

316

The
South Indian Teacher

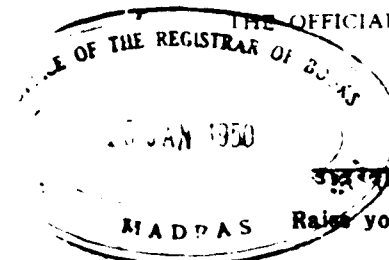
vol-22 no-10 oct-1949

JL
Tm 21, N30
N49.22:10
a. 191

Regd. No. M. 2347

No. 10

The South Indian Teacher



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

OCTOBER 1949

316

उत्तरेण मनसा नानाम्.—The Gita

RAISE YOURSELF BY YOUR OWN EFFORTS

CONTENTS		Page
The XIX S. I. Education Week—Messages	...	357
Whither Indian Education in Independent India— Sri K. S. Ramaswami Sastrigal	...	358
Moral Education—K. Narayanan	...	362
Wage-Earning Aspect of Basic Education— K. R. Hariharan Iyer	...	365
Citizenship Training in Schools—A Retrospect and a Prospect—Y. Vittal Rao	...	368
U. S. S. R.—On the Road to General Literacy— A. G. Vilva Roy	...	369
Rajaji's Educational Scheme—(A Critical Review)	...	375
Gleanings	...	380
News and Notes	...	382
From our Associations	...	389
Our Book-Shelf	...	394
Thoughts on Current Events—"Thinker"	...	397
Anderson High School, Kancheepuram— School Parliament	...	398
Editorial	...	400

ANNUAL SUBSCRIPTION

Inland Rs. 4

Foreign Sh. 8

Single Copy As. 6

POSTAGE EXTRA

520, HIGH ROAD, TRIPPLICANE, MADRAS 5.



RADIO IN SCHOOL: Radio plays a big part in education for the children of a new primary school in Northumberland. The school has a loudspeaker system through which the headmaster can speak to all or any one of the classrooms from his study, and pupils are encouraged to put on plays they have written themselves. With 11-year-old producer Ursula Smith, seated, right, keeping an eye on things, "Household Life" takes the air at the school.

A SELECTION OF OUR PUBLICATIONS SUITABLE FOR MADRAS REORGANISED SCHEME OF SECONDARY EDUCATION

99691 Books recommended by the Department for the
Social Studies and Citizenship Syllabuses.

McKee—Extra-curricular Activities	Rs. 27 3 6
Parkhurst—India, Then & Now	" 1 8 0
Damle—Civics for Beginners	" 2 10 0
Bhatnagar—A Course in Indian Civics	" 1 12 0
Parkhurst—Stories of our Land Bk. I	" 0 13 0
Parkhurst— " " Bk. II	" 0 14 0
Carter—Pioneers of the Modern World	" 3 10 6
Brimble & May—Social Studies and World Citizenship	" 4 14 0
Carter—Man's Social Story	" 3 4 0

The only book recommended in the syllabus for Teachers' reference :
Close & Burke—The Ladder of History Rs. 19 8 0

MACMILLAN & CO., LTD.

(Incorporated in England)

PATULLO ROAD

MADRAS-2

THE SOUTH INDIAN TEACHER

Vol. XXIII

OCTOBER 1949

No. 10

THE XIX S. I. EDUCATION WEEK—MESSAGES

Message received from His Excellency the Governor of Madras :

I am very glad to learn that the Central Education Week Committee is organising another Education Week—the Nineteenth South Indian Education Week—between the 10th and 16th October this year. I am particularly pleased to note that a very important subject has been chosen as the central theme of the week, i.e., "Education and Citizenship in Free India".

Since the change in the status of our country into an independent sovereign State, new responsibilities have devolved upon all of us. An effective discharge of the duties and responsibilities of a citizen depends to a very large extent on the type of education one receives. Freedom and Adult Suffrage can become real only when the nation as a whole is trained and educated in the right direction which would make them full-fledged citizens in a democratic country.

I hope that the aim of the Education Week will be fulfilled with the active co-operation and goodwill of the parents and scholars, teachers and the various educational institutions in the Province.

I would like to congratulate the members of the Central Education Week Committee and the sponsoring associations on organising the week, and thus affording ample opportunities for everyone to realise the importance of education in the life of a nation. I wish the week every success.

KRISHNAKUMARSINHJI OF BHAVANAGAR
Governor of Madras.

Message received from Miss K. N. Brockway, Chairman Central Education Week Committee (1949) :

"The Nineteenth South Indian Education Week calls us to increase our efforts to promote Education and Citizenship in Free India. To achieve



MISS K. N. BROCKWAY

this end deeds not words are needed. My words therefore shall be few. We teachers must in future emphasize co-operation and mutual helpfulness rather than individual co-operation and rivalry. We must encourage co-operation within our schools and promote in them a happy community life; co-operation between home and school for their mutual benefit; and co-operation between the school and the world outside so that our pupils may be trained for a life of service to others. Let us endeavour to work for these ends in this Education Week and in all the weeks that lie ahead of us.
Jai Hind. K. N. BROCKWAY.

WHITHER INDIAN EDUCATION IN INDEPENDENT INDIA ?

DEWAN BAHADUR SRI K. S. RAMASWAMI SASTRIGAL, ROYAPETTAH, MADRAS.

Ancient Indian Education was based on the concept of Karma and on a religious conception of life and on the doctrine of Purusharthas. This life is but a link in the chain of lives due to Karma. We must aim in our life at the good, the useful, the beautiful and the true. Our final goal should be to attain communion and union with God. The ancient Indian system of education sought to attune the individual to his fellow beings and to Nature and finally to God.

The concept of the three birth debts (Rinas) is also important. The Hindu concept says that every man is born with three debts, one to the Gods, another to the Pithris, and the third to the sages. These can be discharged only by worship, by leaving progeny, and by studying and propagating the scripture respectively.

The concept of Varnas and Asramas brought into existence a stable and progressive and co-operative social order and an increasing intensity of duty and renunciation in life so that every individual may contribute what he could for the social welfare and also achieve individual salvation. This is the spirit actuating the famous benedictory stanza which occurs at the end of Kalidasa's world-famous drama, *Sakuntala*. Thus we must not sacrifice social efficiency to spiritual elevation or vice versa. This idea was the key-idea of the University Education in Ancient India.

I have thus far referred to the ancient Indian system of Education because I feel and believe and hold that if we are wise we must build upon such past heritage. The Gurukula ideal was the highest and loftiest in the world. It instilled selflessness and service and discipline and self-control and self-reliance in a person from the time of his boyhood. It was no doubt confined to a section of the people. It was also pre-

dominantly religious in its character. It was also not sufficiently practical. But it was well co-ordinated *inter se*; it enabled a person to see life steadily and see it whole; and it fitted him to his place in life. We must clearly realise the merits and defects of the system before we try to adapt it to modern life in Free India.

We can easily realise that the Gurukula system cannot be transplanted and revived in Modern India. That system was the product of a simpler and more leisured and less hurried and less sophisticated age. In an age of ever increasing sophistication and mechanisation and mass production, we cannot copy it in toto. The complexities of life in modern era will stand in the way and bar its wholesale revival. But the Gurukula spirit can and must be revived. We have swung from excessive centralisation to excessive decentralisation, from over-much leisure to over-much hurry and worry, from regimentation of life to anarchism of life, from discipline to indiscipline, from too much adherence to asceticism, to too much surrender, to hedonism and over-indulgence. There is every need to adopt golden mean hereafter in education as in other aspects of life.

This is not all. Academic freedom was unhindered before. Learning grew naturally around a great teacher and maker of men. The kings and the people revered him and showered endowments upon him believing that that was the best worship of Saraswathi. But all that has gone. The State has, like an octopus, surrounded and seized us from all directions. I no doubt welcome the change over from the Police State to the Social Welfare State. But I do not like its becoming a tyrant ordering me about in the plenitude of its supposed wisdom. After all the so-called State is but a handful of half-ignorant,

half-wise men, no better and no worse than myself. Now-a-days applications on prescribed forms to the concerned Government Department are the order of the day. Buildings and Furniture and equipment and apparatus and what not seem to be everything and man seems to be little or nothing. Rabindranath Tagore once compared this huge hullabaloo to the construction of an elaborate system of canals through which water does not flow because rains do not fall. He said :

"The feat of engineering has been marvellous and the cost considerable, in digging the canal with its numerous locks, but only the water refuses to flow through it. The engineers condemn the water, we condemn the engineers. The natural drainage has been tampered with and for the perfect irrigation of learning the foreign language could not be the true medium." We have in the future era to lessen the tyranny of rules and regulations and give more freedom for the full play of the human personality. The State may well lay down the needed national objectives in the realm of education and the needed standards of efficiency. But let it not lay down the syllabuses down to the minutest detail and insist on the books to be read and even the methods of reading them. Let it not say that unless you have a certain type design of buildings you shall not start or run a school or a college.

Another needed change is a change-over from the present excessive urbanisation. Mahatma Gandhi rightly urged that Bharata Matha lives in villages and that India lives in 750,000 villages and that it is not enough to instal the temples of Saraswathi in towns and nothing will please her more than to see her shrines installed amidst a group of villages. Rabindranath Tagore has pointed out well that while the civilisation of Greece was born amidst the walls of cities, the civilisation of India was born amidst rural environments. Towns and cities certainly existed in ancient India but they were not the murderous and carnivorous towns and cities which thrive and fatten on the

villages giving nothing to them in return. They were, so to say, the cultural clearing houses and exchange centres whence flowed the rich arterial cultural blood vitalising the entire body politic in an abundant measure. The increasing urbanisation of life in a wrong way in India is a menace to the urban life as well as the rural life. I think that education should go to the people like sunlight, rain and air instead of compelling them to flock to towns in search of them. That is why I welcome the scheme of rural colleges proposed by the Madras Education Minister the Hon'ble Mr. Avinashilingam Chettiar. If we desire agriculture to improve and food production to be increased, if we want suitable industries to be suitably located in suitable places with maximum beneficial results to the country as a whole, if you want a better standard of life not only in the towns and cities but also in all the villages of India, then the much-needed educational reform should not be delayed at all.

I think that this will lead to healthy repercussions in other directions as well. At present the students in schools and colleges situated right in the heart of cities are beset by too many temptations and distractions. What is the propriety of blaming them for indiscipline and mob-mentality after taking them away from their homes and bringing them up in an environment favourable for the growth of such perversions? Where hotels and theatres and cinemas and night-clubs of the type that we see around us abound, the youth can have but slender chances of growing straight and pure.

The teachers also will benefit by the proposed change. Now-a-days they have no real beneficial personal contacts with the students. Such a contact is twice blessed:—it blesseth him that gives and him that takes. The teachers are really lecturers who, lecture in rooms instead of the seashore in the open air. They teach in each class more students than they can beneficially manage. A real teacher must cease to be a mere tub-thumping lecturer or a

wooden dictator of notes for cram and must become a guide, philosopher and friend—nay, the elder brother of each student. He must not think of education in terms of instruction but of education in terms of the unfoldment and development and enrichment of personality. There is no inevitableness in human affairs. The environment makes the man to a large extent. But it is equally true that man can react on the environment and shape it and hence he is in a sense the maker of his environment to a large extent. The earth was not born with smiling fields and skyscrapers and locomotives and automobiles and aeroplanes and radios and wireless installations and television. Education holds the key to civilisation and the teacher holds the key to civilisation.

It is with such a background of combined ancient Gurukula spirit and modern scientific spirit that we must visualise and weigh and evaluate the future of modern education in Free India. Primary or elementary education, secondary education, university education and post-graduate research work must not be regarded as watertight compartments but as "parts of a stupendous whole."

The present objective of universal and compulsory and free basic or primary or elementary education is laudable.—That education should be imparted through the mother tongue and should be woven round a craft. But it should not be predominantly craft-centred but should be child-centred and culture centred as well. Women are eminently fitted by nature for such child education. The plan of the unfoldment of the child's personality at the beginning will determine the bias of the mind and the rate and nature of the growth and enrichment of the personality later on. Basic education should aim at imparting not only literacy and arithmetic (the three R's) but also an elementary knowledge of the facts of nature and of the country's history and of its government. By such basic education and by adequate adult education we must achieve universal

education within five years, because adult franchise without adult literacy will be a delusion and a snare. The present bifurcation of secondary education into pre-university education and technological and industrial education and artistic education is also a move in the right direction. It was till now too literary and led only to the government service especially in its lower clerical grades. The public services are no doubt vital and all-important for national order and progress and welfare but are not all in all. Agriculture and industry and trade and commerce must adequately flourish if India is to be placed on the world's map as she deserves to be. For secondary education as in the case of basic education, the medium of instruction should be the regional language. Hindi as the all-India language and English as the International language and Sanskrit as the Language of Culture and Religion for the Hindus must also be studied. The present policy, or rather impolicy, of squeezing out any of them should be abandoned.

University Education also must be amplified and improved. It is university education that will produce national leaders and determine the quality of our civilisation and preserve the highest values of our culture. The oldest universities in modern India were founded in 1857. But the ancient and mediaeval universities of India were famous throughout the world and spread the light of learning far and wide. When shaping the future of university education in future free India, we must go for guidance and inspiration to them as well as to the modern western universities. The European Renaissance must be used to enrich the Indian Renaissance and must not be allowed to supplant it. A battle royal is going on in India in the ideological field as between the Sciences and the Humanities. Indian philosophy has been practically elbowed out of our modern colleges. A new Frankenstein—Education for Power—is slowly taking shape and getting imbued with life and nobody can foresee what will be its future acti-

vities. One wonders whether it will establish in our hoary and holy land atheism and anarchism and communism.

Dr. S. Radhakrishnan says truly and well: "A university is a fellowship of spirits, a society of seekers of truth who believe that there are things in life of vastly greater import than wealth and comfort necessary as these are. It affirms that the pursuit of ideas and inspiration is greater than the race for power and glory. To belong to a university is to share this way of looking at things." This passage expresses the very essence of Cardinal Newman's famous conception of university life and ideals. A university is a place where we can get the various universal aspects of knowledge and can get properly nationalised and fully humanised while being fitted for the rights and duties of citizenship. Its aim is the disinterested pursuit and discovery of Truth for its own sake. It must train people for leadership and stimulate mental originality. It must harmonise the critical spirit and the creative spirit. It must complete the development of character and the rich efflorescence of personality. Quality should be target rather than quantity.

The greatest danger in university life is also its greatest need and virtue, viz., specialisation. Specialisation and expertness in chosen branches of learning are vital and inevitable elements. But if we cannot see the wood because of the trees, ours would be a wasted opportunity leading to a wasted life. An expert has been jocularly defined as "a man who knows more and more about less and less." This expertness is indispensable but it should not be pushed too far. The future problem before university education will be how to combine an adequate general education with specialisation. It is just here that the ancient and mediaeval Indian universities can give valuable help to the Indian universities of the future.

Quite recently His Excellency C. Rajagopalachari, Governor-General of India, said at Bombay:

"Democracy's claims and all-embracing pretensions notwithstanding, sound

leadership is the fundamental of national achievement, and must come from life products of our universities. There is confusion, both intellectual and moral, in the world around and this is reflected in the universities. But is it enough for the universities to reflect outside confusion instead of making up for it? The function of the universities must be to reform, not proportionately to represent society but to do something to restore moral values and intellectual orderliness where there is anarchy."

It was only a few days ago that the Radhakrishnan University Committee Report was handed over to the Central Government. It is not yet available in full to the public but from what Dr. Radhakrishnan said at a press conference immediately afterwards it seems to be a great step in the right direction. The discussion on it about the period during which English should be the medium of instruction in the universities till the Federal Language takes its place is an all-important matter undoubtedly. The discussion about the curse of examinations and about the need of objective tests seems to be more hazy than clear. The Report has also said that university degrees should not be regarded as a prerequisite for government service. This again is a debatable matter and a position of doubtful validity. The recommendations about religious education seem to be of a diluted and ineffective character. But the Report is entirely sound when it says that till now Indian Education was on an "un-Indian basis" and that the new Indian education should be made national and practical and should fit us for a progressive prosperous democracy in a Free Federal State. Education must certainly fit us for proper citizenship, and citizenship must fit us for real fullness and richness of life.

In conclusion I wish to refer to the problem of English and the problem of Sanskrit in relation to the future of Indian Education. One school of opinion wants to eliminate English altogether and within five years. Another wants

(Continued on Page 364)

MORAL EDUCATION

K. NARAYANAN, M.A., L.T., (Madras); S. T. C. (Bombay); M. Ed. (U.S.A.)
Headmaster, Muslim High School, Abiramam,
Secretary, The Ramnad District Headmasters' Association, Abiramam.

A. IMPORTANCE.

'Education is the formation of character.'
 —Raymont.

'The one and the whole aim of education may be summed up in the concept—morality.'
 —Herbart.

'Conduct is three-fourths of life.'
 —M. Arnold.

Different aims of education have been advocated by different educationists at different times. Yet the building up of character has been one of the prominent aims of education. The main purpose of discipline is to train a child in virtues, sentiments and habits, in fine to train his character. No education is worthwhile unless it helps a man to have a reasonable amount of mental poise, and to deal in a socially efficient manner with his neighbours and this is a matter of character. The crowning excellence of all education is nobility of character. Let us now see what the school and the teacher can do in the formation and development of character of the pupils under their charge.

B. MEANS OF MORAL EDUCATION

(a) Direct Moral Teaching.

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

(b) Indirect Moral Teaching.

Herbart stressed the historical studies including history, literature and languages on the ground that they are of greater importance as the source of

moral ideas and sentiments. Modern historians doubt very much whether history is after all a subject for moralising. 'History is important of morals,' says Prof. Creighton. Dr. Keatinge is of opinion that history does not lend itself to moral teaching. Nevertheless no one can deny that the teaching of morality through history is a praiseworthy ideal. Blenheim, the well-known German writer on the philosophy of history, said: "In support of virtue and in rebuke of vice, the lessons of history are independent of time." An able teacher can make use of historical characters like Asoka and Akbar as so many pegs upon which to hang the various moral virtues. But much can be done through suggestion, when stories are told sincerely and in a vivid manner. Suggestion is, as McDougall says, the process of accepting ideas without the knowledge of person receiving, although it may be quite deliberate on the part of the person suggesting.

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

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

The instincts are the bricks out of which the individual's character is formed. The teacher meets them in their crude form and it is the task of the teacher to transform and purify

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

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

(2) Practice in Decision.

Character is a completely-fashioned will, and a will is an aggregate of tendencies to act in a firm and definite way upon all the emergencies of life (MILL). It is by the will that we adjust ourselves to the varying situations of life, for the will is active intelligence. Will is therefore the most important part of character and Novalis calls character a completely-fashioned will. The teacher must give the pupils training in the specific power of voluntary decision. He must provide them with situations where they must decide and act on their own responsibilities. Experiments in self-government and individual work are good in this respect. In fine, education must include practice in decision.

(3) Psycho-Analysis.

This new development of psychology provides the teacher with what Prof. Cyril Burt calls the geology of the mind as distinct from its geography. The teacher should know something about the child's unconscious self, and so arrange his work as to prevent the formation of repressed complex. As Sir

John Adams rightly points out, he should not indulge in thoughtless sarcasms that result in humiliations. For these humiliations have a tendency to produce unwholesome repressions with consequent complex-formation.

(4) Habit Formation.

Habits are tendencies towards certain lines of conduct and so form the essential ingredients of character. Character is but a bundle of habits, and habit is the material out of which character is built. "Education is for behaviour, and habits are the stuff of which it consists." The school is very influential in promoting good habits. The business of the teacher is to mould the pupils for right action by creating in them good habits. Habits are to be formed in the plastic period. It is the duty of the teacher to help the child to form as many good habits as possible. He has to bear in mind the four laws of habit-formation formulated by Dr. William James.

(5) Scientific Mental Education.

By means of scientific mental education, moral education is furthered by the training received in the practical virtues of diligence, accuracy, care, perseverance and by the formation of the observant, reflective, judicious and balanced habit of mind.

(6) Extra-curricular Activities.

It is pleasant to note that the Government of Madras have issued a circular to the heads of institutions urging them to make the pupils take a keen and lively interest in such activities. Games, scouting, debating societies and excursions go a long way in moulding the character of pupils so that they may not be misfits in society.

A word about organised games. Games implant certain ideals of character and conduct. "The playground is the uncovered school." Team-work helps to shed down eccentricities, if any, in children in the company of their chums. It instils into them the spirit of sportsmanship. Social ties gather strength and pupils learn a great lesson

that obedience is as noble as giving orders. Frankness, uprightness, endurance, fairness, and above all energy, are the results of the games. Games improve the physique of the pupils; and physical health is very important as it predisposes to moral health.

(7) *Personal Example.*

"Example is more powerful than precept."—(Stowe). All tall talk on regularity and punctuality by an admittedly unpunctual teacher is bound to fall flat. He must be of proved capacity and his conduct must be above reproach.

(8) *Discipline and Punishment.*

Any discussion on moral education would be incomplete which does not take into account the reformation of the wrong-doer, through school punish-

ments or discipline. Discipline and punishment are teaching processes as much as grammar or arithmetic lessons. We must welcome occasions for discipline or even for punishment. Any chance that the offence may be overlooked is a temptation to the committal of it. But, if children know that highly unpleasant punishment is bound to follow upon wrong-doing, they carefully avoid it, the tendency towards it is atrophied, and the virtues become habits.

(c) *Conclusion.*

Moral education is necessary. The school and the teacher play no mean part in the moral development of the pupils. The school and the teacher can well adopt with much benefit the means of moral education indicated above.

(Continued from page 361)

to retain it for ten or fifteen or twenty years till the regional languages are made efficient vehicles of modern scientific thought. A third wants to retain it for ever to enable us to have maximum efficiency and international contacts. It seems to me that English must be retained as a compulsory subject of study for at least fifteen years and that it must always remain a compulsory subject so that we may have enough men and women for our diplomatic service abroad and for our international cultural contacts and for our maintaining a prominent place in world opinion and world knowledge. The education in each linguistic area must be in the regional language from

the beginning to the end and the federal language also must be studied as a compulsory subject.

An even more important question is that relation to Sanskrit and our religion and culture. These are organically related to each other as body and soul and cannot subsist apart from each other. Any scheme of future Indian education must make an ample and adequate provision for both to enable India to fulfil her mission of the custodian and broadcaster of the spirituality of the world. Thus, the future of India is vitally bound up with the future of Indian Education. Whither Indian Education? And it is equally true that Whither Indian Education depends on Whither India?

WAGE-EARNING ASPECT OF BASIC EDUCATION

K. R. HARIHARA AYYAR, B.A., L.T.,

Retired Lecturer, Training College, Trivandrum.

Spinning and weaving are selected as the Basic crafts for every Elementary School and also for the 1st and 2nd forms of Secondary Schools. Gardening and agriculture are also selected as alternative crafts. All these four crafts, if crafts they are, are the most unsuitable to be practised in Elementary and Secondary Schools.

At the beginning of every school year, children of all classes of the Elementary school are asked to purchase a Thakli sold at two annas, and cotton slivers readymade for spinning for annas two. Thakli spinning is taught in a period of half an hour or 45 minutes and children are asked to practise at home. With very great enthusiasm, the children persevere at the work for one or two days, morning and evening. But they soon get tired of the work owing to the constant breakages in the process and naturally they soon lose interest in the work, throw the Thakli in a corner and forget all about it. The school does not enquire what has become of the spinning taught. Out of the 400 children of the school, a few grown up pupils make a present of the yarn they have spun to the school, which is safely preserved for the inspection of the supervising authorities. Recent statistics published by Government show that 35 lakhs of children are attending Elementary schools in this Presidency. If every Elementary school chooses to teach Thakli Spinning in this way, it means 8.75 lakhs of rupees are wasted yearly in the name of Basic Education without any profit whatever, either to the child or to the Government. What a colossal waste! If, on the other hand, it is enforced that every child in an Elementary school should give, in the course of a year, a certain quantity of hand-spun yarn (say $\frac{1}{4}$ lb., $\frac{1}{2}$ lb., $\frac{3}{4}$ lb., $\frac{1}{2}$ lb., and 1 lb. in the 1st five classes) what a huge supply of hand-spun yarn

could be had for the A.I.S.A., for weaving even coarse cloth. The inefficient policy of the Education Department, the lack of supervision of the inspecting authorities and the indifference of the discontented teachers make the poor parents lose a very large amount in the aggregate, which could have been utilised for various useful and fruitful purposes.

In some of the Secondary Schools that I visited recently Spinning and Weaving were the crafts introduced in the 1st and 2nd forms. In one school, paper making and weaving were the occupations chosen. Where weaving is introduced, neither the weaving masters nor the supervisors were able to arrange the yarn for the looms and so the services of the hereditary weavers were requisitioned for the purpose. The pupils' work, therefore, was the mere mechanical pulling of the shuttle and treadling as per formula. The quantity of cloth woven during a month by one class of nearly a hundred boys working 2 days in the week was only worth Rs. 25 whereas the equipment cost was Rs. 2,000 exclusive of the building and the establishment charges Rs. 250 a month. 90 per cent of the boys who worked at the looms were not expected to continue this work at home or to take up weaving as a profession after school-life. Besides, the training given is of little value to weave in a power loom factory. Then you see that money is being wasted in unproductive work.

Paper manufacture (Hand-made) is a very primitive occupation and a very unsuitable occupation for schools. When there is scarcity of water even for drinking, where can you find water for the clean manufacture of paper? The paper manufactured is very crude, dirty and unattractive. If the school will be able to supply paper for its own use,

however bad in appearance it may be, it may take pride in its achievement. Half a dozen samples of paper safely kept in a shelf to satisfy visitors and inspecting authorities is not what is aimed at by Basic craft.

In a few schools a small plot of ground is chosen and ordinary vegetables like brinjal, vendai and tomato are grown. A few select pupils are entrusted with the work of watering and nursing the plants. None of the pupils are asked to observe the growth of the plants, the nursing, manuring and weeding done, etc., and maintain a diary. This is gardening and agriculture—taught through what craft? I am at a loss to know.

Most of the Elementary Schools in country parts have no compound walls. Stray animals take shelter in the verandahs and even class-rooms during the monsoon season. A larger number even in towns have no convenience to water the plants. Such being the case gardening and agriculture cannot be introduced as school subjects or basic crafts, but the teaching of the subject may be done with success in a simple manner. Let the school supply a small quantity of seed of any kind to every child. Ask every child to prepare a small plot in his own compound or in his neighbouring friend's compound and some of the seeds as demonstrated in the school in a tray or a flower-pot. Make the children observe daily and note the result of the observation. Let the teacher examine the diaries and make suggestions—class-room demonstrations

on weeding, manuring, etc., may be given and the difficulties cleared by discussion. When the plants bear fruit and it is time to pluck the fruits, hold a small flower-show in the School—Interest will be created, emulation fostered and parents' co-operation secured—Occasionally a visit of teachers to the pupils' houses will increase the enthusiasm of the pupils and guardians.

All Educationists in the Western countries are of opinion that no craft taught in a school along with general education can make the pupil of the school a craftsman. From the 1st form to the fifth form, even if a single occupation is taught, the boy or girl may be fit only to become an apprentice under a regular craftsman. What is the time spent in craft work in a school—say 2 hours a week, 52 hours a year i.e., 6½ days in the year at 8 hours a day. So in the 10 years' schooling of a child, only 65 days are spent in craft work. In the case of a hereditary craftsman (e.g., a carpenter's boy) children of 6 and 7 years of age, begin to learn the father's trade and work with the father throughout the day. When the boy is 20 years old, he is not considered as an expert artisan like his father in the majority of cases. We can make allowance to the intelligence and information gained by schooling of the Basic school boy, still he cannot be said to be a trained craftsman as the sum total of his craft-training is very little. Therefore the wage-earning proposition of Basic Education system may be discarded without further consideration.

FOR THE TEACHER

CITIZENSHIP IN THE TRAINING OF TEACHERS

pp. 136

6s

EDUCATION FOR CITIZENSHIP IN ELEMENTARY SCHOOLS

pp. 320

6s

EDUCATION FOR CITIZENSHIP IN SECONDARY SCHOOLS

With a Foreword by the Right Hon. Oliver Stanley

pp. 278

6s

TEACHING OF ENGLISH ABROAD

By F. G. French

Part I: Aims and Methods pp. 126 2s 6d

Parts II & III to be published shortly

A REALISTIC APPROACH TO NUMBER TEACHING

By Dorothy Williams

pp. 96

3s 6d

A MODERN INTRODUCTION TO PSYCHOLOGY

By Rex Knight and Margaret Knight

pp. 246

7s 6d

SOME TASKS FOR EDUCATION

By Sir Richard Livingstone

pp. 106

Rs. 2—8

FOR THE STUDENT

A LEARNER'S DICTIONARY OF CURRENT ENGLISH

By A. S. Hornby, E. V. Gatenby and H. Wakefield

pp. 1556

Illustrated

16s

'It can be warmly recommended for use in high schools and colleges in this country.'

—Times of India.

OXFORD UNIVERSITY PRESS

CITIZENSHIP TRAINING IN SCHOOLS—A RETROSPECT AND A PROSPECT

Y. VITTAL RAO., M.A., B. Ed., *St. Peter's High School, Nellore.*

The reorganised secondary education course has had its first year of working with no signs of the desired result. The new features of the new dispensation have been Social Studies and Citizenship Training. The Government have promised to publish their own text books, and hence the managements felt coy to introduce any book published and brought forth by private companies. The result was a regular haphazard selection of the matter to be taught, no proper concentration on the aim with which the new features made their appearance, no adequate equipment and facilities which alone would keep the new aim take its rightful fulfilment.

Regarding Citizenship Training, Camps were organised at various centres, and Special Citizenship Training Officer gave training to the selected teachers in the different aspects of the subject, which should not be made an Examination Passing Subject, but in which activity must be undertaken by every pupil-citizen. The Trainees at the several centres had much to thank the Government for the useful instruction. On their return from the training, the concerned teachers some found scope to give vent to their newly acquired talent and were looked at with some concern by the other teachers and the managements. The Physical Training Instructors and the Scout Masters probably felt a consternation in that their activities would be submerged by the new wave of Citizenship Training, not waiting to know that it has also to court the co-operation of the two kinds of elements without which certain of the items of the Syllabus of the Citizenship Training would be impossible to carry on. It was a happy coincidence in some schools that the Citizenship Training Teacher, the Physical Train-

ing Instructor and the Scout Master were one and the same person.

But some trainees had to sleep over the recent acquisition because sufficient faith and earnestness were still to be forthcoming from the managements and the public. The general trend of public opinion has been accustomed to watch the inevitable, still more the political turn of events. "Sri Avinashiligam Chetti is gone. There will be a thorough overhauling of the present scheme again. Moreover, even the finalised syllabus will be in force only till 1951. Let us simply watch and drift without wasting funds." This is the sort of social *Laissez-faire* working in the minds of people. Further, a sort of Grasham's Law seems to operate in the public minds where the good and earnest side of the new features seems to be driven out by the bad, cynical and destructive unwillingness to march with time.

The lot of the public at present, what with black-marketing in every field, unable to maintain themselves at a decent level, is the cause of their not appreciating "the progressive factors." How can a poor parent afford to invest something at present, with the fond hope of turning his child into a useful citizen in future? The public eye is unable to perceive the distant future without passing through the present turmoil. Hence, the equipment and facilities must be supplied to the pupil and they are found wanting in Schools now unless that factor is stressed well by the Inspecting Officers and the Department, what has been done so far appears to be a huge waste of everything. The Intensive Training in Citizenship course proposed to be organised by the Department will serve the fullest use only when the above factor is recognised.

(Continued on page 387)

U. S. S. R.—ON THE ROAD TO GENERAL LITERACY

A. G. VILVA ROY

I. LITERACY IN TZARIST RUSSIA

A census of the population of the Russian Empire in 1897 showed that nearly 78% of the population were illiterate. The rate of illiteracy among peasant women and among the toiling people of the oppressed national minorities was particularly high.

A considerable number of national minorities had no alphabet of their own. Among the people of Daghestan, Tchetchnya, Kasakstan, Kirghizia, Kara-Kalpakia, Ingusetia, Kabarda, and numerous other nationalities the rate of literacy did not exceed 3.5%. In Yakutia there were 6 (six) literates for every 1000 inhabitants.

Only children of wealthy people had access to knowledge; the millions of workers and peasants were denied the opportunity of school instruction for their children. Thus, the number of illiterates grew continuously.

II. THE CULTURAL REVOLUTION

After the October Revolution an enormous activity was being developed in order to eliminate illiteracy, that dark legacy of Tzarism.

As early as the first years after the Revolution, when the whole country was still in the throes of Civil War and the entire economy of the country was shattered, Lenin emphasised the necessity of "taking up the simple, urgent matter of mobilising the literates for the struggle against illiteracy".

On December 26, 1919, a decree was issued by Council of People's Commission and signed by Lenin, on the elimination of illiteracy among the population of the R.S.F.S.R.

"All illiterate inhabitants of the Republic between the age of 8 and 50 are obliged to learn to read and write in their own or in the Russian language," was stated in the decree, issued in order to "Afford the whole population of the Republic the possi-

bility of taking a conscious part in the political life of the country." The decree authorised the organs of the People's Commissariat of Education to draw into the struggle against illiteracy all the organizations of the toiling population (trade unions, League of Communist Youths etc.) and to make use for this purpose, of public buildings and clubs, of suitable premises in the factories and Soviet institutions, and so forth.

The carrying into effect of the "Lenin Decree" started immediately. The Provincial Extraordinary Commission for the Liquidation of illiteracy was established in the Moscow Province early in 1920. In the same year the All-Russian Extraordinary Commission for the Liquidation of illiteracy (Likbez) was organised. The work started with propaganda, with registering the illiterates and with organising Likbez branches. Thousands of school teachers were prevailed upon to teach illiterate adults. Literature, factory and office workers were trained in 7 day methodical courses and appointed as instructors in Likbez classes. Within one year 50,000 illiterates of the Moscow Province became literate, and throughout the country over one million people passed the Likbez courses during the first year after promulgation of the decree.

III. THE DOWN WITH ILLITERACY SOCIETY

Toward the close of 1923 the newspapers began to carry reports on the organisation of various public committees or local societies for the purpose of aiding the government organs in the struggle for the liquidation of illiteracy.

Thus arose the idea among the education workers of establishing the "Down With Illiteracy Society". By that time it had become apparent that the solu-

CITIZENSHIP TRAINING IN SCHOOLS—A RETROSPECT AND A PROSPECT

Y. VITTAL RAO., M.A., B. Ed., *St. Peter's High School, Nellore.*

The reorganised secondary education course has had its first year of working with no signs of the desired result. The new features of the new dispensation have been Social Studies and Citizenship Training. The Government have promised to publish their own text books, and hence the managements felt coy to introduce any book published and brought forth by private companies. The result was a regular haphazard selection of the matter to be taught, no proper concentration on the aim with which the new features made their appearance, no adequate equipment and facilities which alone would keep the new aim take its rightful fulfilment.

Regarding Citizenship Training, Camps were organised at various centres, and Special Citizenship Training Officer gave training to the selected teachers in the different aspects of the subject, which should not be made an Examination Passing Subject, but in which activity must be undertaken by every pupil-citizen. The Trainees at the several centres had much to thank the Government for the useful instruction. On their return from the training, the concerned teachers some found scope to give vent to their newly acquired talent and were looked at with some concern by the other teachers and the managements. The Physical Training Instructors and the Scout Masters probably felt a consternation in that their activities would be submerged by the new wave of Citizenship Training, not waiting to know that it has also to court the co-operation of the two kinds of elements without which certain of the items of the Syllabus of the Citizenship Training would be impossible to carry on. It was a happy coincidence in some schools that the Citizenship Training Teacher, the Physical Train-

ing Instructor and the Scout Master were one and the same person.

But some trainees had to sleep over the recent acquisition because sufficient faith and earnestness were still to be forthcoming from the managements and the public. The general trend of public opinion has been accustomed to watch the inevitable, still more the political turn of events. "Sri Avinashiligam Chetti is gone. There will be a thorough overhauling of the present scheme again. Moreover, even the finalised syllabus will be in force only till 1951. Let us simply watch and drift without wasting funds." This is the sort of social *Laissez-faire* working in the minds of people. Further, a sort of Grasham's Law seems to operate in the public minds where the good and earnest side of the new features seems to be driven out by the bad, cynical and destructive unwillingness to march with time.

The lot of the public at present, what with black-marketing in every field, unable to maintain themselves at a decent level, is the cause of their not appreciating "the progressive factors." How can a poor parent afford to invest something at present, with the fond hope of turning his child into a useful citizen in future? The public eye is unable to perceive the distant future without passing through the present turmoil. Hence, the equipment and facilities must be supplied to the pupil and they are found wanting in Schools now unless that factor is stressed well by the Inspecting Officers and the Department, what has been done so far appears to be a huge waste of everything. The Intensive Training in Citizenship course proposed to be organised by the Department will serve the fullest use only when the above factor is recognised.

(Continued on page 387)

U. S. S. R.—ON THE ROAD TO GENERAL LITERACY

A. G. VILVA ROY

I. LITERACY IN TZARIST RUSSIA

A census of the population of the Russian Empire in 1897 showed that nearly 78% of the population were illiterate. The rate of illiteracy among peasant women and among the toiling people of the oppressed national minorities was particularly high.

A considerable number of national minorities had no alphabet of their own. Among the people of Daghestan, Tchechnya, Kasakstan, Kirghizia, Kara-Kalpakia, Ingusetia, Kabarda, and numerous other nationalities the rate of literacy did not exceed 3.5%. In Yakutia there were 6 (six) literates for every 1000 inhabitants.

Only children of wealthy people had access to knowledge; the millions of workers and peasants were denied the opportunity of school instruction for their children. Thus, the number of illiterates grew continuously.

II. THE CULTURAL REVOLUTION

After the October Revolution an enormous activity was being developed in order to eliminate illiteracy, that dark legacy of Tzarism.

As early as the first years after the Revolution, when the whole country was still in the throes of Civil War and the entire economy of the country was shattered, Lenin emphasised the necessity of "taking up the simple, urgent matter of mobilising the literates for the struggle against illiteracy".

On December 26, 1919, a decree was issued by Council of People's Commission and signed by Lenin, on the elimination of illiteracy among the population of the R.S.F.S.R.

"All illiterate inhabitants of the Republic between the age of 8 and 50 are obliged to learn to read and write in their own or in the Russian language," was stated in the decree, issued in order to "Afford the whole population of the Republic the possi-

bility of taking a conscious part in the political life of the country." The decree authorised the organs of the People's Commissariat of Education to draw into the struggle against illiteracy all the organizations of the toiling population (trade unions, League of Communist Youths etc.) and to make use for this purpose, of public buildings and clubs, of suitable premises in the factories and Soviet institutions, and so forth.

The carrying into effect of the "Lenin Decree" started immediately. The Provincial Extraordinary Commission for the Liquidation of illiteracy was established in the Moscow Province early in 1920. In the same year the All-Russian Extraordinary Commission for the Liquidation of illiteracy (Likbez) was organised. The work started with propaganda, with registering the illiterates and with organising Likbez branches. Thousands of school teachers were prevailed upon to teach illiterate adults. Literature, factory and office workers were trained in 7 day methodical courses and appointed as instructors in Likbez classes. Within one year 50,000 illiterates of the Moscow Province became literate, and throughout the country over one million people passed the Likbez courses during the first year after promulgation of the decree.

III. THE DOWN WITH ILLITERACY SOCIETY

Toward the close of 1923 the newspapers began to carry reports on the organisation of various public committees or local societies for the purpose of aiding the government organs in the struggle for the liquidation of illiteracy.

Thus arose the idea among the education workers of establishing the "Down With Illiteracy Society". By that time it had become apparent that the solu-

tion of the huge tasks assumed by the government in the struggle against illiteracy will be possible only with the widest co-operation and help of the public.

In 1924 the All Russian "Down With Illiteracy" Society was organised. The importance attached to the activity of the Society can be seen from the fact that the Chairman of the All-Russian Central Executive Committee, M. I. Kalinin, was made President of the Society. Kalinin had been uninterruptedly for over ten years Chairman of the Central council "D.W.I." devoting much of his time to the work of the Society.

Similar Societies were also organised in the other Republics of the Union (Ukraine, White-Russia, etc.)

The popularity of the "Down With Illiteracy" Society was demonstrated first of all in the growth of its membership. While in January 1924 there were in the whole of the R.S.F.S.R. 100,000 members of the "D.W.I." one year later there were already 464,000 and in 1935 there were over 1,500,000 members.

1. Composition and structure of the Society.

Eligible to the membership of the Society were persons of both sexes who had reached 14 years of age (children of 10 to 14 years of age from circles of "Young Friends" at the "D.W.I." Organisations). When more than 10 people had been enrolled (in a factory or other enterprise) a local branch of the Society was organised. A general meeting of the members was called, an executive or Bureau of three (or five) people was elected to direct the activities of the "D.W.I." local group. Such "D.W.I." groups are formed in factories and public institutions, in collective farms, in rural soviets, in large apartment houses, etc.

When a sufficient number of D.W.I. Societies were formed in a district (or city), a general District (or city) conference was called at which the D.W.I. District Council was elected. The latter

directed the work throughout the district.

At least once in three years regional (provincial) conferences of the Society were held at which the "D.W.I." Regional Council was elected. Besides the election of leading Committees the conferences discussed general questions of the work of the Society and of Adult Education.

The All-Russian "D.W.I." Conference elected the Central Council which was the supreme organ of the Society during intervals between conferences.

Each Council elected from its midst a Presidium. The "D.W.I." Councils submitted regular reports to conferences of local delegates; the Bureaus of the "D.W.I." groups reported to general membership meetings. The general meetings and conferences elected furthermore special control committees for the systematic control of the everyday work of the Bureau and the Councils, and of the Society's activities on the whole.

Along the same lines "D.W.I." groups were organised in the transportations where they were working in close contact with the territorial organisations of the Society.

"D.W.I." groups were formed upon the initiative of Party Komsomol, trade union and other organisations, as well as upon the initiative of individual members of the Society.

Daily guidance and assistance to the "D.W.I." groups, besides the "D.W.I." Councils was extended by local party and Soviet organs.

2. Aims and Activity of "D.W.I." Societies.

The All-Russian "Down With Illiteracy" Society, as a voluntary organisation for public activity of the toilers of the town and village, pursued the aim of assisting the people's Commissariat of Education of the R.S.F.S.R. in the struggle for the universal literacy of all the peoples of the Republic and for raising their cultural level.

With its own means and assisted by the general public the Society not only eliminated illiteracy and semi-literacy

among adults, but also carried on politico-educational mass activity both among its own members and among the pupils and teachers of the adult schools.

3. Allocation of Functions :—

Under the guidance of the Communist Party nearly all public organisations—Komsomol Trade Unions, Co-operatives, etc—took part in the work of adult education. Of decisive importance is the work of three organisations: the organs of the People's Commissariat of Education, "D.W.I." and the Trade Unions (of the collective farms in the villages). Their respective functions were allocated in the following manner :—

(a) The organs of the People's Commissariat of Education (Local education boards) exercised guidance in regard to programmes and methods as well as State Control over the whole work of adult education. They co-ordinated the activities of all the organisations, drew up control figures on the teaching of literates and semi-literates, compiled programs, manuals, and methodical textbooks for the adult schools, they trained teachers, etc. Moreover, the organs of the People's Commissariat of education maintained a staff of methodists working in basic and model schools, who were remunerated from the funds of the State education budget.

(b) The trade unions were responsible for the teaching of illiterate and semi-literate members of the unions and gave financial support to this work in factories and enterprises. They were assisted in the practical work of adult education in factories and public enterprises by the local "D.W.I." groups that were formed for the purpose.

(c) The "D.W.I." groups carried on the practical work connected with the liquidation of illiteracy and semi-literacy. Members of the D.W.I. groups were given definite tasks by the local bureaus in various branches of the work; some of them did simple educational work (registering the illiterates,

attracting them to schools, finding teachers and suitable premises, looking after regular attendance by pupils and teachers, and so on); others were engaged in organisational mass work (enrolling new members of the Society, reporting at public meetings, issuing special wall newspapers dealing with adult education and D.W.I. activity), and still others were engaged in financial work (collecting membership dues, selling "D.W.I." badges etc.)

4. The D.W.I. group on the Basic School of Proletarian Public Activity.

One of the most essential purposes of the "D.W.I." group was to educate the most backward elements of the population (the illiterates) into active participants in public life. By drawing the pupils of the adult schools and their own members into public work, into participation in public and political campaigns, and into various circles (anti-superstitious, dramatic, etc.) by organising collective visits to theatres and cinemas, and discussions on various current political topics, the "D.W.I." groups were becoming the basic school of proletarian public work.

Of tremendous significance to successful work in the elimination of illiteracy and semi-literacy were the forms of activity known as socialist competition and shock brigades. Pupils, teachers, schools, groups and councils of "D.W.I." challenged each other to socialist competition for best performances. The more advanced ones gave their assistance to those that lagged behind, shared experience with them and helped them to overcome all difficulties. The best shock workers in the educational field were rewarded, noted by the public press, and their names were entered on the Red Boards of Honour.

Many literate workers who joined the "D.W.I." wished to render practical assistance in the general work of adult education, but could not do it for one reason or another. They then assumed patronage over individual illiterates, contributed to the local "D.W.I." group

the necessary sum of money for the purchase of textbooks etc. and followed up the studies of "Their" illiterates.

5. Patronage over the village.

It is chiefly among the population of national minorities in outlying districts and in some rural localities that illiterates and semi-literates were still existing, therefore "D.W.I." groups of industrial enterprises assumed patronage over individual villages and collective farms. They sent literature textbooks, and school supplies, extended financial aid, and at times they sent people to help directly in the work.

6. Public Control.

The organisations of the "Down With Illiteracy" Society were concerned not only with carrying out their progress of work in regard to the teaching of illiterates and semi-literates. As a public organisation they systematically controlled and stimulated all the other organisations that took part in the elimination of illiteracy and semi-literacy (factory committees, collective farm boards, etc.).

7. Young Friends of "D.W.I."

Pioneers and School children did not stay behind the struggle for raising the general cultural level of the population of the U.S.S.R. The established circles of Young Friends "D.W.I." helping those of their school-mates who were backward in their studies, helping the "D.W.I." groups in checking the attendance at adult schools, in issuing wall-newspapers, in circulating books and newspapers among adult pupils. Pupils of senior grade (7th to 10th) helped at times in teaching individual adult illiterates.

IV. FREE TEACHERS—CULTURAL WARRIORS

The most remarkable phenomenon on the campaign against illiteracy and semi-literacy was the self activity displayed by the masses of the workers and peasants of this country. Besides the paid schools for adults, large num-

bers of illiterates were taught entirely free of charge by voluntary literate workers. Lenin's stirring appeal for the struggle against illiteracy met with fervent response throughout the country. Hundreds of thousands of literate workers, engineers, peasants, school teachers, office workers etc. voluntarily declared themselves mobilised for the fight for literacy and gave their services gratuitously to circles and groups of illiterates. Public teachers (cultural warriors) carried on with tremendous enthusiasm their arduous but honourable work free of charge. Day in and day out, in the clubs and Red corners of factories and mills and in private homes, the unknown heroes of the cultural front were spreading knowledge among the illiterates.

For example, the collective farmer Vorobiov (Kalinin district, Kuibyshev region). Vorobiov was 46 years old. More than 13 years he had devoted to the struggle for literacy, having personally taught 234 illiterates. Vorobiov had finished only three grades of the village school before the Revolution. Thus, in teaching others he was continuing his own education.

The young Tartar woman Khalilulina (of the same region) attending an evening workers' faculty, assumed as her social duty the teaching of illiterates, and in the course of four years, she had taught over 100 illiterates. Shhaplok, an elderly Circassian peasant, was for a number of years a Likbez brigade leader in the mountain hamlet of Kozet in the Psikup district (Adygheya). His village had been one of the first in Adygheya to achieve universal literacy. After that he went with shock brigade to the Chechen country and succeeded in providing school facilities for all the illiterates in the most backward Nadterchny district.

Thousands upon thousands of such cultural warriors may be found in sunny Kazakstan, in far-off Yakutia, and in the mountainous Ossetia.

Great help to the national minority villages was rendered by the factory workers of the industrial centres.

Here is a splendid example of such help.

The "Marat" factory of Moscow had sent to a State farm Daghestan, over which it had patronage, two Komsomol girls Guncheva and Vaganova. In respect of culture the State farm was one of the most backward. There were no books, no Red Corner, no Likbez branch no primers. Fifty percent among the shepherds of that farm were illiterates.

After four months of plodding work the Moscow girls achieved great results. This is demonstrated best of all by the testimony of the former illiterate shepherd Alabardiev: "Before I knew the letters, but did not know what to do with them." Alabardiev became an active contributor to wall newspapers.

The homes of the shepherds were also brought into a state of culture. Books and newspapers had made their appearance. After the Moscow Komsomol girls left there remained on the State farm an active group of 7 members who continued the work.

V. THE CULTURAL CAMPAIGN

Despite the great work in the teaching of illiterates carried on during the first ten years after the Revolution (the rate of literacy rose to 55.5% in 1926), the tempo of the elimination of illiteracy was lagging behind the tempo of economic construction. Illiteracy constituted a great hindrance in the socialist reconstruction of the national economy, and especially in that of agriculture.

In 1928, upon the initiative of Komsomol, a cultural campaign was proclaimed which brought about a decisive change in the matter of adult education during the period of the First Five year plan. The 16th Congress of the C.P.S.U. in its resolution on the report of Stalin declared: "The introduction of universal compulsory elementary education and elimination of illiteracy must become the militant task of the Party during the ensuing period".

Under the guidance of the Communist Party, literally all the public

organisations (Komsomol, Soviets, trade-unions, co-operatives, industrial organisations, etc.) have taken part in the cultural campaign. Many millions have been taught and have taught others, or have helped in the work of adult education. "Likbez work has become the work of millions of our toiling masses" (Kalinin).

While in 1927-28, 660,000 illiterates and semi-literates were being taught, in 1928-29 there were already 2 millions, in 1929-30 8 millions, in 1930-31 11 millions and so forth.

It should also be noted that the share of "D.W.I." in general Likbez activity during that period had risen from 10% in 1927-28 to 27.3% in 1930-31.

The cultural campaign was not limited to the liquidation of illiteracy, but turned into a public campaign of the peoples of the U.S.S.R. against the whole of the dark legacy of the past—against hooliganism, ignorance, religious prejudices, drunkenness etc.

VI. HEADING FOR THE GOAL

During the whole of the Soviet rule the adult schools and Likbez classes took care of 40 million illiterates and semi-literates, of whom 14 millions were taught by "D.W.I." groups. About 2 million members of the "D.W.I." have given their services gratuitously as teachers in adult schools. And even larger numbers of cultural warriors came from Komsomol, trade-unions, and other organisations.

The success of industrialisation of the country and collectivisation of agriculture provided the requisite conditions for the gigantic growth of Socialist culture including the realisation of universal literacy.

Already by 1930 the rate of literacy rose to 62.6% and by 1935 it reached 92%.

Even more striking are the achievements among the formerly backward national republics and regions.

In 1931 the new Latin alphabet was adopted by 16 nationalities and by 1933 it was used by 75 nationalities.

In some of the regions and Republics there was almost total illiteracy before

the revolution. For instance, in the Samalkand region of Turkmenistan for every 1,000 males there were only 20 literates and for every 1,000 females there were only 2 literates. Conditions were not any better in Kazakstan, Kirgizia, Yakutia, Buriat Mangolia, Adyghaya etc.

After the revolution, on the basis of the economic and political progress, tremendous cultural and educational work has been accomplished.

In Kirghizia there were 2% literates before the Revolution; in 1932 the rate of literacy rose to 70%; in Cuvashia it rose from 7% in 1917 to 95% in 1933; in Yakutia before 1917 the rate of literacy amounted to decimal fractions of 1% and in 1932 about three fourths (73%) of the population had become literate. Adyghaya, with its 2% literacy before the Revolution, was first in the Soviet Union to achieve universal literacy, being followed by Kabarda, North Ossetia, etc. In White Russia the rate of literacy among the adult population had barely reached 27% before the Revolution. At present there are hardly any illiterate left in Soviet White Russia.

Literacy among the people of Tadzhikistan had increased 26 times during the years of the Revolution. Equally stupendous are the achievements in Daghestan (from 5% in 1926 to 88% in 1933), in Chechnya from 0.4% before the Revolution to 80% in 1933), and similarly in the other Union Republics.

While in 1929 this country held 23rd place in regard to the rate of literacy among the countries of the world, at the present time the U.S.S.R. holds one of the first places, and a number of our national regions have already reached second and third places.

Many thousands of formerly illiterate and semi-literate working men and women, collective farmers and housewives and domestic workers have been promoted to leading work in cultural educational administrative, trade-union

and industrial organs through the Likbez stations and adult schools. "The woman cooks have learned to rule the State." (Lenin).

Despite the great work for the elimination of illiteracy that was out during the first years after the Revolution the ranks of illiterates were continually filled by youngsters who did not attend the schools.

Before the Revolution only 7.8% million children attended the schools.

At the 16th Congress of the C.P.S.U. it was declared by Stalin: "The main thing now is to introduce compulsory elementary education. I say main, because such a change would mean a decisive step in the cultural revolution. And it has long been high time to begin this, because we have today all that is necessary to organise general elementary education in the vast majority of districts of the U.S.S.R."

After the address of Stalin and the decision of the 16th Congress of the C.P.S.U. general elementary education for children was introduced, and by 1932 all the children of the country (21 millions) attended school. The roots of illiteracy were destroyed definitely and for ever.

At the present time the liquidation of illiteracy in Russia as a whole country has been complete.

The programs for the schools for the semiliterates comprise a curriculum of knowledge equivalent to four classes of the elementary school. Those graduating from these schools may continue their education within the program of a secondary school (7 classes) and more. Such schools of the advanced type are more and more acquiring a mass character.

The cultural campaign advances to a higher stage, and is being transferred into the struggle for more knowledge, for the mastery of the latest technique, for raising the general cultural level of the entire population of the U.S.S.R.

RAJAJI'S EDUCATIONAL SCHEME

(A CRITICAL REVIEW)

Ever since my Presidentship of the Provincial Elementary Education Conference in Madras in 1924, I have been serving the role of a crusader for universal free and compulsory elementary education and stressing its urgency on every Education Minister and on the Advisor-regime, too, through the medium of the daily and the weekly Press during the past quarter of a century. Hence out of strong conviction and a compelling sense of duty, I feel bound to state that His Excellency Sri Rajagopalachariar's educational scheme recently announced will set back the clock of educational and therefore of national advancement in its vital aspect, and bears the semblance of a challenge to and a denial of the fundamental educational right guaranteed in the new Constitution and formulated at the Karachi session of the Indian National Congress. Sri Rajaji has now conceived the three-day schooling a week and a four-day week in family apprenticeship and traditional occupation on financial grounds. As Premier in his budget-speech of 1939, he stated that "in view of the financial implications the introduction of universal elementary education was not a practical proposition." We were not prepared since the days of Gokhale, to excuse the bureaucracy when it trotted out the excuse of financial inadequacy. Gokhale wished the people rather eat less salt than that their children should grow up in ignorance and darkness. Speaking on Gokhale's bill in 1911, Mr. Jinnah cried in a stentorian voice, "If you say you have not got enough money, discover and tap new sources of taxation." Already alarms have been expressed in the C.A. that the country's future with adult suffrage for illiterate population is doomed. Even if elementary education cannot be the first charge on the governmental revenues, it must occupy top priority along with food, clothing and security.

Gandhiji conceived his scheme of basic education to solve the problem of finding the necessary finance. He wrote, "I am convinced there is no other way to carry education to crores of our children. I am a firm believer in the principle of free and compulsory primary education for India. I also hold that we shall realise this only by teaching the children a useful vocation and utilising it as a means for cultivating their mental, physical and spiritual faculties." Gandhiji's educational ideal was up-to-date and modern in that he would not be satisfied with less than 8 years of compulsory education. The essence of his scheme lay not merely in self-sufficiency through pupils' productive work; but secondary education was to be merged in basic education, and the State's main responsibility was to give the 8-year education to every child born in India. But Gandhiji's original scheme had been modified considerably, so that the Provincial Governments have been following their own schemes of basic education without having any bearing on secondary and adult education, educationally and financially. The Opposition in the C.A. have adopted in their programme seven-year free and compulsory education. A government that will not find the finance for educating its people even in rudimentals cannot justify itself at the bar of world-opinion. Hence the Congress Governments cannot burke this issue.

The four-day family apprenticeship a week is conceived on the idea that the parent is willing and capable to educate his children in his trade. The dhobi, the barber and other village craftsmen are determined to get for their children what children of other communities are receiving in schools; their ambitions are not manufactured by bigger people. They will not accept the heredity role implied in Rajaji's scheme. Though it might be madness, as Rajaji says, to upset the existing

structure, it would meet with violent opposition from the very communities which the scheme is intended to benefit, as it smacks of Varnashrama Dharma which it is dangerous to attempt to propagate and perpetuate. The rural economy and the rural outlook have completely changed; and the ideologies of the humble folk can no longer be cribbed and confined.

But there is great truth in what Rajaji says that it is foolish to expect the "hurriedly trained teachers" to teach the occupations. Everyone will easily concede that it is almost impossible to attain skill in any craft in not less than two to four years. Moreover, basic education is defective in that only one craft is to be attempted. It is sound pedagogy that no school or group of pupils in a school should be confined to a narrow restricted set of occupations and that the school must give scope to a variety of practical pursuits. Rajaji says, "And we know just how efficient they will be with our best efforts. We cannot hope to teach these (occupations) in the schools." Rajaji's scheme sounds the death-knell of basic education in its fundamental aspect. Productive work by the labour of the hand scientifically and systematically carried out is distinctly Mahatma's great contribution to world's educational thought. Gandhiji has exploded the pedagogic snobbery that can perceive the educational only in the economically useless. Rousseau would have Emile learn agriculture as the most honourable, most useful and the most noble of occupations and in addition learn a trade or craft in order to raise him to free and independent manliness. Gandhiji aimed at a similar ideal for us. Whether our teachers will prove equal to the task is Rajaji's doubt and a costly experiment for the nation as a whole to embark upon. It is Rajaji's conviction that "the best scope for vocational training is provided in the domestic atmosphere." But the teaching of handicrafts calling for a mastery of different materials from soft clay and paper to hard wood and tough iron seems to me to have come to stay in

schools as important activities.

Some find identity in the schemes of Rajaji and Dr. Morgan. Dr. Morgan has suggested three-day schooling for educational and financial reasons. Dr. Morgan wanted to arrive at a balance between the highly cultured home of a highly developed community where books with pictures and stories of children of other lands would be available and book-learning intrenched in conventional education, between the traditional arts and culture of family and community and learning from books. Dr. Morgan's problem does not present itself to us. Again, in Mr. Morgan's scheme, school-days will follow the programme of basic education. Again, according to Dr. Morgan, Sevagram has gone to the extreme of using no books but of requiring all education to grow out of home and craft activity. The Sevagram has been presented to Dr. Morgan as "the community giving help to realising the ideal of finely developed personality and all-round education without text-books or classes with only occasional formal training as in learning the multiplication-table. Hence Dr. Morgan frankly pronounced the verdict that the "Sevagram experiment may not be a representation of what is immediately possible on a large scale." Administrators of compulsory education should recognise the fundamental differences in the schemes of Dr. Morgan, Rajaji and at Sevagram. All the three do not furnish as models for the entire nation to follow.

In rural areas, the problem is mainly to make provision for schools in school-less villages, and not to make arrangements for admitting large numbers of children rushing into schools and needing to be assorted into shifts. The device of the shift-system is mostly needed in urban areas and semi-urban centres. Dr. Paranjpye as Education Minister in the M-C reforms tried the double-shift system for primary schools in Bombay; but it was given up later. Rajaji does not approve of the six half-days plan for two sets of children during the week. His scheme does not

take into consideration the value of daily work and play in a co-operative atmosphere on the formation of habits and character. There are educationists who believe that when the daily work is begun and carried through in the spirit of perfection with the object of getting the most out of it for the soul and when the spirit of duty, effort and work is fostered in each individual soul, they are imparting the essence of true education and fine culture, shaping the national character and moulding the national conscience and will. Gandhiji's life-lesson is embodied in the importance of work he put into his everyday life. There are still teachers who believe that daily work has a spiritual value and who in the practice of their profession put their spiritual life into their work and from their work feed their spiritual life. Dr. Tagore's message is of great significance to them, viz., "In the morning of our career, our nature needs the pure and perfect note of a spiritual ideal in order to fit us for the complications of our later years." It is not a simple matter for these people to reconcile themselves to the three-day schooling. The two holidays a week should be adequate for the processes of recuperation and assimilation.

Another reason adduced by Rajaji for the three-day schooling is that the pressure of symbols and word-building on the tender brains of the pupils will be less. Rajaji has been expressing this view for a pretty long time that it would be far better if the child's mind were allowed to develop through actual sense-perception of realities for a good length of time and to delay reading and writing till about 6 to 8 years of age. Till about the age of eight, children, according to Rajaji, could learn a lot without the aid of symbols of reading and writing. Children differ considerably as regards the particular age at which the aids to reading or writing could be dispensed with. Formal number-lessons are not to be introduced before the age of 6. The child is not expected to attend to "abstract number"; and his number-ideas will be closely associated with things and

the ideas of things. The child continues to acquire number-ideas incidentally in connection with his other work and play. According to modern pedagogy, games, stories, occupations at home or at school will by degrees lead him to number-conceptions. The progress of the child consists in the growth of his power to dispense with the assistance of aids to thinking. Modern pedagogy does not sanction the methods of tyranny referred to by Rajaji, and lays stress on contact with nature and outdoor activities.

In connection with the doctrine of softness in education, the following anecdote from "Catholic Digest" will be found instructive, regarding the upbringing of a child by its father, a famous professor of educational psychology who belonged to the "full-encouragement-of-personality school". One morning the child would not take her breakfast, but pushed away her plate, pouted and whimpered. The parents obligingly asked, "Well, darling, what would you like?" The child whimpered, "I want a worm." True to his principle, the professor brought in a fat wriggling worm, laid it on her plate and beaming with smiles said, "There you are, my dear!" "But I want it cooked," the child broke into indignant sobs. The professor immediately had the worm rolled in butter and cooked and placed it before the child. The child sobbed again with tears, "I want daddy to have half." Daddy divided the worm-pie and sent his portion down the gullet. Again, the infant terrible burst into sobs and howls, "But that was the part I wanted." This story of full freedom for the child conveys its obvious moral viz., that concessions on the moral plane have no limits. Despite our reverence for Madame Montessori and her doctrines, it has to be admitted that a stage may be reached in the soft upbringing of the child when it cannot have its own way, and when, in the interests of the child itself it is made to yield to advice or suggestion. The softness theory has its limitations even in the century of the child and of the common man. Our ancient ideal of education had no soft

corner for softness in education, but called forth an integrated discipline, discipline of body, mind and soul. We may not have educators who are trained in observing discipline of this kind. But all educators have to act on the principle, "It is the intense effort which educates." A passion for duty, for effort, for work in the daily life of the child is the noblest thing an educator, without apology, can and should inculcate. There can be no education of character when the will is not aroused to zealous effort. Notwithstanding cynicism from any quarter, the educator should go on, without being disheartened.

In advancing his new educational scheme, Rajaji has observed "Everyone realises that the present system of education is absurd and unreal." In almost the first book on education read by me four decades back, the following passage arrested my attention strikingly, "Judged by any test we choose to apply, education has failed. Morally, the failure is unmistakable. From the standpoint of interests roused or created, our schools would appear to be worse than failures. Taking a lower standard yet, that of mere knowledge conferred and dexterity attained, worse still and so on." In the latest book on Practical Psychology by Karl. S. Bernhardt of Toronto, the author remarks, "Many thousands of hours are wasted in the schoolroom, because the child's interest is not roused and his active participation not secured." Perhaps not without reason have education and the schoolmaster fallen into disrepute in India too as in England and Canada. This indictment has been going on since the days of Plato. Yet the last word on education has not been said; and no experiment in education has been pronounced to be the final one for the world to copy.

Alone, among the professions, it is education that simultaneously calls for scientific thought and for moral devo-

tion. Mentally and morally, man cannot live in a vacuum. Schools are the hope of the nation. The school must nourish the souls of its pupils. The soul must be fed with the rich humanistic food before it can be exercised and trained. Two grandest achievements in the moral sphere stand to the credit of the present Government of India, viz., the installation of the Asoka Chakra, the emblem of peace and tolerance on the National Flag and the adoption of the inspiring Motto "Satyameva Jayate". Which agency but schools can propagate throughout the length and breadth of our ancient land the true and inner significance of these two great national ideals? What will build up the mental, the moral and the spiritual fibre of the individual citizens and the nation, the nation's heritage, must be handed down from generation to generation through schools. Only in education, the end is spiritual; and it is incumbent on the nation's leaders to generate the greatest spiritual force in the teachers and bring it into action on the children with the greatest momentum. This idea lay behind our Mahatma's faith and interest in education. As Rajaji finely puts it, "we have to make the quickening of the moral sense a definite part of the educational system. Citizenship is a culture developed by training and right emotional direction, and a pattern of individual conduct which alone can help democracy to produce social happiness." Culture, Citizenship and Work must therefore be the three-fold Gospel, and Motto for the nation's schools of every grade and stage. India will be India only if she is educated. India, during her 150 years of bondage under alien rule produced a galaxy of intellectual and spiritual giants who shed lustre on India's vitality and greatness. A great future is presaged for FREE INDIA. The slogan, therefore, for Free India to-day is "EDUCATION, MORE EDUCATION, AND BETTER EDUCATION."

LABORATORY EQUIPMENT

For

HIGH SCHOOLS
MIDDLE SCHOOLS
and HIGHER ELEMENTARY SCHOOLS

According to Revised Syllabus

Also, GLOBES, WALLMAPS,
BLACKBOARD INSTRUMENTS
PHYSIOLOGY MODELS, etc.

Please write to:

THE CENTRAL SCIENTIFIC SUPPLIES CO., LTD.,

Complete Laboratory Furnishers.

2, AGARAM ROAD,

TAMBARAM

What is happening to the educational systems of other countries? Are changes being made in their structure or methods?

Everywhere people are engaged in the reconstruction of their educational systems. In Greece, Luxembourg, Poland and Yugoslavia, the material damage has been enormous and the efforts there are concentrated largely on the physical reconstruction of schools, libraries, laboratories and universities. In Belgium, Czechoslovakia, Denmark, France, Great Britain, the Netherlands, and Norway, there was also much damage, but proportionately it was not so great, and consequently more attention can be given to the organizational and curricular aspects of education. In the Orient, governments are concentrating chiefly on physical reconstruction.

Coupled with this concentration on physical reconstruction has been the emphasis on the physical rehabilitation of children. In several countries the Ministries of Education and Health have co-operated to provide special meals for children and to distribute extra milk through the schools. In France most of the nation's milk supply is distributed in that way. In Great Britain every school child receives milk and most children receive their midday meal in the school.

In the reform of the educational system itself, there has probably been more change in England than in any other country. Discussions which had been going on for several years, culminated in the Education Act of 1944, which radically alters English education. Although extremely comprehensive in its final form, the Act can be fairly briefly summarized.

Under the new Act the public education system of England and Wales is to be organized into three steps:—primary education (2-11), secondary (12-19), and further or adult education. All children are required to stay in school until the age of sixteen. After that they must attend a continuation school for at least one day a week until the age of eighteen. Some, of course, will continue attending school full time

and will proceed to university. In addition to raising the school-leaving age, this places a new emphasis upon nursery schools and adult education.

Further, there are to be in the State system no schools for privileged classes; all schools which receive aid from the State are to be on terms of equality. Teachers will also be paid on the same scale no matter whether they teach younger children or older boys and girls. It is hoped thereby to raise the status of schools which have been less favoured in the past and to widen the opportunities of a good education for all.

Lastly, medical inspection and treatment are to be provided free throughout the entire state school system, and special attention is being devoted to handicapped children.

This Act represents real progress and has had a remarkable degree of support from all groups of English life. Its ultimate fulfilment will depend, of course, upon more buildings, more teachers, more equipment. This will take time, but progress is already being made in this direction.

To transform an administrative framework, however, does not necessarily mean true educational reform, and British educators realize this very well; they know that changes in education chiefly take place in the classroom. Here too, there is considerable change taking place, and many schools are becoming experimental, venturing into new ways in an effort to meet the individual needs of children, to strengthen in pupils their belief in and practice of the democratic way of life. Much use is also being made of auditory and visual aids in schools at all age levels and in all parts of England.

In France, too, there is a general ferment in education highlighted by the appointment by the Ministry of Education shortly after the Liberation of a Commission headed by Professor Langevin, to which has been entrusted the task of planning a complete reform of French education. The final conclusions of the Commission have not yet been submitted, but it is evident that

their objective is to ensure all children equality of educational opportunity. It is likely that the school leaving age will be raised to fifteen or sixteen, as in England.

Up to seven the French child will be in a primary school emphasizing the techniques of communication; from seven till eleven he will be in another primary school emphasizing the techniques of acquiring knowledge, developing the powers of observation, expression and action. From eleven to fifteen he will pass through the first cycle of secondary education, where the primary objective will be to discover his or her special aptitudes, particularly as they relate to later vocational life. The intellectually more gifted pupils will then be sent on to institutions of higher learning.

In France it is also recognised that administrative reform is not enough; that a new spirit must be infused into any new organization. In an effort to develop a more experimental programme predicated on the importance and wisdom of the activity method, approximately two hundred schools are experimenting in what is called "Les Sixiemes Nouvelles." In these new groups, the classes are small, and the teaching is concentrated on the native language, science, history and geography.

Administrative reform is being planned as well in Czechoslovakia. Although similar to the programmes in France and England, there are certain outstanding differences. For example, the State is to have complete control over all schools, rather than having dual systems of State schools and independent schools. Another feature of the Czechoslovakian proposals is the provision of tertiary schools for young people over the age of fifteen. One group would be industrial, commercial and technical schools providing a four-year course and preparing some of their students for the Universities; the other would be professional schools providing two-year courses for students not intending to enter the Universities.

In Poland changes in the educational

system are likewise under way which aim at a democratisation of instruction.

In the pre-war days compulsory education included in principle all children between 7 and 14, and the programme of the bulk of primary schools was based on the understanding that the graduates thereof would not seek further education. The present reform extends the compulsory education to the age of 15, and introduces only one primary school system, replacing the former system of three levels of elementary schools. After the completion of the new primary schools, the graduates may enter any secondary school. The secondary education is to be compulsory between the ages of 15 and 19. Those juveniles who start to work after the completion of primary schools will be compelled to attend special courses for at least 18 hours a week, in the morning and at the cost of the employer.

Provision is also to be made for young children in public nursery schools, lasting three years, between the ages of 4 and 7.

The catastrophic lack of teachers caused Poland to set up emergency training institutions with a period of instruction of six months, which should be followed by further personal self-education on the part of the teachers. Recognizing the need for teacher training, Poland is preparing to transform gradually the present teacher training colleges into teachers' academies, which will be schools of university rank.

Into this entire system of public instruction are to be infused new methods and ideals in education aiming at opening the gates of the schools of the highest rank to the wide masses of working people.

Space will not permit a detailed analysis of all the administrative changes in national systems of education, or even a summary of all the frontier thinking and experimentation going on in various countries, but this brief account may give some indication of the thinking and legislative action in a few nations at the present time.—(From *The Teacher and Post-war World in War-Devastated Countries*.)

NEWS AND NOTES

"A Leaf from American Education"

Under the auspices of the Masters' Association of The Hindu Theological High School, Dr. T. M. P. Mahadevan, Head of the Department of Philosophy, University of Madras, gave a very instructive talk on "A Leaf from American Education", in the School Hall at 5 p.m. on 6-9-1949. Sri S. Balakrishna Joshi, Headmaster, who presided on the occasion, observed in his prefatory remarks that mechanical transplantation of foreign ideals and institutions was as bad as wholesale condemnation of them. These had to be understood aright and adapted to suit our national genius and temperament. A synthetic system of education had to be evolved which would combine in itself the inherent vitality of indigenous elements and the invigorating freshness of foreign models.

Dr. Mahadevan stated that the Americans were a nation of 'Actives', intensely practical in their outlook. The pragmatic philosophy evolved by them, profoundly influenced their system of education. Dewey, a great educationist, who had to his credit a number of standard books, belonged to this school of thought. According to it, the criterion of truth was utility. The Americans did not merely theorise. They believed in activity, and their theories flowed out of activities. Naturally, therefore, in the field of education also activities played a prominent part. Learning often took the form of working out projects which were related to actual life. There were no rigid courses of study. Each teacher planned out activities suited to his own wards. There was an air of freedom and an atmosphere of joy about educational institutions. They were real centres of learning which afforded ample scope for the development of pupils to their full stature. School education was complete in itself and was not always a ladder to higher education. As many as 252 diversified courses of study were offered

in schools, and pupils emerging out of them could aspire for the highest posts in the country without further qualifications.

It was wrong, however, to imagine that the American System of Education was activity-ridden. Though there was an emphasis on activities, great scope was given for the acquisition of knowledge through diligent study of books. Books did play a vital role in the scheme of American Education though they did not dominate it. It was strange but true that American boys and girls carried a bigger pile of books than their compeers in India. All these books, however, were not stereotyped textbooks prescribed for class use. Most of them were reference books suggested for consultation. The average American boy took pride in owning a library of his own, consisting of useful books recommended for extra reading. The remarkable feature about American books was that they were usually well-written, nicely got up and profusely illustrated so that children took a delight in handling them and a genuine pride in possessing them. Though there were no formal public examinations by external bodies, each pupil had to submit to the teacher periodical 'Term Papers', based on an intensive study of a number of books pertaining to specified topics. The teachers, on their part, were highly qualified and had perfect mastery of their subjects. While they did not super-impose their own theories on pupils, they did not hesitate to examine critically the content of the books studied by pupils. Thus they did not swear by any particular type of books. The latter were to them merely guides.

The Museum and the 'Planetarium' were valuable adjuncts to every institution wherein pupils gathered knowledge in a lively manner. The libraries which were well furnished and well equipped, were inviting in every sense

of the term. Pupils who were naturally attracted to them in their spare time, learnt more from them than from formal instruction. The Librarian was not a mere clerk whose duty was to prepare a catalogue of books, but a genius who knew how to quicken and sustain the interest of juvenile readers in diverse subjects by periodically assembling all relevant books, pictures, albums, etc., on current topics and displaying them in an attractive manner.

One other note-worthy feature of the American System of Education was that it inculcated in the minds of the young the spirit that any kind of useful work was honourable. Very often students were attached to establishments and offices and earned in their leisure hours money for themselves instead of depending upon doles or remittances from their parents. Professors, even after their retirement at the age of 70, personally attended to their own needs and kept themselves busy, writing books or doing some other useful constructive work.

It was sad, however, to note that religion in America was regarded more as an ornamental affair than a vital force in life. Education was not also fully democratic. There was still the 'colour bar'. The same facilities were not provided for the Negroes as for the 'Whites'.

Our country could well emulate the brighter aspects of the American System of Education, eschewing its defects.

GREAT BRITAIN**Training of Indian Students in Britain**

"More Indian students than ever will come to Britain for training—but the type of learning sought will be different," said Dr. Tara Chand, Secretary to the Ministry of Education, Government of India, in an exclusive interview.

Dr. Tara Chand, who was passing through London on his way to Paris to attend the UNESCO Conference, pointed out that there would in future be fewer Indian students at the Inns of Court

or for general degree courses at British universities.

"Generally speaking," he said, "the students we shall wish to send will be those taking specialised post-graduate courses. Higher scientific research and international law are two subjects that spring to mind in this connection."

He added: "Then, of course, there is practical training in engineering and similar subjects. It may be long before sufficient facilities will be available in India for training the large number of higher technicians that will be urgently needed there. India must be abreast of the latest developments and Britain will always be a preferred training ground for Indian engineers."

Praise for Legal System

Dr. Tara Chand praised the British legal system which, he said, had been adopted unchanged in the new India. It was manifestly the best in the world and had perhaps been Britain's finest legacy to India. "I venture to say that the verdict of history will show the British as the world's greatest law-givers after the Romans," he said.

Another valuable legacy had been the constitutional system. "Our new constitution is virtually a replica of the British which was chosen as our model precisely because we thought it the nearest thing to ideal democracy. The principles underlying it are the very roots of a proper social structure," he declared.

Talking of English, Dr. Tara Chand said he believed it was destined to be the universal language for all commerce between nations and he welcomed the recent decision of the Indian Constituent Assembly to retain its use for official purposes for another 15 years and for special purposes thereafter.

UNESCO Meeting

Speaking of the UNESCO meeting to which he was going, Dr. Tara Chand said that the principal subject for discussion would probably be that of technical assistance to underdeveloped countries. China being apparently ruled

out at present, India remained as the largest example of this class, and it was hoped she would receive a considerable share of whatever help UNESCO could give. Another subject to be discussed would be that of peace through education and what concrete action could be taken by Governments to this end. India was naturally keenly interested in this also.

Dr. Tara Chand spoke of the cultural and spiritual links between Britain and India which, he said, were becoming daily closer and stronger since the political links were broken. Indians had always admired Britain; now there were few who did not love her also.

CHICAGO

Coronet Films

Six New Educational Films: Cities: Why They Grow; Spain: The Land and the People; Life on a French Farm; What is a Corporation?; Describing an Incident; and Preserving Food.

MADRAS

Building Schemes for Schools

An addition to Rule 19 of the Madras Education Rules, published in the issue of the *Fort St. George Gazette*, lays down that in regard to building schemes, the cost of which does not exceed Rs. 5,000, approval may be accorded by the District Educational Officer or the Inspectress of Girls' Schools, as the case may be, before the work is commenced.

In regard to thatched sheds, it is laid down that approval should be obtained only from these two authorities in all cases, irrespective of the cost.

Building Grants for Basic Schools

The Government of Madras have sanctioned an increase in the scale of building grants for Basic Education schools in the Province.

The maximum grant has been raised to Rs. 15,000 from Rs. 7,000 in the case of senior basic school and to Rs. 9,000 from Rs. 4,000 in the case of junior basic school.

The concession has been made applicable to all basic schools, maintained either by local bodies or by private management.

In the case of ordinary elementary schools, the building grant is limited to half the cost. The Government as a special case in view of the importance they attach to basic schools, have raised the percentage of Government contribution to 75 per cent of the total cost.

A provision of rupees ten lakhs has been made in the current year's budget for this purpose.

Intelligence Tests in Schools

Secondary Education Board's Scheme

A scheme for recording the progress of pupils in the various activities of schools, and for observing and recording the interests and personality traits of pupils, has been prepared by a Committee of the Secondary Education Board.

The Committee made the following recommendations:

Teachers should be given adequate training in modern methods of testing. The teachers' training courses should be revised so that this training can be included in the syllabus. The teachers working in schools and inspecting officers should be enabled to get the training through special courses arranged at all centres.

Intelligence tests, achievement tests and diagnostic tests suitable for this Province should be prepared and standardised and made available for use in schools.

In order to carry out the above recommendations, it will be necessary to open a separate section in the Education Department with qualified staff. It may be desirable to have an Advisory Committee of Specialists available in the City to assist this department. Alternatively, the Committee would recommend that the Government should subsidise the University so that it can carry out this work.

Along with the use of intelligence tests and attainment tests, the school should be required to maintain cumu-

lative record cards presenting the progress of the pupils in all aspects during the school course. This record if efficiently maintained can indicate the abilities and attainments of the pupil better than an external examination and this certificate should be regarded as the record of the completion of Secondary School course, regardless of external examinations which the University or employing agencies may set for those who complete the Secondary education.

If the examination of the public Service Commission included tests to find out the natural abilities of the candidates and tests which showed how the candidates can use in practical situations the knowledge they have acquired, the schools would also realise the need for emphasis on educational activities of a wider range than merely that of acquiring facts and reproduction from memory.

Composite Course Needed

Speaking at the Ranade Library and Reading Room on 2-9-1949 on "Possible Trends in Education", Dr. C. R. Reddi stated that they must devise some sort of composite classes where it would not be difficult to combine the advantages of having training for high education leading to the universities as also for preparing themselves for entering some technical schools or trade schools. In large colleges where a large number of boys studied different subjects, while they learnt special subjects, they also acquired a general knowledge and this would be common to all the boys.

He was glad, Dr. Reddi continued, that Mr. K. Madhava Menon, the Education Minister, was with them and he wished the Minister all success. The Minister was now finding difficulty in providing for mid-day meal to children. It might not be possible at the present stage to give food to all the children. But something might be done in that direction. In America, he pointed out, schools had not only gardens but parents who had lands were requested to set apart plots for students to work. In that way, there was a large number of demonstration farms. It might not

be possible in this country to do so, but something must be done.

Proceeding, Dr. Reddi said that it would not be difficult for students studying agriculture and domestic science in the high school classes to proceed to university education. In learning such subjects, students had to learn other sciences and they could branch off to these special studies at the university stage.

The speaker next referred to the S.S.L.C. scheme and said that it was purely a local examination. The old Matriculation examination was still being held, and this commanded a higher degree of respect than the S.S.L.C. He then referred the difference of opinion between the Madras and the Andhra Universities on this question and said that unless a student was good in mathematics, he could not take up science groups in the Intermediate classes. Such pupils had to go to the arts courses. Dr. Reddi said that he was investigating the idea of having a scheme wherein at the intermediate stage, they could have more diversified classes than it was to-day. In addition to the Intermediate in sciences and in arts, they might have an Intermediate in Techs. In the Andhra University, they had introduced agriculture, elements of engineering, surveying, domestic science in the Intermediate stage. They could also introduce elements of teaching from the middle school stage, and continue it in other grades. Even elements of law could be introduced in the Intermediate stage. In the Andhra University they had two courses for the B.L. degree: one, a two years' course for the graduates, and the other a three years' course for the Intermediates. He could not understand why there should be different examinations for the S.S.L.C. and the Matriculation. Personally, he was not satisfied with the system of eligibility. Apart from the fact that it was a purely local affair, which would not be recognised elsewhere, he thought it would be much more dignified if the Matriculation and the S.S.L.C. were merged together into one examination held by a joint board

of both the Universities and the Government passing out students eligible to proceed to university studies. This would also secure a wider recognition. This scheme, he said, would not obviate the necessity of having polytechnics which were doing very good work in the province. It might be said that if more courses were provided, more colleges would have to be started and the strength in colleges would increase considerably and it would be difficult for colleges to manage such large numbers. Dr. Reddi pointed out that there was not a single American University where the attendance was less than 30,000.

Admission to Colleges

The Academic Council of the Madras University which met on 15th September at the Senate House, Chepauk, approved the revised ordinance governing admission of S.S.L.C. holders to University courses of study, in view of the reorganised S.S.L.C. scheme adopted by the Government providing for four diversified courses.

Details of revised S. S. L. C. Scheme

According to the revised scheme, the examination will be based on four different courses, the "academic" or pre-University course; the "secretarial" course; the pre-technological courses; and the "aesthetic" and domestic courses.

It is stated that the objectives of the "academic course" are to lead the student to the University and to impart to him general cultural education, whether or not he wishes to join the University. Optionals will be abolished and the time thus obtained will be utilised for various activities, arts and crafts, on which the pupil has already started work in the middle school. Provision has also been made, for those who desire it, for the study of a classical language, or Hindustani, or any other Indian or European language, in addition to the regional language and English. The student can study the regional language as his first language, Hindustani or Sanskrit or any other language as his

second, and English. But if he has no inclination for the second group of languages he can devote the time provided for it to a special course in the regional language.

The social studies of the lower forms will be continued in their integrated form, correlated with activities and training, instead of instruction in separate subjects like history and geography. Some of the pupils in Forms V and VI, it is stated, will be expected to join the Junior Division of the National Cadet Corps.

The aim of the second course, the "secretarial", is to fit the pupil to be a more efficient secretary or office assistant than a mere academic course can do. It also at the same time aims at making it possible for him to qualify for the University entrance examination, should he desire to do so. The curriculum, consequently, includes as many subjects of the academic course as possible, while providing adequately for "secretarial" subjects, which replace general science, arts and crafts.

The "pre-technological" course will train students for entrance to the Polytechnics. It is intended for pupils with higher ambitions and better resources than those who join trade schools. It is expected that students who take this course and complete their studies in a Polytechnic, a total period of five or six years, will be able to enter industrial field sooner than those who, after taking the academic course, graduate with a degree in engineering.

The "aesthetic and domestic courses" are chiefly intended for girls' schools. But boys' schools are not precluded from taking subjects like drawing and painting. It is intended to be a good preparatory course for those who desire to enter a school of art.

It is stated that the details of the scheme of examination are being formulated so as to bring them into line with the needs of the new scheme, which emphasises "active performance standards and the resultant personality development rather than abstract factual knowledge." Written examinations in what are called the "older" subjects

of the curriculum will be retained for the purposes for which such examinations are intended. Provision will be made for taking into account the work of the pupil throughout the course and for "rating practical abilities, social behaviour and general factors of personality."

MINIMUM MARKS

It is intended that the holders of the S.S.L.C. may be admitted to the University if they have completed 14 years and six months on July 15 of the year, in which they seek admission, and if they have secured at the public examination the marks indicated below:

"Academic" course: not less than 40 marks in the regional language, 40 in English and 130 in the following four subjects taken together: Hindustani or its alternative, mathematics, general science, and social studies. The marks should not be less than 35 per cent in each of any two of the subjects and not less than 25 per cent in each of the other two subjects. Students, who secure in the aggregate not less than 215 marks, but fail in not more than two subjects by one mark in each, shall be eligible for admission to the University.

Secretarial course: Not less than 40 marks in the regional language, 40 in English, and 130 in the following taken together: social studies, commercial arithmetic, drafting and precis-writing and typewriting and two subjects chosen from among book-keeping, commercial practice and shorthand. The other provisions are same as for the first course.

Pre-technological course: Not less than 40 marks in the regional language, 40 in English, and 130 in the following taken together: mathematics, social studies, and (for the engineering course) general science and drawing and applied science and practical examination, or (for the agriculture course) agriculture, including elementary

science. The other conditions are the same as for the first two.

"Aesthetic course": Not less than 40 marks in the regional language, 40 in English, and 130 in the other two subjects under Part II and the two subdivisions of the subject under Part III taken together.

The University, it is learnt, have informed Principals of Colleges that no admission should be made after July 31 every year, so that the students may attend the maximum number of lectures, instead of endeavouring to satisfy the minimum requirements. The Principals have also been directed that the prescribed minimum number of working days should be strictly adhered to, if unexpected holidays should intervene, extra working days should make up the deficiency.

(Continued from page 368)

There is a bright prospect for Citizenship Training. Even with the little working with its handicaps at the several schools, the younger generation have taken the lessons on salute, slogans and movements and other activities in a cheerful way, showing a live interest in the arrangements of groups and leadership. The School Assemblies wherever working have surely encouraged the Commonwealth feeling, a Commonwealth feeling of different classes under one symbol of unity, the flag or the Headmaster. If the course standardised is seen to be given a proper working, undoubtedly the pupil citizens will be better disciplined under the drilling of several activities, and the desired effect will be seen.

The country is in a transition, and the time also is fast approaching for this transition to give place to a settled state of affairs when "Citizenship Training" as a separate subject would cease to be a wonder and a crisis.

SELECT LIST OF BOOKS

on Citizenship and allied subjects.

- CLEAR THINKING.**—An Elementary Course of Preparation for Citizenship.
By R. W. Jepson, M. A. 5s.
- YOUTH'S NOBLE PATH.**—A volume mainly based on Eastern Tradition,
Poetry and History. Rs. 2-12-0.
- A GUIDE TO YOUTH LEADERSHIP.**—By C. R. Humphries and
John Hutcheson. With a Foreword by W. W. Wakefield, M. P. 1s. 3d.
- YOUTH SERVICES.**—By A. E. Morgan, 2s.
In this book are described the development and present operation of
the measures taken in Great Britain to extend formal education and to
organise work and recreation for the adolescent boy and girl between
their 14th and 18th birthdays.
- THE SCHOOL LOOKS AROUND.**—A book for Teachers about Local Surveys.
By Elizabeth Layton and J. B. White. 8s. 6d.
Issued under the auspices of the Association for Education
in Citizenship.
- SOCIETIES: IN SCHOOL AND OUT.**—A Guide for Beginners in Practical
Democracy. By V. L. Griffiths and M. Abbas. 2s. 9d.
- HOW TO RUN SCHOOL SOCIETIES.**—A Handbook for Teachers. 1s. 6d.
By V. L. Griffiths and M. Abbas.
- THE CONDUCT OF MEETINGS.**—By C. A. Newport. 8s. 6d
- ELEMENTARY CIVICS AND ADMINISTRATION FOR INDIAN SCHOOLS.**—
By Man Mohan and N. E. Daruwalla, Re. 1-8-0
- HOW THE ENGLISH ARE GOVERNED.**—Edited by J. S. Bentwich and
A. A. Mendilow with the assistance of Dr. L. Wolff. 8s.
- EVERYONE'S AFFAIRS.**—A First Book for Citizens
By Robert Jones. 6s.
- DRAMATISED CIVICS.**—By Thomas Cain
Book I. THE SAD CASE OF MARY CROWE, 2s.
Book II. MR. MAYOR, 2s. 8d.
Book III. PAGEANT OF PARLIAMENT, 2s. 6d.
- THE PARLIAMENT AT WESTMINSTER.**—By T. G. B. Cocks, 8s.
Describes what Parliament is, the setting in which it meets and the
way it does its work.
- THIS CHANGING AGE.**—By J. R. Reeve. 8s. 6d.
Aim: to help young people to become the alert citizens of the future.
- THE ART OF EFFECTIVE SPEECH.**—A Practical Training by Mrs. A. M.
Henderson. 5s.
- INTRODUCING SOCIAL STUDIES.**—By Dr. Miss J. F. Forrester, B. A., Ph.D. Re. 1/-
A book for those who are pioneering in the Social Studies.
- THE TEACHING OF SOCIAL STUDIES.**—In Secondary Schools.
By James Hemming.
With a Foreword by Sir Cyril Burt. 6s.

ORIENT LONGMANS LTD., MADRAS

FROM OUR ASSOCIATIONS

The Kurnool Dt. Teachers' Guild

The Guild's Annual Conference and General Body Meeting took place at 3 p.m. on 3-9-'49 in the Coles High School Kurnool. About 160 members, 35 of whom being from the mofussil associations, attended. Sri D. N. Babu Rao, Headmaster, Coles High School, Kurnool and President of the Guild occupied the chair.

Sri K. N. Pasupathi, Guild Secretary, read a welcome address in which he exhorted the teachers to pursue their professional calling in a spirit of idealism and cheery optimism and with faith and hope. It was their duty to devote sufficient time to the study of the various subjects entrusted to them and equip themselves thoroughly for teaching them.

The Annual Report on the work of the Guild for the year 1948-49, and the financial statement were read and adopted. A total of Rs. 241-5-6 under receipts including the opening balance, and a total of Rs. 109-2-3 under expenses leaving a closing balance of Rs. 132-3-3 were shown in the balance sheet.

Sri D. Narasimha Sastri, District Educational Officer, Kurnool, then addressed the meeting. In the course of his speech he stressed on the need on the part of heads of institutions to be strict in the matter of admissions and promotions of pupils. Proper discipline should be maintained in schools. The officer then explained the scheme of the Government to promote international fellowship by sending a boy and a girl from our country to America for contact with American pupils.

The Conference adopted a few resolutions regarding the investment and utilisation of the conference surplus funds. It was resolved to put Rs. 2,000 to a fixed deposit as a permanent fund, its interest being utilised for useful, educational purposes. A sum of Rs. 300 was allotted for the celebration of the Guild's Silver Jubilee in January 1950

and a sum of Rs. 100 for the Sri Sabhesan Commemoration Fund.

The meeting adopted a condolence resolution on the deaths of Sri Deshabhakta Konda Venkatappaiah Pantulu, the Andhra leader, and Prof. M. S. Sabhesan. It recorded its deep sense of grief at the loss sustained by the S. I. T. U. and the teaching profession in the Province in the untimely demise of Prof. M. S. Sabhesan.

The conference requested Government to grant Government Scales of pay, House-rent Allowance, Leave-rules, etc., uniformly, for the teachers under all managements, Local Board, Municipal and Aided and admit the expenditure for purpose of grant. It requested Government to re-organise suitably the courses in the Training Schools and Colleges so as to equip teachers for handling efficiently the subjects under the reorganised scheme of Secondary education; to delete some portions from the E.S.L.C. English text for 1950 examination in view of its very late publication; to sanction weightage to such Secondary Grade teachers as have been recently transferred from Board Elementary schools to Secondary schools, taking their previous service into consideration.

The Guild placed on record its appreciation of the services of Sri K. N. Pasupathi who served as Secretary for 13 years.

The following office-bearers were then elected for 1949-50.

President: Sri. D. N. Babu Rao,
Headmaster, Coles H. S., Kurnool.

Vice-Presidents: (1) Sri. N. Raghu-nathachar, Headmaster, Ghandhi Memorial H. S., Nandikotkur. (2) Sri. G. I. Abraham, Headmaster, S.P.G. H. S., Nandyal.

Secretary: Sri. H. Krishnamurthi,
Asst., Ml. H. S., Kurnool.

Jt. Secretary: Sri. O. Jeremiah, Asst.,
Ml. H. S., Kurnool.



SRI D. N. BABU RAO, B.A., L.L.,
President,
Kurnool District Teachers' Guild.



SRI H. KRISHNAMURTHI,
Secretary,
Kurnool District Teachers' Guild and
Representative on the Executive Board of the
S.I.T.U.



SRI R. PHIVARAHAN, M.A., L.L.,
Secretary,
Tiruchirappalli District Teachers' Guild and
Representative on the Executive Board of the
S.I.T.U.



SRI A. RAMA IYER, M.A.,
President,
Tiruchirappalli District Teachers' Guild.

FROM OUR ASSOCIATIONS

891

Treasurer: Sri. M. Venkateswarlu Chetty, Ml. H. S., Kurnool.

Other Members of the Council: (1) Sri. K. N. Pasupathi, Headmaster, Ml. H. S., Kurnool. (2) Mrs. P. S. Raju. (3) Mrs. A. Pinto. (4) Sri. N. S. Gnanaprakasam. (5) Sri. G. Pulliah of Nandyal and (6) Sri. M. Venkanna Bhat of Pathikonda.

The Secretary was elected as the Guild's representative on the S.I.T.U. Executive Board.

With a vote of thanks proposed by Sri. K. N. Pasupathi the conference ended.

Proceedings of the Reception Committee of the Conference at its meeting on 3-9-49:

The Reception Committee of the 39th Madras Provincial Educational Conference, Kurnool, met on 3-9-49 in the Coles High School, Kurnool. About 70 members representing mofassil and Kurnool town associations attended. Sri. D. N. Babu Rao, Vice-Chairman of the Committee, presided in the absence of the Chairman.

Sri. K. N. Pasupathi, General Secretary, read a short report on the Provincial Conference held in May last and presented the financial statement. They were unanimously adopted. There was a discussion on the utilisation of the surplus amount of Rs. 2000 in which Messrs. K. N. Pasupathi, M. P. Rajam Aiyar, O.C. Sastri, H. Krishnamurthi, P. V. Raja Sarma, M. L. N. Sarma, M. Venkateswarlu Chetty and others took part.

It was resolved to transfer the surplus amount to the Guild funds with the recommendation that Rs. 2,000 be deposited as a permanent fund in a safe Bank and the rest utilised for the celebration of the Guild's Silver Jubilee and other purposes as decided by the General body of the Guild.

The Reception Committee placed on record its appreciation of the selfless services of Sri. K. N. Pasupathi, General Secretary, and other workers for making the 39th Provincial Conference a splendid success. It also thanked Sri. N. Sundaresa Aiyar for auditing

the accounts. The Committee was then dissolved.

Statement of Receipts and Charges of the 39th Madras Provincial Educational Conference, Kurnool, May 1949.

RECEIPTS		Rs.	A.	Ps.
By Contributions from				
Secondary School Associations	1,336	9	0	
Contributions from Elementary teachers	247	15	0	
Contributions from Individual Guild Members	54	0	0	
Donations from Patrons, Institutions and the Public	4,365	0	0	
Sale of mess tickets	397	4	0	
Auction of articles left over	152	0	9	
Interest on Savings A.c.	15	13	5	
Miscellaneous receipts	10	5	3	
Total Rs.	6,578	15	5	

CHARGES		Rs.	A.	Ps.
To Mess expenses	1,888	6	9	
Pandals & decorations	456	7	6	
Electrical installations & current & Loud speaker arrangements	259	4	0	
Printing & typing charges	203	6	0	
Postage expenses	124	12	0	
Conveyance for Conference President & Workers	331	13	0	
Water & Conservancy arrangements	52	5	0	
Entertainment expenses	70	10	0	
Educational Exhibition	97	15	9	
Stationery charges	59	12	0	
Tea Parties, etc.	77	6	0	
Badges & garlands	35	6	9	
Photos (Volunteers & Reception Committees)	47	0	0	
Purchase of vessels	30	0	0	
Wages for coolies & peons	99	8	0	
Miscellaneous Expenses	56	8	3	
Reception Committee & Annual Conference expenses (on 3-9-49)	85	0	0	
Closing Balance	2,603	6	5	

Total Rs. 6,578 15 5

K. N. Pasupathi,
Gen. Secy.
D. N. Babu Rao,
Vice-Chairman

Adopted by the
Reception Committee
on 8-9-49.

The Madras Teachers' Guild

The annual General Body meeting of the Guild took place on Saturday the 17th September 1949 at 3-30 p.m. in the P. S. High School, Mylapore with Mr. P. Doraikannu Mudaliar as President. Mr. V. A. Ramachandra Aiyer, Headmaster, P. S. High School, welcomed the members. Rev. E. W. Menzel addressed the teachers who had gathered in large numbers, on the need for research in Education. He complimented the teachers of Madras on the enthusiastic manner in which they took up the work of educational measurements in the different Study Circles and observed that some study-groups had advanced far in their work. He hoped to see the results of their labours when he returned to Madras after two months.

The Secretaries' report was then read, which disclosed a good record of work in many directions, viz., improvement in the membership of the Guild,

the holding of the Annual Conference, Educational Camp, Social Studies lecture series, and the celebration of the Education Week, besides the usual regular Council and Sectional meetings. There was drive for collection to Benovolent Fund which resulted in some addition to it. Benevolence was granted to a few needy members.

The P. S. High School Masters' Association was 'At Home' to the members.

The following Office-bearers were elected for the year 1949-50 :—

President : Sri P. Doraikannu Mudaliar, M.A., L.T., Headmaster, Chintadripet High School.

Secretaries : Sri M. P. Rajagopal, B.A., L.T., Sir M. CT. M. C. High School, Purasawalkam; Sri K. S. Varadachary, Hindu High School, Triplicane.

Treasurer : Sri T. P. Purushothaman, Kellett High School, Triplicane.

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

Districtwar admissions during
September 1949.

Madras	...	3
North Arcot	...	2
South Arcot	...	1
Tanjore	...	1
Salem	...	3
Ramnad	...	4
Madura	...	1
Tinnevelly	...	1
South Kanara	...	1
Bellary	...	5
Mis (Bombay)	...	1

Total ... 23

THE S. I. T. U. PROPAGANDA TOUR

The Honorary Publicity Officer, Mr. C. Ranganatha Iyengar, visited the following school in the month of September 1949 and had talk with the teachers on the scheme of the S.I.T.U. Protection Fund :

Sri Ramakrishna Mission High School, North Branch, Thyagarayanagar.

Sri V. B. Murthy, Secretary of the Fund, also addressed the teachers.

*Extracts from the Fort St. George Gazette
Rules Supplement to Part I-B, dated 29-9-1949.*

EDUCATION DEPARTMENT

Amendment to the Rules relating to the Provident Fund for teachers in Non-Pensionable Service. (G. O. Ms. No. 2772, Education, 5th September 1949).

Under rule 11 (a) of the said rules, the following note will be inserted :—

"Note.—An advance is permissible to meet the expenses on account of 'confinement' (1) in cases necessitating prolonged medical attention, prolonged stay in a hospital or protracted treatment; and (2) in other circumstances involving expenditure disproportionate to the subscriber's income."

Amendment to Appendix to Madras Educational Rules (G.O. Ms. No. 2784, Education, 5th September 1949).

I. In the form of agreement to be entered into between a teacher and the management of an aided secondary school prescribed in Appendix 28 to the Madras Educational Rules the following shall be inserted as paragraph 10, namely :—

"10. That in the event of either party to this agreement failing to observe the terms thereof, the aggrieved

party shall have a right to appeal to the Director of Public Instruction* the Divisional Inspector

and the orders of the Director Divisional Inspector shall be final and binding on the parties.

*Note.—The correct designation of the officer should be retained and the other struck off, according to the particular category to which the teacher belongs (see instruction 6 at the end of the appendix.)

II. In the instructions at the end of the appendix, for instruction 6, the following shall be substituted :—

"The appellate authority competent to dispose of an appeal under paragraph 10 of the agreement shall be as hereunder :—

Director of Public Instruction.—Appeals from, or in respect of, persons holding the posts of Headmasters, Headmistresses, L.T. Assistants, Senior Grade Pandits, Munshis, Commercial and Manual Training Instructors.

Divisional Inspectors.—Appeals from, or in respect of persons holding posts under all other categories."

J. M. LOBO PRABHU,
Secretary to Government.

THE SOUTH INDIA TEACHERS' UNION

Diary for September 1949.

- 9 Meeting of the Children's Art and Book Week Sub-Committee to finalise the Report on Investigation.
- .. Informal meeting of Office-bearers of the S. I. T. U. and S. I. T. U. Protection Fund.
- 11 President attended the Chittoor District Teachers' Guild Conference.
- 14 Education Week Booklets sent to all Teachers' Associations.
- 22 Study Circle-Group Leaders Meeting.
- 24 President presided over the Tinnevelly District Teachers' Guild Conference.

The Madras Teachers' Guild

The annual General Body meeting of the Guild took place on Saturday the 17th September 1949 at 3-30 p.m. in the P. S. High School, Mylapore with Mr. P. Doraikannu Mudaliar as President. Mr. V. A. Ramachandra Aiyer, Headmaster, P. S. High School, welcomed the members. Rev. E. W. Menzel addressed the teachers who had gathered in large numbers, on the need for research in Education. He complimented the teachers of Madras on the enthusiastic manner in which they took up the work of educational measurements in the different Study Circles and observed that some study-groups had advanced far in their work. He hoped to see the results of their labours when he returned to Madras after two months.

The Secretaries' report was then read, which disclosed a good record of work in many directions, viz., improvement in the membership of the Guild,

the holding of the Annual Conference, Educational Camp, Social Studies lecture series, and the celebration of the Education Week, besides the usual regular Council and Sectional meetings. There was drive for collection to Benevolent Fund which resulted in some addition to it. Benevolence was granted to a few needy members.

The P. S. High School Masters' Association was 'At Home' to the members.

The following Office-bearers were elected for the year 1949-50 :—

President : Sri P. Doraikannu Mudaliar, M.A., L.T., Headmaster, Chintadripet High School.

Secretaries : Sri M. P. Rajagopal, B.A., L.T., Sir M. CT. M. C. High School, Purasawalkam; Sri K. S. Varadachary, Hindu High School, Triplicane.

Treasurer : Sri T. P. Purushothaman, Kellett High School, Triplicane.

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

Districtwar admissions during
September 1949.

Madras	...	3
North Arcot	...	2
South Arcot	...	1
Tanjore	...	1
Salem	...	3
Ramnad	...	4
Madura	...	1
Tinnevely	...	1
South Kanara	...	1
Bellary	...	5
Mis (Bombay)	...	1

Total ... 23

THE S. I. T. U. PROPAGANDA TOUR

The Honorary Publicity Officer, Mr. C. Ranganatha Iyengar, visited the following school in the month of September 1949 and had talk with the teachers on the scheme of the S.I.T.U. Protection Fund :

Sri Ramakrishna Mission High School, North Branch, Thyagarayanagar.

Sri V. B. Murthy, Secretary of the Fund, also addressed the teachers.

*Extracts from the Fort St. George Gazette
Rules Supplement to Part I-B, dated 29-9-1949.*

EDUCATION DEPARTMENT

Amendment to the Rules relating to the Provident Fund for teachers in Non-Pensionable Service. (G. O. Ms. No. 2772, Education, 5th September 1949).

Under rule 11 (a) of the said rules, the following note will be inserted :—

"Note.—An advance is permissible to meet the expenses on account of 'confinement' (1) in cases necessitating prolonged medical attention, prolonged stay in a hospital or protracted treatment; and (2) in other circumstances involving expenditure disproportionate to the subscriber's income."

Amendment to Appendix to Madras Educational Rules (G.O. Ms. No. 2784, Education, 5th September 1949).

I. In the form of agreement to be entered into between a teacher and the management of an aided secondary school prescribed in Appendix 28 to the Madras Educational Rules the following shall be inserted as paragraph 10, namely :—

"10. That in the event of either party to this agreement failing to observe the terms thereof, the aggrieved

party shall have a right to appeal to the Director of Public Instruction* the Divisional Inspector

and the orders of the Director of Public Instruction shall be final and binding on the parties.

*Note.—The correct designation of the officer should be retained and the other struck off, according to the particular category to which the teacher belongs (see instruction 6 at the end of the appendix.)

II. In the instructions at the end of the appendix, for instruction 6, the following shall be substituted :—

"The appellate authority competent to dispose of an appeal under paragraph 10 of the agreement shall be as hereunder :—

Director of Public Instruction.—Appeals from, or in respect of, persons holding the posts of Headmasters, Headmistresses, L.T. Assistants, Senior Grade Pandits, Munshis, Commercial and Manual Training Instructors.

Divisional Inspectors.—Appeals from, or in respect of persons holding posts under all other categories."

J. M. LOBO PRABHU,
Secretary to Government.

THE SOUTH INDIA TEACHERS' UNION

Diary for September 1949.

- 9 Meeting of the Children's Art and Book Week Sub-Committee to finalise the Report on Investigation.
- " Informal meeting of Office-bearers of the S. I. T. U. and S. I. T. U. Protection Fund.
- 11 President attended the Chittoor District Teachers' Guild Conference.
- 14 Education Week Booklets sent to all Teachers' Associations.
- 22 Study Circle-Group Leaders Meeting.
- 24 President presided over the Tinnevely District Teachers' Guild Conference.

OUR BOOK-SHELF

CHEMISTRY EXPERIMENTS AT HOME FOR BOYS AND GIRLS:
By H. L. Heys. (George G. Harrap & Co., Ltd. London). Price 10 sh. 6 d. net).

Chemistry as a hobby at home is sought to provide the lively youngster with a first rate training in scientific method, which will complement the more formal instruction given in the school laboratory. The apparatus and chemicals necessary to equip a home laboratory are described together with a number of simple operations in glass working, crystal growing, the preparation and collection of gases and experiments with organic substances. Experiments include dyeing of eggs, several means of making invisible ink, copperplating iron, producing coloured flames, and keeping a candle light in an apparently airless jamjar. Hundreds of such simple experiments are related in simple forthright fashion. The work is illustrated with many fine drawings and halftone plates.

GENERAL SCIENCE (TAMIL), Book I and Book IV. (Oxford University Press. Price Re. 1 and Rs. 1-8-0 respectively).

Book I for First Form and Book IV for Fourth Form have been written in accordance with the latest syllabus by three tried and experienced masters of the Hindu High School, Triplicane. The language used is simple and suited to the standard. Plenty of illustrations and questions at the end of each lesson are marked features of this publication.

VANA—THE COW: by Shirin Misri. (Oxford University Press. Price As 4.)

Under the title "Vikram and his Friends" this booklet is second in the series, the first being 'Rotu-the Dog' reviewed in an earlier issue of this Journal. This is an attractive story for children with illustrations good enough to interest them.

JANA GANA MANA: Harmonised by Handel Manuel. (Christian Literature Society, Madras. Price Re. 1.)

India's National Song by Rabindranath Tagore is set to music according to English note and a translation of the passage is also given. Those whose ears are used to European Music and who long for having the delightful National Song of India in European tune will certainly welcome this chart. The All-India Radio which has programme for European Music will do well to put this on the air now and then at the conclusion of the programme. The entire matter is printed very attractively on the demi-folio size cardboard and is folded into quarto size, with the front page presenting a very nice and agreeable appearance on yellow background and illustration featuring communities of the Nation. The book will be useful to schools and institutions wishing to have National music so that they may teach the song to scholars and also that it may be used on special occasions.

INDIA, PAKISTAN AND THE WEST: by Percival Spear. (Oxford University Press. Price 5 sh. net.)

This is No. 211 of the Home University Library of Modern Knowledge. Beginning with a survey of the country, its problems and peoples and of the Hindu and Moslem cultures, the book proceeds through an historical perspective of India's long history to an examination of the Western influences on modern India and their part in transforming the country.

C. R.

THE STRUGGLE OF MODERN MAN (an outline of Modern History from 1450 to the present day) by F. G. Pearce. (Oxford University Press. Price Re. 1-12-0.)

The book under review is the fourth edition of the text book. A useful chapter has been added by way of introduction dealing with the origin

and progress of mankind. The main book treats of the march of the world events, political, economic, social and religious, from 1450 to the present day.

Each lesson has been designed as a series of short narrations of events, interests being focussed therein with key-questions and it is rounded off with a set of exercises. These tests have been carefully framed both with a view to judge the extent of student's knowledge and also to stimulate a deepened interest therein with further study.

The text book is in English. But it has been written in an easy interesting style, the author pressing into use only about 2000 words on the model perhaps of Basic English.

This short but bright survey of the chief events of the world written in plain readable English makes it a fit book for study by every student and adult as it is sure to foster in every reader a world sense, the much needed objective of the day.

V. J.

EDUCATIONAL RECONSTRUCTION by Dr. B. Kuppasawmy, M.A., D. Litt. Assistant Professor of Psychology, University of Mysore. Sri Kanta Business Syndicate, Mysore. Price Rs. 2-8-0 Library Edition Rs. 3.

Here is one more valuable contribution to the literature on Educational reorientation. The Growth curve is very steep in the first five years of life and the nursery school movement has now become an essential and vital part of educational programme in the civilised world. Hence the author rightly stresses the need for establishing nursery schools in India on a large scale. The primary school is not recognised as an educational unit and in its place the establishment of schools somewhat on the lines of the Wardha Schools, mainly in rural areas, is strongly recommended. These schools are to impart education for about eight years from the sixth to the fourteenth year. Then the boys are to go to the

continuation schools of the following categories:—

- (a) Agricultural.
- (b) Industrial.
- (c) Commercial.
- (d) Literary.

Pupils are to be drafted into these schools with the help of the vocational guidance experts.

The author rightly deprecates the growth of communal scholarships that develop caste and creed consciousness, and makes a very useful suggestion that the family, instead of the caste, should be made the Social unit for giving help to the down trodden, and oppressed. By this Social justice will be done without perpetuating caste animosities.

The author emphasises the importance of a proper selection of Teachers for Training. The Teachers selected with the latest methods developed by psychology and trained in the right way in *residential institutions* situated in villages, may well become real leaders of the school as well as the village. Teachers should be given better salaries. The observation of the author that untrained teachers should not be entertained in schools is not capable of easy acceptance as a preliminary experience as teacher is being justly insisted upon by Teacher-Training Institutions in Teacher Selection.

After discussing the language problem, the author concludes that in the Basic School there is no need to have more than one language—the provincial language, and that English may be taught in the High Schools as a second language as it is necessary only for the microscopic minority of people who prepare themselves for the higher professions like Law, Medicine etc. The author's suggestion that Language Institutes should be started in Districts and Taluks, where a person who has learnt only the provincial language in Basic School, can learn Hindustani or English, is worth adoption.

Every one is agreed that one has to learn three languages the regional, the national and the International. If English is to be taught in High Schools, Hindi, the language of livelihood, has

got to be introduced earlier. The authors of the Wardha Scheme rightly assert that every pupil should be taught Hindustani. This is a weighty observation that deserves earnest consideration at the hands of educationists engaged in educational planning in Free India.

On the problem of script in India, the author is for India adopting the Indo-Roman script as this will reduce the burden of the child who has to learn at least, three languages. Not many will agree with the author. India has already adopted Hindi in the Devanagari Script, as the state language. The pupils have to learn the script that is peculiar to the particular languages. This is but natural.

The latter half of the book deals with Heredity, Intelligence and the Behaviour and Up-bringing of children.

The book deserves to be studied by all educational reformers. The get-up is fair, and the style is lucid.

K. NARAYANAN.

"VISUAL HISTORY OF MANKIND":
Book 3 'Living in the World'
Oxford University Press, Madras,
Rs. 2-4-0.

The book under review is prepared by Otto and Marie Neurath, Directors of the Isotype Institute, and J. A. Lauwerys, Professor of Comparative Education, University of London, with Twenty Charts in eight colours by the Isotype Institute.

The charts are very attractively produced and clearly printed. Each chart tells us different stories in a different way, using pictures instead of words. The clear and informative charts make very interesting reading. The general educational value of the book makes in very suitable for all the forms of secondary schools where a study of it could give rise to profitable discussions and debates. Teachers of Social Studies should certainly examine

the book and use it as Geography teachers use an Atlas, carefully following the instructions given in page 6 and 7. In the charts, they are sure to find a teaching medium of extra ordinary power.

K. NARAYANAN.

TEACHING (Quarterly) Vol. XXII.
No. 1. (Oxford University Press.
Price. Re. 1.)

This issue contains contributions on different subjects of interest in modern education, viz., Youth clubs in Great Britain, Educational experiments in a museum, and the Activity-School under the Madras Educational scheme. The article on aids to the teaching of mathematics seeks to make the subject a living interest in the class-room.

AN HISTORICAL ATLAS OF THE INDIAN PENINSULA: by C. Collin Davies. (Oxford University Press, Price Rs. 3-8-0.)

Study of Indian History from 500 B.C. down to the present is made very interesting and easy through properly illustrated maps for the various historical periods. In fact one is able to peruse the whole of Indian History in about half an hour—and this is an impressive manner. Short written accounts are also given supported by a bibliography (for each map) of books written by reputed scholars both Indian and European. Such a study is naturally limited as it is purely one of kings and kingdoms, dynasties and empires through these ages.

The growth of human civilization through these periods remains out of the scope of this book. The geographical background of history is also treated through a number of maps dealing with physical features, distribution of rainfall, economic products, and maps on density of population and languages spoken are also given.

THOUGHTS ON CURRENT EVENTS

'THINKER'

The Aided Schools

A great part is played by aided high schools in education in our province. Among them are institutions managed by influential communities. They are well endowed and have large buildings with furniture and equipment, and extensive play-grounds sufficient to engage all the pupils simultaneously in games. There are conveniences both for teachers and pupils. The entire premises of one such school present an imposing appearance. But within there is grim depression visible on the face of every teacher. No teacher remains on the staff for more than a year or two. The headmaster is changed almost every year. Within a few months of his appointment here a teacher gets disillusioned. Agreement is entered into and an attractive scale of salaries is given as per Government scales. Even an attractively higher start is given to a teacher according to his experience. Local teachers are treated very unfavourably. They are natives of the place, having vested interests and are not prepared to go to other schools on higher pay. This situation is exploited by the management. The teacher's work is supervised by the correspondent. He steps in at any odd time and scrutinises the note books of the pupils and the corrections and lesson notes of the teachers.

The Headmaster has to be in the school from 9 a.m. to 9 p.m.—virtually a prisoner in the school. The headmaster is dead-tired before he retires home and has all the time no scope for attention to educational side. He has besides 22 or 23 periods of class teaching work. He has no authority even to remove the class furniture from one place to another. Every detail of school routine is meticulously noticed. For any departure from the routine the headmaster is taken to task.

The headmaster, moreover, has no freedom to act even within his sphere. There is no freedom of association for teachers within school (one wonders whether spying too does not exist outside school). No meetings can be held without the permission of the manager. Very often meetings are banned when visitors wish to talk to the teachers on matters pertaining to their own welfare and improvement.

The headmaster in such an institution is a non-entity. No wonder he receives a rude shock within a few months of his appointment and only awaits the close of the school year, to be released. It is strange that institutions of this kind are allowed to continue under such conditions even in these days.

A golden cage, indeed, but the bird within longs for freedom.

Receipt of the following publications is thankfully acknowledged:—

1. Education in Panama.
2. Education in Venezuela.
3. Fundamental Education (Bulletin No. 13 of 1948.)
4. Economic Commission for Asia and the Far East.
5. In pursuit of plenty.
6. Millions of children are still in need.
7. Background paper No. 46 of 24th March 1949 (The General Assembly and General Assembly Part II.)

8. To-Day No. 21.

(Nos 1 to 3 are from Federal Security Office of Education, U.S.A.; Nos. 4 to 7 from United Nations Office, Lake Success; No. 8 is a colonial publication, by courtesy of British Information Services.)

9. Education, Quarterly-June 1949 (From Ministry of Education, Government of India.)

10. Fundamental Education—Soil Conservation. Vol. I, No. 5. (UNESCO).

[EDITOR.]

ANDERSON HIGH SCHOOL—KANCHEEPURAM

SCHOOL PARLIAMENT 1949-50

The School Parliament is constituted in out and out democratic lines in this school. The electors have now become alive to the value of their franchise and their judgment is not easily warped by propaganda only.—

The School Assembly in which the entire school of nearly a 1000 participate was converted into a Constituent Assembly. Mr. S. C. Fergus, B.A., B.T., was elected President of the Constituent Assembly and a draft constitution was submitted and passed by show of hands, of all the electors.

Election of the School Premier and School Pupil Leader was fixed for 25-1-49 and nominations were called in with a deposit of Rs. 5 each. In 1948-49 6 nominations were received and in 49-50, the contest having assumed a real and vigorous form only two filed their nominations and the other possible candidates took sides and showed spirited enthusiasm in canvassing. Placards were posted

leaflets printed, meetings were arranged and an election manifesto submitted.

Mr. John Wilson, B.A., B.T. was our Citizenship Training Officer and Mr. S. C. Fergus our Polling Officer. Colours were assigned to the contestants and voting by secret Ballot commenced at the stroke of 10 in the morning. While classes went on as usual boys marched in single file into the Election booth, with their ballot papers and dropped them into the respective boxes.—There were attempts to influence the I Form Boys with sweetmeats but this was stopped as soon as discovered—Enthusiastic supporters of the candidates however begged leave to stand outside the booths to remind the electors of their promises, with the waving of their colours (flags), and this was permitted. It was a day of thrilling suspense and the contesting candidates kept aloof from all the bustle of the election with



a quiet dignity that become them as leaders. Voting dragged on till 4.0 p.m. Counting began in the presence of the Headmaster and the representatives of the candidates. The results were as follows:—

K. Kulasegaran (Green)
G. K. Subramanian (Blue)

Vociferous cheers rent the Assembly the next morning when T. Kulasegaran was 'hailed as the School Pupil Leader' and Premier and cameras clicked in every corner, while the defeated candidate came up with his own garland to congratulate the new leader.

A few days later the Governor (Headmaster) met the Premier and Ministers were chosen from among the constituent members elected by the constituencies of each section of each form. On an afternoon set apart for the purpose while the whole school watched the ceremony in pin-drop silence, the Governor inaugurated the Parliament after the manner of Legislatures when the Premier, the Speaker, Deputy Speaker, Chief Secretary, Ministers and members took their pledges in silence and solemnity.—The Governor retired and the Speaker V. M. Sambandam took the chair and adjourned the Parliament *sine die*.

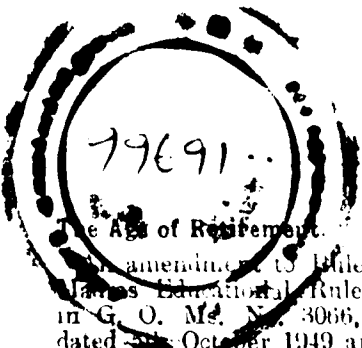
So far the Parliament has passed three Bills, and the various Committees formed for the purpose are carrying out the tasks assigned to them with credit.

Education for Citizenship is training in the moral qualities necessary for the citizens of a democracy, the encouragement of clear thinking in every day

affairs and able leadership and the acquisition of knowledge of the modern world. Helping to acquire knowledge does not mean making our little ones "Book-full block-heads of learned uselessness."

Citizenship cannot be taught like algebra or carpentry, for citizenship, like hygiene or physical fitness, is not so much a subject as a way of life, and it is only gradually that its appeal is realised by the growing child. To implant in children a zeal to serve, to make them leave school with the desire to give back in service something of what they owe to their country and mankind—that surely is a paramount task, the value of which we are realising more than ever to-day. No education is worth the name that does not preserve and develop the individual talents. Service is seen at its best when it consists in the free exploitation of individual tastes and capacities to the common good.

Little by little the school has been ceasing to be a mere teaching shop, more and more it is becoming a miniature community. Here, in the modern Secondary school, children learn the lessons of communal life, of mutual help and co-operation, and of individual responsibility and leadership. In that way are laid the foundations of a spirit of service and selfless leadership. When the time comes for them to leave, they will go out, I believe, with a true social sense, an appreciation of the joys of fellowship, and a desire to make each his own contribution to the welfare of the country, in fine, as worthy citizens.



EDITORIAL

The Age of Retirement.

An amendment to Rule 10-A of the Madras Educational Rules, contained in G. O. M. No. 3066, Education, dated 24 October 1949 and published in the Fort St George Gazette of October 11, 1949, has it that "teachers in schools under private managements may be retained in service up to the age of sixty and they shall be deemed to have been re-employed. In exceptional cases the Director may permit a teacher over sixty years of age to work in a school." Rule 16 of the Grant-in-aid Code is to be substituted by "no grant will be paid on behalf of teachers who are retained in service beyond sixty years."

These amendments seek to solve to a small extent the problem of insufficient supply of teachers in our schools. The number of superannuated teachers re-employed in our schools is increasing. While the number of secondary schools has greatly increased during the last two years, there has been no great increase in the number of teachers trained by our training colleges. In respect of secondary grade and higher elementary grade teachers, the problem is even more acute. There are well over 15% of superannuated teachers in all our secondary and elementary schools while the number of unqualified teachers has been rapidly increasing. That may account for another 20%. While this state of affairs would be sufficient to impair the efficiency of our schools, the procedure that has to be adopted before such appointments could be made entails such delay that for many months in the year the schools have to be without the full complement of teachers. The position is indeed very serious in respect of schools under Local Bodies. Even now in October we have instances of several secondary schools and hundreds of elementary schools so inadequately staffed that plural class teaching has to be tried, much to the detriment of efficiency and discipline, let alone the strain it causes to the over-worked teacher. The permission now granted to private managements

will have to be extended with immediate effect to schools under Local Bodies—District Boards, Panchayat Boards and Municipalities, if further deterioration should be arrested.

But will this solve the problem? Certainly not. The shortage of teachers is due to the profession of teaching failing to attract young men and women. The salary scales are to say the least niggardly poor. Distinctions are shown as between management and management. If small amenities are asked, the teachers are despised and regarded as beggars and even taunted. They are told that to secure public approval of any increase in their emoluments they have to satisfy the public with the justice of their claims. Such an attitude can certainly not make teaching attractive. No wonder that young people fail to be ensnared by the glowing lip-tributes paid to the nobility of the teaching profession. Nor do we feel sanguine about the success of this amendment in retaining those who have completed 55 years. We understand that not all persons of the retiring age apply for re-employment. Many are keen on leaving this profession and securing some temporary and more lucrative jobs in other professions until they would get their meagre life savings by the closure of their Provident Fund account to wisely invest it in some profitable enterprise which would at once keep them satisfactorily engaged and give them a handsome yield.

The problem of shortage can be effectively met only if Government immediately take steps to re-examine the salary question and fix the salaries on a more equitable basis and introduce such amenities as payment of house rent allowance, free medical aid and free education to teachers' children. Then will teachers feel happy and enthusiastic about their work and do the best propaganda for the profession. As it is they are so frustrated, they have such a hang-dog expression and feel that the popular Government from which they expected justice is looking down upon them as outcasts.

THE SABHESAN THANKSGIVING FUND

Acknowledgements

	Rs.	A.	P.
Previous total brought forward	721	12	0
29. Board High School, Papanasam, Tanjore	5	0	0
30. S. S. V. High School, Kodumudi, Coimbatore	10	0	0
31. R. V. M. High School, Venkatagiri Town, Nellore	10	0	0
32. A. L. C. M. Middle School, Nayadupet, Nellore	10	0	0
33. B. E. M. P. High School, Tellicherry, Malabar	11	8	0
34. C. M. S. High School, Elathur, Malabar	24	2	0
35. B. E. M. Girl's High School, Calicut, Malabar	7	8	0
36. Board High School, Panruti, South Arcot	5	0	0
37. Board High School, Kasaragod, South Kanara	26	0	0
38. Municipal High School, Nandyal, Kurnool	5	0	0
39. Gopalapuram Boys High School, Cathedral, Madras	15	0	0
40. Urumu Dhanalakshmi Vidyalayam, Tiruchirapalli	5	0	0
41. Teachers' Association Centre, Melpadi, N. A.	6	8	0
42. S. K. Board High School, Uravakonda, Anantapur	12	0	0
43. K. C. Board High School, Kalyandrug, Anantapur	1	0	0
44. Mr. H. Vaidyanathan, National Girls' High School, Triplicane, Madras	25	0	0
45. Sir M. Ct. M. C. High School, Purasawalkam, Madras	15	0	0
46. Board High School, Kalavai, North Arcot	15	0	0
47. Christian College High School, G. T., Madras	19	0	0
48. Lady Willingdon Training College, Triplicane	13	0	0
49. Wesley High School, Royapettah, Madras	10	0	0
50. Mr. S. R. Srinivasan, Orient Longmans, Ltd., Madras	10	0	0
51. A. C. High School, Pallathur, Ramanad	21	0	0
52. Little Flower Higher & Ele. Schools, Salem	10	0	0
53. Caldwell High School, Tuticorin, Tinnevely	5	0	0
54. Board High School, Kaveripatnam, Salem	8	0	0
55. Board High School, Rajapalayam, Ramanad	5	0	0
56. Rajah's High School, Sivaganga, Ramanad	3	0	0
57. Egmore High School, Egmore, Madras	50	0	0
58. Mr. T. S. V. Raghavan, M s. Wardha Publishing House, Chintadripet, Madras	5	0	0
59. Board High School, Pallikonda	10	0	0
60. Sri S. Iyer High School, Tirukattupalli	5	0	0
61. Board High School, Rasipuram	15	0	0
62. Rajah's High School, Chirakkal	4	6	0
63. Board Higher Elementary School, Punthottam	100	0	0
64. S. I. T. U. Protection Fund	101	0	0
65. M/s. T. K. Venkatesan & K. Sambamurthi of The Jupiter Press Ltd., Madras	1334	12	0
Total	1,334	12	0

Tm 21, N30 N49.22.10

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

520, HIGH ROAD, TRIPPLICANE, MADRAS-5

The Teachers' Associations of the following schools have got all the eligible members of their staffs enrolled as members of the Protection Fund:—

- 1. Board High School, Arni, North Arcot.**
- 2. Board High School, Cheyyar, North Arcot.**
- 3. Board High School, Polur, North Arcot.**

The Headmasters of these schools who are Presidents of the Teachers' Associations took personal interest and co-operated fully with us in responding to our appeal.

Whose will be the next turn?

WANTED

Applications are invited from retired and in-service teachers for canvassing Agencies in the Fund. Commission rates have been liberally revised.

Apply to :

**The Secretary,
The S. I. T. U. Protection Fund, Ltd.,
Triplicane, MADRAS-5.**