

The South Indian Teacher

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THE SOUTH INDIAN TEACHER

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SOCIAL STUDIES

MR. M. S. SARBHESAN

A UNESCO pamphlet on "The Teacher and the Post-War Child in War Devastated Countries" tells us how their teachers have to carry on to-day their work under altogether different and abnormal conditions. Apart from damaged school buildings, loss of equipment and inadequate teacher supply, they often see before them children emotionally disturbed, irritable, unhealthy, suspicious and irresponsible. Theirs is really the uphill task of transforming the large number of abnormal pupils into citizens with balanced minds through suitable adjustments in school life.

Even countries which have not been ravaged by war have in several cases to face frequently disturbed conditions in the community owing to political, communal or sectarian differences. A feeling of tension is created and the schools are not in a position to carry on their work in peace. Modern educators who realise the need for a community with balanced outlook at this critical moment turn to the school curriculum and school activities as a long term remedy. The subject of Social Studies rightly understood and appreciated is expected to be an effective and suitable means for fostering and maintaining a healthy atmosphere in the school regardless of the conditions in the community. Quite a large number of pupils are to be trained to live and grow in an atmosphere of good-will and comradeship; and

they are to be really prepared for taking their place as citizens of the country. In our Province the subject of Social Studies is given a high place in the reorganised scheme of education and it is hoped that the school community will move and act as one indivisible group.

This subject is receiving a mixed reception just now for obvious reasons. The scholarly no-changer complains that the subject does not admit of organised instruction in history or geography or economics. The modern teacher should remember that the aim in the inclusion of Social Studies is not to make the pupil at the high school level a historian or geographer. It seeks to place the pupil in life-situations even while in the school and to help him to gain experience of the day-to-day life in the community. He is to understand the ideals, the aspirations and the likes and dislikes of the component parts of the school community which is just a picture of the community outside and to adjust himself in a suitable manner. A commendable feature of the scheme of Social Studies is the emphasis on the school activities programme. Participation in the activities without any feeling of distinction and in a free spirit must lead to a better understanding of each other's qualities and the value of the training for life in a democratic society is inestimable. Hence a mere knowledge of facts is not so important though it cannot be neglected. What

* Broadcast talk at the All India Radio on 20.10.1948 reproduced with the kind permission of the All India Radio, Madras.

is more important is the organised and well-planned programme of activities with equality of opportunity for all. A systematic training in the activity programme must lead to the formation of right habits and attitudes and a citizenry brought up under such training will be a valuable asset.

Schools have to set before themselves this high ideal if the Indian Dominion should grow from strength to strength and exercise its influence for good. I shall just refer to some outstanding qualities that may be expected as the outcome of the Social Studies and activities.

No one can have failed to notice the utter lack of orderliness in the school when the classes change their rooms. Everywhere there is rush and there is nothing like a queue system in practice. In addition there is the hopping and jumping on the dual desks to secure favourable positions and the furniture becomes dirty. Tidiness is not receiving attention and it is not uncommon to see huge cob-webs hanging down. The obscene scribbles on the walls and blackboards in some schools reflect no credit either on the pupils or the schools. This can be set right if the pupils be trained in the proper manner and the work of allowing pupils to enter in an orderly manner and of keeping the class room clean and beautiful be entrusted to the pupils themselves. They will readily see that it is really their work and that they should not hereafter shirk their responsibility. This habit of orderliness and cleanliness will now show itself in the school premises and groups of students will make their own arrangements for keeping the surroundings clean. Pupils with good habits will carry their experience to their houses which will also become clean. Ere long they will realise that the school is their own school and that they should take proper care of the school property.

A scout is expected to do a good turn every day. The pupils who will be citizens of to-morrow should be trained in useful kinds of social service. Students may form themselves into small

groups and each group may act as a watch and ward committee and bring to the notice of the health authorities the accumulation of rubbish and the overflowing of cesspools. They may also appeal to the people to care for the sanitation of the area and co-operate with the authorities. At the time of festivals when large crowds gather, persons lose their things, children go astray and old people may not know the way. Elderly students may arrange beforehand for relief work in this connection and show the public how the school has trained them. Young children attending schools in the City run serious risks while crossing the road. Elderly students may come forward to take charge of the young school-going children in their street, leave them in the school and also train them in safety first methods.

The real need of a democratic society today is a steady supply of good leaders. Good leadership is essential for the democracy to function for the good of the largest number. The programme of school activities offers unique opportunities for leadership training. School excursions, exhibitions and school co-operative society give full scope for the pupil to take the initiative, to understand human nature, to look to the business side and to plan properly and work efficiently. At every stage the necessity for enlisting the co-operation of fellow workers and showing their spirit is being felt. Pupils who have gained experience at school in such activities can be safely trusted to hold their own later on in life and do public work.

It is necessary for a democratic society that there should be training in parliamentary work. While the defects of the politicians should be avoided, there is much to be said for a school parliament. Students should be free to frame their own rules, to select current topics for discussion, to arrange for debates, to observe scrupulously the rules of debate and pass resolutions.

They should be trained, however, from the beginning to play the game, to respect the feelings of opponents, to

avoid attributing motives, to avoid sectarianism and partisan feeling, to pay due regard to all leaders irrespective of ideologies and to accept with cheerfulness the decision of the majority. They should resist the tendency to form cliques and create bad blood.

There is constant reference to the growing indiscipline among students. This may be a passing phase. Yet schools should try to train pupils so that they may have consideration for others, be reasonable in their demands and be willing to further the cause of education. A good school programme implies pupils and teachers of the proper type and there can be no likelihood of any misunderstanding. Sometimes there may be lapses on the part of individual pupils. Instead of making a fuss about it, it may be worthwhile to refer such lapses to the students' court of honour for enquiry and report. Students understand each other very well and there is no feeling of bitterness in respect of the final decision given.

The radio in general and the school radio in particular can also play a useful part in the cultural improvement of the student community. Students listening to the school broadcasts can render good service if they should inform the Station Director as to what talks they appreciate and what should be done to make the talk useful and interesting. The radio gives us news on current affairs and a student who makes it a point to listen to such news may publish that information in the school news bulletin board for the benefit of the whole school. Recorded speeches and talks of leaders may be summed up and a brief account may be given in the school magazine. The radio station will be glad to arrange for a group discussion by students and a systematic programme by a group of students will open the eyes of the public to what has to be done. A

regular listener acquires a taste for up-to-date knowledge.

The important objective of the modern school, namely, citizenship training, has to pay special attention to the physical education of the pupils. The playing fields and games easily lend themselves to the planning of school activities but unfortunately many schools do not have playing fields. The battle of Waterloo was won at Eton and the characteristics of games such as team spirit, leadership, co-operation etc., are all well-known. In addition to the attention usually paid to the match, players and top pupils, the school should also care for the vast multitude and arrange for the improvement of their physique if the school activities should bear fruit.

While dealing with the activities of the school we should see that students enjoy as much freedom as possible. But a word of caution is necessary. Students should not think that activities are everything and that the subjects are of no consequence. It should be clearly understood that knowledge is essential and that the study of subjects should not be relegated to the background.

Lastly we come to the teacher on whom the success of the whole scheme of Social Studies depends. He is the philosopher, friend and guide. Social Studies really mean a new approach on the part of teachers who can handle the school programme with confidence. Continuous and steady supply of well-informed citizens with balanced minds is the need of Free India and it is schools that can and should bear this burden. On the occasion of the South Indian Education Week I would like to express my confidence in my comrades and to assure the public that teachers can be trusted to realise their responsibilities in regard to Social Studies and rise equal to the occasion.

A NOVEL PROCEDURE IN SCOUTING IN JODHPUR STATE

Under the inspiration of the State Scout Commissioner Dr. K. N. Kini a novel experiment was successfully tried in scouting. The Vidyashala pupil-teachers' scout training camp lasting from Sept. 26 to Oct. 3rd '48 under the organizing secretary M. S. B. S. Association was held at village (Chokhan near Jodhpur) and based on rural reconstruction work.

Every early morning the pupil teachers went with spades, brooms, tagaries, slates, first aid box etc. into the village and after 'Prabhat pheri' engaged themselves in cleaning the streets and lanes; removing huge dirt heaps, digging big dumb-pits, collecting detailed statistics, teaching the village folk reading and writing, treating them for minor ailments and planting new trees.

The pupil-teachers had the afternoons to themselves having sessions on scout craft. During games the villagers were encouraged to participate and it was a treat to see them both adults and children play with complete freedom.

The evening campfires were arranged in the centre of the village. The magic-lantern shows, entertaining and instructive farces, stunts and yarns, all having a bearing on village life-panchayat system, scientific manuring, social evils, personal and community hygiene, National Government, etc. thrilled the villagers and demolished the mental wall of suspicion, distrust and shyness that stood between them and the city scouts.

This novel camp attracted a number of visitors from the city. The Pradhan Mantri visited the camp and gave very useful tips in the light of his own experience in such work. The State Scout Commissioner who is also the Director of Public Instruction could squeeze out

time to visit the camp almost daily and enthuse and direct the pupil teachers.

On the 2nd October when six days of arduous work reached its climax and a resume of the week's activities was presented to the village in the form of a short, afternoon programme the Shiksha and Rajaswa Mantries came to judge the success of the new line struck out in scouting and avail themselves of the opportunity to contact the villagers numbering about 500 who came from all the nearby villages and watched with curiosity and bewilderment the mock Kashmir campaign and listened with interest to the short report of the week's camp; the village 'Surpanch' (the head man) then thanked the pupil teachers for their splendid work and assured all present that they would not let the village relapse into its former state. The Rajaswa Mantri addressed the people in their own dialect, explaining the meaning of people's government and impressing the importance of self help, promised them his full co operation. The Shiksha Mantri so enthusiastically working to expand education and help in evolving the India of Gandhiji's dreams appreciated the work done by the pupil teachers, placed new targets before them and emphasized that there was no resting on oars for them. Thanksgiving and assurance by the Principal, T. T. School was followed by reciting the National Anthem and 'Harsh Nad'.

Nothing could be a greater testimony of the sincere spirit in which the work was done than the sight of the villagers bidding farewell to the pupil teachers with eyes filled with tears. The experiment has given a new hope and confidence to workers in the Scout Movement.

GLEANINGS

UNESCO Seminar

There were three study groups. One, under the chairmanship of Dr. C. R. Merae, Professor of Education, Sydney, Australia, was concerned with the best individual and social development of children and the way in which teachers could be assisted to encourage it. Another, presided over by Dr. H. M. Bond, President of Lincoln University, U. S. A., considered the education of teachers for social understanding. And a third, conducted by Professor A. J. Weiler, headmaster of the Lycee de Montgeron, France, dealt with their education for international understanding. Some of the salient features of each report are given here.

GROUP I. SOCIAL DEVELOPMENT

A. Teaching Child Growth and Development

(a) There is need for a greater swing away from the abstract, bookish, academic psychology.

(b) In most countries, teachers are better prepared to answer the examination question than to handle the practical classroom problems.

(c) A knowledge of facts and principles of child growth and development, acquired from books, lectures and discussions, has a very limited value.

(d) There is need to give the subject a more practical bias.

Suggestions for making a practical approach:

I. Participation by prospective teachers in out-of-school activities of children, e.g., in holiday camps, playgrounds and clubs;

II. Making anecdotal records concerning particular children;

III. Familiarising prospective teachers with cumulative record cards;

IV. The making of sociograms showing inter-relations and interaction of children in school groups;

V. The observation of children in child guidance clinics.

Towards the end of the training period there should be a process of systematisation of the knowledge gained, and the student should have a grasp of psychology as a science in its own right.

The group realised the need for greater attention to be given to what they called "In-Service Education of the Teacher"—that is, the continued and continuous education when the teacher enters the classroom, and they suggested ways in which psychological principles could be got into school practice. An illustrative list of problems which relate directly to the work of teachers and which demand investigation in an actual school situation, was given. Included in the list were the following: Keeping anecdotal records of children; construction of a sociogram of group relationships; studying what constitutes genuine group planning; considering the function and co operation of the teacher in the matter of group control; discovering the best procedure for helping slow-learners to improve their efficiency in the basic skill subjects; determining to what extent the school programme provides a variety of learning activities leading to the all round growth and development of individuals; comparing the expectations and desires of parents for their children with those of the teachers working with the children.

(This list presents a choice to those teachers—and they are many—wishing to do research work in their classrooms.)

B. The Teacher as a Person and Implications of Recruitment

(a) The personal growth and development of the teachers influences what happens to boys and girls. In stressing the needs of children the nature and needs of teachers have been overlooked.

(b) Research is needed into the personality structure best suited to teaching.

(c) Insufficient is known of the innate and acquired skills necessary in teaching.

(d) Selection of teachers at present is haphazard and superficial because not enough is known about the psychology of teachers and teaching to select candidates on a scientific basis.

(e) There is need to know what happens to the personality of teachers in service. Emphasis hitherto has been on what teachers do to children, but the problem of what children do to teachers has been neglected.

With these considerations in mind, suggestions were offered for raising the prestige and improving the quality of the teaching profession. These, in the main, are well known to teachers in this country—better salaries, tenure, conditions of service, for example. It was specially interesting to note, however, one section, which deals with the teachers' own part in raising the profession's prestige:

"Responsibility for raising the regard in which the profession is held rests with classroom teachers no less than with educational authorities and administrators."

"There are many teachers who, by their grumblings and complaint, frighten away suitable prospective recruits."

"The Major responsibility for raising the prestige of teachers and teaching rests with members of the profession themselves."

GROUP II.—EDUCATION OF TEACHERS FOR SOCIAL UNDERSTANDING

1—Training Institutions

(a) The power and influence of training colleges in training for social understanding depend upon their human resources, organisation and practices.

(b) They should be conducted throughout on democratic principles and admit students on a basis of equality, irrespective of sex, colour, class or creed.

(c) They should be of the omnibus or comprehensive type, admitting all types of teachers of all types of children.

(d) A training college is itself a social laboratory, in which difficulties and strains and misunderstandings are recognised and appreciated and resolved in such a way that relationships improve progressively.

(e) The training institution should be staffed liberally and be small enough to allow of the formation of a well-knit community.

(f) The tutorial system rather than the "pulpit and pew" relationship of the traditional lecture-room should be used.

(g) In the preparation of teachers attention is required to the emotional and social needs and stresses of students, as well as to their education and intellectual development.

(h) A training college must not be isolated, but must assume an influential place in the larger community in which it is situated and which it seeks to serve.

II—Curriculum

(a) Knowledge and experience will be gained through the curriculum.

(b) In the preparation of a teacher there are four main elements:

- (i) General education or general culture;
- (ii) Special or specific education;
- (iii) Professional studies;
- (iv) Personal interests and the development of personal attitudes.

All these have relation to social understanding.

(c) With appropriate intent and approach, all subjects, to a greater or less degree, can contribute to the development of social understanding. (This was illustrated by suggesting the approach to and treatment of science.)

(d) History, Geography, Economics, Civics and Current Social Affairs provide the elements in social studies, whose general aim is to provide the background of social understanding.

(e) Studies in these several branches will originate in the local community and have relevance to everyday

life and to local problems and affairs, but will inevitably range to other communities and countries.

(f) Professional studies—psychology, general, social and educational; principles of education; history of education; comparative education; and the methods and practice of teaching all have a distinct bearing upon the theme of social understanding of teachers in training. (This fact is illustrated by detailed reference to the study of the history of education and of comparative education.)

III—Attitudes

(a) Knowledge of itself does not necessarily result in the development of the right attitudes.

(b) These depend largely on methods of approach and the attitudes of the tutors.

(c) All subjects should be studied as records of human experience and endeavour and achievement.

(d) The conscious aim of tutors should be the development of the right attitudes in the students.

(e) The teacher with the right attitude will respect and seek to understand pupils of various social origins and their varied interests and attitudes. He will be interested in all pupils, those from poor homes or underprivileged groups as well as the more intelligent and those from better class homes or favoured groups.

(f) Students in training should be led to acquire a spirit of social service, a sense of social responsibility, a sense of vocation, and a feeling of the dignity, worth, importance and influence of the teacher's work.

IV—Post-College Training

(a) Teacher-training institutions cannot provide a complete and general preparation, and teachers must keep in touch with developments in educational thought and methods as well as with their particular subject.

(b) It is extremely important for teachers to know as much as possible about the social condition and home life of their pupils.

(c) Institutions or associations founded either by the teachers themselves or as special sections of training colleges or university education departments should afford facilities for teachers to become acquainted with developments in educational technique and theory.

(d) Teachers' associations and educational authorities should endeavour to give teachers facilities for contacting others than their group members and of making friends outside their profession. Holidays in different surroundings, travel abroad and Seminars will assist in these directions.

GROUP III—TRAINING IN INTERNATIONAL UNDERSTANDING

(a) The problems of education in international understanding for prospective teachers in the pre-training are the same problems that are experienced in attempts to develop the ideal citizen imbued with a sense of world-mindedness.

(b) A good general education is essential.

(c) This should, in addition to acquainting the student with certain areas of knowledge, foster certain characteristics and traits of mind, including the power

(i) To think effectively;

(ii) To communicate thought clearly and logically;

(iii) To make sound judgments;

(iv) To discriminate between values and to express them in his actions, feelings and thoughts.

(d) In addition, more explicit instruction is necessary, and every child should be given some information about the United Nations and its specialised agencies.

(e) The content, form and method of this instruction must be adapted to the age, ability and interests of the children.

(f) Incidental and indirect method should be used in the elementary grades, e.g., through stories, songs, plays, pictures, films, social studies.

(h) During the adolescent stage more direct methods may be used.

(i) Ample opportunities should be provided for the children to get in direct or indirect contact with children from other countries and efforts made to stimulate a sympathetic attitude among nations.

(j) Unesco's publication, *Teaching about the United Nations and Its Specialised Agencies*, contains a list of excellent suggestions and concrete practical projects.—(From *'The Schoolmaster and Woman Teacher's Chronicle,'* Sept, 2, 1948, p. 209.)

Russian Children Run Their Own Railways.

In a lovely pine forest, 20 miles from Moscow, runs a miniature railway which draws hundreds of "travellers" every day during the summer.

"Malo Ryazanskaya", as it is called in Russian, is one of a network of 17 railways in the U.S.S.R. which are organized and manned in almost every detail by children. Nearly 5,000 boys and girls from middle school classes spend several months a year training to be locomotive drivers, pointsmen, guards, ticket examiners and conductors.

Many find their life's calling in this youthful pursuit which gives them pleasure and teaches them a profession. That the matter is treated by the Government as more than a casual hobby for children in need of a diversion is evident from the list of rules which govern trainees. One of the rules provides "expulsion" for indifferent pupils.

As a fellow passenger with my daughter and son, I was at Otdykh station some time before the "Blue Express" arrived. The station master, a lad of 12, had taken a few minutes off and was some distance from his cabin. Suddenly a bell rang at the station and the chief came panting back to his duties.

He tripped over a wire and fell. Dozens of tiny waiting passengers laughed, but not the station master.

He rose with dignity, brushed his white uniform with the palm of his hand, re-arranged his cap and with deliberate, authoritative steps walked up to the cabin.

In another minute the train came puffing in. Half a dozen little guards and conductors waved their flags and the engine and carriages stood still. A mass of little travellers—some in their mothers' arms—came reluctantly out of the train. Other passengers then boarded the train, which turned back to the direction from which it had arrived. There was plenty of whistling, waving of flags and repeated shouting of "All aboard!"

As I lit a cigarette a furious conductor walked up to me and firmly demanded that I stop smoking. A few minutes later we lost favour again when my daughter put her neck out of the window. This time we were warned by the guard. Not long afterwards another conductor, older than the rest, smilingly reminded us that "rules were rules".

We enjoyed the trip, which lasted all the four miles of the railway's length. At the end there was the same series of rituals: whistles blew, flags were waved and long after we had left the compartment the station master was still shouting that the train had reached its destination.

We had had more than our rupee's worth of fare.—(From the *'Illustrated Weekly of India'* dated 24-10-1948 P. 23).

Secondary School Experiment

To-day, with the opening of the winter term, the county of Middlesex begins an important educational experiment. Three of its secondary schools are to be run on what is called the "comprehensive" system. While most education authorities in England are planning their secondary education on a tripartite basis with separate grammar, technical and modern schools, Middlesex and London believe that all children in a particular area should go to the same secondary school, where grammar, technical and modern courses, fitted to varying standards of ability,

could be provided under one roof and all the pupils would join together in games and other activities outside the class-room. The comprehensive school has some administrative conveniences, but its underlying aim is to bring about a more equalitarian society.

One educational argument put in its favour is that the comprehensive school will make it much easier to transfer at thirteen years of age any child who has been started off at eleven on what turns out to be the wrong kind of work, but many doubts of much more substance are held on educational grounds. American secondary education has expanded on similar lines and its products have many critics in American universities. It can be argued that comprehensive schools must either be much too large or fail to give the academic side of their work the range of attention that a good grammar school can offer. If not more than a quarter at the outside of the children in any area are able to profit from a grammar school education, and if the ideal size of a grammar school is taken to be from 400 to 500 children, then to combine these with all the other children in the area means bringing total numbers in the comprehensive school up to anything from 1,600 to 2,000. Schools as large as this, where the head could not hope to know each pupil personally and where the sense of community might be hard to foster, would be a big change in this country. Middlesex tries to escape from the burden of size, which has been lightly accepted by London, by favouring comprehensive schools of between 600 and 950 pupils, even though this means that the section giving grammar schooling will be well below the best size.

The Middlesex experiment, like those made elsewhere in the country, is to be welcomed, provided it is frankly regarded as experimental. A fair body of opinion is in favour of comprehensive schools and to try them out is good sense. Middlesex has chosen only three schools, and parents in the three areas whose children had reached the standard have been allowed to send them to established grammar schools

and not to the experimental schools if that was their wish. The experiment is bound to take time; children are entering this term at eleven, it will be seven years before the best of them have passed through the sixth form, and no sound judgment can be made of schools until their sixth form standards have been proved. Certainly it would not do, even if the first year or so seems promising, to press ahead with committing more schools to an untested change in organization which is entirely novel in English practice.—(From the *'Times'* dated 7-10-1948)

Let the Youngsters Go

The extra year of school life now enforced is being wasted. Many thousands of young people over 14 are marking time in overcrowded school buildings, learning nothing but the habit of idleness.

Vitally important industries are crying out for recruits. The youngsters themselves want to earn money, to know the thrill of having a job to do. It would be common sense to release them—to abandon for the moment a reform which, excellent in intention, has been made harmful in practice by being rushed too quickly.

Are we reactionary in urging this? Sometimes one goes back a little in order to leap forward more surely. That is precisely what we advocate to day.

Men Doing the Work of Boys

A country permanently impoverished cannot maintain a really satisfactory educational system. Britain is fighting the battle of economic recovery now. Let the 14-year-olds who wish to play a part in the fight do so.

How can untrained children help to increase production? They will be trained all the more quickly if they start a year earlier. Also, at present, owing to the scarcity of juvenile labour, men and women have to do the work of boys and girls.

That wastes manpower. It also increases costs. Therefore it keeps prices high, both at home and in the export market.

Nothing to Offer but Boredom

Recently a Mass Observation inquiry on education, undertaken for the *Daily Graphic*, disclosed that a majority of the public approved a higher school-leaving age.

By all means let us aim at 16 as the normal age for quitting the school room. But let us also face the facts. Now, and for a few years to come, our educational system has nothing but boredom to offer the great majority of 14-year-olds. It lacks the teachers, accommodation, equipment to make the extra year fruitful.

The extra year, now compulsory, should be voluntary. Let the youngsters who want to start work at once do so. Their departure might enable something of real value to be done for those who remained. That is the realistic policy. Both industry and education would benefit by it.

—(From the 'Times').

Teaching Our Children to Enjoy Themselves

We are living in a materialistic age, and, in our zeal to have our children develop abilities with reference to material needs, there is grave danger that we might allow the spirit of good-natured fun to become stifled. A cheerful disposition is a greater treasure than much riches. It helps on every occasion. Besides being a comfort to the owner, it is contagious. The child to whom it belongs is likely to be popular with his playmates, and in later years—if his character is as good as his disposition—he usually can be assured of a welcome at any gathering. Employers, too, appreciate a happy disposition in their employees.

The time to cultivate a happy disposition is in childhood

Too many people make the mistake of putting aside all pleasure as "foolishness" and stressing only the work, which they believe to be all important. When they do this they are missing one of the most precious blessings that life offers and an asset which, if rightly

sought, is easiest to obtain. After the bare necessities of life, what the family needs most is good, old-fashioned fun. Indeed, we would not be far wrong if we classed fun as one of the bare necessities

Don't cram childhood. Many children who associate almost exclusively with older persons never learn to enjoy themselves, and in later years they feel that their childhood was sadly lacking. They never were children in the true sense of the word. As adults they usually become the "wallflowers" at social gatherings. Instead of doing all possible for their own and other people's enjoyment, they fail utterly to enjoy themselves and prove a source of worry to those responsible for their entertainment. They cannot enter into the fun, for they have never learned to play.

The subject of amusement is one which we must take into serious account when rearing a family. The wise mother provides her children with happy thoughts, just as she provides them with bread. She brings laughter and pleasant conversation into their daily experiences and teaches them to see a bright lining in many a cloudy situation. The mother who realizes that it is her privilege to bring the universe to her children is a many-sided, wonderful creature. Her family do not live by material food alone, but also by spiritual and mental food provided by her. She could no more allow them to stagnate mentally or morally than she could feed them stale, tasteless food.

In order to set what they consider a proper example of seriousness before their children, some parents assume an air of reproof toward any childish glee; this, of course, is a kill-joy to the spirit of fun. Variety is the spice of life, and we need to broaden our children's outlook in every good way. We should give the child the chance to do as many wholesome things for entertainment as his leisure hours will permit.

There are many parents who, by lack of co operation, encourage their children to seek their fun away from home. Boys and girls who find their fun at home are not likely to go badly astray. An old

man who was very fond of young people let them gather at his home evenings and play cards. A neighbour said to him, "Don't you know the devil is always where cards are?" "Yes," was the answer, "that's why I let the youngsters play in my home; in that way I can keep an eye on him." It need not be an important drawback to children if they live in out-of-the-way places and have little opportunity to mingle in society. Such families can construct their own world and create their own amusements.

However we are situated, we should not allow any phase of harmless pleasure to escape the notice of our children. We should never allow life's joys to remain a sealed book to our family. There is a mental development—yes, and a spiritual development—in games and other home amusement. The remembrance of such childhood games as blindman's buff and hide-and-seek remain in our memories long after a theater play or a public social has been forgotten.

We should do our part to make our children's lives round and full; no avenue for good should be allowed to remain close. One of the best ways to help our boys and girls to build well-rounded personalities is to encourage them to find wholesome pleasure and amusement—always such as are in happy accord with their duties—under whatever circumstances they may be placed.—(Issued by the National Kindergarten Association, New York City).

School Assembly

The chief enemy of the School Assembly is the inattention that arises from boredom. High principles and lofty aims, the feast of reason or the truths of religion are but a vain beating of wings if the staff and pupils never listen. For thirty years, as man and boy, I was bored by school assemblies under six headmasters. I now try to bore the eighty pupils and staff of a mixed preparatory school less than I was bored.

The first requisite, if one is to avoid boredom, is a fairly clear, but not too clear, recognition of what one is trying

to accomplish at school assembly. Too rigid a definition of purpose prevents the quick intuition and play of personality that vitalizes one's contact with the young. Negatively, I should say that I am not interested in inculcating the tenets and formularies of any particular religious body. Positively, I should say that I am intensely interested in inculcating a sense of service and responsibility. I want children to grow up obliging, considerate, willing, anxious and eager to serve. That is my prime aim. There are a host of secondary and derivative aims. I want them to be polite, clean, well-mannered, well-spoken; I want them to work hard and play hard; I do not want them to get killed by motor traffic; I want them to know what to do in a fire; I want them to know the more intelligible parts of the Bible; I want them to know certain figures, hymns and hymn tunes; I want them to hold themselves properly and walk gracefully. I want them to be happy and to recognize that the conditions under which they work and play are something to be proud of and grateful for. Ultimately, I suppose that my aim at school assembly is to help the children to achieve the good life, the ends of which are for me the pursuit of goodness, beauty and truth.

So much for the formulation of purpose. It may well be questioned whether a school assembly with such aims could be dignified with the title of "collective worship on the part of all pupils in attendance at the school"—as required by the 1944 Act. The point to be stressed, however, is not the adequacy or inadequacy of the purposes outlined, but the necessity for each headmaster to formulate honestly what he is trying to achieve at school assembly other than the fulfilling of the requirements of the Act.

What of the methods? The problem is that of holding the attention of pupils (and staff), within the scope of the set purpose.

The first principle of method must be variety in uniformity. The pupils should expect, shall we say, hymn, Bible reading, prayer or prayers, the

notices and calling the roll. But there is no reason why they should always use the same ingredients or the same ingredients, or get indeed, ingredients.

One principle of method is the avoidance of the impression of a one-man show. It is the assembly, not the headmaster's

from time to time the curiosity must be invoked, their love of a story.

At school assembly is not a part from the rest of the life of the school. It is the foundation of the school ethos. Conversely, there is a sort of school life—football, hobby show, the necessary sense of community—which cannot be isolated and, if I may use the word, stifled.

If a thing is worth doing, it is worth doing in limits. It is worth doing the singing, the good singing, the good reading, and the decent deportment and ordering.

It is no good telling children lies. You've got to go on telling the truth. It is not exactly a method of telling, they even know the old, old story. And, nature is sincere, if one feels what is true, telling them does matter, then they want to tell them again and

At last, the whole thing will be made useless if it is not sincere. It is so likely to corrupt all the youth as the spectacle of men going through forms of which they obviously do not believe in which they are obviously staid. That is not merely to lose faith, but to take away all sense of faith. Better to speak with conviction and sincerity about the state of the country than with hypocrisy and lack of conviction about the host. *From 'The Educational' 1948.*

The Teacher and Society

There are few workers whose task is so heavily laden with social responsibility as that of the teacher. He is entrusted with the job of putting the new generation on the right path. He transmits to the child that appropriate part of the cultural inheritance that will enable him ultimately to assume his place in the community. He supplements (and occasionally corrects) the formative influence of the home. He supervises and guides the child's social experimentation in the first large community of his experience: what the child learns here may well be decisive. Whether the child envisages those ideals that can give direction to his life, whether, in fact, society itself can ultimately develop rightly, depends in no small degree upon the influence exerted for good or ill by the teacher. There can be few men who, on reflection, would deny the debt that they owe to some schoolmaster for early training, for advice, or for some inspiration that awakened at a critical moment an interest that decisively altered the whole pattern of his life.

Service Without Thanks

It is curious that those who perform work of such social importance should themselves be so inconspicuous. They are probably more respectable, more well-behaved than almost any other body of workers; rarely does a member of the profession achieve the doubtful notoriety of the court of justice. And rarely does his day to day work get the recompense of a press notice: it is taken too much for granted.

Although it is customary politely to acknowledge the recognition of educational services in the Honours Lists, yet it is always noticeable that such recognition is mostly reserved for those who serve education outside the classroom. Not that the class teacher is altogether forgotten; it would be a false imputation ungraciously to say so. But, on the whole, the work of the ordinary teacher continues unsung, while the business chief and the military overlord are conspicuously selected for public praise.

Indeed, the teacher is more often used as the butt of criticism (and frequently uninformed criticism, by the way), rather than as a symbol of service. From Shakespeare to Dickens it has been a popular literary trick to scoff at a strange standard stereotype of the pedagogue. It is certainly true that Brougham is reported once to have said of the schoolmaster: "I trust to him, armed with his primer, against the soldier in full military array." But at the same time, Cobbett had snorted suspiciously about "that new race of idlers".

An Isolated Life?

The life of a schoolmaster has a tendency to become confined within a rather limited orbit. At seventeen or eighteen he has had to decide on his profession, and he is accepted at a university or training college and is given training grants, on the understanding that he signs a pledge stating that he intends to teach. This pledge is a curious affair, which appears to have little legal validity. In fact, it is presented as imposing a moral rather than a legal obligation. Nevertheless the grants which have aided the student are technically recoverable if he breaks his pledge and fails to teach when his training is over. It is well known that before the war, training grants were accepted as a kind of bribe which enabled a student to get advanced education on condition that he agreed to teach. Possibly the pledge in its original form ought to go, if only because its obligations are incapable of precise definition. But it must be remembered that there is another side to this question, and it is important that the Minister, the universities and the training colleges should have a check on the purpose for which public money is spent, and should be able to forecast, with reasonable accuracy, how far the training programme is likely to meet the staffing needs of the schools.

Many people went into teaching, not so much because of their enthusiasm for education as because there was no other job available that would use the qualifications they had secured. Fortunately

this is no longer so. The academic need no longer be out of work: he need no longer accept an occupation for which he has little taste.

At the end of his training, the new teacher moved back into the same school environment whence he had emerged two, three or four years ago. His whole life had been spent in academic circles: no wonder he felt isolated from the general current of society.

Even the training college may have failed to widen the range of his experience. It is said that in some of them archaic repressive disciplinary regulations obtained. Possibly this case can be overstated: it is certainly not true of many of the up-to-date training colleges. It would no doubt be possible to cite an odd case where all the students have compulsorily, and with no exceptions, to be safely locked up, with their lights out, by ten o'clock. It could then be pointed out, ironically, that three or four years ago some of these same students were setting off at this time of night on a 1,000 miles sortie by aircraft to bomb the cities of the Ruhr. Such cases must, however, be exceptional, if they exist at all. Even so, it would almost certainly be appreciated that in any residential community, like a training college, certain minimum regulations have to be imposed to secure smooth working and to safeguard the conditions of employment of janitors and porters.

Wider Experience

The war cut through this inevitable cycle of school, training college, school. It is a pity that the war and the disruption of education generally were the background conditions that first gave many teachers the opportunity to learn new ways in the services and in industry, to make new contacts with people from quite different walks of life. Few teachers who had this experience failed to benefit therefrom in some way. Many found, too, that they were able to do as well as to teach, and that Shaw's laughing gibe, which might otherwise have rankled, could be dismissed with good humour as an

irrelevant jest. They returned to the schoolroom with a new zest, a new will, a new dignity, and a new sense of the education purpose apprehended in a wider social context.

This experience and the prospect of the invigoration of the teaching profession by the emergency trained entrants with widely differing backgrounds have led to a re-examination of the normal methods of the recruitment of teachers. Would it not be a good thing if older people, with industrial or commercial experience, could sometimes transfer to teaching, perhaps in the thirties or in middle age? Would it not be wise if all intending teachers spent some time—say a year or two—doing some job outside pedagogic practice?

These proposals are easier to make than to work out in detail and to bring them into operation. The arrangement of an older entrant's position on the salary scale might be a matter requiring delicate negotiation with existing members of the profession. And the withholding from teaching service of each batch of newly trained recruits for a couple of years might seriously affect existing arrangements for the staffing of schools; although it must be admitted that conscription for a period of national service raises similar problems which can be, and are being, overcome. But the purpose of all these suggestions is to broaden the intending teacher's experience and outlook, and to help to effect a closer integration between the profession and the general public.

Teachers and Public Service

It is unfortunate that, on the whole, teachers do not take a very active part in public life. They tend to become so absorbed in their educational work and to accept readily many of the additional calls that school necessarily makes upon their leisure, that they fail to exercise that leadership in the community for which their standard of educational attainment and their social idealism fits them. Teachers are to be numbered amongst the most literate and well-informed members of society, and it therefore becomes them to accept

responsible positions in public life, where they can give guidance and make articulate the feelings of those less fortunately equipped.

But there are other reasons for this curious reluctance on the part of teachers to assume public duties. Of course, the demands upon their time increase, sometimes alarmingly; because of their immense fund of goodwill, they have often been imposed upon so that they become convenient odd job men. In spite of this, and the bitterness that has followed, it cannot be denied that in performing all these extra services—and how many they can be only those who were concerned with the war-time evacuation schemes can really testify—there has often been found a happy consciousness of being needed that is a wholly new and invigorating experience that brings an unsuspected dignity to the whole job of education. Apart from all this, however, many teachers of talent do not seem to be inclined to take up a more definite public stand and to engage more actively in public life. The political health of the community and the citizenship experience of the teacher both suffer in consequence.

Political Duties

There are not the slightest grounds for supposing that the nature of the teacher's job precludes him from taking part in public affairs. In no sense is he a civil servant, neither can he be regarded as a local government employee. It is legitimate to argue in these cases that a public servant, officially appointed to execute the programme of an elected body, should refrain from taking sides in the conflict of opinion that must precede decision. This principle, however, ought sensibly to be applied without rigid inelasticity, otherwise it may become dangerous, since we are all carrying out governmental decisions in some way. While it may certainly be desirable in the case of a highly placed administrative officer, there is no reason why it should be applicable to a technician whose relation to the governing body may be remote. A chemist employed by a

public body should not be denied the right of stating his views freely, and without fear of official censure, on general matters of social interest.

However this may be, it is certainly not relevant to the position of the teacher, which is altogether different. No doubt any proven attempt to restrain a teacher from political work would be sternly countered by the powerful teachers' unions as an impertinent gesture violating his liberty. The truth is that such attempts, when they have been made, are often difficult to pin down, since those who make them are sufficiently cautious to see that they avoid any direct, overt action that could incriminate themselves. It is possible, for example, that many of the teachers who have insisted on performing their citizen responsibilities to the full may have thereby jeopardised their chances of promotion. Or again, some may have been politely advised, with every outward sign of goodwill, that if they persisted in political activity they might not rely upon the backing of their superiors against any criticism or objections made by those responsible for the school. Behind such a facade of smooth words there lurks a thinly veiled threat, which many people with domestic responsibilities and lacking the support of a private income might ignore only at their peril.

A Changed Situation

Now it is highly improbable that this kind of repressive attitude could possibly exist any longer: teachers suffer no more from the threat of unemployment and they can insist with greater assurance of security on conditions that enable them freely to exercise their democratic rights and effectively to fulfil their citizen duties. Occasionally, of course, the old bogey will crop up about the teacher who exploits his position in the classroom to indoctrinate the young with his own political theories. Never can these accusations be substantiated. They are an impudent affront to the integrity of the profession, and are usually ignorantly made by those who project

on to the teacher motives of which they suspect themselves of being potentially guilty. As a matter of fact, in the later stages of education, political theories ought to be presented and discussed; whatever his views and extra-mural activities, the teacher is best qualified impartially to expound them for the purposes of free argument, since his whole training has prepared him for objective analysis and suspended judgment.

The McNair Report on *Teachers and Youth Leaders* (a document of immense importance), shows an acute awareness of the desirability of teachers taking an active part in public life. The Report observes:

"It is comparatively rare, however, for teachers to engage in forms of public service which may make demands requiring them occasionally to be absent from the school during normal hours of duty. This is a pity. Many teachers acquire in the course of their school experiences a type of qualification which is particularly valuable. We would, for instance, favour a more generalised practice of securing the services of teachers on education committees; and, of course, they should be free to play a full part in organising their own professional associations. We have in mind, also, service as a Justice of the Peace, membership of a children's court, membership of a local authority service on university bodies or rural community councils and so on."

Perhaps this does not go far enough; but with the "and so on," it may suffice as a statement of principle.

The community as a whole suffers a serious loss when any literate section withholds its services of public leadership. In the pre-war House of Commons, a teacher was a rare bird. Happily, this is no longer true, when a score of teachers and educationists in the House has made a profound impression, has made a magnificent contribution to the general conduct of affairs, and has played no small part in raising the intellectual level of debate. This is all to the good: it is a service to the

nation of which all may be proud, and it has done much to enhance the prestige of the profession.

There are, of course, many ways in which public service may be, and is, given, other than through the tough interplay of the hustings. However it is given, it is beneficial to the community, to the teaching profession (whose place in public esteem is thereby greatly raised), and to education generally. Children learn more by example than by precept, and good citizenship is more likely to be shown by the new generation, if those who talk about it publicly display in their own lives what good citizenship really implies. Prudent restraint, balance, tolerance, compromise are learnt more readily from concrete practical examples than from the reiteration of principles.—(*From Schoolmaster and Woman Teacher's Chronicle 26-8-1948*).

Education for Free Men

Few words have been more subject to abuse than the word freedom. For freedom, or what they imagined to be freedom, men have fought, have killed one another, have perpetrated incredible cruelties and have laid waste flourishing territories; but more often than not, the freedom for which they strove was the licence of the group to impose its collective will on another group. Closely related to the degree of ruthlessness with which such a group tries to impose its will, is the degree of unfreedom necessarily inherent in the social framework of the group itself. This degree of unfreedom is normally rationalised by calling it discipline. It is not discipline at all; it is an order maintained only by the application of external force or by the threat of force. Its apparatus is a secret police and the concentration camp.

When one group seeks to tyrannise over another, we can readily expect its inner relations to reflect the denial of freedom which characterises its collective behaviour. Curiously enough, the greater the tyranny, the more vehemently do such groups proclaim the righteousness of their struggle for

"freedom." The Nazis proposed to impose their will on all the world and practised ruthless dictation in their internal affairs; yet most noisily did they assert that they were struggling for freedom. The native egoism of the individual was projected on to the mystical idea of the state. That is why the state could become such a monstrous tyrant; for it derived its strength from those grosser impulses, normally sublimated in ordinary relations between a few people forming a small group. Here were conditions under which savage, untamed impulse was released, encouraged, and proclaimed to be ideal. Pity, love and all man's higher attributes were derided as sentimental vanity and weakness.

Licence

Freedom does not consist of the licence of group egoism. For, in any case, group egoism is not compatible with liberty within the group. But neither does it consist of unbridled individual licence. The condition of freedom is not a condition of doing as you please. For in a community, the behaviour of any one individual concerns in some degree every other individual. The existence of a community implies the necessity of restraint amongst the individuals composing it: robber and exploiter, slacker and drunkard, indulging their own selfishness in their various ways, plague the health of the community as a whole. The gratification of every impulse is a social impossibility.

But neither would self-gratification and self-indulgence constitute a theoretical state of freedom. For such a state is the condition of the infant who has, as yet, discovered no means of obtaining self-satisfaction other than by the indulgence of impulse. Only with growth and development does he learn the paradox that the surrender of impulsive energy to external ideals and purposes is itself the prime condition of worth-while freedom. In a totalitarian state, these external ideals are attached to a state mysticism and it becomes extremely easy to direct and to condition impulses accordingly; that is

why totalitarian education, ruthlessly designed, can be made to work so efficiently. A state mysticism is particularly easy to build up, since it can be based upon concrete forms like leader figures who can be presented as objects of worship, sustained by the in-group mythologies of the national sagas. The democratic programme, which rejects such primitive tribal techniques of preserving order, and is based upon the voluntary surrender of the self to principles that transcend state worship (principles indeed, which flatly deny state worship in any form), is much more difficult to accomplish. Each individual has to discover these principles for himself within the controlled experience that education provides for him. We cannot dogmatically teach such principles: all we can do is to provide an educational environment that itself enshrines them, and in which they may be discovered.

It is perhaps unfortunate that phrases like "free activity" have come into common use to describe modern educational methods. For free activity, in the sense that impulsive energy is allowed to expend itself in any direction it chooses, can certainly find no justification in any realistic educational or moral theory. It would indeed be a hardship inflicted upon the child, to bring him up under artificial conditions in which he found that he could always do as he pleased. It would hardly fit him in any way for the problems of real life; he would, in fact, become impossible to live with. Neither would a child, who needs direction and guidance for his vast store of energy, appreciate such conditions. Useful activity is always purposeful, and the mere existence of purpose imposes a form of voluntarily accepted restraint, and gives direction to the child's energies. The provision of a purpose to guide activity is the duty of ordered nurture. It is not "free" chaotic activity that we want, but activity released in the pursuit of some goal.

The Conditions of Freedom

What conditions are necessary to ensure man's freedom? First and fore-

most, he plainly needs freedom from avoidable physical restraint, individual and social. A man is not free who suffers from a body muscularly undeveloped, or from a body constrained by the ravages of disease. So we put nutrition and health as first principles of a nurture fit for free men. A St. Paul could hate his body and its secret afflictions, but could maintain personal integrity in spite of it, as the tragic and moving final paragraphs of his second letter to Timothy shows. But bodily affliction is no virtue, and is likely to distort the growth of the soul; in fact there are times when St. Paul's curious views might suggest that something of the sort had happened to him.

Anyway, no community fulfils its responsibilities unless it provides an adequate public health service for all its citizens, unless it organises the provision of decent homes, and unless it provides facilities for recreation and for everything that comes under the heading of health education.

Neither is undue social restriction good, whether it be the restriction inherent in the architectural pattern of the nineteenth-century industrial town, or omit restrictions like those imposed by national frontiers across which people may glower suspiciously at one another.

A man is not free if he suffers from any kind of political oppression. For the last century and a half men have striven to secure release from the political tyranny of privileged groups. To preserve this freedom, which has been so dearly won, it is important that every individual who inherits it should appreciate his rights and his duties. He should know how, and for what purposes, he may and should join groups prepared to act collectively in the defence of any encroachments upon the liberty of the subject. He should know how such groups must necessarily work with due consideration of responsibility for public weal.

Yet still a man may not be free. He will not be free if he is chained by poverty. The vast army of the unemployed in the nineteen thirties cannot

be said to have been free. For work is necessary to a man, not only for his own self-fulfilment (since the wealthy idler who has no useful job to do must be devoid of real happiness) but also for his own security from poverty. All men have a right to work, but in a society with complicated divisions of labour, perhaps economically subject to spasmodic cycles of irrational boom and slump, this condition has not been easy to satisfy. It is wholly right that the principle of full employment should be a cardinal foundation of the new society that we seek to create.

Again, the most grievous shackles that education seeks to cut off are those of ignorance. So, we have to be concerned with basic instruction in the primary skills and with relevant facts about society and its economic, political, technical and cultural relations. And by the release and stimulation of imagination we extend the young person's field of experience far beyond that of his immediate physical environment. He becomes thus not merely a parochial creature, but a citizen of a world community, conscious of his cultural inheritance.

Physical, Vocational, Social Education

Thus, to secure freedom for all men, education can only proceed effectively in a well-conducted society that makes proper provision for the health and physical development of all its citizens. In any scheme of education we have to give physical nurture first place. All else is dependent upon this prime essential.

We next have to see to it that we arrange our education in order to facilitate the adjustment that the individual will have to make when he grows up. Vocational education is provided in some form (not necessarily in school, although it is there that the foundations will be laid), so that all shall be equipped for work.

Political education (by which we mean not party propaganda but education about the working of society and its institutions) is provided in order that

all shall have that minimum equipment to prepare them to take their places as citizens, actively concerned with the furtherance of the well-being of society. There is here implied a long programme designed to promote appreciation of the whole social heritage.

Individual Integrity

But all this is vain, unless our education secures that the individual shall achieve balance and integrity. The moral aim of the development of character is paramount. For all that we have said about education for free men has ignored so far the central fact that the most serious restraint from which man suffers is that of his own emotional entanglements.

No doubt it has been easy to show in some cases that the hates and fears from which men suffer, that distort their judgments, and that so twist their personalities that their energies are inhibited or misdirected, are derived from early rivalries and jealousies inherent in the family pattern. While this may often be true, it is unwise to overstress it, and to ignore the immense power of group influences and of remedial education that might correct this early distortion. The power of education as a natural treatment for the development of the emotions has been seriously under-estimated. Until we can free men from inner chaos, they will continue blindly to struggle with their chains. Unless man has personal integrity, all the political and vocational instruction in the world will not make him into a good citizen or a happy worker.

The whole problem of education is to secure the mobilisation of primary energies and release them anew in the service of remote principles of truth, goodness and beauty. Education is a process of release; we have to set free the child's latent powers, by securing their controlled discharge into those channels that bring maximum self-fulfilment.

For we believe that the whole majesty of man is derived from the astonishing fact that his mental equip-

ment enables him to reflect on his behaviour and on his creations in such a way that he may judge them to be good or bad, beautiful or ugly, true or false. He may be predisposed towards evil as the theologians have taught, in the sense that he may find it easy to neglect to make these judgments; in fact, the incidence of almost overpowering wickedness in human society is a demonstration of the correctness of this traditional view. But in this respect, man is less than his potentialities; for potentially he can become good, as the Christian religion teaches. And only in the search for goodness can a man come near to achieving self-fulfilment.

The Education of the Emotions

All this is, of course, a matter of the education of the emotions. What education has suffered from is too much intellectualisation. It is perfectly true that the intellectual disciplines are powerful directing forces themselves, and, for the higher intelligence groups at least, they must always have a place of the highest importance. And in this anti-intellectual age of false commercial valuation it is well emphatically to underline the intellectual virtues. We would do well to remember Plato's wisdom when he wrote up over the entrance to his school, "Geometers only allowed here."

But we have hitherto too much neglected the emotional content of education; the creative discharge of energies through craft, and the learning of the social graces by actual social relationships. These media, together with a religious ideal, all of which we have discussed before, provide the means whereby the individual may be freed from his native state of chaotic impulse and may find emotional release and inner co-ordination.

The free man is the well adjusted man. A proper political frame-work can make that adjustment possible, but it cannot guarantee that it shall be made. Only education can give that guarantee. Besides, the preservation of the democratic framework of society is only possible if its life is renewed and reinvi-

gorated by each successive generation. Technological advance, the legacy of culture, and a good system of Government are the necessary conditions that make the good life possible for all men. But in themselves, they do not make good men. Neither can their continuance be assured unless education seeks as its primary purpose to provide the nurture that will encourage the growth of the good man.—(*The Schoolmaster and Woman Teacher's Chronicle*, August 19, 1948).

Transfer and Distribution of Pupils from Primary to Secondary Education

Few countries are prepared to state definitely what should be the ideal conditions governing transfer and distribution of pupils to secondary courses. In some, experiments are being carried out and investigations made into the most reliable method of assessing ability and capacity. There seems to be general agreement that the primary school record and the primary teacher's estimate should be important factors in determining promotion. A few Associations would regard the school record and the teacher's estimate as sufficient evidence, but the majority are in favour of some further form of test such as a written examination or standardised attainment test, intelligence test, or personal interview. The importance attached to these different criteria varies considerably. It has also been recommended that some consideration should be given to the parents' wishes, or at least to consultation with the parents, regarding the type of course to be followed. According to some the child's social and/or medical history should be taken into account. Some Associations disapprove of distribution immediately after transfer and advocate probationary periods or classes d'orientation or classes de preparation of varying lengths.—(*From The Scottish Educational Journal*, Aug. 27, 1948, p. 483.)

ORIENTAL STUDIES AT WILSON COLLEGE

Course in Oriental Culture

The 1-semester course called "An Introduction to Oriental Culture" was initiated 5 years ago and after 3 years was expanded to a full year. The intention of the course is to give a broad, non-technical introduction to the sweep of history and the cultural achievement of the three major Asiatic nations—India, China and Japan—in order to awaken an intelligent respect for these nations and to establish a discriminating and sympathetic understanding of the different cultural backgrounds which define their positions and special problems in the contemporary world.

The course begins with a geographical survey that points out the features of terrain which naturally mark off one area from another and which have played a very important role in the history of Asia. This is supplemented by a general picture of the natural conditions and resources in each country.

An outline of the history of the three cultures is given by lecture. This material is drawn from reputable texts, particular attention being called to controversial interpretations so that the students should not feel that the information they receive is indisputably authoritative. The students are held responsible for making comparisons which they know can be supported by facts rather than for extensive historical details.

Materials Used

The larger part of the students' work consists in reading and making written reports on selected texts in translation. What they find for themselves becomes the basis of the instructor's emphasis in discussion, which elaborates and corrects when necessary the ideas which they have formulated.

The amount of reading which can be done is surprising. In Indian literature, for example, every student reads selections from the Vedic hymns

and the Upanishads, the whole of the shorter epic, the Bhagavad-Gita (the great classic of Hindu religious thought), one classic of Buddhist literature, selections from the fables, at least one play and some secular poetry and prose of later periods, some contemporary Indian writing, and at least one book on the contemporary situation in India. A comparable list of readings and reports is required for the other countries.

Art material is used with the same emphasis on spontaneous response and discussion. Representative examples of painting, sculpture, architecture, music, crafts, and if possible, the dance are presented, reported on, and discussed. In all the work there is a constant emphasis upon the fact that what the course contains is only an indication of the wealth of material which exists to be explored.

Contemporary Problems

The latter part of the course is concerned primarily with the definition of contemporary problems against the background furnished by the historical and cultural survey. The characteristic differences of culture and basic attitudes of the people by this time have been well established, and the students recognize immediately that problems which seem to be similar must be met differently under different conditions. Each student is allowed to specialize her interest and focus her reading upon one important contemporary problem. She writes a more extended and detailed paper on this material which is submitted to the class so that all may profit by the study done.

Results

The most important results of the course are: (1) A respect and understanding for and an active interest in the problems of these countries; (2) the desire of a considerable number of students to make further study of the Orient; (3) and perhaps most important of all, the development of a less provincial understanding which gives them a new perspective on the pro-

blems of the Occident as well as the Orient.

All the foregoing results may be attained by persons with materials that are readily accessible, by persons who have no specialized academic training. The chief requirement is a serious interest in avoiding prejudiced interpretation. The cultural emphasis serves a need that is not met by the specialized work of the graduate schools, which is primarily linguistic, and it avoids the dangers of the methodological approach of the social sciences. Our need is to understand these people for what they are, and the only way to meet the need is by an open-minded survey of what they have done in history and what they have contributed to the sum of human accomplishment.—(From 'Higher Education,' Feb. 1, 1948.)

Education in Switzerland

In Switzerland too, with a population of 4,250,000, education is subject to the interpretation of twenty-five independent authorities. Furthermore, within the Cantons there are over 3,000 more or less autonomous political communities (*Gemeinden*), each of which has considerable jurisdictional authority. In fact, education in Switzerland is on the three-fold basis of the Bund, Canton and Community. There is thus no centralization, no Ministry of Education, but instead complete delegation of responsibility to local authorities. Moreover, there is the additional complication of differing national types within the country and the common usage of four official languages. Indeed, Romansch—one of these four—itself includes four varying written forms, and school books must be compiled in each version. Although this tends to complicate the educational system, there is the advantage that so many of the Swiss do master at least three of these languages and enter thereby into the legacy of French, German and Italian culture. This is quite apart from the very general knowledge of English throughout the country.

Although there is no central control of education, the necessity for the pro-

vision of primary education is specified by the Bund. The Cantons are responsible under the Constitution for seeing that education is "free, adequate, compulsory and without religious discrimination". No federal regulations are laid down as to what constitutes "adequate" education: each Canton makes and enforces its own. Every citizen is free to appeal to the Bund if educational provision is considered inadequate. "Compulsory" education means that the Canton is responsible for seeing that sufficient instruction is received as decreed under local regulations, but not that children shall attend a State school. Nevertheless, the Canton ensures that the minimum standard of instruction is met throughout all schools, private or public. For this purpose cantonal inspectors have supervisory control over the curriculum of private schools.

The first stage consists of the *Grundschule*, i.e. the period (varying from three to six years) during which all children pursue the same curriculum. After this a division is made according to ability, and pupils either enter a different school altogether or continue with the second stage in the same primary school. It is usually only in small country districts that the same school consists of primary and secondary stages, and most pupils pass on to *Sekundarschulen*. The name "secondary school" is not interpreted in the same way throughout the country. In general it is the equivalent to English modern school, as most of the pupils enter non professional occupations. The equivalent of our secondary grammar school is the *Mittelschule*. From the modern schools—which hitherto have included both modern and technical curricula—students can continue at more advanced trade and agricultural schools. Investigation is proceeding, however, into the possibility of establishing independent technical schools. It is exceptional for children to attend any other than the state school during the primary stage, and so this latter includes children from every sort of home, both rich and poor. Regulations vary as to duration of school attendance; the minimum is six years in some Cantons, nine in others. Several

Cantons discriminate between boys and girls, the former taking a longer course than the latter.

Mittelschulen provide varying types of education and grant a leaving certificate enabling the pupil to proceed to the university. Provision is made for three main types: A—classical; B—Latin and three modern languages; C—no Latin, but more advanced mathematics. The State does intervene to a certain extent in *Mittelschulen*, as it insists on its own standard of leaving certificate for pupils proceeding to advanced studies in certain professions. In practice, it works out that almost all *Mittelschulen* arrange their time-table with an eye to the award of this external certificate. In all other respects the schools are under no federal restrictions. The duration of the school course varies from Canton to Canton, from six to eight years.

As to size of classes, the average is 32-33 children per teacher in the primary schools. In the normal secondary schools the average is 25 per teacher, and at the more advanced *Mittelschulen* as low as one teacher for every six students. The position of the primary school teacher is interesting. He or she is a local (not a State) official and is elected by the Community. This latter has considerable authority in deciding hours of work, length of holidays, and even pay. Here again there are wide variations: in some mountainous districts school functions for six months only, and the teacher must obtain other employment for the remainder of the year. The mode of election by the Community of the primary school teachers again varies from place to place. There are at least four common methods; by secret ballot, by decision at a general meeting, by the local council or by the school authorities. The same applies in general to secondary school teachers; *Mittelschulen* teachers are usually nominated by the Cantons. In Grindelwald, for example, a short list is compiled by general ballot and the school authorities make the final choice. In some districts teachers are chosen for life; in others for a term of eight, six or five years—or even less.

Although the Bund has a very definite influence on education, there is no central educational department. There is a Director of Education in each Canton responsible for the administration of his district. Under the constitution primary education is the only form for which State financial aid is definitely prescribed. Other schools do nevertheless receive indirect subsidies in various ways. No right, however, of intervention in primary education is thereby involved. In 1933 the primary school grant was fixed at 75 centimes per head of the population of the Canton. In mountainous and multilingual districts this is considerably increased. In respect of training of teachers, there is a wide divergence of opinion. Intending teachers usually pass from the secondary to a normal school, whence a minority continue at the university. Some Cantons insist on a university diploma for all primary teachers; others choose them direct from the *Mittelschulen* and grant a three years teaching apprenticeship. Nevertheless, in spite of the multiplicity of regulations, there is a very noticeable follow-feeling among teachers of all kinds in Switzerland and little or no 'caste' consciousness. As to success achieved, that is surely obvious in the degree of stability among the Swiss generally, in the reconciliation of so many different heritages, and in the friendly understanding and keen purpose which is so obvious in their national life.—(From *The Journal of Education*, August 1948, p. 459).

REQUIREMENTS FOR BECOMING A TEACHER

Personal Abilities

Because of the social importance of teaching, the profession is entitled to a large share of the ablest college graduates. However, the schools require so many new workers each year, and the requirements for some of them are so low that the profession still draws its recruits from nearly all levels of ability found among college students. Prospective teachers therefore constitute a fair cross section of the college student

body. In general if students can do creditable college work are sound in body, mind, and character, and display reasonable social intelligence, they have good chance of meeting the minimum requirements of the profession. High standing and rapid advancement in the profession, however, usually demand definitely superior abilities. The best scholars in the country are sought by outstanding schools, colleges and universities. Not only superior scholarship or knowledge of subject matter but also fundamental related traits, such as intelligence and good judgment, are highly important in teaching.

Closely related to the foregoing is breadth of interest, a peculiarly appropriate and helpful trait for a teacher. A teacher with genuine interest in his profession, in his community, and above all else, in the pupils he teaches is likely to succeed.

As in the case of other workers in public life, sincerity is a most important trait for a teacher. Also important are effective and pleasing personality traits and ability to mingle well with the public.

Good character, including firmness and forcefulness when in the right, dependability, intellectual honesty, self-control, morality, sound ethical character, and related traits are essential in genuinely successful teaching. Leadership abilities are important in teaching, supervision and administration.

Adaptability and co-operation, including the ability to get along well with others, are rated highly by almost everyone, especially school administrative officers. Other important traits are carefulness, enthusiasm, emotional stability, fairness, pleasing voice, industry, cheerfulness and a sense of humor, open-mindedness, refinement and tact.

Good health is desirable. Persons whose physical condition is such as to

interfere seriously with their teaching effectiveness or who have marked speech defects, infectious or communicable diseases, excessive overweight, and physical abnormalities that make for painful or unfortunate impressions upon children should avoid teaching.—(From *'Teaching as a Career, Bulletin' 1917, No. 11*).

Young Bright Pupils

No pupils will be permitted to proceed to a post-primary school under the age of 11 years. Records of the school progress of pupils admitted to post-primary school even below the age of 11 years 6 months show that an undue proportion of these children fail scholastically, even though they are bright, or develop social or emotional maladjustments, even though their adjustment in the primary school was satisfactory. No rigid ruling concerning pupils above the age of 11 years 6 months at entrance can be given, as many such pupils do successfully adjust themselves to post-primary school life and work; social and physical maturity rather than chronological age would appear to be the important factors.

Teachers are urged, therefore, to take early opportunity of discussing with parents of young children the advisability of allowing them to repeat sixth class rather than proceed at too early an age to post-primary school work. Where the services of a School Counsellor are available, teachers might care to invite parents to meet the School Counsellor to discuss this problem. It should be noted that where young children are advised to repeat sixth class, teachers should be prepared to make arrangements for them to pursue a more varied and enriched course of study during the year of repetition so that the child will obtain the greatest benefit from the extra year.—(J. G. MCKENZIE, *Director-General of Education in 'The Education Gazette' Sept. '48*).

EDUCATION IN THE MADRAS LEGISLATURE (OCT. 1948)

Amalgamation of Schools

The Government have not directed that certain secondary schools in this Province should be closed but certain classes and forms in some Government Secondary and Training Schools were abolished or amalgamated with those in other schools, as their strength was poor, stated Mr. T. S. Avinashilingam Chettiar, Minister for Education, in reply to a question asked by Mr. M. A. Salam in the Madras Assembly on the 20th.

Mr. Salam asked whether amalgamation of a school with a distant one would not virtually amount to abolition.

The Minister replied that no such amalgamation had taken place in the current year.

Begum Amiruddin desired to know what steps the Government had taken to make uneconomic schools economic.

The Minister replied that circulars were issued to the public to send their children to schools and maintain their strength, if those schools were to be continued in future.

In reply to another supplementary question, the Minister stated that some High Schools were started with the hope that there would be the necessary strength. But when this did not materialise, the higher forms were closed. For instance in the Conjeevaram Girls' School, there was only one student in the VI Form and five or six students in the V Form. So those two Forms were abolished and the students sent to another school.

English Medium in Colleges

Replying to an interpellation by Mr. A. Vedaratnam Pillai in the Madras Legislative Assembly on Oct. 21st Mr. T. S. Avinashilingam Chettiar, Minister for Education, stated that the Committee on medium of instruction constituted by the Government of India had recommended that the teaching of the national language should be started at the end of the Junior Basic stage and should be

compulsory throughout the pre-secondary or middle school stage, but might be optional thereafter and that facilities for instruction in the language for students who wish to take it, should be made by all Indian universities.

In respect of colleges, the matter had been referred to the universities for consideration. In regard to middle schools, the Government were of the opinion that in view of the opportunities that had to be given for those who wanted to study Sanskrit or any other Indian language, it was not advisable to make Hindustani compulsory.

Sir M. A. Muthia Chettiar asked whether in view of the fact that the Government of India had not stated that the medium of instruction in colleges should compulsorily be the national language, this Government would consider the undesirability of insisting on the universities and colleges having the national language as the medium of instruction and especially so, in view of the fact that the colleges and the universities had been built up in the past few decades through the medium of English, which had proved of great advantage to the nation.

The Minister stated that the question did not deal with the aspect raised by the member at all.

Sir M. A. Muthia Chettiar said that on this vital question the members could express their opinion.

The Minister stated that the members were certainly entitled to elicit information. If a separate question was put on this matter, he was prepared to place the information before the house.

Mr. B. Gopala Reddi, the Leader of the House, said that he would allot a day for a full-dress debate on the re-organisation scheme; though not in this session, at least in the next session.

The Minister for Education added that there was some misconceptions in the minds of members on this question. There was no compulsion to adopt the

national language as the medium of instruction in colleges. There was a conference of the Vice-Chancellors and the Minister at which the matter was discussed. Later, a meeting of the Vice-Chancellors recommended that, in the next five years, the medium of instruction could be changed in the colleges. There was no compulsion in the colleges now.

Admission to Colleges

At question time on Oct. 23 in the Madras Legislative Assembly, the Yuvaraja of Pithapuram asked the Minister for Education to state (a) the number of applicants community-war for admission to the B. A. Junior, B. Sc. Junior, and B. A. (Hons.) classes in the Presidency College and the number of applicants selected community-war and (b) whether it is a fact that admission to the College was refused to brilliant boys with excellent marks on the ground that they belonged to a particular community.

In reply, Mr. T. S. Avinashilingam Chettiar, Minister for Education, placed a statement on the table containing the information asked for. The Minister added that the most brilliant students in each community had been selected for admission. But in giving adequate representation to all communities, as laid down in the rules for admission, it might be that students belonging to one community receiving some more marks might not have secured admission, while students with less marks from other communities might have been admitted.

The Yuvaraja of Pithapuram asked whether the Government would assure the House that in selecting students community-war, there was no victimisation of any particular community inasmuch as that was contrary to the conception of a secular State and a negation of the principle of democracy of giving equal opportunities for all.

The Minister said that there was no victimisation of any sort under the rules laid down in this behalf. What the rules contemplated was that backward

communities might be given a chance to become forward.

Mr. Nagappa asked as to why, out of the three Harijan candidates who applied for admission to the B.Sc. Pass course, only one was selected.

The Minister: Possibly, those two did not present themselves for admission.

In reply to a supplementary by Mr. V. M. Ramaswami Mudaliar, the Minister stated that the Government did not think that admission into the arts colleges should be on the population basis. As far as possible, all students deserving admission should be admitted. A certain percentage of seats had been reserved for backward communities like Harijans. But for other communities, a certain minimum standard had to be prescribed and all those who had attained that standard were to get admission. In the matter of admission, provision had been made so that all boys and girls who were up to the standard might get admission in one college or another.

Mr. Bokkai Gounder asked whether it was a fact that certain students of backward classes had been denied admission in the Honours courses.

The Minister stated that the Government sought to make a difference between the ordinary B.A. and Post-Graduate and Honours courses, because the Honours courses were specialised courses intended for pupils of ability and qualification and in those courses a higher standard had been insisted on.

Answering Mr. Sanjivi Reddi, the Minister stated that in the case of Honours and Post-Graduate courses a higher standard had been fixed and in admitting students with the necessary qualifications preference was given to backward communities.

Mr. Manigar asked as to why only two were admitted out of the 24 students of the backward communities who applied for admission to the B.Sc. Honours course.

The Minister said that it was unfortunately so. They had to make a distinction between the ordinary courses and specialised courses, as for instance, in a

music college, they could not admit students community-war, however much a student of a particular community was anxious to get admission. The students selected should have special qualification for the course.

Begum Amiruddin asked whether Government were aware of the fact that, because due provision had not been made to absorb all students, who had qualified themselves for admission into the colleges, brilliant Brahmin students had been compelled to go to the Veterinary College.

The Minister: I do not think it is true. The position is this. For the ordinary B.A. and intermediate courses according to our calculations, almost all the students who sought admission had got admission in one college or another. But for specialised courses, by reason of the difficulties in regard to equipment, admissions had to be limited.

Mr. Ismail: Is it a fact that some Principals of colleges have been compelled to give seats wholly to backward students as a result of the great pressure brought upon them by relations and friends of Ministers?

The Minister: It may be also M.L. As. and their relations and also any other public man for the matter of that. I am very sorry that the member should make such a reference. It is wrong for Ministers or anybody else to bring such pressure. If the member will point out a single case in Government colleges in which the rules had not been properly adhered to I will take strong action.

Mr. Salam asked as to why the rule passed by the Prakasam Ministry that merit alone should weigh had been changed by the present Ministry.

The Minister: The member is wrong. For honours courses a minimum standard has been prescribed. While that standard is insisted on, certain adjustments are being made to benefit backward communities.

In reply to a question by Mr. R. V. Swaminathan, the Minister stated that instructions to Government colleges were that the claims of minority com-

munities should be respected provided there was the minimum qualification.

Mr. M. S. Pattabhiramiah asked whether all the students that had been rejected by the Presidency College had got admission into other colleges.

The Minister stated that he was unable to state about individual cases. Students applied for admission to four or five colleges and if they were brilliant students, they might get seats in all the colleges. But they preferred a certain college. Because of this, certain vacancies occurred in colleges and after 15 days or a month, other students were admitted.

Mr. Mahomed Ismail asked whether, in view of the fact that brilliant students did not get seats sometimes in the colleges, what steps the Government had taken to increase the number of seats in the colleges so that all eligible students might get admission.

The Minister said that before answering the question, he must answer a whisper from Mr. Raza Khan.

The Speaker said that the Minister need not answer whispers.

The Minister however informed Mr. Raza Khan that five per cent of the seats in the Queen Mary's College had been reserved for Muslims.

Answering a question by the Leader of the Opposition, the Minister stated that the Government were making provision for an increased number of seats in the colleges. Four thousand more seats had been provided in 1947 and this year 1,700 more seats were provided. The Government would see what could be done in the matter in the coming years.

Instruction in Mother Tongue

Begum Amiruddin asked the Minister for Education to state what steps this Government intended to take to implement in this Province the resolution of the Government of India that a child should be instructed in the early stages of his education through the medium of the mother tongue.

Mr. T. S. Avinashilingam Chettiar, Minister for Education, replied that the matter was under consideration.

Begum Amiruddin: May I know whether, when considering this matter, the Minister for Education will deeply ponder over the following sentences of the resolution: 'Any attempt to adopt one language in any Province where groups of people speaking different languages reside and to impose it on all is bound to lead to discontent and bitterness. It will affect inter-provincial relations and set up a vicious circle of retaliation. Provincialism will grow and Indian Nationalism will suffer'?

The Minister: I have stated that the matter is under consideration. I have nothing more to say at present.

Admission to Colleges

Answering an interpellation of Mr. A. Subramaniam on October 27, Mr. T. S. Avinashilingam Chettiar, Minister for Education, stated that the Government had not laid down any rigid proportions for admission of students from various communities into Government Arts Colleges.

Principals of Colleges had however, been instructed, added the Minister, to exercise the greatest care in seeing that due representation was given to Non-Brahmins to all minority communities, to Muslims, to Harijans and to women. It had also been laid down that the fact that candidates from backward communities did not possess equally high marks as candidates from forward communities should not stand in the way of deserving candidates from such communities being given due consideration. The instructions did not apply to private colleges but under the Grant-in-aid Code, private colleges should take in candidates of all communities. The Government ordered last year that 10 per cent of the seats in all Government and private Arts Colleges should be reserved for Harijans. In regard to admission of students into the Engineering Colleges, the Government had fixed a communal proportion as in the Communal G.O. It also been laid down that due regard should be paid to the admission of students from backward communities. While no definite percentage of marks had been prescribed it had been

suggested that a decent minimum qualification should be insisted upon. No communal proportion had been laid for admission of students in high schools.

Mr. Abdul Hameed Khan was informed, in reply to a supplementary question that this fixing of the percentage had served the interests of the backward communities to a large extent.

Mr. Vedaratnam asked whether at some stage this communal selection would be terminated.

The Minister: If the House consider that no such protection to backward communities was necessary, the Government will be prepared to take away all these restrictions.

Replying to a question by Mr. Swaminathan, the Minister stated that the percentage was fixed not merely on population basis. They had also to consider the number of pupils coming forward in the various communities so that opportunities to those communities even though they be small, should be given.

Begum Amiruddin: Since communalism is regarded as a bogey in these days, may I know why the Minister is insistent on fostering and preserving this communalism within the ranks of the Hindus themselves.

The Minister: It is not that the Government are preserving this communalism. It exists in society. He would be an unwise person who did not take note of this. Certain social opportunities should be given to certain communities. The Government want to abolish these inequalities but I am afraid that without giving equal opportunities to all, it cannot be done.

Answering Mr. L. N. Gopalaswami, the Minister stated that giving equal social opportunities was one of the methods of removing communalism.

The Government sought to make a distinction between merely professional colleges and colleges in which highly specialised knowledge was given, said the Minister, and higher standard of qualification had been prescribed for such colleges. This was stated in reply to a question put by Mr. N. S. Varadachari.

Mr. T. V. Visvanatham asked whether the existing communal G.O. both in respect of services and admission to educational institutions, would not perpetuate communalism instead of removing the distinctions.

The Minister said that this was not a matter in which orders could be issued. It must come from a change of society. Giving opportunities to all communities would remove these distinctions and inequalities.

Mr. N. S. Varadachari was informed that in the matter of admission to professional colleges, only students with a minimum standard would be admitted and that out of the qualified candidates, representation would be given to the various communities.

Alleged Discrimination against Catholic Schools

Mr. T. S. Avinashilingam Chettiar, Minister for Education replying to a short-notice question on October 28th put by Mr. T. S. Pattabhiraman, stated that the Government had seen a statement issued by the Standing Committee of the Bishop's Conference held recently in Bangalore and said that the allegation in the statement that exemption had been granted to Hindu institutions such as the Pachaiyappa's College and the Ramakrishna Mission in the matter of endowments, was not true.

The Minister read a statement in this connection. He said: The Government have seen with regret the statement issued at the conclusion of the meeting of the Standing Committee of the Catholic Bishops Conference of India. In the statement they had said many things which were not true. They have said: "We fail to understand that while exemption had been accorded to schools managed by Hindu organisations like Pachaiyappa's Trust and Ramakrishna Mission, why no such concessions on endowments should be granted to our schools though they are of much longer standing and of universal stability." I must say this is absolutely wrong. Again, the tenor of the statement gives the impression

that steps taken by the Government to put certain bad schools in order is intended against Catholic schools. No steps have been taken against schools of Catholic management as such, merely because of their denominational nature. Neither do the measures taken by the Government warrant such a conclusion. Grants and other facilities which are given to schools under Catholic managements are in no way less than what has been given to other managements and possibly in some cases more.

I must also refer in this connection to certain representations that have been made by the Catholic managements to the Government of India in which they have said that in the matter of grants to two Christian institutions, the Loyola College and the St. Christopher College, the Government had shown discrimination. I am glad to say that Rev. Father D'Souza recognised the injustice of their statement and had the courage to own this mistake in their representation and wrote back acknowledging the mistake. I hope, whoever have been responsible for the statement of the Bishop's Conference, will have the courage and nobility to issue a correction to their statement at least after knowing the fact that no Hindu management has been given exemption in the matter. There are good and bad schools in every management. Corrupt practices have been found in certain schools in Catholic managements as in others, and I hope such plea of protection of minority rights will not be put forward, when Government take action against such corrupt practices. Some of us who have studied in missionary institutions have great respect for their zeal and the great teachings of Christ. The Bishops who are the exponents of these great teachings, I hope, will co-operate with the Government in correcting such malpractices.

Mr. Abdul Hameed Khan asked whether it was a fact that certain Christian schools had been denied exemption not on the basis of religion but on some other basis which the

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FROM OUR ASSOCIATIONS

TANJORE

The Tanjore Secondary School Teachers' Association got up a delightful farewell party on the 16th of October, 1948 in honour of Sri V. Guruswami Sastri, B.A., L.T. its founder and first president. The function took place at Mangala Vilas Buildings, Viraraghava High School. There was a great gathering of members besides educational officers and other distinguished members of the teaching profession.

After entertaining the guests to tea, the secretary, Sri. A. Panchapagesa Ayyar, on behalf of the Association, presented the chief guest with an address setting forth his services to the cause of education and the teaching profession and pointing out the qualities of head and heart which have endeared him to all. The Rev. Fr. Fernandez and Messrs. A. Paul, S. Krishnaswami Iyer, Sethurama Iyer, Renganathachari, T. K. Gopal Rao and Balasubramania Iyer, representing the various institutions of the town, spoke eulogizing Sri Sastri's services. Sri K. Krishnamurthy Iyer, Personal Assistant to the Dt. Educational Officer, Tanjore, participating in the function, referred to the love of discipline, integrity of character and sterling independence of the chief guest.

Sri Sastri thanked the members of the Association for the honour done to him and, advising them to make the Association more and more useful to the public, gave them the assurance that its welfare would ever be uppermost in his thoughts.

The President of the Association Sri V. Ramanuja Iyengar, B.A., L.T. laid emphasis on Mr. Sastri's love of discipline and the need for the teacher to equip himself thoroughly for his job.

Sri A. Panchapagesa Iyer proposed a vote of thanks expressing the deep sense of gratitude of the members to Sri Sastri for his generous and spontaneous gift of his library to the Association.

KODUMUDI

The 18th South Indian Education Week was celebrated in S. S. V. High School, Kodumudi on 22-10-48 under the Presidentship of Sri M. A. Eswaran, M.L.A. Avl. Erode.

After prayer and the President's introductory speech Mr. A. Y. Moses, M.A., L.T., Headmaster, L. M. Training School, Erode, delivered a very useful speech on "Social Activities and School life" and clearly explained to the audience how the school can be a community centre in shaping the progress and real character of students, the future citizens and rulers of India.

Sri S. Meenakshi Sundaram B.A., L.T. correspondent, Kalaimagal Kalvinilayam, Erode, gave an interesting and very amusing lecture on "A New Outlook in Education." With good pictures of educational value and with other concrete examples, the lecturer emphasized the need for a new outlook or change in education, the importance of activities inside and outside the school, while we have obtained freedom and enjoy the benefits of a democratic government.

The President Sri. M. A. Eswaran, M.L.A., Erode explained to the public, the policy and goodness of the present government in the spread of education and in helping the poor and the middle class people of our country, and stressed on the point that the present reorganised system of Education should be worked out very well.

The Headmaster Sri. V. S. Venkatesa Iyer, B.A., L.T. Avl. pointed out to all the several good features in the present reorganised scheme of secondary education and suggested how the public and the parents can co-operate with teachers and work for the cause of education in our province. The celebration ended with good success with "Jana Gana Mana," the national song.

The Education week was inaugurated at Ambur on Wednesday the 20th instant by Sri T. S. Seetharama Naidu, B.A., Commissioner of the Municipality. Nearly three thousand pupils belonging to the three High Schools and the several Elementary Schools within the Municipal Area were taken out in a procession through the main streets of the town with band music and chorus songs. Fruits were distributed to the pupils at the Hindu High School, where the procession terminated. The President Mr. Dorairaj, B.A., L.T., exhorted the teachers to take their full share in the celebrations and impress upon the public the significance of the week. He opined that the procession would serve as an eye-opener to those parents who had not sent their children to school hitherto.

On the second day (Thursday) a Variety Entertainment was got up at 5.30 P.M., in the Concordia High School with Captain Venkatchalam, the Municipal doctor in the chair.

On the 3rd day (Friday) an educational exhibition was got up and thrown open to the public at 9 A.M., in the Mazharul Uloom High School, Ambur, by Mr. T. M. Baskara Tondaman, M.A., Revenue Divisional Officer, Vellore. Handicrafts from Elementary Schools and Science Exhibits from high schools attracted particular attention.

On the evening of the third day there was a play festival in the Hindu High School playgrounds.

Under the presidency of Sri A. V. Thiagarajan, M.A., L.T., District Educational Officer, a public meeting was held. The President desired that all the young and the old should participate in these celebrations and make efforts to improve the education of the young with the ultimate view of elevating the nation.

Mr. Sankara Iyer, Headmaster of the Hindu High School, spoke next laying emphasis on provision of suitable environment at school and at home for the child to develop a cheerful spirit in all its activities and on training them up for social work.

Mr. Hamid Sahib, M.A., L.T., Secretary of the Ambur Teachers' Association, spoke next calling on the members of the association to exert themselves in making the celebration a success by trying to create interest among the public who were somewhat apathetic.

Mr. Baskara Tondaman, M.A., Revenue Divisional Officer, Vellore, speaking next laid stress on character training of the pupils as a panacea for all moral delinquencies.

The President wound up by appealing to children to convey the message of the speakers to their parents who could not be present for the function. He assured the audience that pupils were sure to take real delight in the reorganised scheme of education which was democratic in character. He made a fervent appeal to the public to take greater interest in the progress of their children. Mr. Dorairaj, B.A., L.T., president of the Association, proposed the vote of thanks.

MAYAVARAM

The education week was celebrated in Mayavaram from 18th to 20th instant. The celebration was inaugurated by Sri T. Krishna Nair, B.A., Revenue Divisional Officer, Mayavaram, when Sri N. Vaidinatha Iyer, M.A., B.L., Advocate, delivered a lecture on 'Social Activities and Training the Future Citizen'. On Wednesday the 20th there was an educational film show to parents. It was presided over by Janab Mahamud Abdulla Badsha Sahib Bahadur, B.A., Bar-at-law, Sub-Judge, Mayavaram. On the concluding day Janab M. A. Ismail, member, Municipal Council, Mayavaram delivered a lecture on 'Social activities and the Spirit of service'. Dr. N. R. Visvanathan presided.

KURNOOL

Under the auspices of the Kurnool District Teachers' Guild, a public meeting was held on Saturday, the 23rd October, 1948, with Rev. H. C. Jackson, M.A., Th. M., Principal, Coles Memorial High School in the chair.

Sri K. N. Pasupathi, Guild Secretary, explained the object of the meeting and the appropriateness of the theme "Social Activities and School Life," sponsored by the Central Education Week Committee in Madras.

Sri G. Narayana Rao, Lecturer, Osmania College, delivered an address in Telugu on "Social Activities and School Life".

Sri M. P. Rajam Aiyar, retired Headmaster, characterized the new scheme of education now introduced, as a revolutionary one. It was activity centred and child-centred and not a purely bookish one that has obtained till now, and was calculated to develop the body, mind and character of pupils at school. It was imperative on the part of teachers to work out successfully the new syllabuses and provide and effectively supervise the social activities of school pupils.

Rev. Jackson, the Chairman, said that the new scheme should be implemented properly to realise the high aims and hopes of the Government in the educational field of today.

Sri D. N. Babu Rao, Guild President, proposed a vote of thanks.

PERAMBUR

R. B. C. C. C's High School

The "Educational Week" celebrations were held in the school from 18th to 23rd insts.

The Hon'ble Mr. M. Bhaktavatsalam, inaugurated the week.

Sri Periasami Thooran, Editor, Tamil Kalai Kalanzhium, speaking on 'Basic Education' stressed that the prerequisite of education should be the freedom of the child and education should be child centred.

Sri C. R. Sreenivasan, Editor, 'Swadeshmitran' presided. Sri B. S. Krishnamoorthy spoke on 'National Service and National Language' on the same occasion after the first lecture.

On 20-10-48

Sri M. Seshachalapathi, Advocate, Correspondent of the Kesari High

School, Royapettah, spoke on 'the Citizen of Tomorrow' and Sri Sami Venkatachalam Chetty, the Correspondent of the School, presided over the function.

On 21-10-48

Sri K. Sanjeevi Kamath, Secretary Y. M. I. A. Madras, speaking on 'Enriching School Life with Social Activities' laid stress on three points:

1. Solving the Harijan problem by integrating and cementing the Hindu Community.
2. Spreading the significance of adult Franchise and Prohibition.
3. Working wholeheartedly for Adult Literacy.

He suggested that the teachers and the boys would do well by visiting the slums and cheris, creating confidence in the residents and explaining to them about the pressing problems of the day. He made it clear that the social worker should have the will to work in a spirit of love and sacrifice to the downtrodden and that earning their good will is their only reward.

The District Educational Officer, Madras, who was one among the distinguished guests took part in the proceedings. He spoke on the importance of social activities and appealed to the boys to identify themselves in that work with zeal and understanding.

Sri C. R. Pattabhi Raman, Chairman for the function, put it to the boys to preserve the old traditions of Indian Culture and work for unity by winning over conflicting elements in our countrymen and making them view things in the new perspective.

On 22-10-48

Sri V. K. Ayyappan Pillai, Professor of English, Presidency College, speaking on "English and the Revised Curriculum" vividly presented the following points in favour of English as a language and cautioned the men at the helm of affairs to take a realistic view and rather "hasten slowly" in giving effect to the abolition of English.

1. English plays a very great part in the acquisition of knowledge based on World Culture and Western Sciences.

2. It holds an indispensable place in the higher spheres of Education.

8. It has got into our blood and enabled us to maintain our self-respect as a free Nation today in the comity of commonwealth.

4. It is now an International Language which can easily be acquired by us with minimum strain.

The learned Professor finally advocated the retention of English in the revised curriculum for the benefits it confers on the readers.

SHIYALI

Sri. C. S. Pichu Iyer, B.A., L.T., Headmaster of the S. M. Hindu High School, Shiyali, from 1943 to 1948, who retired in June last, after a loyal and continuous service of 30 years in the self same Institution, was presented with an address of Farewell by the members of the S. M. Hindu Educational Institutions, Shiyali, on 29-9-1948 at 4-30 P. M.

A souvenir was also presented to the retired Headmaster.

The S. M. Hindu High School Teachers' Association celebrated the Education Week on Friday the 22nd October, 1948 at 4-45 P. M. under the presidency of Sri. R. Chockalinga Mudaliar, B.A., L.T.

After prayer, Sri. T. S. Gopalachariar, B.A., L.T., Headmaster, opened the symposium on "Social Activities and enrichment of School life".

KODAVASAL

Eighteenth October 1948 witnessed the celebration of the Education Week as the "TEACHERS' DAY" in our school. 'The Teacher and the Citizenship Training' was the subject of an address given by Mr. Balasubramaniam, B.A., L.T., of National High School, Negapatam to the members of our Association. Mr. M. Govindaswami Pillai, B.A., L.T., Headmaster presiding on the occasion.

On the 22nd and 25th instants, in connection with the celebration of the above week the Museum and the Exhibi-

tion Committee of the school for the year under report, threw, with the help of the available projector, on the screen, the pictures of the Global War No. I in order to show to the pupils how war affected the Social Life of a country. The dark room improvised by the committee for the purpose accommodated all the pupils, class after class throughout the whole day.

KATPADI

The Education week was celebrated with great success in the School, on the 22nd instant "Social Service Day Entertainments" were provided to the younger children and the public of the place. The class decorations from I Form to VI Form consisting of Sections were beautifully done on a healthy competitive basis. As declared by the Judges VI Form was awarded the First prize.

A public meeting was held with Mr. K. Chinnappa Mudaliar, Proprietor, B. K. A. & Co., Engineering Works, Katpadi and a philanthropist, in the chair. Mr. T. P. Gopalakrishna Naidu, B.A., L.T., Headmaster of the school, explained the aim of the celebration of the South Indian Education Week and impressed in the minds of the public the need for the proper education of the children of the country, for an appreciation of the benefits that right type of education confers upon the individual and the country as well. Anecdotes and dramas, sports, speeches, dialogues and songs formed the important items of the programme. The pupils and visitors acquitted creditably. The audience appreciated the programme of variety entertainments.

After a short speech by the chairman, praising the activities of the pupils and the work of the teachers as well, the meeting terminated with a vote of thanks by Mr. A. S. Natesa Mudaliar, B.A., L.T.

It is worth mentioning that the Dramatic Committee of the School contributed much to the success of the function.

CONJEEVERAM

The Parents' Day in Education Week was celebrated in the Anderson High School, Kancheepuram on the 22nd of October with special reference to the various activities outlined in the programme for the week by the South Indian Teachers' Association.

A special News Board displaying the latest trend in Education with special reference to Pupils' Activities envisaged in the new syllabus was kept on view during the week.

On the day were demonstrated in the school compound Citizenship Training activities and activities connected with social studies,—activities conducive (1) to the formation of *right habits*—for "man is a walking bundle of habits"—that would tend to foster a habitual passion in the "school-citizens"—for loving "their neighbour—citizens" more than themselves,—and (2) to the building up of *right attitudes* to the school as a community and to society as a brotherhood of the children of God—for, that is the aim of "social studies"—(Pictures published elsewhere in this issue).

Later in the afternoon a variety entertainment which included a School Parliament (I Form Citizenship Training Class), folk song and dance (I Form Social Studies Class), class conference on social problems (IV Form Social Studies class), and a few other items all in tune with the Reorganisation schemes, was staged in, what the District Educational Officer described as one of the most beautiful Assembly Halls in which the entire school of nearly a thousand sat in order and in silence to watch their fellow citizens in action. Mr. Paul Joseph, B.A., L.T., spoke on 'Parental Co-operation and Social Service'.

Later in the month, the District Educational Officer spoke of the School Assembly as one of the greatest achievements of the school for therein the pupil citizens—a heterogeneous body to begin with, learn to stand and sit and wait and serve each his fellow-citizen

and develop a spirit of corporate fellowship by acquiring the qualities of good citizenship—patience, forgiveness, meekness, sympathy and politeness and good-will.

As the theme chosen for the Education Week this year relates to the new schemes, a few words on the working of the new schemes in this school will not, I believe, be out of place.

The members of the staff especially those in charge of the new schemes in IV and I Forms have not only entered into the spirit of the Reorganisation but have been doing their work so well during the past few months that they have earned the highest tribute from the District Educational Officer, Sri T. V. Apparsundara Mudaliar, M.A., L.T., M. Ed., (Leeds), at the annual inspection. These are his compliments on the working of the new schemes in this school:—

"The school is well-disciplined, well-organized and well-taught. The supervision of the work in the school is thorough.

"I am glad to say that extra curricular activities are receiving considerable attention in your school for example your Assembly. The sight of over 900 pupils assembled in your beautiful Hall is the grandest spectacle I have ever cherished. It has left an unforgettable impression in my mind. The School Assembly is one of the best achievements of this school.

"Your Pupils' Councils in which pupils share responsibility deserve praise.

"Masters in charge of Citizenship Training classes are doing their very best. They have taken to their work in right earnest. I appreciate your Study Circles and conferences. I am glad to say, if I am not letting out a secret, that your school can be a beacon light in this new Education to many a school around you."

TIRUKKATTUPALLI

Under the auspices of the Local Education Week Celebration Committee

with Sri. S. R. Balasubrahmanya Iyer, M.A., L.T., as its president, the 18th South Indian Education Week was celebrated on the 18th, 20th, and 22nd October. Inaugurating the celebrations on the 18th, Sri S. Raghavachari, M.A., Principal, National Tutorial College, Kumbakonam spoke on 'the Role and Equipment of Teachers.' On the 20th, Sri T. K. Srinivasa Iyer, Secretary, Tanjore District Congress Committee, gave an interesting talk on the significance of Dasara celebrations, the duties and responsibilities of students and craft-centred Education. On the 22nd, Sri M. N. Pranatharthihara Iyer, M.A., L.T., Retired Principal, Maharaja's College, Mysore, spoke on the part the schools have to play as citizen-makers. Covering a wide ground in the course of his thought-provoking address, he dwelt on the character of students and held up to them our Prime Minister Pandit Jawaharlal Nehru as an example and ideal. He stressed on the importance of the Mother tongue as the medium of instruction and the importance of the English language and the need for learning Hindi for the sake of national unity. The pupils of Sir Sivaswami Ayyar High School enacted successfully an interesting farce in English. The pupils of the Elementary Schools in and around the locality provided entertainment which was very much appreciated by the audience. Sri O. R. Muthuswami Iyer, B.A., L.T., Secretary of the Teachers' Association, proposed a vote of thanks.

Tirunelveli District Teachers' Guild

The Quarterly Educational Conference organised by the Tinnevely District Teachers' Guild was held in Schaffter High School, Tinnevely on Saturday, the 25th September 1948 at 2 p.m. under the presidency of Sri A. Sundaresa Iyer, Caldwell High School, Tuticorin. About 200 delegates from all parts of the District attended the conference.

After Prayer, Mr. Ben Albert, Headmaster, Schaffter High School, Tinnevely and Chairman of the Reception Committee welcomed the delegates. He referred at length to the future of

the English language and said that the abolition of English would be the greatest injustice that the State could do to its youth and the greatest moral injury that it could inflict. By way of solution he suggested that English be included as one of the alternatives under the Second language in the lower stages. With reference to Bifurcated courses he said he was inclined to the view of postponing the selection after the Sixth Form.

Mr. A. Sundaresa Iyer in his address said that the Guild had decided to celebrate the Silver Jubilee this year and in commemoration of the same to build a Hall in Tinnevely. He appealed to the delegates and other educationists to subscribe liberally to the construction of this Memorial Hall.

He pleaded for bettering the status and salary of teachers who were asked to shoulder heavy burden. He said that they would give complete support to the Bill for requisitioning School Buildings and all other measures of reform sponsored by the Government. Incidentally the President said that the doing away of the examinations in general would create a certain amount of indiscipline among the students and he requested the Government not to do things in haste.

Mr. P. S. Subramaniam, B.A., L.T. of Tirthapati High School, Ambasamudram spoke on 'Educational Ideals' and Mr. V. Antonysamy, M.A., L.T. spoke on the importance of 'Citizenship Training'.

Mr. P. Ramaswami, Chairman of the Tinnevely Municipal Council spoke on "Reorganisation of Secondary Education" and said that it helped to bring about the social content of man and that it was activity-centred education.

Mr. N. Vasudevan, M.A., L.T. District Educational Officer, Tinnevely West, also spoke on the reorganisation of Secondary Education. He exhorted the teachers to be earnest in working out the new programme of education.

The following among other resolutions were passed:

1. This conference deems it its duty to invite the attention of the Govern-

ment to the continuance of the feeling among teachers in non-Governmental schools owing to the persistence of the time-old anomalies in respect of salaries and allowances and is of opinion that the Government should, in view of the universal demand of the employees in the several departments, reconsider the salary problem and allowances on the basis of the recommendation of the Central Pay Commission and fix the scales of salaries and allowances for educational services irrespective of agencies.

2. While this conference is thankful to Government for the revision of the salaries of the teachers in all institutions, it is constrained to say that the revision is disappointing and unsatisfactory, especially in regard to elementary schools.

3. This conference requests the Government:

- (a) to grant concession to the children of teachers in secondary schools,
- (b) to sanction House rent allowance to all teachers as in the case of Government servants, and
- (c) to fix a separate scale of salaries for Intermediate trained teachers.

4. In view of the fact that the teachers in Aided Elementary Schools are not paid their pay and D. A. regularly every month by certain managements in these days of financial stringency, this conference requests the D. P. I. to expedite the scheme of disbursing grants monthly in order to enable the teachers to get their pay and allowance monthly.

5. This conference recommends to the Government that a declaration of the right of the teaching profession be made by the enactment of the Teachers' Charter in consultation with organised teaching opinion and in this connection invites the attention of the Government to "The Teachers' Charter" approved by the All-India Teachers' Federation at its Nagpur Conference in 1935.

6. This Guild requests the Government to institute Educational tours as part of the curriculum in every type of training institutions, the extent of these ranging according to the grade of train-

ing and afford free travel facilities for masters in service, going on such tours and requests the Central Government to restore pre-war facilities regarding Railway Concession.

7. This Guild views with great concern the attitude taken up by Government regarding Private tuitions by teachers and it is deeply pained to note the aspersions cast upon the teaching profession in the Government order.

It is the considered opinion of the Guild that it is the inherent right of teachers to undertake private tuition as an exclusive arrangement between the parent and the teacher in order to augment their salaries that are admittedly inadequate to maintain a decent standard of living.

Specific instances of abuse of Private tuition work by teachers, if any, may be suitably dealt with after thorough investigation.

This Guild is of opinion that the Government's proposals contained in their G. O. to arrange for extra classes for backward pupils outside school hours in the school premises are unworkable.

A special conference of the Tinnevely District Teachers' Guild was held on Saturday, the 2nd October 1948 at 10 a.m. in the Madura Diraviyam Tayumanavar Hindu College, Tinnevely. Sri E. H. Parameswaran, President of the Guild presided. About 800 delegates from all parts of the District were present.

After prayer Sri E. H. Parameswaran welcomed Sri T. S. Avinashilingam Chettiar, Honourable Minister for Education.

Sri H. Visvesvaran, Secretary of the Guild read and presented a memorandum to the Minister on behalf of the Guild. In this memorandum the resolutions passed at the Quarterly Conference of the Guild were placed before him for consideration and a request was made that travel facilities for educational purposes should be provided to teachers and pupils and that the railway concessions that were available during the pre-war days ought to be restored to teachers at an early date in as much as excursions have become an important part of the New Educational programme.

Sri S. R. Narayana Rao, Secretary, Aided Elementary School Teachers' Union, presented a welcome address to the Honourable Minister.

The Secretary of the Tiruchendur Taluq Teachers' Union also presented a memorandum.

The Hon'ble Minister then addressed the meeting. He assured the members of the Guild that he would do his best to raise the status of the profession. "A country can be called great only if it honours its teachers well" said the Minister. He requested the teachers to do their duties conscientiously. He pointed out that Education must be related to life and environment of the children. It must draw out the best in the child and must provide full opportunities for growth and development of the innate abilities present in the child. He said that the reorganisation scheme provides such opportunities. He exhorted the teachers to work the scheme to the best of their abilities and bring about a revolution in the field of Education.

Answering certain questions the Hon'ble Minister said that arrangements are being made to give military training to 2000 Senior and 4000 Junior students this summer and that the study of Hindi has not been made compulsory in the reorganised scheme.

He explained the need for the Bill for Requisitioning School Buildings.

PRESS NOTES AND ORDERS OF THE GOVERNMENT OF MADRAS

Teachers' Provident Fund Rules

An amendment to the Teachers' Provident Fund Rules framed by the Government provides that teacher-managers whose certificates have been cancelled under the Madras Educational Rules or who have been declared as unfit for employment as teachers or managers or correspondents, shall be deemed to have been removed from service within the meaning of this rule. The District Educational Officer need not consult the management in regard to withholding of deposits of the employers' and the Government contribution to the Provident Fund of such people.

(Continued from Page 434)

Minister might characterise as 'Corrupt practices.'

The Minister said that the matter was with reference to endowments. No exemption had been granted to any schools for providing endowments.

Mr. P. A. Thangaswami Nadar asked whether the Government would consider cases for exemption in cases where the financial stability of the institution was assured.

The Minister said that that would certainly be considered by the Government.

Mr. Razi Khan: Rightly or wrongly, there seems to be a misapprehension that the Minister for Education was not favourably disposed towards schools run by Christian missionaries. Therefore, in the interest of the Government and in the interest of the Minister himself, will he contact those people and clear the doubts so that the public might know where the matter stands?

The Minister: I am constantly contacting them. It is also open to them to meet me. But I do not like it that a responsible body like the Bishops' Conference should make a statement like this.

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

Policies issued during October & November 1948

(Districtwar)

Tinnevely	...	11
Madras	...	9
Ramnad	...	5
Tiruchirapalli	...	2
Anantapur	...	1
Madura	...	1
West Godavary	...	1
Malabar	...	3
Nilgiris	...	1
Chingleput	...	4
North Arcot	...	3
Kurnool	...	1
Total	...	42

NEWS AND VIEWS FROM FAR AND NEAR

NAGPUR

A two-day conference of educationists held in Nagpur has recommended to the Government of India that all Universities in India should start with Hindi—the national language—or the language of the region as media of instruction in schools and colleges affiliated to them.

It was also recommended by the conference that pupils should be left free to choose their medium of instruction. As to the national language, the conference opined that it should be Hindi with the Devanagiri script.

NEW DELHI

The reconstituted All-India Boards of Technical Studies, set up under the auspices of the All-India Council for Technical Education, met recently in New Delhi and framed All-India diploma courses of an advanced standard to the University degree in each technical subject. The courses have been designed to impart technical education of an advanced standard as well as adequate practical training so as to fit the students for occupying responsible posts successfully.

The Reconstituted All-India Boards of Technical Studies in (1) Architecture and Town Planning; (2) Commerce and Business Administration; (3) Engineering and Metallurgy; (4) Chemical Engineering and Chemical Technology; (5) Textile Technology; and (6) Applied Arts, which were set up under the auspices of the All-India Council for Technical Education, met recently in New Delhi.

The meetings of the Boards were preceded by those of the Specialists and Syllabus Committees for framing detailed curricula and syllabuses of the courses.

The Boards have framed all-India diploma courses of an advanced standard equivalent to a University degree in each technical subject, namely—

Architecture and Regional Planning; Commerce and Business Administration, Civil, Mechanical and Electrical Engineering; Metallurgy; Industrial Chemistry; Electro-Chemistry; Textile Chemistry; Fuel Technology and Textile Technology of cotton, silk, rayon, jute and wool; and Fine Arts, Commercial Arts and Industrial Design; Crafts, etc.

Practical training being an integral and important part of these courses and the facilities available in the country for such training being extremely limited, the Boards have recommended that the Government should exercise suitable control with a view to utilising the available training facilities to the fullest extent. In view of the fact that industrial concerns are sometimes reluctant to accept trainees in their works in numbers larger than required for their own purpose, the Boards have recommended that the Government should, if necessary, consider introducing suitable legislative measures so that it becomes incumbent on every established industrial concern to provide facilities for technical training to qualified young men in all the grades, notwithstanding whether the personnel thus trained would be required by the concern or not.

MADRAS

At the inauguration of the 18th South Indian Education Week in Madras on 18.10.48 Dr. Lakshmanaswami Mudaliar observed that the object of the Week was to take stock of the trend of events in the educational world not only in this country but in many other countries, compare notes and see for themselves what should be the lines of progress and what were the directions in which they should reshape themselves in regard to educational policy and programme. He felt that at present the voice of the teacher was still a voice of 'hushed silence' in matters pertaining to education and that the teaching profession had lost

faith in itself. It was this extraordinary diffidence that was largely responsible for the 'confused thinking' in the minds of every one as to what ought to be the essential of any educational programme.

He further said that they were meeting at the present day under 'extraordinary circumstances.' The most important thing was to "regularise our educational activities in such a way we shall fit into the international atmosphere and also uphold our own national self-respect and esteem." The question they had to consider immediately was whether they were in a position to command the scientific, industrial and technological talent which was so necessary for the modern life.

English in Universities

Did India want linguists, or better scientists, technologists, and economists? If the latter was their choice, what was the means by which they could achieve their end, he asked. He had been roaming about countries and he found that "in the higher spheres of knowledge, no country has placed a ban on any particular language and the impulse has been in every University to accept whatever language is necessary for the higher grades of knowledge to be acquired." Eighty per cent of the delegates who attended the United Nations World Health Conference spoke in English in spite of the fact many of them hated English. It was useful to speak in that language. Their primary endeavour should, therefore, be the acquisition of knowledge. It was necessary for them to see to it that their young men and women were equipped with the up-to-date scientific knowledge so that they might carry on their work and not be dependent upon foreign countries.

The Vice-Chancellor suggested that teachers should equip themselves in such a manner as to appreciate what exactly was needed for the young people. "The great point to-day," he said, "is that the teacher should see to it that he will be able to keep the young

student's mind always engaged." As a matter of fact, one of the chief things that he had found in other countries was the stress that was laid upon training the young mind and the shifting of the emphasis from "examination to a proper and well regulated training that is to be given." Emphasis was also laid on activities that would train young men to leadership.

GREAT BRITAIN

(based on British Information)

Anglo-U. S. Educational Agreement

An important agreement has been concluded by Britain and the U. S. which will benefit students in both the countries. The agreement was signed by Mr. Bevin, Britain's Foreign Secretary, and the United States representative in London. A Joint Commission of 12 is to be set up in London, the American members being appointed by the American Ambassador and the British members by the Foreign Secretary.

It is a great post-war experiment based on the feeling that the solution for international problems can be found if people in all countries can be brought to know each other and communicate with each other as free men. It is obvious that increased understanding between the United States and Britain resulting from this interchange of students, teachers, professors, and research workers will be of the highest importance.

English by Radio

One of the most remarkable services in the world was displayed recently to two Burmese editors who are now in London, when they spent an afternoon at the headquarters of the B. B. C. transcription service. This department of the B. B. C. despatches recorded excerpts of B. B. C. programmes to more than 40 countries. It is still expanding to meet the increasing demand.

A feature of the transcription service which aroused much interest was the programme "English by Radio". This

programme, now under production, will comprise a total of 104 lessons designed to assist those who have already reached a fair standard of English to perfect their knowledge both of the structure of language and of pronunciation. Samples of the recorded lessons were played to the two Burmese editors who were delighted by the clarity of speech and by the simplicity and effectiveness of the method.

The Burmese editors expressed the view that the programme would be of the greatest interest and value throughout the Far East where there is a keen desire to learn English. They added that they considered that this service was one of the best examples they had encountered of a practical method of spreading understanding and good-will among the people of the world.

NEW YORK

With the publication of the pamphlet, "The Responsibility Is Ours" by Mrs. Bonaro W. Overstreet, a significant new project in adult education has been launched by the Anti-Defamation League of B'nai B'rith. This is to be a series of important pamphlets written by outstanding educators, to be known as "Freedom Pamphlets", which will explore every facet of American culture in terms of one of the most critical problems of our age—the relations of men with their fellowmen of various races, creeds, and national origin.

To be issued bi-monthly by the Anti-Defamation League, "Freedom Pamphlets" cover such areas as education, civil rights, group relations, labor politics, radio, theater, films, literature, art, psychology, cooperatives, and international co-operation. The purpose of the series is to provide the American citizenry with an understanding of how our problems of human relations are reflected in—and profoundly affect—all walks of life and all manners of endeavor.

Over 400 foreign students who have just arrived in the United States for the first time from more than 50 countries are expected to attend the annual

Orientation Conference of the Institute of International Education which will be held from September 13th to 18th with headquarters in Town Hall.

Arranged in co-operation with The Town Hall, Inc., this conference has been an annual event since the Institute's founding in 1919, and is designed to give visitors to the United States a first guided view of facilities of New York City and of American customs and culture in general. The Conference is intended not only to extend a welcome to foreign visitors but to help in adjustment to the American way of life before the students disperse for college campuses across the country where they will spend the next academic year.

AUSTRALIA

Nation-wide Survey of Child Posture

An interesting experiment is being carried out in Australia where a nation-wide survey of child posture is being made. It is believed that this is the first time in the world that such a survey has been attempted. Up to the present, 35,000 children have been examined.

In October 1945, supervisors in physical education from the six States asked that the survey be made, so that there would be authoritative information available to those responsible for carrying out physical education and health programmes.

Representatives of the School Medical Services were also insistent that such a survey would be valuable, and finally the Federal National Fitness Council agreed to sponsor the undertaking.

Results from all States are still being tabulated, so that it is too early to report on the findings of the survey. When they are complete, a conference will be called of all State authorities, and it is hoped that some ruling can be given on certain types of exercise, such as strenuous toe-touching and that remedial exercises for different age groups can be evolved.

Australia's National Film Library

Recently an Australian audience in Sydney saw a 30-year-old film oddity,

Robert Wiene's German-made "The Cabinet of Dr. Caligari".

The organisation behind this new development is the Commonwealth National Library at Canberra. In three years its film division has collected nearly 500 documentary, educational and historically important films. Each month new titles are added to a total which already threatens to overflow temporary quarters on the top floor of the National Library building.

The National Library spends about Rs. 53,825 a year on new films. Copies of these films are sent free of charge to the State Advisory Committees for appraisal. If a State Committee wants to add the film to its own library it can buy a copy at cost price. Similarly, any State department or organisation which wants a film for its library can order one through the State Advisory Committee. In this way, the States are kept in touch with additions to the central library and the developments in film making overseas.

Australia's "School in the Mailbox"

Australia is preparing to send a comprehensive exhibition of the work of correspondence students to the second international conference on correspon-

dence education, which is being held at the University of Nebraska, U.S.A., in October. All the Australian State Governments' correspondence schools are combining to make the exhibition as interesting as possible.

The Australian display will illustrate the range of subjects covered, specimens of lessons, the form they take and what they look like. Notes on students' response to the lessons will be shown, and the work of the Correspondence teacher, whose job it is to correct errors and make guidance notes for the student, will also appear. There are photographs of educational establishments and local students working under unusual conditions.

CHICAGO

Five New Coronet Films

For the opening of the new school year from September, Coronet Films has just completed five new productions, two of which are in the social studies field, and one each in basic study skills, mathematics, and physical science. These outstanding new educational films are: We go to School, A Day with English Children, Alaska—A Modern Frontier, Let us Count and The Nature of Light.

S. I. T. U. PROPAGANDA

Kancheepuram (Chingleput District) was visited by Sri C. Ranganatha Aiyengar, Honorary Publicity Officer of the Protection Fund, on the 27th and 28th October 1948. Meetings were held at the Pachaiyappa's High School and the Anderson High School. It was resolved at these meetings that the respective Teachers' Associations be directly affiliated to the S. I. T. U. and that early steps should be taken to revive the Chingleput District Teachers' Guild. Visits were also paid to

the Pachaiyappa's Branch Secondary School, Little Kancheepuram and the Headmaster, D. R. Secondary School, Big Kancheepuram. Everywhere the teachers showed their interest in the Protection Fund and expressed their readiness to enrol themselves as its members at an early date. It is hoped that at least Kancheepuram teachers will take the initiative in the revival of the District Teachers' Guild as soon as possible.

OUR BOOK-SHELF

Pedagogic Musings: by Dr. E. A. Pires. (B. G. Paul & Co., Madras. Price Rs. 5 or 7 sh.)

This book is a collection of articles and addresses on Education by Dr. E. A. Pires, Principal, University Training College, Nagpur. I agree with Mr. W. R. Puranik, Member, Federal Public Service Commission and Vice-Chancellor, University of Nagpur, who in his foreword says that the volume is very useful to all interested in modern education, particularly to student-teachers under training in the various training institutions in India. The author not only expounds some of the irrefutable principles of education for changing society but he enters into discussions on aspects of adult and mass education and teachers' place in society and politics on which there is likely to be disputes. His reasoning, however, is worthy of study by all right thinking persons. The thinking of pupil teachers will be stimulated on the various topical educational problems.

Teacher—Training: by John Hargreaves. (Oxford University Press. Price 3 sh.)

The object of this book in author's own words is to discuss the aims of Teacher-Training Colleges and to put forward methods which have been tried out in certain colleges both in England and in other parts of the world. There are eleven chapters dealing with the aims of which character and discipline, independent thinking, the staff, the care of old students and curriculum examination need special study. At the end, the author suggests a scheme of Training College examinations based on the theory that examinations should be carefully planned on the same principles which guide the framing of the curriculum. Pictures, diagrams and tabular statements illustrate the author's exposition. The book will be really useful to those who are seriously engaged in the reform of our training colleges to suit the reorganised courses

Some Tropical Plants: by F. R. Irvine. (Oxford University Press. Price 1 sh. 6 d.)

This is a very interesting book written in easy style and suitably illustrated for the benefit of those interested in plants and plant life. Even the average reader will find the study of the plants dealt with in this volume informative and interesting. The following well-known and familiar plants are described with their growth and uses: Coffee, peanut, oil palm, coconut palm, banana, rice, maize, cocoa, tobacco, tea, tropical fibres, rubber and sugar-cane.

Women of Modern India: Grade II. (Oxford University Press. Price 5 as.)

This small book, in the Women of Modern India series, tells us about Kasturba Gandhi, her life and work printed in large type. It may be prescribed in the lower forms of our secondary schools for non-detailed study.

Teaching of the Mother Tongue: by W. M. Ryburn. (T. E. C. Journals and Publications, Ltd., Lucknow. Price Rs. 1-12-0).

This is pamphlet No. 1 in the Educational Pamphlet series edited by V. S. Mathur. The subject is exhaustively dealt with from all aspects and will be very useful to those engaged in the teaching of the mother-tongue.

James Brindley: by S. E. Buckley. (George Harrap & Co. Price 2 sh.)

This book in 'Great Engineers' series gives an account of James Brindley, the father of English Canals with their lock system. At a time when no railways existed, these canals provided an inland communication enabling heavy barges to move along with passengers and things from one place to another in rough and hilly country. Photographs of the great man (1713-1772) and some canal scenes illustrate the story.

Insects: by Margaret Kent. (George Harrap & Co. Price 2 sh.)

In the nature study series written for children, this book deals with the world of insects—familiar ones like the cockroach, grass-hopper, butterfly, gnats, etc.—that are usually seen in and around the home and in the garden. The stories of the lives of these insects are told in interesting ways—autobiographical and conversational. There are good illustrations in black and white and in colours

The Education of India: by T. N. Siqueira. (Oxford University Press. Price Rs. 4.)

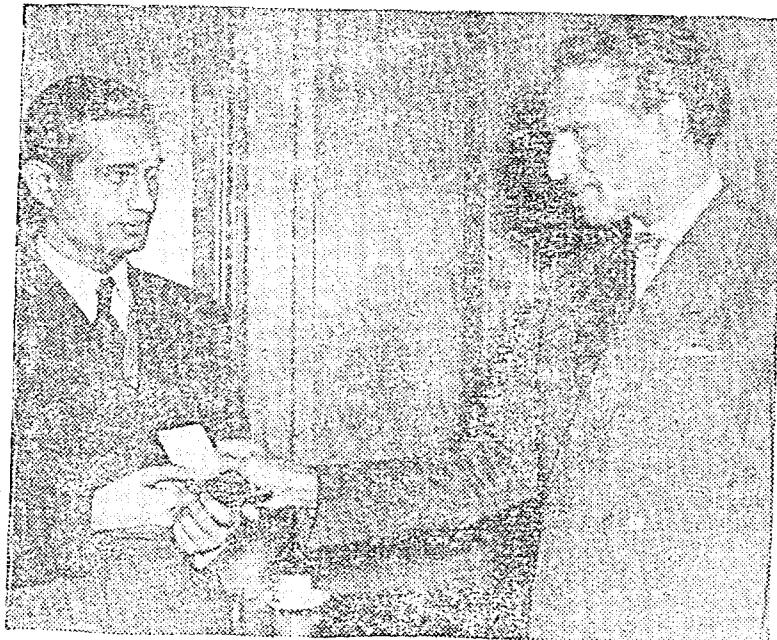
This is the third edition of the book which was first published in 1939 and with the contents of which most educa-

tionists, I dare say, are familiar. The second edition has been revised in the light of recent events and especially of the greatest event in our history which took place on August 15, 1947. While the history part remains untouched there is much in the rest of the book which is worthy of serious study by every student of Indian Education.

Our Everyday World—Book I—The Pillar Box; Book 2—The Bus: (Oxford University Press. Price 9 d. each).

These two booklets are just the types suitable for children in primary classes learning English. In the reorganised courses of studies in the secondary school, they may be read in the 1st or 2nd form.

C. R.



First Indian To Win Kennedy Medal

Mr. V. K. Krishna Menon, High Commissioner for India in London is seen here at India House, presenting the "Kennedy Medal" to Mr. R. M. Patel for his achievement at the 1946 examination of Corporation of Certified Secretaries. Instituted by the late Justice Kennedy this is the first time that an Indian has won this medal.

LETTERS TO THE EDITOR

Sir,

I crave the hospitality of your columns for bringing to the notice of the authorities concerned the practice obtaining at present in the South Indian Railway Administration by which no concessions are allowed to students going on Educational tours or excursion trips. The Chief Traffic Manager has written to me under dated 17-9-48 that the grant of such concessions suspended as a war measure has not yet been re-introduced.

Such a state of affairs is far from satisfactory and surely the emergency which necessitated such a step has vanished long ago. It is therefore high time that the Railway Administration comes forward and re-introduces the facilities to the students esp., when a new orientation is being given to education under the re-organized scheme, now well under way.

It should further be the duty of the members of the teaching profession to see that concerted action is taken in this connection without delay, for which I am sure every member will give his or her whole hearted support.

Yours faithfully,

P. Lakshmi Subrahmanyam,
Sholavandan,)
13-10-48. }

Private Candidates for the M. Ed. Degree Examination

Sir,

Trained Teachers' Certificate holders of the Higher Elementary Grade who are in service as whole-time teachers in recognised schools under the control of the Director of Public Instruction, Madras, and who had never appeared for the S. S. L. C. Public Examination before, are admitted for the S. S. L. C. Public Examinations of 1947-1950 as

"Private" Candidates without the production of school record and attendance. They can also appear for the T. S. L. C. (Secondary Grade) Examination after passing the S. S. L. C. Examination as private candidates.

The Nagpur University admits private candidates for its Degree Examinations without the production of college record and attendance. Teachers with three years' experience are allowed by the University of Madras to appear for the B. A., and M. A., Degree Examinations as private candidates. But it is rather unfortunate that the Madras University insists upon the production of college record and attendance Certificate for candidates appearing for the M. Ed. Degree Examination. This causes not a little inconvenience. A Bachelor of Teaching desirous of getting the M. Ed. Degree, has not only to lose his salary for full ten months, but also spend at least five-hundred Rupees during his M. Ed. course at Madras. L. T's. and B. T's. with three years' teaching experience can easily appear for the M. Ed. Degree Examination as private candidates and get themselves better qualified. It is earnestly hoped that the Madras University Authorities will be good enough to permit L. T's. with three years' teaching experience to appear as private candidates, for the M. Ed. Degree Examination.

If this concession is granted many an aspirant for the Degree will appear and get the Degree. Not only the instructional tone but also the tone of administration of Secondary schools will very largely improve. The status and dignity of the teacher is also bound to be greater.

K. Narayanan,

Secretary, The Ramnad District
Headmasters' Association, Abiramam.
22-10-1948.

THOUGHTS ON CURRENT EVENTS

"THINKER"

Value of Experience

At the Madras Teachers' Guild Day on 2nd November 1948 held in the Madras Christian College High School Hall, George Town, Mr. R. Krishnamurthy, Principal of the Pachaiyappa's College and Ex-President of the Madras Teachers' Guild, in his commemoration address, deprecated the tendency on the part of the younger generation to think too much of themselves and counselled the Guild to benefit by the experience and maturity of those members who have long been associated with the Guild and who have retired from the teaching profession on account of old age. These members are a valuable asset to the Guild which should be treasured and used to guide the work safely and soundly through storms and stress.

There is provision in the Guild rules to co-opt members to the Council. This power may be exercised by the Presi-

dent in implementing the above suggestion. At present though some old office-bearers may be ex-officio members of the Council, some of them do not evince active interest owing to other pre-occupation. It is therefore necessary to coopt into the Council a larger number than at present of actively interested members of the Guild who are not ex-officio members but who are retired teachers and can afford the time and leisure to participate in the academic and professional questions which the Guild may be called upon to consider now and then.

Nursery Schools

There was recently some lament among the promoters of the Nursery School Project that Nursery schools are not popular and that they have not developed as rapidly as the promoters would expect.

(Continued on page 451)



In the recent Maknu is G. I. on the

XXIV ALL INDIA EDUCATIONAL CONFERENCE

MYSORE

29th to 31st December, 1948

The 24th All India Educational Conference under the auspices of the Federation will be held at Mysore from 29th to 31st December, 1948.

Names of the delegates may be sent with the usual registration fee of Rs. 2/- to Mr. Narasimhan, Special Officer of the 24th All India Educational Conference Office, Public Offices, Bangalore.

TENTATIVE PROGRAMME

29-12-48

10-00-A. M. Annual meeting of the general council of the All India Federation of Educational Associations. Annual Report and accounts and election of Executive and other Committees. Resolutions.

3-30 P. M. Opening Session Inaugural Address by His Highness. Address by the Chairman, Reception Committee. Election of the President. Presidential Address. Messages and announcements. (Invitees are requested to be in their seats before 3-15 P. M.)

5-00 P. M. At Home. 7-30 to 9-20 P. M. Entertainment (Provisional).

30-12-48

Sectional Meetings:—First Session 8 A. M. to 12 noon. Second Session 2 to 5 P. M.

1. Childhood and Home Education Section.

2. Secondary Education with Vocational Education Section.

3. Religious and Moral Education with Internationalism Peace and Geopolitics Education Section.

4. Aborigines Education Section.

5. Oriental Section (a) Sanskrit (b) Persian and Arabic.

6. Adult Education.

5-7-30 P. M. General Conference.

31-12-48

Sectional Meetings:—First Session 8 A. M. to 12 Noon. Second Session 2 to 5 P. M.

7. Primary and Rural Education Section

8. Examination and Teacher Training Section.

9. University Education Section.

10. Military Studies and Physical Education Section.

11. Women's Education Section.

12. Adult Education Section. (Contd.)

5-30 P. M. General Conference.

9-00 P. M. Executive Committee Meeting.

M. S. KOTISWARAN,

General Secretary.

10-11-48.

(Continued from page 450)

Nursery School system is a conception of the West and is intended for highly industrial countries. India is still in the stage of industrialisation and hence this scheme of education is bound to be slow. Moreover there are

high caste families they will form the basis of upbringing of children in the homes of their parents.

Indian mothers are rather sentimental in their love of children and are not likely to part with their company till five or six years of age. If they should

EDITORIAL

Our Duty

The school work for the academic year began in an atmosphere of doubts and fears. Complaints were heard that the classes remained idle and that teachers themselves did not know exactly what to do. Those who were never disposed favourably towards the reorganisation of education had their opportunity when the Government gave effect to the reorganisation scheme. Reorganisation was by no means a surprise adventure. It was really a matter in regard to which the S. I. T. U. had been urging to take definite action immediately. Some of our public men had a wrong notion that there was a sinister motive behind the reorganisation. They could not be convinced that the scheme was not an officially inspired scheme but one prepared by a body of experienced teachers in touch with public opinion. Teachers know the truth about it.

The Minister for Education has successfully tried to remove the suspicion, if any, on the part of the public. He pointed out that he deemed it his duty to do his bit for Free India, by giving effect to the scheme of experts. In the course of his speeches he emphasised the importance and value of Crafts in school education and promised to do everything possible towards acquiring the tools and other equipment. Teachers, managers and public men will be helping the cause of education if they should cease to complain vaguely and set about the business at once. The plea of lack of funds need not be advanced seriously since the minister sees the necessity for a large measure of financial help. Things may not move quickly owing to red-tapism but we are sure the minister will be willing to find the funds.

We are glad that the work of schools has not suffered as was whispered. The reserve power of teachers of South India is not negligible and their ability to appreciate the changes in the syllabus and adjust themselves to the new con-

ditions is well known. The programme of school activities is taking a definite shape owing to the publicity and training camps organised in connection with citizenship training. A rigidly uniform programme is not expected. It is for each school to understand the value and role of social activities in schools and evolve a programme suited to the locality. Schools differ in size, human and financial resources, facilities for materials and so on. Some teachers may also feel that the public can hardly understand the purpose of the activities and extend co-operation. May we appeal to teacher-friends that the school activities are for the sound education of the pupils and for training them to take their places as citizens of a democratic society later. This should not be any longer a mere platform ideal. A programme of a suitable type will not only make the real meaning of school education clear to the public but also induce it to take interest.

Any honest well-thought out school programme will certainly serve its purpose though it may not be spectacular. The recent Education Week devoted its attention exclusively to social studies and activities. We are glad that some of our affiliated Guilds made elaborate arrangements for the demonstration of social activities. Schools, big or small, can do a good deal and it is for them to throw themselves heart and soul into this work. Their experience in this line, the progress they are able to make, the difficulties that arise, and the methods to be adopted for producing the maximum benefit are all points to be considered leisurely if the province should have an effective social activity programme of higher educational value. It rests with teachers to work towards this end. It will be a good thing if schools that bestowed serious attention could prepare brief reports. The Provincial Conference will be having in these reports enough of first hand information for detailed consideration. It will thus be possible for teachers to offer the public something tangible and substantial.

Publicity

The Department of Public Instruction has issued a brochure on 'Education Reorganisation Schemes' for the information of the public. This is a neat pamphlet which explains the position of education today and points out the steps adopted or proposed to be adopted by the Government. The pamphlet does not attempt to deal exhaustively with the several aspects; and publicity leaflets may perhaps be issued from time to time, giving full information in regard to each aspect. Teachers can gain a general idea of the immediate educational programme of the Government.

There is one section relating to the raising of the status of teachers. This is a plain matter-of-fact statement and the intention of the Government to consider the needs and grievances of teachers in aided schools in a fairly generous spirit is quite obvious. Teachers who follow the proceedings of our Union Conferences and meetings will see from the official account how most of the points urged for years by the S. I. T. U. have been conceded by the Government. There are still certain anomalies and questions like the uniform scales and parity of conditions of service have yet to be tackled. But teachers will be glad to admit that the Government had adopted the right step and tried to win their confidence. The workers of the Union know that teachers in Aided and Board schools owe a great deal to the sincerity and tenacity of the Minister for Education. He is good enough to realise, that much yet remains to be done especially in the matter of teachers in elementary schools. The Union will be pressing upon the attention of the Government the necessity for further relief as early as possible. This act of pleading may be left to the Executive of the Union while it appeals to teachers of all ranks to take up their work in right earnest in the interest of the nation. There is scope for improvement in quality as well as quantity and this means that the profession and the Government should pull together in the proper spirit and with one mind.

This issue of the journal

This issue completes volume twenty-one. We thank our subscribers for the kind patronage extended to us to enable us to be of service to the teaching profession and to the cause of education. Of late we are publishing under 'Gleanings' section extracts from various educational journals and other periodicals of this country and other parts of the world in order to make the teachers read them, think and benefit by them. This will be a sort of refresher course for teachers. At a time when educational work in this country is passing through changes to fit in with democratic ideas, an acquaintance with the systems and experiments in countries that have a long record of good and successful democratic governments will certainly be of great help. Already we are copying them in many respects with adaptations suitable to our country and culture.

We feel, however, that the journal is not read by a very large number of teachers, educationists and managers of institutions judging from the number of subscribers. Our request to the subscribers on the rolls is that they bring in a large number of readers during the year 1949.

With the passing of 1948 the journal attains majority, having completed 21 years, and has therefore the youth vigour and experience to subserve the interests of the South India Teachers' Union. We trust that it will be possible ere long for the Union to have a Printing Press of its own so that the journal which is now a monthly, may be converted into a weekly to be of real and useful service to the readers.

Since a special number of the journal was published during the Education Week, late in October, and forms the eleventh issue for the year, that is to be taken as the November issue and hence no separate issue for November is brought out. The high cost of paper, printing and the delay involved in the get up prohibit the printing of extra issues for the year.

S. I. T. U. EXECUTIVE BOARD

A SUMMARY OF PROCEEDINGS

A meeting of the Executive Board of the S. I. T. U. was held at 3-30 p. m. on Saturday the 17th November '48, at the office of the Union. Sri A. Satyanarayana, Vice-President took the chair in the unavoidable absence of the President. 19 members were present. It resolved to recommend to the General Body to amend the rule relating to the rates of affiliation fees to be paid by its affiliated associations and guilds and also the subscription for individual members. It drew up the following panel for the Presidentship of the ensuing Provincial Educational Conference to be held at Kurnool in May, for election by the affiliated associations: Sri M. Arunachalam, Perianayakkan Palayam, Sri P. Duraikannu Mudaliar, President, Madras Teachers' Guild, Rev. Fr. Jerome D'Souza, Principal, Loyola College, Sri K. Kuruvila Jacob, Headmaster, Madras Christian College High School, Mrs. Mona Hensman, M. L. C. & Prof. C. S. Srinivasachary, Principal, Rajah's College, Sivaganga.

The Board then discussed the Re-organisation of the Courses for the Training of Teachers and appointed a Subcommittee of Messrs. P. Duraikannu Mudaliar, T. P. Srinivasa Varadhan and S. Natarajan to prepare a report on the subject. It also resolved to recommend to Government to revise its Grant policy towards training institutions and enhance the rate of grant from 1/2 to 3/4 of the net cost.

It endorsed the reply of the Secretary of the Union in respect of the proposed Government Order restricting Private Tuitions. It appointed a committee consisting of Messrs. C. A. Samuel, A. Satyanarayana, G. Srinivasachary, G. Krishnamurthy and S. Natarajan to suggest how the abuse of the privilege of Private Tuitions may be prevented.

It discussed the provisions of the Requisition of Education Property Bill and resolved to recommend to Govern-

ment that the Bill be so amended as to provide for a Judicial Tribunal on the findings of which Government may exercise the power of taking over the Management or superseding the Management and entrusting it to either a Special Officer or a Special Trust for a temporary period until such time as the Management could furnish guarantee of conforming to the regulation of Government.

The Board then discussed the Scheme of re-organisation at work. It recognised that the essence of the new scheme was in the changed outlook and it called upon all teachers to appreciate the new outlook and to approach the problem with the object of developing good citizens of Free India. It was pointed out that the question of school accommodation should receive a high priority if the new scheme is to succeed. It resolved to request Government (a) to restore travel concessions for parties of school children going out on Educational journeys, (b) to bear the cost of transport etc., involved in such journeys, (c) to organise suitable camping sites in school districts to encourage school camps and (d) to make more liberal provision for refresher courses and citizenship training courses for teachers.

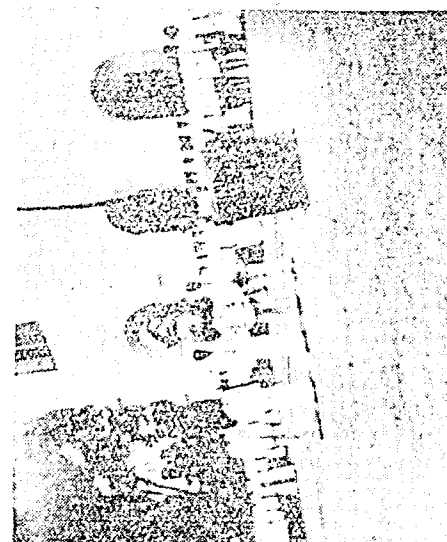
The Board then expressed its regret that the Director of Public Instruction was somewhat free in exempting managements from their obligation to pay from out of their funds Rs. 5/- per month for teachers in addition to the teaching grant as salary. It resolved to request Government not to renew the exemption but to enforce the payment. If Government should feel it necessary to extend the period of exemption the Board felt it should not be at the expense of teachers and that the Government must enhance the grant by an equivalent amount for the duration of the exemption order.

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