindi pandits; and

(f) to sanction house rent allowance to all teachers as in the case of Government servants.

5. This Conference of the Kurnool District Teachers' Guild extends its invitation to the S. I. T. U. to hold its 39th Session of Provincial Educational Conference at Kurnool. (Moved by Sri K. N. Pasupathi of Kurnool; Seconded by Sri D. N. Babu Rao of Coles High School and supported by Sri K. Parthasarathy of Kodumur)—Passed unanimously.

Sri K. N. Pasupathi, Secretary proposed a vote of thanks.

At the morning session of the Conference, a symposium was held on "Reorganised Secondary Education Curricula and Syllabuses". Initiating the discussion Sri K. N. Pasupathi said that the scheme which had long been on the anvil was at last launched this year mainly by the enthusiasm of the present Minister of Education. Though the scheme might appear revolutionary at first sight, it only contained most of the accepted principles which educationists formulated in educational conferences and in the scheme of Basic Education of Mahatma Gandhi. The scheme was worthy of the fullest support by teachers. The speaker invited practical and constructive suggestions from such teachers as handled the New Syllabuses.

Sri G. Pullayya of Nandyal said that Social Studies could be taught only by experts on the subject and in the absence of suitable reference books the task of teachers became difficult. Citizenship Training seemed to him merely scouting less uniform. Mr. Pullayya observed that there was haste in the introduction of the new scheme.

Sri K. Nilakanta Rao and a woman teacher of Kurnool referred to practical difficulties, such as, finding money for expenses to take school children on excursions. It was no easy thing to take the girls out, as apart from money there were other practical difficulties.

Mr. Parthasarathi of Kodumur pointed out the handicaps of the teachers, such as, non-availability of even copies of the Gazette containing the new syllabuses. He appreciated the aims underlying the new scheme and called upon teachers to revise their methods suitably.

Sri M. Venkateswarlu urged that the subject of Telugu should be allotted more periods of study in higher forms. The science syllabus in IV Form was too ambitious involving the overworking of science masters. Individual practical work by pupils was hardly possible under the new scheme. Only demonstration lessons could be made by teachers.

Mr. D. N. Babu Rao said that the new scheme seemed to be not a child-centred scheme of education. The contents of syllabuses were generally heavy and no guide or reference books were published. There were too many languages to be studied by pupils, and a suitable place has to be given to new arts and crafts. And it was no easy thing to allot adequate time to all the subjects in the curriculum to the satisfaction of the teachers handling them.

In winding up the discussion, Sri C. Ranganatha Aiyengar, President, said that the duty of teachers was to support the new scheme as it is based on sound educational principles. They should co-operate with the managements in implementing the scheme. In spite of temporary difficulties, such as, lack of trained teachers, text-books, and appliances, teachers might show their resourcefulness in teaching the subjects and handling the new syllabuses. He exhorted the teachers to convince the parents and the public on the soundness of the scheme, which was meant for the welfare of school-children—the future citizens of our country.

Sri S. Natarajan, Secretary, S. I. T. U. Madras, in his message wishing the conference success wrote "The New Scheme, a challenge to the teacher—Face it bravely and with a will to succeed."

The following office bearers were elected at the General Body Meeting.

*President:* Sri D. N. Babu Rao, Headmaster, Coles High School, Kurnool.

*Vice-Presidents:* 1. Sri G. Narayana Rao, Lecturer, Usmania College, Kurnool. 2. Sri K. Mallikarjuna Sastri, Headmaster, High School, Allagadda.

*Secretary:* Sri K. N. Pasupathi, Municipal High School, Kurnool.

*Joint Secretary:* Sri K. Nilakanta Rao, Coles High School, Kurnool.

*Treasurer:* Sri M. Venkateswarlu, Municipal High School, Kurnool.

*Guild's Representative on the S. I. T. U. Executive Board:* Sri K. N. Pasupathi, Kurnool

*The extra members on the Managing Council:* 1. Sri G. Shiva Rao, 2. Sri K. Parthasarathi, 3. Mrs. Pinto, 4. Mrs. P. S. Raju, 5. Sri N. Sundaresa Iyer, 6. Mr. N. S. Gnanaprakasam.

## ALL INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

The Annual Meeting of the Council was held on Sunday the 28th December 1947 at 8-30 p.m. at Durbar College, Rewa with Dr. Amaranatha Jha in the chair. Mr. M. S. Kotiswaran, the General Secretary, presented the Annual Report giving a review of the work done by the Federation with reference to the resolutions passed at the Trivandrum Conference and the response of the various Governments and the several affiliated associations together with a comprehensive survey of the work done in the many provinces and states in the reorganisation of education. Dr. Jha complimented the Secretary for his admirable report and the Council unanimously adopted the same. It was felt by members that the financial position of the Federation was not consistent with its wide range of activities with membership spread all over the country. It was urged that steps should be taken to improve the finance of the Federation. Several suggestions were made and the lady delegates from Bombay offered to arrange concerts and collect funds for the Federation.

Then the election of office bearers for the year 1948 was taken up and the same office bearers were unanimously re-elected to continue with the exception of Mr. Richardson in whose place Mr. H. B. Maite of the Patna University was elected as one of the Vice-Presidents.

With a vote of thanks to the chair by Mr. M. S. Kotiswaran, the meeting terminated.

### The Second Meeting of the Council.

The second meeting of the Council which formed itself into the subject committee as per Constitution, was held at 9 p.m. in the Durbar College with Dr. Jha in the chair. The Secretary placed before the Council the resolutions approved and they were accepted after careful discussion.

Regarding the National Scheme of Education prepared by Mr. K. S. Vakil, Mr. Kuppuswamy Iyengar raised an

objection that at Trivandrum it was decided that the outline scheme of National Education passed at the Lucknow Conference should form the basis for the discussion at the General session.

Mr. Kotiswaran, the Secretary informed the Council how Mr. K. S. Vakil has revised the original National Scheme in the light of recent changes, copies of which were circulated to some of the members. As many came prepared for a discussion on the National Scheme prepared by Mr. K. S. Vakil, it was finally decided that a further meeting of the Council should be held when Mr. Kuppuswamy Iyengar would give a detailed account of the outlined scheme.

After fixing the movers and seconders of the various resolutions the meeting terminated with a vote of thanks to the Chairman proposed by the Secretary.

Third Meeting of the Council was held on 29th December 1947 at 9 p.m. at Durbar College, Rewa with Diwanchand Sharma in the chair. Mr. Kuppuswamy Iyengar gave an account of the outline scheme. During the discussion the attention of the Council was drawn to the fact that the outline scheme was based more or less upon the scheme proposed by the U.P. Govt. There was a lively discussion. The Medium of Instruction, the place of English, the period of the courses both at the Secondary and the University stages, the need for the provision for the above-normal students to finish the courses in a much shorter period, the problem of the training of the teacher and the question of conscription were some of the important issues that were discussed. Finally a National Planning Committee was formed with Mr. M. S. Kotiswaran, the General Secretary as the convener. Diwanchand Sharma conducted the proceedings of the meeting in a very able manner and his humorous remarks and observations

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## THE SOUTH INDIA TEACHERS' UNION

### WORKING COMMITTEE

A meeting of the Working Committee was held on the 3rd July 1948 with Sri A. Satyanarayana, Vice-President, in the chair.

The following members were present:—

1. Mr. K. N. Pasupathy
2. „ Samuel Muthiah.
3. „ N. S. Periaswamy.
4. „ S. Sundaresa Iyer.
5. „ S. Natarajan.
6. „ V. Arunajatai.
7. „ G. Krishnamurthy.

The Working Committee elected (1) Sri C. Ranganatha Aiyengar as Journal Secretary and (2) Sri G. Srinivasachary as Additional Journal Secretary.

The Budget was then presented and after a discussion the following resolutions were adopted:—

Resolved that the Journal Secretary be given an honorarium of Rs. 100 and that the additional Journal Secretary be given an honorarium of Rs. 75.

Resolved that a conveyance allowance of Rs. 10 be given to the Secretary, Journal Secretary and Additional Journal Secretary respectively from the Union, South Indian Teacher and Balar Kalvi accounts.

The Working Committee then resolved that the expenditure of Rs. 25 given to Mr. Venkatraman towards railway fare to attend the All-India Educational Conference at Trivandrum be approved.

The Committee resolved that the expenditure of Rs. 12 incurred by Mr. T. P. Srinivasavaradan in 1947-48 be approved.

The Committee resolved that the expenditure of Rs. 10-10-0 incurred by Mr. S. Natarajan towards expenses to meet Mr. M. S. Sundaram in April 1948 be approved.

S. NATARAJAN,  
Secretary.

### CENTRAL EDUCATION WEEK COMMITTEE

A meeting of representatives of the S. I. T. U. and of organisations, interested in Education like the Parents Association, the Adults Association, the South Indian Adult Education Association, the Y. M. C. A., the Indian Red Cross Society, etc. was held on Sunday the 1st August 1948, at 4 p.m. in the office of the Union, with Sri M. S. Sabhesan, President of the Union, in the chair.

It was resolved to constitute a Central Education Week Committee and to take steps for observing the 18th South Indian Education Week from 18th to 23rd October 1948. Sri S. Natarajan was elected the Convener of the Committee. It was reported that the Muslim Educational Association of South India had agreed to become member of the Central Education Week Committee. The Secretary was authorised to invite various organisations interested in the spread of Education to become members of the Central Education Week Committee.

The Committee then decided that the central theme for this year's Education Week should be "Social Studies and School Life."

A sub-committee was appointed to prepare a pamphlet giving suggestions for the effective observance of the Week.

S. NATARAJAN,  
Secretary.  
7th August 1948.

# TRAINING SCHOOL HEADMASTERS IN CONFERENCE

A representative body of Headmasters and Headmistresses of Aided Training Schools assembled on 8-5-1948 at Bez-wada and adopted the following resolutions:

## 1. Basic Education :

The association adopted the policy of the Government to convert the existing Training Schools into Basic Training Schools and agreed to depute teachers for training under this system. But the association, in view of the impossibility of securing teachers to work as substitutes for a period of 4 or 5 months, made a proposal that the Training period for graduates be fixed in summer from March to June. This can be done by antedating the T. S. L. C. Examinations by 2 or 3 weeks and the work of the school does not suffer much when teachers go out for training. On the other hand, this has several advantages, (a) no need for the employment of substitute teachers, and consequently their salaries are saved (b) the saving on the stipends of training students for a period of 2 or 3 weeks is very considerable, (c) these savings will partly enable the Government to offer a little higher stipends to the teachers undergoing the Basic Training.

## 2. Teaching Grants and the Dearness Allowance to Teachers :

Training Schools, unlike High Schools, have no way of increasing their income but they are compelled to adopt the revised scales of Salaries and the Government rate of Dearness Allowance. The Managements of Training Schools are therefore forced to bear very high financial responsibilities. It may be mentioned that Aided Training Schools are very economically conducted, when compared with the Government Institutions. The association resolved to request the Government (a) to give at least 3/4 of the expenditure as teaching grant and b) to pay the full Dearness Allowance to teachers. From the financial point of view, Training Schools have to be treated differently from High Schools.

## 3. Staff of Training Schools :

Teachers of Training Schools have heavy work, besides actual teaching, because they are expected to maintain several records. But unfortunately Training Schools are permitted to have only as many teachers (not technical), as there are classes, so much so, the Headmaster is reckoned as one of the Teachers; whereas in High Schools, the Headmaster is an extra teacher. The Association therefore resolved to request the Government to treat Training Schools in the same way as High Schools, regarding the staffing of teachers.

## 4. T. S. L. C. Examinations :

The responsibility of conducting the T. S. L. C. Examination is the same as that of the S. S. L. C. Examination. But unfortunately the Chief Superintendent, the clerk and peons, of the Training School Examinations, are given no remuneration. The Association requests the Government to treat both the Examinations in the same manner.

## 5. Agreements or Bonds with the Training Students :

The Association strongly feels that there is no useful purpose served by these agreements and this is admitted by all the Educational Officers. The Association earnestly requests the Government to abolish the execution of the Bonds and if it is not possible to abolish it, the Educational Department may be entrusted with the work, as it can do the work better with the help of the Deputy Inspectors.

## 6. Salaries of Headmasters :

The Salaries of the Headmaster of a Secondary Training School is treated on a par with that of a Secondary School and the Salary of the Headmaster of an Elementary Training School on a par with that of a Middle School. The Association feels that such distinction should not be made for the following reasons.

(1) All teachers of an Elementary Training School should be graduate Trained teachers, unlike Middle Schools, and they have to be controlled by the Headmaster.

(2) The students of Elementary Training Schools, are not small children as in the case of Middle schools, and consequently greater responsibilities are devolved on the Headmaster.

(3) The Headmaster has greater responsibilities than that of a Middle School, as he has to handle Government stipends of students.

(4) This distinction is not observed in Government Schools.

## 7. Teachers of Aided Schools :

In order to attract persons to the Teaching work, teachers should be given all possible encouragement. Teachers of Aided Schools are denied the privileges of those of Government Schools; they are not appointed as tabulators, unlike those of Government Schools or even as assistant superintendents of Government Examinations.

The Association resolved that the Government be requested to show no difference of this kind.

## 8. Difference between Government and Non-Government Teachers :

In the matter of Travelling Allowance for attending the Text Book Committee etc. single Railway fare is allowed for aided school teachers, whereas the Government Teachers are treated according to Government Travelling rules. The Association feels that all should be treated alike.

## 9. Admission to the Secondary Grade Training :

The Association is in favour of admitting only passed S. S. L. C. Candidates in order that the country should have efficient teachers. The reduction of the educational qualifications of the students is not at all desirable. In order to attract better type of persons, it requests the Government (1) to improve the prospects of Secondary Grade Teachers by increasing the starting pay to

Rs. 60. (2) to increase the stipends of training students in the following manner, in order to enable them to be self supporting during their training period.

Elementary Grade Rs. 18

Secondary Grade Rs. 25

B. T's or B. Ed's. Rs. 30

## 10. Peons for Higher Elementary Schools :

In order to keep watch over the School property and to attend to daily routine of work, the Association requests the Government to allow a peon to every Aided Higher Elementary School.

11. The Association appointed the following persons to interview the Educational authorities:

(1) Miss Thangammal Devasahayam, Masulipatam.

(2) Miss Prabhavathamma, Ongole.

(3) Mr. P. S. John, Masulipatam.

(4) Mr. N. George, Bapatla.

(5) Mr. Devasahayam, Rajahmundry.

(6) Mr. C. Elisha, Cuddapah.

C. ELISHA

Convener, Headmasters' Association of Aided Training Schools.

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training in Free India. The only attractive features, viz., the study of the national flag, national songs and national heroes and First Aid may be incorporated in the existing curriculum without causing fright to teachers. This syllabus has not been worked out anywhere in any part of the world, is not suited to our genius, might have waited for the Indian Union's Scheme of organising "Hind Scouts" and should not be thrust upon every pupil. The present syllabus should be scrapped; and a new committee of educationists conversant with the educational experiments connected with citizenship training should be set to work. My criticism is based upon my experience of 27 years of headmastership and 25 years of Scouting. The present scheme is neither scouting nor citizenship.

## OUR BOOK-SHELF

**Great Scientists (in Tamil):** By *Theodore Bhakthavatsalam.* (Christian Literature Society. Price 10 annas).

The author has placed into the hands of the Tamil knowing people this book which contains accounts of the lives and works of the great scientists: Archimedes, Galileo, Benjamin Franklin, Michael Faraday, Louis Pasteur, Thomas Alvo Edison, Sir Prafulla Chandra Ray, Einstein, and Sir C. V. Raman. The book is not only very useful for general reading, but may be prescribed as a non-detailed text in Tamil language for V and VI form students in High Schools.

**The Man-eating Leopard of Rudraprayag:** By *Jim Corbett.* (Oxford University Press. Price Rs. 6).

A thrilling and hair-raising account of the story of Jim Corbett's adventure in the forests of the Himalayan ranges on the pilgrim route from Haridwar to Badrinath is narrated here. The book runs to 158 pages in crown octavo size, printed on featherweight paper and bound in white calico. Photos of views and an illustrative wrapper suggestive of the title of the book add to the beauty of the get up. How Jim Corbett tracked and trapped and finally laid low, after two years of effort, the beast which had ravaged the villages and had been a terror to the inhabitants for over 8 years within which period it had to its credit 128 human kills, is told by himself in the form of a narrative which arrests the attention of the reader and keeps him anxiously await its development. While reading the book one gets an idea of the geographical setting of the pilgrim route.

**Tamil Nad (in Tamil):** (Macmillan & Co., Ltd. Price 6 annas).

This is a translation of the English book by C. A. Parkhurst. A booklet of 36 pages with illustrative plates featuring the Tamil country gives a sketchy

description of a few of the important and well-known places in the Tamil area by taking the reader on a tour from one place to another. The districts covered in the tour are Chingleput, Tanjore, Trichinopoly, Madura and Ramnad. This book is suitable for extra reading for pupils of fifth standard.

Receipt of the following booklets is thankfully acknowledged.

1. Directory of private Business Schools in the United States—A hand book for vocational advisors and guidance officers—issued by the National Council of Business Schools, Washington, D. C.

2. The story of U. N. R. R. A.—issued by the office of Public Information, U. N. R. R. A., 1314, Connecticut Avenue N.W., Washington, 25 DC.

3. How Light and Sound can aid education in India—issued by A. M. A. Ltd., Canada Building, Hornby Road, Bombay.

C. R.

#### THE XXXIX<sup>th</sup> PROVINCIAL EDUCATIONAL CONFERENCE

I am glad to report that the invitation of the Kurnool District Teachers' Guild to hold the next Annual Conference of the S. I. T. U. at Kurnool in May 1949 has been kindly accepted by the Union's Executive Board. Arrangements for planning a successful session will be presently taken up by the Guild's Managing Council in co-operation with all the constituent associations in the district. The sympathy and encouragement of all educationists, teachers and heads of institutions, the managements and the general public throughout our province, are earnestly solicited. It is hoped that the Kurnool Guild can look forward to a well attended session next May.

K. N. PASUPATHI,  
Secretary, Kurnool District  
Teachers' Guild.

Lady Sivaswami Ayyar National Girls High School, Mylapore.

At the anniversary and prize distribution function held on the 14th August 1948 under the chairmanship of Sri M. Bhakthavatsalam, Minister for Public Works, the Principal, Srimathi S. Chellam, presented the annual report. The report discloses all round improvement. The strength of the school has increased by 25 from 100, and 52 out of 79 have been declared eligible in the S. S. L. C. Examination. (66%). The list of school activities in which pupils participated seems to provide opportunity for every girl to distinguish herself in her own aptitude. The school magazine, physical activities, girl guide group, pupils' association, fine arts association, (including music section), crafts, training in citizenship, court of honour, teachers' association, old pupils' association, mothers' union—these indicate the trend of modern education and how the institution is developing into a brighter and brighter educational centre for the girls of this part of the city of Madras.

The several events of the function at which the pupils acquitted themselves creditably were:—Music, dance, recitations in Tamil, Hindustani, Sanskrit and English, the regulation of the conduct of the assembly by the girl guides and the excellent discipline and self-restraint maintained by pupils and teachers throughout the celebration when perfect silence prevailed relieved only by occasional applause and laughter—are features worthy of special praise.

Of late this high school has been getting very popular. The popularity may be attributed to:—

1. the association of the late Sir P. S. Sivaswamy Iyer with its management;

2. the keen interest taken by the Joint Secretary, Sri K. Rangaswamy Iyengar, who has given new orientation to the internal working and activities of the school ever since he came to be a member of the Committee;

3. the unstinted and selfless service of the Principal, Srimathi S. Chellam; and

4. generally to the sympathetic attitude of the Board of Management, with Mr. P. Sitaramayya, as Secretary, to the staff whose welfare and emoluments have always been kept before their eyes as the essential thing before any other measure of improvement could be thought of in respect of the school.

The serene and dignified atmosphere that prevailed throughout the celebration of the anniversary should serve as a lesson to those engaged in the management of high schools. It need hardly be added that whatever work Mr. Rangaswamy Iyengar undertakes, he does it with an aim to idealism and perfection. His great work as Headmaster of the Hindu Theological High School is well known to everyone. That spirit is visible in this institution with which he is associated as Joint Secretary. He is friend, philosopher and guide to the Principal, and members of the staff in all matters of internal working of the school, with his knowledge and experience.

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added to the interest of the lively discussions and relieved the tediousness of the lengthy proceedings.

With a vote of thanks to Mr. Sharma proposed by the Secretary, the meeting terminated.

Members of the Planning Committee

1. Mr. N. Kuppusamy Iyengar.
2. „ K. S. Vakil.
3. „ Sriman Narayan Agarwal.
4. „ M. K. Banerji.
5. „ Diwanchand Sharma.
6. Mrs. Sherin Fozdar.
7. Mrs. Yamunabai Hirlekar.
8. Mr. Dravid.
9. Mr. M. S. Kotiswaran.

(Convener)

## THE S. I. T. U. PROPAGANDA

Mr. C. Ranganatha Aiyengar, Honorary Publicity Officer of the S. I. T. U. Protection Fund and Journal Secretary of the S. I. T. Union, visited Kurnool, Gooty and Cuddapah between 24th and 28th July 1948 to fulfil the following programme:—

24th Kurnool—Presiding over the annual conference of the District Teachers' Guild, proceedings of which are found elsewhere in this issue.

26th Gooty—Visit to the Headquarters of the Anantapur District Teachers' Guild.

27th and 28th Cuddapah—The following institutions were visited:—1. Municipal High School. 2. Ramakrishna High School. 3. London Mission Training School. 4. The Headmaster, Muslim High School was interviewed.

There was a meeting of the teachers of the schools on the 27th evening. The Publicity Officer addressed the gathering on the need for reviving the Cuddapah District Teachers' Guild and of the teachers extending their full support to the S.I.T.U. activities.

There was some brisk enrolment to membership of the Protection Fund.

On the 11th August 1948, the Publicity Officer and the Fund Secretary, Mr. V. Bhuvaramurthy, addressed the Masters' Association of the Sir P. Theagaraya Chettiar High School, Washermanpet, at the request of the President of the Association, on the Protection Fund scheme and the necessity for each teacher taking an insurance policy. There was prompt response and about 17 members applied for policies. Messrs. L. R. Chandrasekhara Aiyer, the Headmaster, M. Sreeramulu, Assistant Headmaster, and C. R. Deenadayalu, Secretary of the Association, evinced much interest in the scheme of the S. I. T. U. Protection Fund and advised all eligible members to enrol themselves as policyholders of the Fund.

## LATEST PUBLICATIONS

### TAMIL EDITION

"THREE AUTHORS ALGEBRA" (The Elements of Algebra) Translated by S. Balakrishna Iyer, B.A., L.T., & N. Panchapagesa Iyer, B.A., L.T. (For "C" Group Optionals) Price Rs. 3.

— : —

"TEIRUKKURAL" (New Editions) For Forms I to V. By Sri Yogi Shuddhananda Bharatiar.

— : —

### FOR SECRETARIAL COURSES.

"BOOK-KEEPING & ACCOUNTS". By S. Vaidyanatha Iyer. Rs. 5/15.

"COMMERCIAL PRACTICE". By the Same Author. Rs. 5/10.

"COMMERCIAL ARITHMETIC". By T. V. Subramania Iyer. (II Revised Edition). Rs. 2/6.

"COMMERCIAL CORRESPONDENCE". By the Same Author. Rs. 3/8.

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## EDITORIAL

### The Secondary Education Board

This Board has been specially constituted to advise the Government on varied complex problems relating to secondary education. Unless the Board holds quarterly meetings, it may not be possible for it to discuss questions then and there with due regard to the several implications. It was about September 1947 that the Board met. After nearly a period of one year a meeting of the Board was held in August this year. In the meantime the Government has deemed it proper to issue orders on certain vital matters of secondary education without any reference to the Secondary Education Board. More important among the topics on which a decision has been arrived at by the Government are:—(1) Abolition of the selection examination and prohibition of the detention of pupils in the Sixth Form, (2) the holding of the S. S. L. C. supplemental examination in October, and (3) the prohibition of private tuition.

No one can maintain that the above-mentioned topics are not secondary education matters. The question of the selection examination involves amendment to the existing rules of the S. S. L. C. scheme. Under the old S. S. L. C. Rules the Headmaster is entrusted with the responsibility of deciding whether a pupil has made good progress and is competent to appear for the public examination. At the meeting of the Board held in August members wanted to have information as to why the selection examination came to be abolished. A very casual and unconvincing

reply was given that some headmasters detained quite a large number of students and that the authorities had to take some action of a general nature. The proper course should have been to call upon the headmaster to explain his position and alter his decision after proper enquiry if necessary. This would be a healthy influence and make headmasters realise that detention should not be regarded as a device to ensure high standards in the public examination. But the decision to abolish the selection examination is a funny remedy. There is a feeling of disgust everywhere and on the plea of helping the backward classes the view is held that pupils are to be promoted from class to class as a matter of course. We do not want to express any opinion either for or against this selection examination, but in view of the repercussions on the school life, it would have been quite proper to consult the Board and find a suitable solution. We do not know whether the advice given to headmasters to be strict in the fifth form promotions will prove to be of any practical value.

### Public Examinations

The authorities including the Minister for Education, have been saying that the public examination scheme is under reconsideration and that the defects in the present system may become things of the past. But they hamper the cause of education by some misleading statements they make. Very often students and teachers are told in meetings and conferences that the best

scorer in the public examination is not a success in life and that the passing of the examination gives no indication of the capacity of the pupil. Such statements are not quite logical. Though there may be occasional cases of the best scorer not succeeding in life, the fact cannot be denied that the candidates who do well in the examinations turn out to be quite efficient, and intelligent workers. The purpose of the public examination has not yet been understood even by educated men. The Board has therefore, thought it necessary to inform the public that our S. S. L. C. public examination is good for a definite purpose and that it cannot be regarded as good enough for all purposes. It is not the mistake of the examination, if things on which an examination can throw no light happen to be judged by performance at the public examination. Examinations have been in vogue all over the world though there are severe critics everywhere. While reform is necessary, the condemnation in illogical terms of examinations, is likely to create an impression in the minds of the people that an examination is just a gamble and that the pupils are being subjected unnecessarily to an exacting test. The stimulating effect of an examination should be obvious to any one, and the natural desire of pupils is to have an idea of the achievements they can make.

We therefore appeal to the authorities not to speak to pupils and teachers in such objectionable general terms. How far changes have to be effected in the present system has to be considered especially when the evaluation of social activities of pupils is deemed necessary and desirable for the determination of their capacity and talent.

#### G. O. on Private Tuition

One fine morning a G. O. prohibiting private tuition appeared. Next fine morning the G. O. was suspended and we were told that the matter would be referred to the Secondary Education Board. It is some satisfaction that the Government should have at least thought of the existence of the Secondary Education Board. Somehow this matter was not brought up before the Board in August, and we do not know whether it would be brought before the Board at all. Our readers may remember that just a few months before, a conference of the department of Education, managements and teachers' representatives was held to consider in detail the provisions of the contract. Private tuition came up for discussion in this connection. Teachers' representatives expressed the view that private tuition was a negligible matter after all and that it need not find a special place in the contract. But the managers and the department wanted that there should be some control over private tuition, though they made it clear that they had confidence in the sense of responsibility of teachers. The Director was even good enough to assure the teachers' representatives that permission to take a private tuition would not be refused except in rare cases and that he would advise managements to grant permission as a matter of course. The conference unanimously agreed to the solution as contained in the revised contract. We do not know what special circumstances necessitated the issuing of a G. O. all on a sudden. If there had been breaches of the rules, disciplinary action could be taken against individual teachers. But the prohibition of private tuition is a cumulative punishment and is sure to cause hardship not

only to teachers but also to pupils and parents.

At the present moment when the strength of the classes and sections is large, individual attention to pupils is found increasingly difficult. The teacher has his eye on the syllabus and the time-table schedule. However honest he may be, he finds it difficult to question individually the pupils, understand their difficulties and give the necessary help.

There is also the group of backward pupils who require extra help and their parents who are well-to-do are anxious to do their very best. Private tuition, more often, is sought after by parents and it will be a serious hardship if private tuitions be prohibited.

The remedy suggested in the G. O. for giving help in the school itself is objectionable for more than one reason, and the continuance of the school atmosphere beyond the day will have a damping effect. The pupils at home are free to put questions to the teacher and to bring to his notice all doubts without any hesitation. But in a school, instruction, though out of school hours, will tend to become formal.

We appeal, therefore, to Government not to take up the question of private tuition now. Let it wait and see how the system works for a time. It may be quite useful to ask the Secondary Education Board to appoint a small Standing Private Tuition Committee to recommend among its own members to which any transgression of the provisions relating to private tuition may be

referred for consideration and report then and there. Teachers should feel that they will be heard and that justice will be done.

#### October Examination

A sudden decision to hold public examination in October for S. S. L. C. is expected to give satisfaction. That the pupil stream should flow uninterruptedly seems to be at the back of most of the pupils. The fact is also there that it will be a good source of income for the Government. A good number of pupils could not get admission in schools and but for the help given by the tutorial institutions, many would have met with disappointment. When the university is holding supplemental examinations, it is argued with a show of reason that there should be a supplemental S.S.L.C. examination. But has any one paused to think of the implications? What course can successful pupils pursue? Can they undergo training as teachers? What about the poor pupils who happen to fail in October? Can they appear in March 1949? Can they become fit for March test? It is not enough to appear to be generous. Let us wait and see.

#### Secondary Education Reorganised Scheme

[From the next issue onwards will be published the syllabuses of the courses of studies as issued by the Education Department. Our readers' views based on actual working of the scheme will be accepted and published in the journal, for the benefit of teachers and the department. —Ed.]

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SOUTH INDIA TEACHERS' UNION

SECRETARY'S LETTER

Annual return forms have been sent to all affiliated associations and District Teachers' Guilds. Secretaries of all Teachers' Associations and District Teachers' Guilds are requested to return these forms duly filled in.

Secretaries of the District Teachers' Guilds are also requested to remit their affiliation fee at an early date, not later than the 30th September 1948.

Members will be glad to know that the Kurnool District Teachers' Guild has extended an invitation to the Union to hold its 39th Provincial Educational Conference at Kurnool in May 1949 and that the Executive of the S. I. T. U. has accepted the kind invitation. A notification from the Secretary of the Kurnool District Teachers' Guild is published elsewhere in this issue.

The All-India Federation of Educational Associations will be holding its 24th annual Conference at Mysore during Christmas Week this year. Details of the Conference will be published in these columns as and when they are received from the All-India Federation.

In G.O. No. 1388 Education, dated 29th May 1948, Government have instructed the managements of aided educational institutions to grant to the members of their staff Dearness Allowance at the revised Government rates and to inform them that the expenditure incurred on that account will be taken into account in assessing the teaching grant. It is further stated that the grant will be limited to one half of the expenditure incurred on payment of the dearness allowance.

The Union feels that all aided managements would have taken advantage of this G. O. and granted their employees the revised rates of dearness allowance. Where it has not been done, the associations are requested to approach the managements concerned. It will be helpful if information is given to the Union where the revised rates have not yet been given.

A Central Education Week Committee has been constituted and it has decided to observe Education Week from 18th October to 23rd October 1948. The Central Theme for this year's observance is 'Social Activities and School Life.' The Committee is planning a booklet of Things to Do and it may be ready by the 15th September 1948. In the meanwhile all associations are requested to form local Education Week Committees with representatives of the public and take steps for planning an attractive programme. The Education week is a unique opportunity for securing public co-operation. It is an effective means of securing public relations. Teachers have, in this Education Week, a great opportunity of acquainting the public with the nature of the responsibilities of schools and teachers and how we are endeavouring to discharge the same. What the schools do in training the youth of the land is neither known nor appreciated. Public support to Education can be secured only by proper understanding of the work of the schools. It is, therefore, requested that all associations will take the necessary steps for a proper observance of the Education Week this year.

29th August 1948.

S. NATARAJAN,  
Secretary.

Message From

THE HON'BLE MINISTER FOR EDUCATION,  
GOVERNMENT OF MADRAS

(On the 1st Anniversary of India's Independence)

Today is the great day of Indian Independence. Let us thank God for the great freedom that He has given and pray to him that he may vouchsafe to us the strength to keep it and use it for the good of the millions of our people and for humanity. India must grow into a great and mighty nation and for that it is necessary to raise the status of our people in the villages.

It is a matter of standing shame to us that a large majority of people, adults and children, in this country are illiterate. We must work to wipe out this standing shame. Everyone of us can contribute towards this great achievement. Let each one of us teach at least another. "Each-one-teach-one" is a great saying. It is not difficult. It does not cost us money. What we want is only sincerity and earnest effort. This everyone can and must give to our people. In fact we owe it to them. I can only request all our educated brothers and sisters to resolve to do so on this great occasion, the first anniversary of our winning freedom's battle.

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