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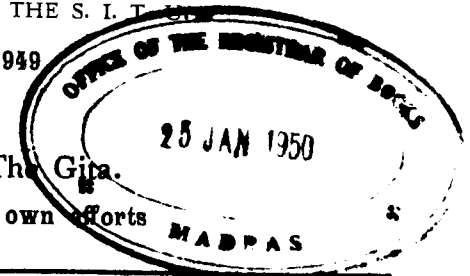
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NOVEMBER 1949

317

उद्धरेदात्मनात्मानम्.—The Gita.

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CONTENTS	Page
Education and Citizenship in Free India— By Miss K. N. Brockway	... 401
Let us Light the Lamp of Love—D. Krishnayya	... 403
Willingly to School—A Symposium in English— By T. S. Avinashilingam Chettiar	... 404
Social Studies—V. S. Venkatanarayana	... 407
Progress in Ideal Retrogression in Practice? By Mahadevan	... 412
Examination Tangle and the Way-Out T. Paul Verghese	... 414
Universal Declaration of Human Rights	... 417
Gleanings	... 418
News and Notes	... 419
Letters to the Editor	... 421
From our Associations	... 423
Our Book-Shelf	... 440
S. I. T. U.—Memorandum	... 441
Editorial	... 444

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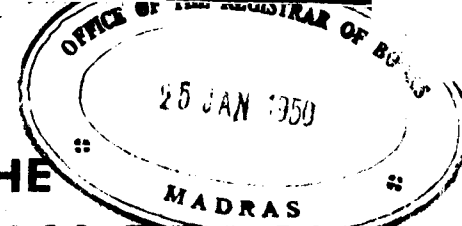
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THE SOUTH INDIAN TEACHER

Vol. XXII

NOVEMBER 1949

No. 11

EDUCATION AND CITIZENSHIP IN FREE INDIA*

A BROADCAST TALK ON 8-10-49 BY MISS K. N. BROCKWAY
Chairman of the South Indian Education Week Committee

On Monday October 10th the Nineteenth Annual South Indian Education Week is to be inaugurated in various centres throughout South India under the auspices of the South India Teachers' Union. The celebrations in Madras City are being organised by the Madras Teachers' Guild. The purpose of such Education Weeks is to focus attention on problems connected with Education and to encourage the public in general, and parents in particular, to take an interest in the schools of their locality. I should like first to draw attention to the good work that is being done by the South India Teachers' Union and the Madras Teachers' Guild. We who live in South India are fortunate in having these unofficial teachers' organisations who care greatly about the progress of education and whose elected officers are men of vision and ability. At this time we think with sorrow of the death of one who was looked up to as leader by both these organisations. Professor M. S. Sabhesan was a gifted teacher, a far sighted educationist and an untiring and selfless worker. We thank God for all that he accomplished for schools and teachers in South India.

The theme of this year's Education Week is Education for Citizenship in Free India. In previous years the emphasis has sometimes been on the improvement of methods followed in

the school. This year the work of schools is seen as part of the life of India as a whole. Citizenship is learnt not only at school but also in the home, through newspapers and books, through chance meetings and the various activities of daily life. The achievement of true citizenship therefore by our boys and girls depends not only on the work of teachers but on the influence of all sorts of people especially those who lead public opinion. It must further be noted that while training for citizenship is potentially a very noble aim, it may also be quite the opposite, for there are different kinds of citizenship. I have recently read an account of how training for citizenship was carried on in Nazi Germany in the nineteen thirties. Everything was subordinated to that end: the physical and moral welfare of the child, family relationships, the culture of the whole nation and even the facts of history. When the facts of history did not square with the theories of a totalitarian state, the history books were re-written. This seems to many of us a terrible kind of training for citizenship, but we have to admit that it is a short cut to quick results, and in this and in every country to-day we have to be vigilant lest we are even tempted to follow something of the same method. It is not difficult to get pupils to accept the

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Principal, National College, Tiruchirappalli.

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opinions of a party. It is not always easy to get them to think for themselves and to encourage in them independence of judgment and moral courage.

A very different kind of citizenship was in the mind of the Rt. Hon'ble V. S. Srinivasa Sastri when in 1926 he delivered the Kamala Lectures on 'The Indian Citizen, his Rights and Duties'. Mr. Srinivasa Sastri advocated an enlightened training for the all round development of India's citizens. He said that they should learn to subordinate rights to duties and that a narrow spirit of communalism and even of nationalism should at all costs be discouraged. Education should strive to develop better human relations and this he called 'constructive citizenship'.

Education of this kind involves the training of the judgment and the will, a far more difficult task than the mere imparting of book learning which has seemed the sole business of all too many schools in the past. Moreover, the effective training of India's citizens clearly demands the education of the whole people, especially when adult franchise is soon to be introduced, and we are only too well aware of the sad fact that 84% of the people of India are illiterate. Educationists in India have gigantic tasks ahead of them—tasks which cannot be carried through without the help of wise and devoted teachers. In order to attract such teachers the remuneration offered to them should be sufficient to lift them above domestic anxiety, and the importance of their work should be generally appreciated and recognised. Reference has already been made to the Rt. Hon'ble V. S. Srinivasa Sastri. We are proud to remember that he was once a teacher in Madras City. We need more teachers of that calibre to-day.

It cannot be denied that the remuneration and the status of teachers in our Province need to be raised and that there is much to dishearten members of our profession. But there are also many encouraging features in the educational situation, especially in

this matter of citizenship training. Basic Schools at Sevagram, Periana-yakanpalayam and in other places have demonstrated that village schools attended by Harijan children may be centres of citizenship training where children not only learn to serve their community through crafts and gardening and the learning of the 3 Rs. but are full of eager interest in what is happening in the world around them. In Secondary Schools also the introduction of Citizenship training and the squad system has brought into our schools an interest in practical activities and a new spirit of corporate responsibility for cleanliness and order. This needs however to be kept alive by continued interest on the part of the teachers. This citizenship training was introduced into the schools by Government and it can no longer be said that the Department of Public Instruction is not interested in the subject.

Individual schools and colleges and unofficial organizations have also shown in many different ways how true citizenship may be promoted. The notable Social Service work carried on by men's and women's colleges in this city shows what students can accomplish for their poor neighbours and how they can induce a sense of citizenship between different classes of the community. A number of schools have for years past shown by their Parent Teacher Associations how the gulf between home and school may be bridged and the interest of parents may be aroused in the education of their children. In at least one girls' school and one women's college pupils and students are learning some of the duties of citizens by co-operating with the staff in the administration of discipline.

Scout and Guide Camps have promoted friendliness between boys and girls of different schools and have awakened that self reliance and spirit of self help which are important factors in citizenship. The Junior Red Cross has taught children rules of health, the learning of which is so necessary if India's citizens are to have the strength they will need for the tasks that lie ahead.

Some of these activities are described in the attractive Guide Book on Citizenship issued by the Director of Public Instruction. We may feel that this book is over-optimistic about the changes in character that will be achieved by citizenship activities in schools, but all true teachers must welcome the introduction of more freedom and planned activity in our schools realizing that these will give our pupils much happiness and a sense of achievement which will be of special value for those who do not respond rapidly to book centred education. In the Guide Book we read: 'Some of the qualities of a good citizen are: A feeling of patriotism and love of country, a sound and dependable character, willingness and ability to do hard work in the interest of the common good; a sense of responsibility, willingness to co-operate with others for the common welfare, self-confidence, self-reliance, the power to appreciate art and also what is beautiful and wonderful in nature, a sense of humour and a cheerful disposition.'

These good qualities cannot be acquired merely by listening to talks or by reading books. They can come only by learning to acquire them, that is to say, by practising them in real

every-day situations. And what are the indispensable elements in the education of a properly equipped citizen. To think straight to use evidence; to make words one's servants and to imbibe cautiously what one's national literature can give; to have a general framework of elementary knowledge about the universe, modern history and one's own body.

Boys and girls who are pupils in our schools to-day are the citizens of to-morrow. They have to be helped to grow up into useful citizens. Schools can attempt this National Service and the teachers are in the best position to help in this work. With this encouraging quotation I come to the end of my talk.

I hope that some who have listened to it will attend the functions planned for Education Week. The inaugural meeting in Madras is to be held at 5 p.m. on Monday October 10 at the Madras Christian College High School; the Hon'ble Mr. Justice A.S.P. Iyer is to be the speaker. The meetings and activities planned for the rest of the week will be notified in the Press. I know that many will join with me in wishing all success to the Nineteenth South Indian Education Week.

LET US LIGHT THE LAMP OF LOVE

D. KRISHNAYYA

Teacher, High School, Hindupur

This Deepavali Day and in Free India, in the pious name of Bharatha Matha, let us light the lamp of Love.

Let the lamp be bright to dispel the dreadful darkness of the day—the appalling illiteracy of the country. Let us carry the Torch of Learning, onward, forward, here, there and everywhere and illuminate delightfully the entire country and bring it back to those glorious days of the past gleaming with peace, culture and plenty.

Let our lights of Service, Love, Truth, Patience, Sacrifice, Ahimsa and

the like be very bright to crush the cruel demon—Naraka—now reigning supreme in this glorious land of ours, in the garb of illiteracy, shortage of food, black-market, disease, dirt, poverty, untouchability and such other hideous forms which are his fanciful features.

Let us on this sacred Deepavali Day, devotedly dedicate ourselves to serve the Mother Land by our lamps Divine.

JAI HIND

WILLINGLY TO SCHOOL—A SYMPOSIUM IN ENGLISH*

I. EXAMINATIONS

A BROADCAST TALK ON 21-7-49 BY T. S. AVINASHILINGAM CHETTIAR

Former Education Minister, Madras

Examinations in our schools and colleges are amongst the most disliked things by our students. This dislike has gradually increased in the last quarter of a century. It is this dislike that has given the interesting name of "Slaughter House" to that august place of learning, namely the Senate House. There are people to-day who think that Examinations are an un-mixed evil, wrecking the health of children and adolescents in our schools and colleges, in an age when they must be robust, hearty and happy. These would like to do away with examinations altogether if that were possible. There are others who would like to mend them. This matter of reform of Examinations has been a theme for discussion for the last many years, but yet we have gone on helplessly as before. That itself is a proof of the difficulty of the problem. Even those who shout against examinations most vehemently when confronted with the task of giving constructive alternative suggestions find it difficult to do so. And so it is necessary that the problem must be faced on its fundamentals.

A couple of decades back under the sponsorship of the Carnegie Corporation, the International Institute of Teachers College, Columbia University, began an international enquiry on Examination. In continuation of this enquiry the first International Conference on Examinations was held in England in 1931 and was attended by representatives of all important countries in the world such as England, United States, France, Germany etc. It was pointed out at that conference that examinations were mainly a means of instruction, a form of educational administration and a method of selection for purposes of admission to

various occupations, professions etc. It was also pointed out that 'one of the worst troubles in the whole examination system is that it has been devised by professors and the best thing that the professors can think of is themselves. They therefore test candidates by what are tests of competence for professors, but not for bankers and other persons. Changes are going on all round us and we are still clinging to the old idea that we must produce persons and test them in the old way'.

Many things have changed since 1931. There have been revolutions all over the world in the Western as well as the Eastern hemisphere. More than in the external world, the ideology of people and their basic concepts have undergone a far greater revolution. To-day education is no more only for the classes or for any particular communities. Besides, the number of avocations and professions open to our young men and women have tremendously increased in modern times, each asking for special aptitudes and training. The present examination system has not attempted to keep pace with these changes and the needs of the present times. The development of the human personality is the fundamental purpose of all education and the present examination system with its mere annual test through a written paper has not succeeded in this very important purpose. Therefore it is no wonder that it has been universally condemned.

The purpose of the examination as found in practice to-day is to discriminate between students who should pass or fail on the basis of a preconceived standard of achievement. To a certain extent this helped to standardise the instruction in schools all over

the country. To that extent they were also used as a test of teachers, as the quality of the school was judged by the number of its successful pupils. But this type of examinations presumed that the standard of assessment would be unchanging, that the opinion and judgment of examiners would be infallible and not subject to mood or prejudices. The student who failed stood condemned as incapable and was separated by a wide gap from the one who just managed to pass. Hence the difference of a few marks decided the career of the students, their eligibility for higher studies or their admissions to particular professional institutions, whatever their qualities or qualifications may be.

Whatever might have been the justification for such a system of examination in the past, it has been found not to serve the needs of the present times. The task of the educationist is not merely to divide the student population into two, and to treat one as successful and the other as failures. To fail large masses of young men and women on the ground that they have not reached a minimum standard in an examination, is both a professional blunder and a social injustice. The aim of any educational system should be to develop the latest qualities of children by various means. And the success of an educational system can and should no longer be measured in terms of the numbers of those who pass or fail, but by the degree to which it has been able to discover the abilities and needs of the pupils and students and provide for them the type of education by which they are capable of profiting.

It has also been found that the very important presumption about maintaining a uniform standard of assessment has not been borne out by facts. Apart from the moods of examiners, there has not been any uniform standard of judgment in the hundreds if not thousands of examiners who correct the tens of thousands of answer papers. In this connection I may mention an incident which happened some years ago. One of the paper

setters prepared a model answer for his own paper. And this paper got mixed up with other answers by the candidate appearing for the examinations and was duly valued. The gentleman who valued these papers, considered that these model answers deserved only a mere pass. From these it can be seen that it is well-nigh impossible to evolve a system of rigid and uniform standards. In the very nature of things much has to be left to the judgment of the corrector of these papers. It has been found that when only the written answers at the end of a year is taken into consideration, such important aspects of human life, as the child's capacity for team work, selfless service, ideals of citizenship, physical fitness and character, get left out; with the result that these very important elements are not considered important by the students or the teachers. Besides it has been found that steady students with desirable habits and character have failed while students who have no understanding of the subject but prepared answers for certain specific questions only have come out successful. This cannot be considered a desirable state of affairs and the examination system of this country calls for immediate reform in these directions.

This matter has been investigated in great detail in the United States of America and they have arrived at the cumulative Records Cards System which is worth studying. These records provide for information on the following items:—Name, religion, sex, date of birth; mental age, chronological age; intelligence quotients, school grade achieved; school grade attended; educational quotients; achievements test and school marks; height and weight; schools attended; record of attendances and absences; causes of absence; discipline, unusual accomplishments; mental, emotional, and physical fitness; extra-curricular activities, athletic and non-athletic; vocational experiences; vocational and professional preferences interests reported; special defects; health; mental hygiene; social adjustments and home conditions; per-

* By kind courtesy of A. I. R., Madras.

sonality ratings; and measurements. Information on these items is recorded for each calendar year in such a way that the progress of the pupil can be traced easily across the record form.

The value of such information when recorded in full detail and continuously over a period of years lies in the use to which it can be put for purposes of educational guidance. As contrasted with the snapshot or spasmodic information which may be derived from a single examination or test, the cumulative record form presents a moving-picture of the individual to be advised. The purpose of educational guidance is, to discover the needs, interests and abilities of a pupil or student and to provide for him that education from which he is most capable of profiting. This is desirable as much from the point of view of the individual concerned as from that of the home or society of which he is a member. Educational guidance is extremely important for the proper growth of the child as it is harmful to force pupils to follow courses for which they do not have the necessary ability or aptitude, such forced studies usually result in despair, a feeling of inferiority and superficial learning. Educational guidance points to the need of greater flexibility of curricula and courses. This does not and should not mean adaptation of education to the whims and caprices of the pupil, but an adaptation based on a knowledge, as accurate as present techniques may discover, of what a pupil can do.

Reform of the examination system

on these lines will introduce a healthy atmosphere in our schools. Both elementary and secondary education has been reorganised in this Province incorporating within itself some of the most progressive elements found in the other great countries of the world, such as training for citizenship, introduction of various kinds of activities, involving team work and co-operation, as well as inculcation of the high ideas of responsibility and corporate living. The examination system must be so reformed as to give proper emphasis on this much desired training. This will mean that a boy's growth will not be judged by annual written tests alone, but by observing his habits, tendencies and personality throughout his school period. This in turn will mean a great deal of earnest work on behalf of the teachers as well as the willing co-operating of parents. This will also mean the observance and regular noting of many details mentioned in the cumulative record card as may be necessary in the circumstances of our country. In addition to noting, they must be constantly studied with sympathy and understanding so that the child may get the best guidance in his own interest as well as in the interests of his family and society. Such a system will discover the innate gifts of every child and help him to grow and distinguish himself in that work of life to which he is suited best and for which he has the best aptitude. An examination system so reformed will be considered a boon and a blessing, both by the pupils as well as their parents.

THE SOUTH INDIAN TEACHERS' UNION

Diary for October 1949.

- 3 The Journal Secretary, Mr. C. Ranganatha Aiyengar, went on propaganda tour in North Arcot Dt.
- 5 The Report on the Investigation of Children's Reading Habit and Interest was published.
- 8 Informal meeting of office-bearers.
- 15 The President of the Union presided over the Annual Conference of the Ramnad District Teachers' Guild.
- 16 Representation on pay and allowances sent to the Director of Public Instruction.
- 22 Informal meeting of office-bearers.
- 27 The South Indian Teacher-October 1949 issue-published.
- 28 The Balar Kalvi-September 1949 issue-published.

SOCIAL STUDIES

V. S. VENKATANARAYANA, M.A., B.ED.

St. Peter's High School, Nellore

Much has been said about the introduction of the new subject, 'Social studies,' in the place of History and Geography in the reorganised course of secondary education in our province. The syllabus in detail has not, however, been discussed so far. It is proposed to deal with that aspect in this paper. The syllabus for I form is taken up for illustration.

The general objective of this subject is said to be to aid the pupils to the fullest practicable understanding and appreciation of our social order and to the realisation of the ways in which the individual, first as pupil and later as adult, may participate effectively in that order. This pertains to the middle school course. The objective of the syllabus for I form is stated to be the development of a broad human interest in the progress of mankind in general and of India in particular with reference to the pupil's own locality or region wherever possible. The syllabus is divided into three subheadings. One part deals with suggestions for activities in connection with the items for study, another part deals with social training that is expected to be inculcated and the remaining part deals with social studies to be learnt.

The first item under Activities is Group work—collecting pictures, news-clippings, and headlines which give important information about our world today: all these to be put upon a notice board or in a scrap book. The class is divided into groups. Each group is to select one important country for study and share the information by reporting in the class. The pupils are expected to prepare a riddle booklet, each riddle describing an important city of the world. Further they are to identify important countries and cities of the world on a world map. One group may make a chart showing some things we use to-day that were first invented or discovered a long time ago.

These activities are to be co-ordinated, according to the syllabus makers in such a way as to train the boys in appreciation of the gifts of early man to the life enjoyed to-day, in working co-operatively and in learning to take individual responsibility for group-activity. The study to be made in this connection is as to how the world to-day is the gift of the past i.e. how people of the past have helped to decide our present ways of living. Examples like Arabic numerals, Printing press, roads, compass etc. with the countries that are responsible for their invention or discovery are given in the syllabus.

Let us first ponder over this part of the syllabus in I form for Social Studies. Let it be borne in mind that the age of the pupil at this stage, taking the minimum age of the S.S.L.C. pupil to be 15 years, will be ten years at the most. What is his experience regarding his surroundings? Does he know his country first of all? Has he any idea of its extent? Does he know the important cities of his country? Is he able to draw a map of his locality and identify places on it? Has he a detailed idea of the topography of his place? Does he know riddles describing the important cities of his country? Can this item of the syllabus in its threefold aspect develop a human interest in him with regard to the progress of India in particular? Before learning about other countries and about the world, must not a pupil have a detailed idea of his country in all its aspects? It is a fad with people of the present day to proceed from the top to the bottom and not from the basement upwards. It is like present day politicians who want to administer the country without having had a grounding in the principles of administration. Unless the boys have a thorough knowledge of the environmental factors that determine the development of their own country they cannot have any

interest in the study of the other countries. How can they be expected to have a proper perspective of things taught in connection with the different countries or peoples like that of Germany, Rome, China, Egypt, Mediterranean Lands etc. mentioned in the syllabus in connection with the inventions or discoveries allied to those countries or peoples unless they know where those countries are, how they are geographically disposed to our country, and what historical factors contributed to such events? Do they have the capacity to assimilate the information with interest? It is a matter for doubt whether they can really take in the material presented before them which can be presented in no way other than by the method of pumping by dictation.

Nextly pupils are to go through activities in learning Hindi by listening to radio programmes and gramophone records. They are to know how to use the telephone and to study the telegraph form (the teacher should translate it). They are to learn to write (may be in own language) telegraph messages in the form and the teacher is expected to teach them why telegraph forms are written in English. Then the pupils should have note-books in which they may write every day for a month or if desired their activities or comments on the day's happenings. By these means they are sought to be trained in the art of writing letters to friends, parents and other superiors, invitations to parties, accepting invitations or refusing them. They are to be trained in manipulating the radio and the gramophone and in learning the importance of pleasant and polite speech. The studies to be gone through under this head are regarding some modern inventions that have changed our ways of living and communications. Pupils have to study the primitive ways of communications compared with modern ways like the Telephone, Telegraphy and Wireless. They are to know about the development of language, the importance of a common language for India, the need for a world language, the development of writing and the importance of keeping records.

The following will have to be considered in this connection. Writing letters to friends and other compositional work properly fall into the hands of the so-dubbed first language teachers. They have their composition work anyhow. How can study of Hindusthani and letter-writing be the key to the study regarding communications, development of language and other inventions like Telephone, Telegraph and Wireless? The activity concerning Hindusthani may be properly left to the exertions of the Hindusthani teacher. Why should there be any overlapping at all?

Under the caption 'excursions', the boys are expected to go through activities of the following nature. They are to draw a map of India showing the important air routes or railways. They have to make a series of drawings showing the means of transportation used in the different parts of the world such as the dogsledge in Alaska, the reindeer in Norway, the camel caravan in the desert etc. On an outline map of the world, they have to trace the most important ocean routes and airlines. They have to play the travel bureaus giving important information to prospective travellers to important countries or cities of the world. These activities are calculated to make the boys appreciate man's progress in transportation facilities. They are to know about the behaviour in the street, in the bus, at places of visit, such as the library, places of worship, restaurants, post office etc. and safety first and pleasant behaviour in groups. They are to study about the story of transportation and growth of water, land and air-transportation.

Here we find map-making occupying the attention of the pupil. But the first form pupil is to draw the most important ocean and air routes of the world! He is to play a travel-bureau! It is generally felt that at this stage the pupil cannot be expected to have the capacity to do so much. It is the romantic stage when human emotions are to be trained. It is doubtful if the marking of the routes on the world map can be properly appreciated and assessed by the pupil.

All are for excursions as they are the means of improving the general knowledge of the pupils regarding the country. How can these excursions lead to the map of the world? Excursions form an important item in the syllabus for citizenship training wherein the pupils are trained in tracking games, compass games, health practices, road sense, rules of the road, necessary caution, sense-training games, observation games, simple folk-songs, folk dances, group singing, collection of nature specimens, stamps or other articles, first aid, message carrying and orderly movement when going in groups, correct posture and gait. So these items of the syllabus in Social Studies are already covered in Citizenship Training and are irrelevant, unless repetition is regarded as the soul of agitation and the syllabus-makers are evidently agitated to introduce new things. Excursions are suggested and radios are to be used. But who is to finance all these activities? How many schools can implement them? This aspect is not considered at all.

Again in the next series of items to be studied and activities suggested therefor we have school and class councils with election and voting. Children's assemblies are to be formed with ministers to take responsibility for various tasks such as keeping the surroundings, lavatories, etc., clean. The class is expected to meet at least once a week for discussing problems on executing various activities. The teacher is to act merely as an adviser, the class president occupying the chair. This activity is expected to train the pupils to be sensitive to the needs and rights of others and to governing themselves wisely. The study pertaining to this activity is regarding the necessity for government, development of government and different kinds of government.

Here again there is an overlapping with the other subject viz., Citizenship Training. According to the latter, the whole school constitutes the school assembly and the classes are divided into squads. Squad leaders, class pupil

leaders and school pupil leader are elected. There is the daily school assembly. The school activities are allotted to the classes and squads by rotation. The class council, the school council and the school parliament are constituted. They are trained in the method of working democratic institutions, conduct of parliamentary sessions and in democratic consciousness in relation to the schoolbody politic. This part applies to the entire school. So there is no need for mentioning these activities separately for social studies. There should not be any conflict in this regard. There should not be separate class presidents for social studies. It is of doubtful value to teach about the different kinds of government to the pupils. Is the pupil able to understand anything about monarchy, dictatorship, republic etc? Why should this be taught now?

The syllabus next speaks of the celebration of main festivals of principal religions which may be celebrated by the respective religious groups inviting other religious groups also to partake in it. But does the secular nature of our government permit this? Farther the pupils have to study the story for religion with the chief features and development of each like Hinduism, Buddhism, Jainism, Confucianism, Taoism, Shintoism, Judaism, Christianity, Islam and Sikhism. Some thoughts on these are to be pumped into the pupil's head. Why should he be troubled with so many 'isms'? Next the pupil is expected to learn the story of science and scientists, kinds of science and changes in the ways of living brought about by some scientists like Jenner (anti-smallpox serum), Pasteur (Battle with germs), Lister (anti-septics), the Curies, James Watt, Sir Venkata Raman, George Washington, Carver and Vur-bank. He is to learn making Kolams and go on excursions (wherever possible). He should have recreational activities like songs, folk-dances, kummi-kolattam and painting. He is to organise entertainments and recreational activities. He is to study different kinds of art. He is to identify

the well-known masterpieces of art. He is to resort to group reading of news sheets and be trained in being intelligently informed as a good citizen should be. He is to have discussions about current events once in a fortnight.

The syllabus has been quoted above in extenso with appropriate interjections here and there so that the following remarks may be properly assessed and viewed. The syllabi for the other forms also run in the same strain pupils at one stage being expected to stage pageants of political revolutions. One is led to feel that the syllabus is rather ambitious and overcrowded. There is no historical event of the country to be studied by the pupil except in third form and there-onwards. The pupil is just made to have general ideas of the present civilizational set-up of the world. The facts given are not really within his reach. They are of a general nature lending themselves to varied treatment according to the intellectual capacity of the teacher concerned and the library of books and facilities made available to him. We know how poorly the schools are equipped. In fact the salient features of all schemes of education in our country are always neglected for want of facilities. All aspects of the syllabus cannot be dealt with equal justice in urban schools as differentiated from schools in villages. Odds are against the perfect execution of the work of implementing the syllabus from the point of view of finance.

Also there is no geographical basis at all for the syllabus. The geographical features of our country in general and the locality of the pupil in particular are not taught in first form. Nothing is said about the province. Only applied facts and superficial knowledge regarding geographical units are required. The pupils have to study about Scientists and their inventions—about Sir T. K. Venkataraman and Vurbank. Fortunately or unfortunately Jagadis Chandra Bose is omitted. It is a matter of doubt how many pupils of I form can clearly grasp the significance and clear

meaning of the work of these scientists. Is it very necessary for the pupils to have chow-chow knowledge of things in the environment? Is it not necessary that the boys should learn about the culture of the old days? the story of the Ramayana and the Bharatha? the story of the Guptas? the Rajputs? the Mahrattas etc? It is at this stage that the human and romantic aspect of History is to be stressed. The pupils should know the tradition of the country, the various peoples that had ruled over it and the personal anecdotes regarding great heroes of the country like Sivaji, Krishna Deva Raya and others.

The pupils should not be viewed as mere miniature adults. They should not be viewed from the wrong end of the telescope. Their emotions are to be developed and it is this aspect that had been treated in the subject called History for I form under the concentric system. Without a broad scholarly cultural background a person cannot develop a broad human interest in the progress of mankind in general and of India in particular. It is only when our ancient heritage is properly understood that we can proceed with factors of the present day world set-up. One is forced to feel on reading this syllabus that it is highly doubtful if one can make any impression on the boys and make them intelligent participants in the studies. Of course no arm-chair criticism is legitimate criticism. But what does Psychology say? The social activities side has programmes which are somehow to be packed into the course in the school. Excursions are to be planned, news-sheets are to be discussed, radio programmes are to be tuned, Hindusthani letter writing is to be practised and at the same time a miscellaneous series of disjointed items are to be digested by the poor pupil. Of course in most schools, especially Local Board and Private schools, these things cannot be gone through due to lack of facilities and finance. We will have every thing left out. Only dry facts will be injected into the poor pupil's brain. "Ram it in! Ram it in! The Boy's head is hollow!"—This

will be the natural consequence of the syllabus. I personally feel that it is not a worthy substitute for the two subjects History and Geography. It cannot be understood properly without a fundamental grounding in History and Geography. It can only lead to much talking in the air, leading to what is called in slang 'Gassing.' A clear conception of the progress of humanity cannot be had until and unless a good grounding is given in the fundamental facts of History and Geography. Just as spinning and weaving alone cannot be sufficient to deal with the various branches of mathematics it is my submission that a syllabus of such a heterogeneous nature cannot conduce towards the efficient training of the pupils in understanding or developing a broad human interest etc. declared to be the objective of the I form syllabus. All along History and Geography were taught separately and without facilities for teaching them according to the new methods taught in Training colleges. They were taught without due deference to the human aspect. To supplement them civics had been included as a subject-teaching about the government of the village, the post-office, courts and other facts pertaining to society. The only difference between the old subjects and the new subject is that while the former had basis but no correlation with daily life the latter had no basis but had outer decorations.

It is felt by many teachers that History and Geography should be reinstated with proper facilities for teaching them. Most teachers of the subjects had had no such means afforded for implementing proper methods of teaching them. There had been

nothing wrong with the syllabuses in the two subjects. Only proper methods of teaching could not obtain and so proper trial of the syllabuses was not possible. For that matter all the essential features of the present syllabus like the social activities are sure to be omitted for the same reason that made the teaching of History and Geography so sour and dry. There will only be skeleton-teaching followed by pumping of ideas through dictation in the class to the pupils. That will perhaps colour the idea of dictatorship in the mind of the pupil.

There is another point to be thought of in regard to the present subject. This subject is allotted five periods a week. It is highly wonderful how the teacher can do justice to the subject what with the excursions and the other activities scheduled to be gone through. Every week two periods are to be contiguously arranged for the subject which might save time for out-door work. There are other subjects in the curriculum like Citizenship Training and Physical Education both taxing and occupying most of the pupil's time. When can time be found for these things? I feel that through Citizenship Training it is possible to infuse into the pupils that broad human interest in the pupils which is sought to be imbibed in them through the present jumble called social studies. What is wanted is not total abolition of History and Geography but a re-orientation of methods of teaching them, proper equipment and facilities being made available to the teachers. History, Geography and Citizenship training are the three subjects to be taught if the aim of true citizenship is to be achieved.

Note: In the October 1949 issue of this journal the article titled "Rajaji's Educational Scheme—A critical review"

was written by Sri R. Srinivasa Aiyengar, Headmaster, Sarvajana High School Peelamedu.

PROGRESS IN IDEAL RETROGRESSION IN PRACTICE?

R. MAHADEVAN

Municipal High School, Mayavaram

The aim in the reform of Secondary Education is to make it more activity centred and less book centred. It is necessary to examine how far we have progressed with regard to the increase in the activity of students so far as the study of science is concerned. The new scheme is better than the old, no doubt in some respects, but is the abolition of optional science subjects an advanced or retrogressive step? To determine this, it is necessary to find out how many pupils or what percentage of them were given training in school laboratories under the old scheme and how many are now offered scope be it remembered, of a more rudimentary type, possible under the general science syllabus. Even without statistics science teachers know, that though the ideal is good, the ideal that all high school pupils should be offered facilities for doing experiments, in practice it is not possible to do so in the majority of the schools, with the result that even the few who had opportunities to do practical work in science have now been denied that opportunity, because optional science subjects have been abolished. It is said that the university authorities insist on schools providing for the teaching of Algebra and Geometry for those pupils who want to take science subjects in the college. If schools can be made to teach optional Algebra and Geometry why should they not teach optional Science subjects? If there is need to provide scope for the mathematically or academically minded pupils, is there no need to provide scope for the practically minded pupils? Again, it is a matter of common observation that as the pupils get advanced in age, they lose their sense of curiosity and their interest in activity for its own sake becomes diluted or even corrupted by the necessity to pass examinations.

The wholesale condemnation of the old scheme and the consequent abolition of Optional Science subjects in high schools has resulted in the waste of much valuable and available educational material in school laboratories. The value of such material in all the thousand schools of the presidency will run to many lakhs of rupees if not crores. Leaving these materials waste, schools are asked to get other materials to provide scope for the activities of pupils. This is a subject to be pondered over by education authorities and the government.

The scope for pupils to do experiments in General Science came up for discussion before the meeting of the Tanjore District Teachers' Guild held recently. A few teachers were enthusiastic, but some who spoke, magnified the difficulties in the introduction of practical work. Among the obstacles pointed out were (1) that boys often broke the glass vessels used, (2) that the boys were too short for the workbenches and (3) that the number of pupils was so large that it was possible to do only one or two experiments in a whole year!

In the interest of pupils it is necessary to find solutions for the above and other difficulties. If it is true that the teacher occupies a key position in education, it is up to him to make the best use of the opportunities available to him.

As regards the first, it may be mentioned that as the boys get accustomed to the use of glass materials they will become more careful in handling them. Even at home they have to use glass chimneys. Some thought on the part of the science teacher and careful manipulation will almost eliminate breakages. The provision of two teachers for a batch of forty pupils instead of one teacher will be conducive to

efficiency and the avoidance of accidents. The second of the difficulties may be overcome by clubbing a tall boy and a short one as partners. The third may arise out of at least two causes. (a) Paucity of apparatus (b) smallness of the laboratory. When we adopt the rotation method of practical work the difficulty of the number of apparatus is minimised; but the small area of the laboratory is really a serious handicap. Many schools have no separate halls for laboratories. In some schools the laboratory is considered a luxury, more so now, on account of the abolition of optional science subjects. If the science teacher is not interested in giving practical work under the new scheme, he may even lose the ordinary room in which he was teaching the optional subject and giving practical work to a small number of pupils. His few almirahs containing apparatus may be shifted to keep idle company with the few almirahs of library books. If the ideal of the new scheme is to be carried out in practice (as far as possible no doubt) the science teacher has to be vigilant and ask for the conversion of two or even three class rooms into a hall fit for laboratory work for forty pupils at the same time. The world is advancing scientifically. Shall we increase or curtail the opportunities for giving practical work in science to pupils? The science teacher can do what he wants in spite of the exhortation in the syllabus that he should give practical work to all pupils under general science.

Paradoxical as it may appear, it is less difficult to give practical work in a big school containing a number of sections in one form than in a small school having only one or two sections in each form. The reason is this. The big school has in fact a hall for

laboratory in which forty pupils can work at the same time; but as mentioned before, the small school if it has a separate room at all for the laboratory, cannot accommodate forty. Further there won't be enough workbenches, and apparatus. The big school has another advantage, because it invariably has a laboratory attender. If he is not given sufficient work, (poor man, he is paid less than the peon) he may be retrenched under the increasing economic pressure on schools, and on the plausible pretext of the optional science subjects having been abolished.

Even if there are two hundred pupils in a form, it is not impossible to give all of them some practical work like finding volumes by displacement of water, masses of objects, verification of Boyle's law by the capillary tube method, using thermometers, and so on. This is being done and there is not much of difficulty. Teachers need not work on Saturdays on this account. We have now four periods of science instead of the usual three periods and the extra period may be used for practical work. The experiments may be grouped into sets of two, four or five, according to the availability of the apparatus and the portions done in the theory and demonstration classes. Elaborate records giving manipulation and other details expected of a 'C' group pupil need not be demanded. The apparatus arranged in the morning by the attender may be used in alternate periods, as many as four times a day. By suitable arrangement of the time-table it is possible for all the two hundred pupils to perform at least one experiment a week.

All this may mean more work for the teacher, but it results in less talk for him. At any rate such is my feeling.

EXAMINATION TANGLE AND THE WAY-OUT

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Inspector of Schools, Trichur

The influence and the reliability of examinations have become very important topics in recent years, because the careers of so many thousands of young people are determined largely by examination results. From the very bottom to the top of the educational ladder education is at present largely controlled by examinations. As they are considered the Alpha and Omega of education, there has been ever-growing volume of trenchant criticism on them.

"The written part of the examination can only deal successfully with that part of it which is destined to be forgotten as soon as it has served its purpose", "Examinations are much like a lottery", "they fail to bring out the actual calibre of the students", "luck and cramming play a more significant part in them than the real merit of the pupils", are some of the strictures turned against them. And very recently the members of the Universities Commission appointed by the Central Education Ministry reported that the examinations are "a great curse in this country." We have to admit that there is some truth in these statements. Prof. C. W. Valentine's investigations show how notoriously unreliable and variable the usual examinations could be and how great an injustice is being done to pupils whose promotions depend on them.

Examinations are often the cause of overpressure, and serious physical disorder is not infrequently produced by the strain of preparation and of performance. In Germany fear of examination has been found to be frequently one of the causes of suicide among school children. In South India too we had a few such cases recently. Reports of innumerable observers show that there is dangerous nervous strain, that mature students of industrious habits become more or less abnormal, not to say, pathological, in their mental

activity on the eve of examination and exhibit the phenomena of over fatigue during the examination itself. Instances of overwork before examination are not rare among the best students. When the stress of examinations becomes so great that students are beset by fear and worry and they look like squeezed oranges as if they are carrying all the cares of the world on their shoulders, the examination loses its value even as a measuring instrument. Considering the matter from the standpoint of mental hygiene such violent mental athletics are both wasteful and injurious. Modern psychology and psychiatry make plain the need of regularity in intellectual work and the danger of any kind of abnormal mental activity.

The simplest way to get rid of these evils would appear to do away with examinations altogether. But let us take the advice of the Consultative Committee of England in this matter. They write:

"The most pleasant of parks will none the less have an entrance and an exit.....We recognise that a final examination may to some extent cramp the free growth of the schools. But we feel that their pupils may be handicapped by the absence of any form of guarantee of their work, and we feel that schools themselves may become uncertain in their aim and vacillating in their methods if they have no suggestion of a definite standard to guide their work. And after all, examinations are like the running of a race, and few of us really dislike races, or can avoid in the course of our lives the running of some race which is set before us. There is a wisdom in the saying of Plato, that the life without examination is a life that can hardly be lived."

Besides these advantages, the traditional examinations test skills like the

power to organise thoughts, to present arguments, power of expression and originality. Our examinations are not so bad as we think, provided they are not over emphasized and our examinees are trained to view them in the proper light and the examiners consider them not as traps set before the youngsters but a means to look for the positive acquisitions of the students. The fact that our examination system has been abused is no argument for scrapping them. The glaring defects are open to improvement. A system of promotion based on nomination is impracticable. The art of examining in the field of education is probably the most difficult. Human ingenuity will never invent an infallible test of qualification.

New-Type Examination

Two of the "drastic" recommendations made by the Universities Commission to eradicate the 'curse' of the examinations are (i) the introduction of 'objective' tests and (ii) careful observation of the student's progress in the class and assess his attainments and aptitudes.

The United States of America take a lead in the application of objective tests on an immensely large scale. This method is said to have changed the examination system from "a capricious instrument of discomfort and anxiety into a beneficent and relatively trustworthy instrument for guiding individuals into the careers that fit them best." It is true that such tests give a more objective evaluation of the merits of the pupils; they can be administered easily and that they do not leave behind very bad 'after-effects' in the minds of the pupils. Objective or standardised tests purge some of the weaknesses of the traditional examination but they do not give the virtues of the formal examination mentioned above. What the new-type examination lacks, the essay-type examination possesses. Displacing such an examination by objective tests is not the panacea for modern educational ailments. With present educational systems, examinations are both neces-

sary and desirable. It is not the examination that is objectionable so much as is the way in which it is sometimes misused. Properly understood as educative and not as punitive or inquisitorial instruments, examinations have a legitimate function in the schools and colleges.

Observational Technique

There are some important outcomes—interests and attitudes like co-operativeness, tolerance, fairplay, scientific mindedness, etc.—that we cannot measure directly by paper-and-pencil tests and express changes in precise and standard units. These intangible results form the core of the behaviour of the individual on which success in the daily life depends. They cannot be measured, but only observed. In recent years observational techniques have been gaining in popularity as means for collecting valuable data regarding changes in pupils. As the term implies, the behaviour of pupils is observed and, if possible, their verbalisations and reactions are recorded as they occur in significant social situations. These reports are collected in the form of anecdotes and summarized in an "Observational Data Sheet." The data sheet for each pupil finally becomes a series of significant word pictures that are obviously of great value for purposes of guidance. But only expert observant teachers who are constantly in close touch with their pupils can maintain such a record. Otherwise the materials in the folder of an individual pupil are likely to become voluminous and miscellaneous in character and to some extent meaningless. Further, a very high degree of probity, efficiency and impartiality is needed on the part of a teacher to judge a pupil's merits accurately, and few teachers have the time for accurate observation of pupils in classes which contain 40, 50 or more boys and, in colleges 200 or more. If a teacher is slack, his personal impressions become useless. Very few schools and colleges in this country have enough teachers to pay attention to their pupils and students individually.

Its great danger is the part played by personal bias or subjectivity in maintaining such records which we really want to avoid in the formal examinations.

Some progressive schools and colleges record in a dossier all the relevant details of school, home and personal life of the pupils. There is a record of subject marks and positions in the primary school, with notes on conduct, absence, punctuality, illness, hobbies, interests, and outside experiences, supplemented by teachers' opinions. For his High School there are similar details, together with notes on sport, physique and any special treatment which seems desirable. In addition, there are notes on the parents and their attitude towards the school, and on the number of rooms and number of people in the home and the facilities it provides for study. The psychological part of the dossier gives the results of any tests which the child has undergone, together with comments. Then there are ratings for the various aspects of personality, an assessment of disposition, and a statement of aptitudes. Such a cumulative record card may be used for the following purposes: (i) to serve as an indication of the level of work to be expected from a pupil, (ii) as a preliminary step in diagnosis, (iii) for the information of new teachers in cases of transfer and (iv) for changes in class and school organisation. It seems reasonable to suppose that ultimately a normative, well-kept record of a child's school or college career extending over many years will come to be recognised as a safer guide than a one-day or few days' examination, however skilfully conducted. One distinct advantage is that it is not based on snap-shot judgment but on careful observation of the student's progress over a long period in his attainments, abilities and character.

The best testing programme will be to include all the three—essay-type examination, objective tests and a cumulative record card—giving equal weight instead of declaring a candidate qualified on the basis of his answers to questions at an examina-

tion. To rely on one type of evaluation is to introduce unfairness in the assessment and make the problem of prognosis difficult.

Lastly the following points may be dogmatically summed up in accordance with the special demands of hygiene in regard to examination.

1. No formal written examination should be given in the school in the primary stage.
2. Examinations below the High school stage should not be more than one hour in length and in the High school, they should not be more than 1½ hours in length. In colleges, no examination should last more than three hours.
3. Not more than one examination should be given on the same day in schools and in the colleges not more than one 3-hour examination or two 1-hour examinations should be given on the same day.
4. Periods of examination extending over several weeks should not be permitted.
5. The sanitary conditions of the examination room as regards adequate light, good ventilation, suitable temperature and proper humidity of the air should always be provided for.
6. The advantage of examination questions which test ability and power of straightforward thinking over examination that put a premium on cramming should be emphasised.
7. Frequent, short and informal exercises are to be preferred to a few, long, formal examinations, since they involve less mental and physical strain for both teacher and class.
8. No promotion should be based on the results of the formal examination alone. Due regard should be paid to the results of objective tests and other particulars like interests, attitudes, character, temperament, etc. of a student.

UNIVERSAL DECLARATION OF HUMAN RIGHTS

Text adopted on 10th December 1948
by the General Assembly of the United
Nations at the Palais de Chaillot,
Paris.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

2. Everyone, without any discrimination, has the right to equal pay for equal work.

3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if neces-

sary, by other means of social protection.

4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.

2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

2. Everyone has the right of equal access to public service in his country.

3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

GLEANINGS

EDUCATIONAL METHODS

Need for a new approach

There can be no doubt that we need more education—the attitude of the mass of the country to our economic position is sufficient evidence of that. Is not the question rather—What kind of education? But this question cannot be answered till we know much more about the actual effects of the education which we do give.

We know indeed that some of our education is successful—our university and (so far at least as the abler pupils are concerned) our secondary education; improvements are possible here, but the main lines seem right. The weakness is in the education of the mass of the population—the average or sub-average pupil; and we cannot prescribe for them with much hope of success till we know where exactly our present system fails. Medicine began to advance when it ceased to be ruled by traditions inherited from Galen and began to base treatment on study of the human body and of what went on inside it. Education and politics are largely in a pre-scientific stage. We need to study what actually happens and test and revise our methods in the light of facts. I am thinking not of elaborate psychological study—valuable as this is—but of observations which any teacher can make, and might make in the case of each individual pupil. For instance: Does the pupil wish to leave school at 14, and if so, why?

Does he change his mind in the following year, and, if so, why? What exactly does he get in the extra year? In what order of preference does he put the subjects he studies? What does he enjoy, what tolerate, what dislike or even detest? To what subjects would he give his time if he could choose? Does he do any serious reading out of school? Has his school-time aroused in him any worth-while interest? What does the pupil get out of each subject that he studies? When he gets nothing, is the subject, or the approach to it, or the pupil, or the teacher to blame? And so on. Such surveys are, of course, fallible, but I believe that if they were conducted by the individual teacher, and the results compared with those of other teachers in the same school, and their collective wisdom pooled with that of teachers in other schools, some light would penetrate that dark forest in which most of us are at times conscious of having lost the way.

My point is that *we want a more experimental approach to our main educational problem.* We need more clinical study of our patients. Then we shall be in a better position to decide the best diet for them. Our customary method is different—rather like that of a doctor who should tell an emaciated patient to eat more, and when asked, "But what shall I eat?" replies, "Oh, more food."—(From the 'Times' London dated 30-8-'49.

MADRAS

Government's Scheme for Visual Education

Final shape is being given to the scheme for the organisation of a film library by the Department of Public Instruction and it is expected that the facilities will be open to the schools from October 1.

The film library consists of over two hundred film-shorts on the various subjects of study by the pupils. The length of each 'short' ranges from two to four hundred feet, the duration varying from eight to sixteen minutes. The films will be made available to all schools who have projectors. The film library has been organised as a part of the visual education programme for schools by the Department. It is also proposed to give teachers training in the selection and handling of the films.

The Department of Public Instruction has also drawn up a scheme, again as part of the visual education programme, to train teachers in organising and maintaining museums in schools. It is stated that at present such of the museums as are organised by a few schools lack method. The co-operation of the Madras Government Museum is also being utilised in this connection.

Closure of Aided Schools

The Government have amended the Madras Educational Rules and the Grant-in-Aid Code in regard to closure of recognised schools.

At the end of Rule 54 of the Educational Rules, a paragraph has been added to the effect that "schools recognised by the competent authority either permanently or on a temporary basis shall not be closed unless one year's previous notice has been given to the Department communicating such intention of closure and such closure shall not be permitted except with effect from the end of a school year."

The amendment to Rule 36 of the Grant-in-Aid Code provides that "failure to give one year's notice

before the closure of a school required by Rule 54 of the Madras Educational Rules will entail refusal of Grant-in-Aid to the school for the year in which the notice should have been given."

Madras Educational Rules

An amendment to the Madras Educational Rules provides that no teacher shall be appointed to or allowed to continue in school after the completion of his or her 55th year. However, teachers in schools under private management may be retained in service up to the age of 60 and they shall be deemed to have been re-employed. In exceptional cases, the Director may permit a teacher over 60 years of age to work in a school.

An amendment to the grant-in-aid code says that no grant will be paid on behalf of teachers who are retained in service beyond 60 years.

Akhil Maharashtra Shareerik Shikshan Mandal.

(All Maharashtra Physical Education Association).

The Akhil Maharashtra Shareerik Shikshan Mandal came into existence with the object of spreading the cause of Physical Education in general and organising the Indian games and sports in particular on a national basis.

The second session of the All India Physical Education Conference and the 18th session of the All Maharashtra Physical Education Conference will be held in Poona on 29th, 30th, 31st December 1949 and 1st and 2nd January 1950 on the spacious grounds of the Club of Maharashtra, Ltd.

SHIYALI

A short account of S. M. H. High School, Shiyali, Excursion tour in September 1949.

1. Leader: Mr. R. C. Mudaliar, B.A., L.T.,

2. Teacher assistants:—Messrs. Paramasivam Pillai, N. Muthukumaran and P. S. Sabapathy.
3. Total strength of the party:—79.
4. Starting date and time: 18th September 1949 at 10 a.m.
5. Programme:—
 - (a) 18-9-49. Night halt at Salem/ College Hostel premises—
 - (b) 19-9-49.—Visits to the Magnezite Factory, Ratna Studio, and the Glass Factory. In the Evening Bazaar Street and other places of Hand-loom weaving centres visited.
 - (c) 20-9-49. Journey to Mettur by early morning—Halt at the Chemical Hostel premises—
 - (d) By 1 p.m. visit to the Mettur Chemical Engineering Works. Took more than three hours to view the various Departments.
 - (e) By 4-15 p.m. the party's sojourn at the Mettur Dam—Power House, Park Tunnel etc. visited—Return by 6-30 p.m. Night stay at Mettur.
 - (f) 21-9-49 Visits to other places of interest in the Mettur Town area till 9 a.m. Starting to Salem by 10 a.m.
 - (g) By 1 p.m. visit to Rajendra Mills at Salem—Evening visiting Shevapet Market, etc. Night—Return journey to Shiyali via Vriddhachalam and Cuddalore.
 - 24-9-49 Arrival at Shiyali by 12-15 p.m.

THE S. I. T. U. PROPAGANDA

Mr. C. Ranganatha Aiyangar, Honorary Publicity Officer, and Mr. V. B. Murthy, Secretary of the S. I. T. U. Protection Fund, visited the following schools in the North Arcot District in the month of October 1949:—

- October 3rd. Board High School, Katpadi.
 „ 4th. Voorhees High School, Vellore.
 „ „ Municipal High School, Vellore.
 „ „ S. M. D. H. High School, Vellore.
 „ 5th. Board High School, Arcot.
 „ „ Board High School, Kaveripauk.
 „ 6th. A. P. M. High School, Sholinghur.
 „ 7th. Board High School, Arni.
 „ „ Board High School, Cheyyar.

There was good enrolment of members to the Protection Fund and a few subscribers to the journals.

On the 8th the Elementary School Teachers' Range meeting at Thiruvallam was addressed.

On the 29th the Publicity Officer visited Ambur and addressed the Local Range Teachers' Association, on the advantages of the S. I. T. U. Protection Fund scheme to the Elementary School Teachers. He later met informally a few teachers of the Hindu High School and the Concordia High School. Mr. S. Subramaniam of the Concordia High School was very helpful during the visit. A few cases were registered for the Fund.

Mr. K. Narayanan, Director of the Protection Fund, visited the following schools during October 1949:—

Board High School, Tirupattur, High School, Keelasevalpatti, Visalakshi High School, A-Thekkur, Victoria High School, Sivakasi, Elementary School Teachers' Association, Sivakasi Range. He also met the President of the Madura District Teachers' Guild.

LETTERS TO THE EDITOR

Local Body Schools

Sir,

Evidently the 'Thinker' who wrote about the 'Condition of Local Board Schools' is either a headmaster of some Board Secondary School or one who has his own axe to grind in giving such an erroneous notion about the Board Schools. He seems to be too much in tears over the plight of the Headmasters. But, when the whole picture of the condition of the Local Board Schools is painted, it will be clear that the pity for the headmasters is definitely misplaced.

Communalism is rampant in the District Board Schools and often merit and seniority are overlooked in order to pander to the vulgar whims of this community or that. Even under the enlightened regime of the Special Officers the forces of communalism had their objects achieved through various irregular channels. The senior assistants (many of them more competent to be headmasters than the mere inexperienced and often less qualified 'boys' who are appointed over them) cannot but be discontented. Often the discontent is aggravated by the want of courtesy on the part of the headmasters even towards these experienced assistants. Often the headmasters parade their authority by making these senior teachers stand over their presence and arguing over their casual leave applications. These may appear trivial but they are sown the seeds of all future discontent and want of co-operation.

If, 'the Headmaster left severely alone' it is his own fault. It happens merely because he has not got the knack of moving with his staff *esprit de Corps* and fraternity cannot be easily found where there is unbecoming of manners and consideration for others' feelings and difficulties. There are several schools even in Local Boards where the headmaster is able to guide the school along proper lines by the force of his personality and his gentlemanly manners. But it is a pity that

some of the headmasters in Board Schools never realise that they owe their position not to any superior merit or talent but they are headmasters either as a matter of normal seniority or as a freak of their birth in a favoured community. In Local Board Schools the average L. T. assistant is more capable of running the school than the average headmaster. The headmaster can carry on his work 'sans office, sans laboratory and sans library' but he should realise that it is impossible to carry on efficiently sans a forceful and ennobling personality.

The other point raised in the article deals with the necessity of full powers for the headmaster in the matter of appointment, punishment and dismissal of menial servants. Any gentleman in the know of things will bear this out that many headmasters of the Local Board Schools use the servants of the school for their own household work like drawing water, washing clothes and even cooking. The criminal thing about this is that this is done even to the detriment of legitimate and essential school work. Many an inspecting officer has remarked at the unswept state of these schools and the untidy condition of the school surrounding. An inspectress of schools once noted a collection of cobwebs on a picture of Saraswati in a school and wondered how the goddess of learning suffered herself to live amidst cobwebs. When the headmasters of such schools are so oblivious of their responsibilities it would be unwise to vest in them such sweeping and wide powers over menials. The efficiency and quality of work in the schools will automatically improve if the tone of the schools is improved. The tone of the schools can never be improved so long as the Local Boards continue in service such headmasters as those who do not deserve their posts, who do not have any personality, and who are very sceptic about the New Schemes.

12-9-49. J. L. A Sane Thinker.

Tin 21, 0130

1149. 22-11

The Educational Film

Sir,

The film is a teaching medium of extraordinary power. In Germany all schools are equipped with film projector apparatus. In the U. S. A. it is estimated that schools will have 100,000 16 M.M. projectors by 1950. The U. S. A. aims at equipping every class room with a projector.

In Madras as per the present scheme films are usually shown by visiting projectionists, and the pupils of several forms have an hour's show part of which is inevitably unrelated to what some of the children are studying at the time. The only remedy is for each school to own its own projector and films, and to show a film at the time when the children are ready for it.

The twin problems of equipping every school with a projector and a Film Library to make the Visual Education Scheme of the Madras Government a success is not incapable of solution, if we study the German Record in this direction. "In June 1934, the Nazi Minister of Education, Rust, realizing the immense educational value of films, took steps to organize thoroughly their production and use. A compulsory levy of about three-pence a pupil every term was made towards teaching aids. Of this, 65 per cent. was allocated for the provision of films and projectors, the choice of make of the last named being left to individual schools. The remainder was distributed between the school film organization for the provision of spare parts, and the Film Institute in Berlin for the cost of producing the films. Salaries of staffs and technicians were borne by the provincial authorities. A start was made with the production of 50 films without reference to those who had to use them. Later, teachers were invited to contribute suggestions and ideas. From among the many subjects suggested a few films were made in limited quantities. These were lent to the directors of city and county film depots, who were also active or qualified teachers, for their verdict. Only after a favourable decision were the films mass produced. In a few years an organization was

created which enabled every school to possess its own projector, and to have access to over 500 titles embracing all teaching subjects. To meet our immediate needs we can purchase educational films from foreign countries which are producing them on mass scale and have running commentaries in the regional languages.

In every Secondary School in Madras, Visual Education fees are levied. Every year fifty percent of the fees collected may be ear-marked for "The Projector and the Film Fund." The fund is to be utilised for the purchase of a 16 M.M. films and 16 M.M. movie projector, silent or sound. The silent costs Rs. 1500 and the sound costs Rs. 3500. For the present the former will do in view of financial difficulties. Teachers may make commentaries as the films are exhibited on the screen. In the course of a few years, say in a decade, the ideal set forth may be realised with the financial co-operation of the Government.

All teachers cannot easily handle the projector and hence the Department of Education may well arrange short 10-day courses in Visual Instruction for Teachers just as the Department trains teachers in Citizenship Education.

23-9-'49.

K. NARAYANAN,
Secretary,

The Ramnad District Headmasters'
Assn., Muslim High School,
Abhiramam.

E. S. L. C. Syllabus
Sir,

The announcement by the Department cutting some portions prescribed in English for the E. S. L. C. Examination 1950 will, no doubt, afford some relief to the pupils suffering on account of the non-availability of the textbooks. Although it has been announced that an examination will be held in Elementary Science for the E. S. L. C. students of 1950, no approved syllabuses for that subject have yet been published by the Department. Now that a term has well nigh drawn to a close, will the authorities be pleased to drop that subject from the scheme of subjects for the E. S. L. C. Examination 1950, as was done last year?

S. RAJAGOPAL.

FROM OUR ASSOCIATIONS

EDUCATION WEEK

MADRAS

The Madras Teachers' Guild celebrated the Education Week from the 10th to the 15th October 1949. The Hon'ble Justice Sri A. S. P. Aiyar inaugurated the Week. On the 11th there were competitions in sports and music. On the 12th there was a demonstration of educational activities including folk songs and dances. Mr. Lobo Prabhu, Secretary, Education Department, Government of Madras, presided. On the 13th Rev. T. R. Foulger, Principal, Meston Training College, Royapettah, addressed a public meeting at the Kellett High School on "Crisis in Education." The fifth day of the Week was set apart for children's concert with Prof. P. Sambamurthy in the chair. The last day was the Teachers' Day in the Chintadripet High School. Messrs. G. Srinivasachari, Sriramulu Chettiar and M. K. Ramamurthi spoke on "Teachers and Social Service," "The place of English in Reorganised Scheme", and "Examinations in Schools", respectively. Sri P. Doraikannu Mudaliar presided. The celebrations concluded with an interesting educational film shown by Rao Sahib Mr. Nambi, Secretary, Red Cross Society.

Ideal of True Education

Inaugurating the 19th South Indian Education Week on the 10th Oct. Mr. A. S. P. Aiyar said that according to their ancients a truly educated man, a *panditha* was a man having God knowledge. Education for citizenship, could only but be a preparation for having God knowledge. True education must provide for the development of the body, mind and soul of a child. So far their educational system had been a lop-sided one and was not suited to the genius of the country. True education must be rooted in the soil.

An educated man was a votary of truth. Teaching was a noble profession but the amenities provided to the votaries of the profession were not such as would stimulate them to do their work properly. Their creature comforts should be looked after and they must be given sufficient leisure to mediate and impart spiritual knowledge to the children under their care. Education should be the first charge on the revenues of a State and the status and salaries of teachers should be raised to a very large extent.

Mr. A. S. P. Aiyar stated that education in ancient India was based on ideals of *dharma* and the harmonious development of the body, mind and soul of a child. The ideal that the whole world was their motherland that every man was equal in the eyes of God that in the short life before them, they must endeavour to help the suffering and be of service to fellow-men and of an ever abiding belief in God, should be placed before the youth of the country by the teachers.

In the coming days, there should be an unceasing campaign for removing illiteracy from the country, Mr. A. S. P. Aiyar said. The great teachings of the *Bhagavad Gita*, so clearly followed and lived up to by Mahatma Gandhi should be kept before every teacher and pupil and he had every hope that the members of the teaching profession would live up to the high ideals of their forefathers.

ATHUR (Chingleput Dt.)

The Education Week was celebrated by Ramakrishna Students Home on 9-10-'49. The Flag hoisting ceremony took place at 3 p.m. Sri R. Subbier, B.A., B.L., M.L.A., hoisted the flag and presided

on the occasion. A public meeting was held at 4.15 p.m. The Students enacted a Tamil Drama 'Duty'. Mr. Subbier appealed to the parents for co-operation and spoke of the new ideas in Education spreading fast. He also stressed on the importance of educating the pupils to be fit citizens of the world and specially to our own State.

With a vote of thanks, the meeting came to a close.

KANCHEEPURAM

For the first time in the history of Kancheepuram, the Education Week was celebrated with great enthusiasm on the 14th and 15th October 1949 thanks to the hearty co-operation of all the nine Educational institutions in the town.

The procession on Friday of nearly 3500 pupils marching in solemn silence with their squad leaders and class leaders carrying appropriate banners compelled the admiration of parents and the public.

Lt. Col. Hamid, Joint Director of Public Instruction who inaugurated the celebration at the Pachaiyappa's High School observed that changes that were effected to suit the times must be slowly and carefully carried out without in any way allowing the genius and the cultural heritage of the country to suffer. "We must march in our old boots" was the substance of his observation.

Mr. S. Palaniswami, Lecturer in English, Teachers' College, delivered an interesting and thoughtful lecture on "Education & Citizenship in Free India."

Sri A. M. Kanniappa Mudaliar, President, Chingleput District Teachers' Guild, who welcomed the guests observed that the change in the Re-organized scheme had to be followed intelligently and carried out diligently and needed the willing co-operation of Teachers, Parents and Society in the arduous task of the upbringing of the child.

Mr. S. C. Fergus, Secretary of the Guild, read the message from the Hon'ble Minister for Public Works, Sri M. Bakthavathsalam and proposed a hearty vote of thanks and the pleasant function came to an end.

The Educational Exhibition held on Saturday the 15th October at the Anderson High School attracted quite a large crowd of visitors in the town. It was declared open by Sri T. V. Apparasundara Mudaliar, District Educational Officer.

The exhibits were on varied subjects such as Literature, Science, Social Studies, Citizenship Training and Physical Education.

Mr. A. C. Dharmaraj, Vice-President of the Teachers' Guild, in welcoming the District Educational Officer said that the members of the committee were greatly encouraged to note that their District Educational Officer expressed high appreciation of the useful work done by the various institutions in the town and assured the public that exhibitions of that kind would be held in the coming years with greater zeal to train the children and apprise the public of the good work turned out by the institutions.

Sri A. M. Kanniappa Mudaliar, President of the Guild proposed a vote of thanks.

In connection with the Education Week, a Variety Entertainment was held in the evening at the Anderson High School under the presidentship of Dr. P. S. Srinivasan, L.M.P. M.L.C., Chairman, Kancheepuram Municipality.

KUMBAKONAM

The Kumbakonam Educational Society celebrated the Education Week, this year with a series of four lectures on subjects specified by the South India Teachers' Union. The inaugural address was by Sri K. S. Seshadri, B.A., B.E., A.M.I.E., local Electrical Engineer, the subject being "Education, Scouting and Citizenship". Dr. Natarajan, M.B.B.S., gave an interesting and instructive talk on "Education and the Healthy Citizen"

on the 13th instant. Sri N. R. Kedari Rao, M.A., L.T., Retired Professor of English, spoke on "Education and the Adult Citizens". With a thought-provoking address by Sri S. Ramamurthy, B.A., B.T., Assistant, Town High School on "Education and World Citizenship" the celebrations came to a successful close.

At the Annual General Body Meeting of the above Society held on 11th October 1949, the following were elected as office bearers for the current year.

President.—Kulapathy Rao Sahib R. Swaminatha Iyer.

Vice-Presidents.—V. Raghava Iyengar and K. Raghava Iyengar.

Jt. Secretaries.—S. Kailasam and V. Pitchumani.

AMBUR

The Ambur Teachers' Association which represents the three High Schools and all the aided schools in the town was responsible for organising and conducting the Education Week on three days, from Thursday the 13th to Saturday the 15th instant. Nearly three thousand pupils and over a hundred teachers took part in a procession that passed through the principal streets of the town on the afternoon of the 13th instant. The procession terminated in the Hindu High School grounds where sweets were distributed to all the pupils. Mr. Neoman of Bargur gave an educational film show for the pupils that evening.

The second day was celebrated as the Teachers' Day under the chairmanship of Mr. T. Munuswami Naidu, B.A., B.L., Advocate, Vellore. The meeting was held in the Concordia High School hall. Mr. T. S. Sankaran, M. Ed., initiated a discussion on "Education and World Citizenship". Messrs. S. Srinivasa Iyer, D. Dorairaj, R. Parthasarathy Iyengar, K. M. Ramamurthi and Rev. Schultz participated in the discussion.

The third day was set apart for the parents' day. An Educational Exhi-

bition was opened by Mr. P. I. Veerasami, B.A., B.L., Sub-Magistrate (Judicial), Ambur at 9 a.m. in the Hindu High School. The exhibition, which was in charge of Mr. L. Ananthapadmanaban, B.Sc., was kept open from 9 a.m. to 5 p.m. for men and children on the 15th, and for women on the 16th instant and it attracted a large crowd. In the evening on the 15th the Parents' Day was celebrated under the chairmanship of Mr. P. Rangaswami Iyengar, B.A. B.L., of Vellore. A variety entertainment was got up for the occasion and was enjoyed immensely by the parents assembled. With a vote of thanks by the President of the Association, the celebrations came to a close.

HOSPET

The Education Week organised by the Municipal High School, Hospet and other local schools, commenced on October 12th, 1949 and concluded on October 15th, 1949. Sri. B. Anantha Char, M.L.A., Hospet, inaugurated the week in the Government Training School, Hospet, while Sri. N. Bhagavan Das, I.A.S., Sub-collector, Hospet, delivered a lecture on Citizenship Training in Free India. Sri. Bellada Channappa, and Dr. R. Savitry Bai, M.B.B.S., Hospet, presided in the subsequent meetings held in the Municipal High School and Government Girls' Middle School and Hindu Ele. School, while Messrs. H. Govinda Char, Rajapurohith of Dharwar, M. Tirumala Char and others who addressed the audience, appealed to parents to stamp out illiteracy and to train themselves as good citizens to fit themselves in the ever changing world to guide the destinies of the Mother country. An exhibition was also held in the Government Training School, Hospet.

KONDANOOR

In connection with the Education Week, the Parents' Day was celebrated in our school on 13-10-1949. Mr. S. Rajaram Bharathy, the local medical officer presided over the function.

Mr. S. P. Arunachalam of Pallathur gave an interesting talk on the need for parental co-operation. The headmaster, Mr. A. George, M.A., B.Sc., L.T., welcomed the president and the speaker in a nice short speech. The secretary, Mr. M. S. John Stephen, proposed a vote of thanks and with the singing of the National Anthem, the function came to a close.

KURNOOL

In accordance with the desire of the S.I.T.U. in conjunction with the Provincial Central Education Week Committee at Madras the Dist. Teachers' Guild at its Executive Council meeting on 19-9-1949 decided to celebrate the Week and constituted a Dist. Education Council with Sri D. Narasimha Sastry, the Dist. Educational officer as its chairman and other educationists as members. The mode of celebrating the Week was left to the Teachers' Associations in the district to adopt a procedure suiting to their respective local conditions and at the same time keeping in the view subjects suggested

schools numbering a thousand. Sri D. N. Babu Rao, the President of the Guild in introducing the Week spoke about the activities of the Guild in the light of the Reorganised Curricula (specially the Citizenship activities) and appealed to all to co-operate and bring the Week to a success. Sri M. Ramanujachar, B.A., B.L., Dist. and Sessions Judge, Kurnool in his inaugural address pointed out the sacred trust a teacher had with regard to the education of children. He dilated on the point of Dharma or duty touched by one of the lecturers previously. The need of civic sense which is to be developed from early childhood was emphasized by the president who said it was that alone which could make a citizen useful to society. Duty and Truth were the key notes of a good citizen. Expressing his appreciation of the Mass drill he appealed to lady teachers to take still more interest in physical education.

Sri H. N. Pasupathy, Headmaster, Municipal High School, Kurnool read an interesting paper on Education and Citizenship.

Sri G. K. Srigiri Rao, B.A.B.L., pleader, explained the importance of Hindu religion.

Sri H. Krishnamurthy, the Secretary, in giving out the aim of the Week touched on the subjects of parental co-operation and adult education.

The second day 13-10-1949 was in St. Joseph's High School for Girls with Srimathi R. Subbulakshmi Venkataraman, B.A., L.T., in the chair. A beautiful variety entertainment programme was arranged intervening the splendid lectures of the day. Sri G. Siva Rao, B.A., L.T., spoke about Reorganized Education.

Srimathi M. J. Suseela, B.Sc., L.T., and Srimathi B. Premaleelabathi, B.A., B.Ed., spoke about need for women's education.

The President of the day Srimathi Subbulakshmi Venkataraman gave an interesting talk on how and what a mother could do in the nation building activities.

On 14-10-1949 there were two meetings in different localities. In one centre at Municipal Hindu Boys' Ele. School Sri G. Narayana Rao, M.A., L.T., lecturer Osmania College and vice president of the S.I.T.U. presided. Sri S. Srinivasamurthy, B.A., L.T., assistant Municipal High School, gave a lecture on comparative value of Sanskrit and Hindi.

In the second centre for the day the President Mrs. Christenson emphasised the need of every mother visiting the school to know the progress of the child and appealed to them to visit the schools in the evenings and take part in games along with their children at school.

The fourth day 15-10-49 dawned with three meetings in different centres where several items of citizenship courses, prize distribution and other connected activities were dealt with.

16-10-49 the last day of the Week was observed at Bhudawarpet Hindu Boys' Ele. School under the presidency of Sri J. Sankaraiah, B.A., B.L., Municipal Councillor. The lecturer Sri S. Vydiyanatha Iyer, M.A., L.T., Assistant, Municipal High School, Kurnool, spoke on how Education would aid the uplift of the masses in villages.

Sri D. Narasimhasastry, M.A., L.T., the District Educational Officer spoke on the occasion appealing to parents to see that their children were regular and punctual in attending the school.

The Secretary, Sri H. Krishnamurthy thanked Sri D. Narasimhasastry the Dt. Educational Officer for having consented to be the president of the Committee and for his co-operation in getting the Week into a success. His immediate presence there showed the interest he had in Elementary Education. He thanked all the members, conveners and helpers whose co-operation was responsible for the success of the Week in such a wide area.

MAYAVARAM

The Education Week was celebrated in the Municipal High School,

Mayuram on October 10, 13 and 14 under the auspices of the local Secondary Schools Teachers' Association. On October 10, under the presidency of Mr. S. Nataraja Pillai, Dt. Munsif, Mr. M. K. Nataraja Iyer, Headmaster, National High School, Mayuram spoke on "The New Outlook on Education" and Mr. S. Sundararaman, Asst. Municipal High School, Mayuram on "Activities of Pupils in the New Scheme of Education."

On October 13, there was a film show for parents, presided over by Mr. A. V. Thiagaraja Iyer, Dt. Educational officer, Tanjore.

On October 14, there was a discussion on 'The New Scheme of Education'. Mr. R. Jagadisa Mudaliar, Municipal Commissioner, presided. Mr. S. Seshagiri Iyer, Headmaster, Municipal High School, Koranad opened the discussion. Messrs. R. Mahadevan, S. Narayanaswami Sastri, N. S. Krishnamurthy Iyer, Mahalingam Pillai, Senior Deputy Inspector, Nataraja Iyer, Junior Deputy Inspector, T. M. Venkataramanayya, retired teacher and others participated in the discussion.

NANDYAL

An intensive course of lectures arranged for the whole week, commencing from the 10th to 16th October, 1949 was fixed up for three days' programme beginning from the 14th to 16th October, 1949.

The first day's programme on the 14th consisted of the inaugural address by Sri K. Narasinga Rao, exchairman, Municipal Council, Nandyal, and three lectures (1) 'Education and Training the Citizen of Free India' delivered by Messrs. J. Padmanabha Rao, B.A., and G. Pullayya, B.A., L.T., (2) 'Education and the Healthy Citizen' delivered by Mr. P.V. Raja Sarma and (3) 'Education and the Moral and the Spiritual Basis of Citizenship' delivered by Sri D. K. Nagaraja Rao, M.A., B.L., all presided over by Dr. P. Siva Reddy, M.B.B.S., Civil Assistant Surgeon, Government Headquarters Hospital, Nandyal.

ly the Central Committee, Madras. Accordingly an appeal was sent to all ofussil associations to celebrate the Week on a wide scale.

At Kurnool, the headquarters of the Guild, a programme was so arranged from 12-10-1949 to 16-10-49 covering all the subjects to be dealt with in a consolidated way. The inauguration began with Flag salute and mass drill of both boys and girls of the local high

Second day's programme (15-10-49)

The president for the day Sri D. Kuppu Rao, Chairman, Municipal Council, Nandyal, took the chair, and conducted the proceedings.

The first lecture on "Education, Scouting and Citizenship" was delivered by Messrs. N. John Sundarayya, B.A., L.T., and Mahomed Hussain, B.A., L.T.

The second subject of lecture "Education, and Training for Co-operating Citizenship" was to have been delivered by Sri G. Venkata Reddy, B.A., B.L., M.L.A. Owing to his sudden departure from Town, the subject was cut out of the programme.

The third lecture was "Education, and Training the Adult Citizen" by Sri N. Venkata Subbayya, B.A., M.L.A.

The third and last day's programme (17-10-49).

The President Sri N. Venkata Subbayya, B.A., M.L.A., conducted the proceedings which were to have taken place on 16-10-49, but owing to rainy weather was postponed to (17-10-49). In spite of the inconvenience caused to one and all of the public by this postponement, there was a large gathering of ladies and gentlemen besides school children of the various educational institutions in the town.

The day's programme after prayer began with a lecture on "Education and World Citizenship" by Sri A. L. Narasimha Rao, M.A., LL.B., District Munsif, Nandyal.

Then there was a very interesting programme of entertainments and exhibitions the items of which were the joint contributions of all the Secondary and Elementary Schools in the town under Municipal and Private Managements. Songs, Yoga-Asanas, Lazeeen Drill and Dance, Folk-songs, Kolattam and Kummil, Recitations in English, Hindi and Telugu and Fancy Dress competitions were some of the items. The Hindi Drama of the Trial and Execution of John the Baptist and Herod's reaction and the Telugu Drama "Samanthakamu" staged by the

students of the Municipal High School were highly applauded. The audience dispersed with a feeling of great joy praying for the return of many more such days. The Headmaster thanked one and all for their sympathetic co-operation before the gathering dispersed.

PEDANA

The 19th Education Week was celebrated with great enthusiasm from 10th to 16th October, in the local High School, Pedana. The Week was inaugurated by Sri. S. T. G. Varadachariar, M.A., (Hons.), Principal, National College, Masulipatam, and Sri P. Kesava Rao Naidu, B.A., Joint Sub-Registrar of Masulipatam, addressed the meeting.

Many Educationists and Teachers including Sri. T. V. G. Krishnamurthy, M.Sc., and Sri M. Narasimha Rao, B.A., L.T., of Hindu College, Masulipatam, Sri M. S. Theodore, Headmaster, Noble High School, and Sri Sitaramachar of Government Training School, Masulipatam, took prominent part in it, and speeches pertaining to this year's subject "Education and Citizenship" were delivered.

On the 16th, the meeting was presided over by Sri. S. Rama Rao Naidu, Special Development Officer, Kistna and addresses were delivered by Sri. Ch. Balakrishna Sastry, M.A., L.T., President, Andhra Teachers' Federation, and Sri. U. Satyanarayana, P.A., to the D. E. O., Kistna. Parents and pupils of the Institution took an active part in the celebration.

SHOLAVANDAN

Under the auspices of the Local Board High School, Education Week was celebrated here on 14th, 15th and 16th insts. On the 14th, Sri S. Natarajan, Deputy Inspector of Schools, Melur Range, gave a talk on 'Education and the Making of a True Citizen' under the presidentship of Srimathi K. Lakshmi Bharathi, M.L.A. There was also a demonstration of Citizenship

Activities comprising of First Aid, Map Making, Bridge-building and Signalling by the students of the local District Board High School. On the 15th, Vidwan Sri T. Ramanujam of the Madura College gave an interesting lecture on 'Education and World Citizenship' under the presidentship of Sri R. Lakshminarasimhan, Educational Officer of the Madura District Board. The gathering appreciated the deliberations held by the School Parliament just before the commencement of the meeting. There was also a variety entertainment by the students towards the close of the meeting. On the 16th, Sri V. Padmanabhan, Secretary of Gandhigram addressed a meeting on 'Education and the training of the citizen in Free India under the presidentship of Sri N. R. Thiagarajan. President, Madura District Board Messrs. M. Subramania Mudaliar, K. Gurusathan, N. S. Venkatakrishnan, Sonaimuthu and I. Rajaram Pandian took part in a symposium on 'Parent-Teacher co-operation.' Sri P. Lakshminarasimhan, Secretary of the Education Week Celebration Committee proposed a hearty vote of thanks. All through the three days, an Educational Exhibition was held in the premises of the local Board High School, consisting mainly of articles of educational interest either collected or produced by the students themselves. Items pertaining to activities connected with Citizenship Training were a prominent feature of the Exhibition.

TIRUKATTUPALLI

Under the auspices of the Local Education Week Celebration Committee with Sri S. R. Balasubrahmanya Aiyar, M.A., L.T., as its president, the 19th Education Week was celebrated with great success on the 10th, 12th and 14th October. Inaugurating the celebrations on the 10th, Sri S. Padmanabha Chariar, M.A., L.T., Retired Headmaster, Travancore Educational Service, in the course of his address replete with practical suggestions, laid much emphasis on training the pupils of the school for social and national service and on

developing in them a spirit of corporate fellowship and mentioned various activities that would train the pupils to leadership. On the 12th, Sri V. Muthuswamy Ayyar, M.A., L.T., Retired Deputy Inspector of Schools spoke on "the aims and ideals of education" and pointed out that the chief aim of education is to make the mind disciplined and to lead to self-conquest. Sri V. Subrahmanya Ayyar, B.A., B.L., Pleader, Tiruvaiyaru presiding over the day's celebration, gave an interesting and inspiring talk on "the Duties and Responsibilities of Students" and stressed the need for discipline among the students and the spiritual values of education.

On the 14th, Dr. G. Ramachandran, L. M. & S., Tirukattupalli, in the course of his thought-provoking address, exhorted the boys not to be carried away by slogans and to preserve the old traditions of Indian Culture. He laid stress on the character training of the pupils and the awakening of sanitary and civic conscience in them. He observed that education should be national, that periodical lectures should be arranged in schools for the benefit of the adults and that students, before taking their diplomas, should by some sort of conscription be made to serve the State in order to remove the appalling illiteracy in the land. The pupils of Sir Sivaswami Ayyar High School gave demonstrations of Mass Drill, Lazim Drill and Pyramid formations. The pupils and the staff enacted successfully a short historical drama in Tamil titled "NITHI VAZHANGIYA NEDUNCHADAIYAN." The girls of R. C. Girls' School, Michaelpatti, provided entertainment in the form of songs, action songs, dialogues and dance which was very much appreciated by the audience.

Sri O. R. Muthuswami Ayyar, B.A., L.T., Secretary of the Teachers' Association, proposed a vote of thanks.

UTHAMAPALAYAM

A grand meeting of the Teachers, the parents and the boys was held on 15-10-49 in the Board High School

premises with Janab Mahamed Ismail, an old student of the school in the chair. The meeting commenced with a prayer by a girl student. The teachers of the High School and a good number of Elementary School teachers attended. The Secretary read a report about the progress and achievement of the school since 1939. He also pointed out the aims and objects of the celebration of this Week. Sri T. B. Narayanaswami, Tamil Pandit, Sri S. Sundaram B.Sc., C. Aiyam Theven B.A., L.T., and Sangu Pulavar Tamil

Pandit, Cumbum spoke on Educational topics. Sri Sundaram's lecture on the citizenship training in the new scheme was highly informing, instructive and interesting. The president appealed to the teachers to produce good citizens of the boys under their charge and assured that their grievances would gradually be redressed. After the Secretary proposed a vote of thanks to the chair, the lecturer and to all those who responded to the invitation, the meeting terminated with the singing of the National Anthem.

ACTIVITIES OF OUR ASSOCIATIONS

MADRAS

Resolutions passed on 21-9-49 by the Headmasters' Association, Madras.

The Association recorded its great appreciation of the valuable services of the late M. S. Sabhesan to the cause of Education and the teaching profession. It expressed its profound grief at his passing away and offered its sincere condolences to the members of the bereaved family.

The Association recorded its appreciation of the generous revision of the scales of salaries of teachers including the Headmaster by the management of the Hindu High School, Triplicane, and appeals to the managements of other schools to take a similar action.

The Association considered the Scheme of Examination in English II paper in the revised S.S.L.C. English Syllabus in which there is a provision for a question in Translation from the Regional language to English and expressed the view that this question should be deleted from the question papers during the transition period 1951 to 1953.

Religious and Moral Instruction:

The Association resolved to issue the following statement to the press on the above subject:

"It is necessary to clarify what is meant by religious instruction in schools. Religious dogmas and rules of religious ceremonies and practices of various religious communities should be taught by parents and

by religious institutions, and these should not form a part of the normal school course."

"A study of the lives and teachings of the great teachers of the world can be of great value to all and should be available to all freed from the communal prejudices which have unfortunately grown around them. While young children should be protected against any unfair or unjust pressure for changing from one community to another, schools should not be deprived of the benefit of teaching the eternal truths which are acceptable to all religions. The contributions of these teachers belong to the whole world and they should not be considered as meant only for certain communities. For instance, while India will always be proud that Gandhiji was an Indian and a Hindu, his life and teachings are of value to the whole world and should never be regarded as meant only for Indians or Hindus."

"The moral instruction syllabus, if it is to be of real value should include the lives and teachings of the great teachers and saints of the world. We should recommend therefore that Secondary Education Board should appoint a Special Committee to draft a Syllabus in Moral Instruction in the light of these suggestions."

Rules of Eligibility:

The Association considered the rules of eligibility as adopted by the Acade-

mic Council and desired to point out the need for transitory regulations to suit the schools who have been permitted to follow the 1929 scheme during the transition period 1951 to 1953.

Camp Sites:

The Association reiterated its earlier resolution on the need for establishing camp sites in and around the city and urged upon the Government to take early steps to provide adequate facilities for School Camps. It considered a Scheme prepared by Mr. S. Natarajan, for establishment of an organisation to promote School Camp and Journeys and accepted the principle. It authorised the president to consult the D. P. I. on the feasibility of the proposal and the extent of help that Government could render.

House Rent Allowance and Medical Facilities:

The association reiterated its earlier resolution requesting Government to accept for purpose of aid, the House Rent Allowance at Government rates to teachers in aided schools. It further requested Government to offer to teachers in aided Educational Institutions facilities for Medical Treatment at concession rates applicable to Government servants.

COIMBATORE

The following Office-Bearers were elected for the year 1949-50 at the General Body Meeting of the District Teachers' Guild, Coimbatore and the Nilgiris held on 28-9-49, Sri K. M. Ramaswami, B.A., L.T., presiding.

President:

Sri K. M. Ramaswami, B.A., L.T., Headmaster, D. J. High School, Gobichettipalayam.

Vice-Presidents:

1. Sri R. G. Subramanian, B.A., L.T., Headmaster, Nanjappa High School, Tiruppur, 2. Sri S. Venkataraman, B.A., L.T., Teacher, S. J. High School, Peelamedu.

Secretary:

Sri K. V. Marimuthu, B.A., L.T., Teacher, Board High School, Erode.

Joint-Secretary:

Sri K. Ramachandran, B.A., L.T., Teacher, Sri Ramakrishna Vidyalaya, Perianaickenpalayam.

Members:

1. Sri S. Ramaswami, B.A., L.T., Headmaster, Swathanthara High School, Vaiyampalayam. 2. Sri P. K. Kaliappan, Teacher, Board High School, Dharapuram. 3. Sri Panchapakesan, Teacher, Municipal High School, Ooty. 4. Sri U. K. Balasubramaniam, Teacher, Board High School, Udumalpet.

Some important Resolutions passed

1. This Conference expresses its profound sense of sorrow at the demise of Sri M. S. Sabhesan and places on record its deep sense of appreciation of his untiring services to the teaching profession and the cause of education.

2. The Conference urges the Government to take immediate measures to open more training centres for graduate teachers in view of the acute scarcity of the B. T. Teachers to man the growing number of Educational Institutions in the Province and it suggests that such training centres to be newly opened should be located at district centres of the different linguistic areas other than Madras.

3. This Guild is of opinion that in the interests of the efficiency of Instruction and Education the strength of a class in charge of a teacher shall ordinarily be restricted to thirty.

4. This Conference requests the Government to suitably amend the acts of the University of Madras and the University of Annamalai as to enable the Oriental Title Holders of the respective Universities to become eligible as voters and to stand for membership in the case of registered graduates.

5. This Conference resolves to request the Government to take immediate steps for enforcing uniform scales of pay and security of service for teachers under different managements as per recommendations of the Central Pay Commission.

6. This Conference resolves to request the Government to issue orders

to the managements of Aided Institutions to Grant House Rent Allowance to their staff as in the case of Government and Local Board Teachers and to permit the expenses incurred on that account for purposes of Grant.

7. This Conference resolves to stress upon the University authorities, the imperative necessity of publishing the S.S.L.C., E.S.L.C., T.S.L.C. Text books before the end of May every year and the sales of the same be entrusted to the District Agencies.

BODINAYAKANUR

A silent procession of the pupils and teachers of the Victoria Memorial High and Elementary Schools, Bodinayakanur, marched through the main streets of the town on the morning of 3rd Oct. with black flags, mourning over the sad and unexpected demise of their beloved Secretary, Sri S. C. Sethuram, M.A. (Cantab.) on 26-9-1949. The procession returned to the school, and after making a reference to the qualities of head and heart of the departed soul and observing a two-minutes' silence, dispersed with the singing of Ramdhun. The day was declared a holiday to the schools in honour of the departed soul.

The teachers' association met after the procession and passed a condolence resolution on the demise of their beloved Secretary of the School.

On 29-9-1949 the Managing Committee of the School had also met and placed on record their deep sense of gratitude for the invaluable services of the deceased in the cause of education in the town and of the institutions under their charge. They passed a resolution of condolence and conveyed it to the members of the bereaved family.

SOUTH ARCOT

A General Body meeting of the South Arcot Teachers' Guild was held at the Board High School, Panruti on 16-10-49. About a hundred teachers attended the same. The Teachers'

Association, Board High School, Panruti was at home to the gathering.

Dewan Bahadur C. S. Srinivasa-chariar, Principal of Sivaganga College and President of the Guild, presided over the meeting. Mr. P. Govindaswami Pillai, B.A., L.T., Board High School, Panruti, welcomed the gathering. He appealed to the teachers to work with the right spirit and thus enhance the prestige of the teachers. The President traced the history of the Guild and felt very much for the lull in its work during the very momentous years in the history of Educational Experiments in our land and felt glad about its revival. Mr. C. S. Renganadha Iyengar, Secretary then read the statement of accounts for the period from 1-7-1945 to 15-10-1949.

The following office bearers were elected unanimously.

President:—Mr. P. Govindaswami Pillai, B.A., L.T., Headmaster, Board High School, Panruti.

Vice-Presidents:—1. Rev. Gnanapragasam, Principal, St. Joseph's High School, Cuddalore. 2. Mr. V. Jayarama Iyer, B.A., L.T., Retd. Headmaster, Municipal High School, Villupuram. 3. Mr. S. Jagannatham Pillai, B.A., L.T., Headmaster, Municipal High School, Villupuram. 4. Mr. S. Swaminatha Iyer, M.A., L.T., Headmaster, Govt. Nandanar High School, Chidambaram. 5. Mr. Ramnatham Pillai, Vidwan, Senior Tamil Pandit, Board High School, Porto Novo.

Secretary & Treasurer:—Mr. P. R. Swaminathan, M.A., L.T., Headmaster, R. C. T. High School, Annamalai-nagar.

Representative to the S. I. T. U.:—Mr. C. S. Renganadha Iyengar, B.A., L.T., Headmaster, R. C. T. High School, Chidambaram.

Committee Members:—1. Mr. Roberts, M.A., L.T., Headmaster, Danish Mission Sec. School, Nellikuppam. 2. Mr. K. Subbarathinam, B.A., L.T., Asst., R. C. T. High School, Chidambaram. 3. Mr. R. Thirugnana-sambandam Pillai, M.A., L.T., Asst., Govt

Nandanar High School, Chidambaram. 4. Mr. D. Periathamby, B.Sc., L.T., Asst., R. C. T. High School, Annamalai-nagar.

Mr. G. Krishnamurthi, Joint Secretary of the South India Teachers' Union, then spoke a few words. A number of resolutions were passed in the meeting. With a vote of thanks proposed by the Secretary the meeting terminated.

The following important resolutions were passed:—

1. That chief examiners for the S.S.L.C. Examination be appointed only from among teachers, who have had long experience of teaching the particular subject in the VI Form and are actually engaged in teaching the subject.

2. (a) That teachers in all institutions be placed on Government scales of pay.

(b) That the scale of pay Rs. 60-4-120 be given to Secondary Grade Teachers, whether they are employed in Secondary schools or in Elementary schools.

(c) That an allowance of Rs. 10/ for the M.A., qualifications for the collegiate trained teachers and one of Rs. 5/ for the Intermediate qualifications for Secondary Grade Teachers be granted in all schools.

3. That the Government be requested to permit advances from P. F. amounts for the payment of insurance premia and the payment of subscriptions to the S.I.T.U. Protection Fund.

4. That children of teachers and those of the other employees in schools be granted full fee concessions in the schools where they are employed and that the loss in fee income be made good by Government grants.

5. That the Conference request the Government to restore the grant of railway concessions to pupils and teachers proceeding on excursions, in as much as such excursions are obligatory in the Reorganised Scheme of Education.

6. The Guild expresses its sense of frustration at the repeated statement of the Hon. Minister for Education, that there would be clamour for free education for their children by other public servants, if the children of teachers alone were granted this concession.

7. Resolved to request that the scales of pay of different grades of teachers be so modified that the period for reaching the maximum does not exceed fourteen years.

THIRUNELVELI

The Quarterly Educational Conference organised by the Thirunelveli District Teachers' Guild was held at 9 a.m. on Saturday, 24th September at Courtallam, under the presidency of Mr. S. Natarajan, President of the South India Teachers' Union. About 200 delegates representing about 50 affiliated associations attended the conference.

Mr. E. H. Parameswaran, President of the Guild in welcoming the delegates appealed to the teachers to strengthen the organisation by rallying round the banner of the S.I.T.U. He referred to the great services rendered to the cause of education by the late Prof. Sabhesan and asked teachers to emulate the great example set by Prof. Sabhesan by holding aloft the ideals of the profession and becoming cent per cent efficient in the discharge of their duties. After appealing to the teachers to contribute liberally for 'The Sabhesan Thanksgiving Fund', he referred to the reports of the University Commission presided over by Dr. Radhakrishnan and the recommendations of the Sub-Committee of the Board of Secondary Education regarding the defects of the present day examination system and the adoption of objective tests to remedy the defects.

He then requested Mr. P. N. Chamu Nair, Divisional Inspector of schools, Mathurai Division to open the conference.

Mr. P. N. Chamu Nair, B.A., L.T., Divisional Inspector of Schools, Mathurai

in declaring the conference open paid a glowing tribute to the work of Mr. Sabhesan with whom he had worked in several committees. He felt that his demise was a great loss not only to teachers of this province, but to the educational world. He said that success in education depended on teachers—their ability, their integrity and their devotion to work. He was glad that they would be discussing problems of Secondary Education and that they would have an exposition on Basic education. He thought that Basic Education was life-centred and as such well suited to the needs of our country. He then traced the history of Secondary Education in India from the time of the Hunter Commission Report and showed how Madras had always led in the advancement of Secondary Education for over sixty years. Commissions and Committees and conferences of teachers had asked for a type of Secondary Education which would have the broad aim of educating pupils according to their aptitudes. It was only in 1948 they had succeeded in evolving a scheme where bifurcation is provided and where emphasis is laid on the preparation of proper citizens for a democratic India and in the development of the all-round personality of the pupils. The success of the scheme however, depended upon the correct appreciation of the aims of the scheme by the teachers and upon their enthusiasm. He exhorted them to work the new scheme with zeal and understanding.

Messrs. Samuel Muthiah and V. Venkatakrishnan proposed and seconded that Mr. S. Natarajan be elected to preside over the conference.

Mr. H. Visweswaran, Secretary of the Guild read messages wishing the conference success from Hon. Mr. Roche Victoria, Minister for Food, S. K. Yegnanarayana Iyer, ex-President of the S.I.T.U., Prof. E. N. Subrahmanian, Prof. A. Ramier and others. Mr. S. Natarajan then delivered his presidential address.

Mr. Natarajan said, "Our educational system is a mere patch-work lacking

consistency and that accounts for the failure of the educational system. It requires a radical change and the change has become imperative with the declaration of Independence of India two years ago. What is needed urgently is a scheme of total education of all the people of the country and its aim should be to train every man and woman, (1) as an efficient worker, able to control his physical environment and to conserve and exploit the natural resources of the locality so as to raise the standard of life, (2) as a citizen to live together in harmony in the community, family, nation and eventually realising obligation to society and (3) as an individual to bring about the best that is in him, to achieve physical health and to develop self-respect. The system of Basic Education, the reorganised scheme of Secondary Education and the recommendations of the University Commission all contain these aims thus introducing for the first time a consistency in our educational system and we may well hope for a great regeneration of our country if we strive to achieve these aims.

But certain changes in the organisational set up are necessary to enable the achievement of those aims. Firstly, national responsibility must be borne for the spread of education. Education of all children up to the age of 15 must be recognised as a paramount responsibility of the Government. While voluntary effort and local enthusiasm should be harnessed to the fullest extent, the responsibility for the spread of education at this level must be borne entirely by the Government. The local bodies have proved their incapacity to properly maintain schools and to provide for the education of the children.

They have been too much the playthings of Party politics and if education is to succeed it must be taken out of the orbit of party influences. The Government will have to consider the possibility of creating separate bodies on the lines of the Local Education Authorities of England or the School Boards of America which should

be charged with the responsibility of looking after the educational needs of the locality. These bodies should be neither too small as the Panchayats nor too large as the District Boards. A compact area consisting of a population of about 5 lakhs may be of manageable size. The members should be representatives of the village Panchayats and an equal number nominated by Government solely on consideration of their ability to administer schools, their enthusiasm for the cause of Education and their influence in the locality. The Government should guarantee for each such authority the entire finance for the project and assure them of expert educational assistance to advise them on curricula etc. It is a matter for joy that our Governments have accepted Basic Education as their policy. It will be a great advantage and economical too if it is accepted that it must compulsorily cover the age group 7-15 so that no child would leave school before the completion of 15 years of age.

In regard to Secondary Education what militate against progress are inefficient management and lack of finance. Secondary Education is a technical matter and is so varied and complex in its scope and content that the Local Bodies as at present constituted cannot be expected to manage this branch of education with any degree of success. The sooner they are relieved of this responsibility the better. It is to be noted that the schools that have not yet implemented the reorganised scheme of education are mostly the schools managed by Local Bodies. To ensure effective supervision governing bodies may be constituted for each school to work under the guidance of the Department of Education.

Every institution for higher education must be placed above want. The grants for these institutions should not be subject to the varying economic needs of the Government. The Government should also help every institution to build up an endowment.

This may be done by requiring the pupils to pay an annual special fee earmarked for endowments with an equivalent contribution from the Government for a specified period, say 20 years.

Success of education depends upon the teacher. The teacher must be well-equipped for his job and must bring to bear on his work not only enthusiasm, but a great faith in his mission. His work is of great importance to the progress and prosperity of this country. It is therefore highly important that the teacher should be imbued with the highest ideals, be animated by a sense of pride in his work and possess the highest character. To get such teachers, the Government and the society should guarantee them proper conditions of service, status and salary sufficient to attract the best of our young men and women to the teaching profession.

No profession offers opportunity for such joy and happiness as the teaching profession. His daily contact with growing, active young minds unsullied and uncorrupted by base influences, gives him a paradise in which there is always goodness, purity and innocence. In attempting to educate the children, the teacher has the great opportunity of integrating his life with those of the children, thus having a taste of their purity and innocence. Is there anything else more joyous than such a life?"

When the Conference reassembled at 2-30 p.m., Mr. R. V. Rudrappaswamy, Officer for Basic Education, spoke at length on Basic Education. He said that Basic Education was conceived by Mahatma Gandhi taking the over-all interest and needs of India and said it aimed at training every individual to be self-sufficient in regard to his primary needs of food, clothing and shelter. He said that it was wrong to think that Basic Education was merely craft education or primary education plus a craft, but described it as the education for life. He said that to realise the full benefits of Basic Education, it should be extended to a period

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be charged with the responsibility of looking after the educational needs of the locality. These bodies should be neither too small as the Panchayats nor too large as the District Boards. A compact area consisting of a population of about 5 lakhs may be of manageable size. The members should be representatives of the village Panchayats and an equal number nominated by Government solely on consideration of their ability to administer schools, their enthusiasm for the cause of Education and their influence in the locality. The Government should guarantee for each such authority the entire finance for the project and assure them of expert educational assistance to advise them on curricula etc. It is a matter for joy that our Governments have accepted Basic Education as their policy. It will be a great advantage and economical too if it is accepted that it must compulsorily cover the age group 7-15 so that no child would leave school before the completion of 15 years of age.

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of 8 years and that at the end of the eight year course every pupil should have acquired the present standard in the respect of knowledge, subject and language abilities of the Matric. He announced that the Governments both Provincial and Central have accepted the Sevagram system of Basic Education as their policy. He also said that the Hindustani Talimi Sangh acting under advice of Ghandhiji had recognised that Basic Education should cover the whole life of an individual from birth to death and that Nai Talim or New Education conceived on Basic education ideals, would embrace the pre-school life and adult. He referred to the successful working of Nai Talim in Bihar and expected that Madras would also do the same.

Sri K. S. Nagaratnam Iyer, M.A., L.T., District Educational Officer, Tinnevely East then spoke on some problems in Secondary School organisation. He exhorted the teachers to work the reorganisation scheme with faith and enthusiasm. He pointed out that the success of the scheme depended mainly on the interest and enthusiasm of the Headmasters and the co-operation they got from their Assistants.

Sri R. Sastha Iyer, M.A., L.T., Headmaster, Sa. A. V. High School, Tuticorin then addressed the conference on "Citizenship Training". He said that in High schools we should train the boys in such a way that they became good citizens. They should be given experience in parliamentary practice and should be given opportunities to develop initiative and leadership. He requested the teachers, young and old, to realise the importance of citizenship training and urged upon them to train the young boys and girls in their charge with great enthusiasm.

There was a tea party at 5-30 p.m. after which the conference adjourned.

The Conference reassembled at 8-30 p.m. with Mr. S. Natarajan in the chair. There was an interesting discussion on the reorganisation of Secondary Education in which Messrs. Samuel Muthiah, B.A., L.T., Headmaster,

Caldwell High School, Tuticorin and V. Venkatakrishnan, B.A., L.T., Headmaster, Swarajya High School, Srivakuntam took part. It was pointed out that the Government should institute refresher courses for Headmasters and make it obligatory on the part of every Headmaster to undergo the course. Such a refresher course giving them the spirit of the new scheme, would go along way to enable the heads of schools to understand and implement the scheme.

The following resolutions were then passed unanimously.

1. This conference of Tirunelveli District Teachers' Guild expresses its deep sense of sorrow at the irreparable loss sustained by the demise of Prof. M. S. Sabhesan. It places on record the invaluable service rendered by him to the cause of education and the teaching profession.

2. This conference requests the Government to adopt the recommendations of the Central Pay Commission in regard to scales of salaries, provident fund, gratuity, age of retirement, dearness allowance and other benefits and it also urges that steps should be taken to ensure that the status and emoluments of teachers employed in various grades of educational institutions maintained by Government, Local Bodies and Aided Managements are uniform throughout.

3. This conference requests the Government to grant full fee concessions to Teachers' children studying in schools and colleges.

4. This conference requests the Government to meet the entire salary and D. A. Bill of the members of the staff of Training Schools and Colleges, or meet three fourths of the cost.

5. This conference welcomes the scheme of Reorganisation of Secondary Education and with a view to making it a success it urges that Refresher Courses in the various subjects of study be immediately started in important centres in each district so as to enable all teachers to understand the scope

and content of the scheme properly and work it out successfully. It further requests the authorities to make adequate provision for the study of the regional, national and classical languages.

6. (a) This conference requests the Director of Public Instruction to modify the new agreement so as to ensure greater security of tenure for the Teachers and make it impossible for the Management to remove any member of their staff without the prior approval of the District Educational Officer.

(b) This conference requests the Director of Public Instruction to issue necessary instructions extending the privilege of the new agreement to the members of the Clerical staff and Librarian, serving in the Secondary schools.

(c) This conference welcomes the latest amendment to the agreement between the teachers and Managements in aided schools viz. G. O. MS. No. 2784 Education dated 6th September 1949 making the orders of the Director or Divisional Inspector final and binding on the parties in the event of an appeal by either party.

7. (a) This conference requests the Board of Secondary Education to reduce the portions in the English, Sanskrit and Tamil Texts for the S.S.L.C. examination of 1950 as the text books were received in some of the schools only in August 1949.

(b) This conference invites the attention of the Government to the need of reorganising the machinery that is responsible for the printing and publishing of S.S.L.C. text books as publications of text books are delayed year after year.

8. This conference requests the Government to pass orders enforcing all Managements of aided schools to pay their employees according to Government Scales of pay from at least June 1949.

9. This conference requests the S.S.L.C. Board to issue Model Question

papers on all subjects, particularly in Languages and Social Studies according to the reorganised scheme.

10. This conference requests the Government to revise the scale of pay of Manual Training Instructors (Weaving), Art masters, Drawing masters etc., according to their general educational and technical qualifications and the nature of work done by them in Training schools, Secondary schools and Elementary schools.

11. This conference requests the Government to treat the period of training of any kind needed by teachers under all agencies in connection with scheme of reorganisation of studies as period of service on other duty with eligibility for full pay and all allowances besides travelling allowance and daily allowance in the case of training out of headquarters.

12. This conference urges the Central Government to make liberal allocation of funds to the Provincial Governments towards the spread of Basic Education.

13. This conference requests that house rent allowance be granted to all teachers employed under Local Body and Private Managements.

14. (a) This conference requests that for teachers under Local Bodies the provident fund bonus be raised from 1/16 to 1/12 of the salary.

(b) and that teachers under Private Managements be permitted (i) to contribute at a rate not exceeding 2 annas in the rupee (ii) to divert their provident fund accumulation to payment of insurance premia and

(c) Government to increase the rate of their contribution from $\frac{1}{2}$ anna in the rupee to 1 anna in the rupee.

15. This conference regrets the inordinate delay in the publication of the text-books for the E. S. L. C. Examination in English and urges the Government to take proper steps to see that the text-books are printed and published in time.

16. This conference regrets to note that many Managements of aided

elementary schools have not been able to pay their share of Rs. 5 towards the salaries of their teachers. It therefore requests the Government to order the payment from Provincial funds.

17. This conference requests the Government to take steps to restore the grant of railway concessions to pupils and teachers proceeding on excursions, in as much as such excursions are obligatory in the Reorganised Scheme of education.

18. While thanking the Government for granting the Hindi Pandits the same scales of pay as the other language pandits, this conference requests the Government to give weightage to all language pandits,

Grade I.

Graduate with Diploma in Physical Education.

Physical Directors in Colleges.

Grade II.

Secondary Grade Trained Teachers or Intermediate holders with Government Certificate in Physical Education and those trained before 1937-38 inclusive.

Grade III.

S. S. L. C. with Government Certificate in Physical Education.

(Present Lower Grade.)

21. This conference recommends to the University of Madras that exemption from attendance at colleges may be given to the Secondary Grade Trained Graduate teachers who have undergone the special training course as per G. O. 2254 Edn. dated 12-7-49 and grant them permission to sit for the B. T. Examination of the Madras University.

In his concluding address Mr. S. Natarajan urged upon the teachers to think of increasing their efficiency in teaching and asked them to shed their inferiority complex. He asked them to strengthen themselves by streng-

Hindustani, Tamil, Sanskrit and Urdu Pandits etc., as is done in the case of other teachers.

19. This conference regrets the invidious distinction in regard to fee concession to Harijan pupils who are converted to other religions and requests the Government to pass early orders removing this distinction and assuring to all Harijan pupils full fee concession during their educational career.

20. This conference requests the Government to revise the scales of pay of Physical Education Teachers immediately and recommends the following scales of pay for the different grades of Physical Education Teachers:

Scale of pay Rs. 100—5—175 with additional pay of Rs. 15 for an additional qualification of L.T. or B.T.

Scale of pay Rs. 150—10—250.
(Lecturer's Grade).

Scale of pay Rs. 70—4—130.

Scale of pay Rs. 50—3—95.

thening their Guild, by joining in large numbers the S. I. T. U. Protection Fund. He was sure that brighter days are in store for the teaching profession provided they kept aloft high ideals of conduct in their lives. He appealed to them finally to rally round the banner of S. I. T. U. and dedicate themselves once again to the cause of the profession and the children entrusted to their care.

The Conference ended with a vote of thanks by Mr. H. Visveswaran, Secretary of the Guild.

HINDUPUR

"The Teachers' Association E. C. M. High School, Hindupur, met on 12-10-49 to honour Mr. D. Krishnayya, a member, on the occasion of his being awarded a prize of £1 by the India League of London for his essay "Kindness to Animals" which was an entry in the All India Competition conducted by the League. Speeches were given by many members in praise of Mr. Krishnayya's ability for writing fine articles. Mr. P. M. Mathew B.A.L.T., Headmaster, who presided congratulated Mr. Krishnayya and paid a glowing tribute to Mr. Krishnayya's literary achievements. With a vote of thanks by the Secretary, the meeting concluded.

NEW YORK.

Life Magazine announces a new educational service beginning in the fall of 1949. In October the editors will issue the first of a series of filmstrips in color, based on their researches for Life's History of Western Culture articles, and on other major essays in science and social history. Full use will also be made of the numerous published and unpublished color transparencies by means of which Life's color photographers are recording the world's great masterpieces of art, architecture and archaeology.

Three of the first filmstrips to be released this fall are *The Middle Ages*, *Heritage of the Maya* and *Giotto's frescoes of the Life of Christ*, from the Arena Chapel in Padua.

A fourth filmstrip, *The Atom*, also in color, will be released at the same time.

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OUR BOOK-SHELF

Stories from Tennyson and Stories from Dickens: (Oxford University Press. Price 12 annas each.)

These two story books each of about 96 pages belong to the series, 'Great Writers for Young Ones', and are suitable for the higher forms of secondary schools, preferably V and VI Forms. While the former appeal to imagination and have romantic touch, being stories referring to mediaeval times, the latter have relationship to realism and abound in humour.

"Adventures in Education" by K. L. Shrimali, M.A., B.T., Principal, Vidya Bhawan Govindram Seksaria Teachers' Training College, Udaipur: Price Rs. 3/-.

This is a very interesting, useful and instructive book which deserves to be studied by every enthusiastic teacher with a progressive outlook. The commendable feature about it is that the author presents to the reader experiments in the field of practical educational endeavour, carried on by himself and his co-workers, in their own Institution, the Vidya Bhawan, and so the book has freshness and vitality all its own. The system of education described in the book is nation-building in character, and lays emphasis on learning by doing in environments and situations that are life-like and natural. The chapters on Open Air Session, Moral Training and the Staff Council are illuminating. In the present set-up of our Motherland when schemes of Educational Reorganisation are so widely discussed, with a view to making our educational institutions bee-hives of creative activity and social centres of enlightenment and culture, this practical book is well worth diligent study. We heartily commend it to our readers.

A. P. M. High School Magazine, Sholinghur: Vol. I No. 1, May 1949.

The staff and pupils of the school are to be congratulated on the first attempt in getting a printed School Magazine of about 40 pages, demi octavo size. The articles in English deal with the history of the school, the Missionary work in education and the school and an excursion to Vallimalai. The Tamil and Telugu sections are contributed by pupils. Photographs of school pupils, flag salutation and parade and of the local hill temples add to the interest of the magazine. The Headmaster, Mr. J. J. Dorairaj, is its Editor and Publisher.

Annual Report, 1948-49, of the Hindu High School, Triplicane.

The following points in the report are worthy of attention:—

1. The total number of pupils including new admissions on 8th June 1949 (day of reopening) was 2,452 in 59 sections.
2. Owing to restricted accommodation, the school works in two sessions (what is called shift system).
3. The Engineering course in Forms IV and V and Spinning and Weaving in Forms I and II have been introduced as per Reorganised Scheme.
4. The medium of instruction up to Form III is either Tamil or Telugu. In higher forms it is either Tamil or English.
5. Out of 304 candidates 155 were declared eligible in the S.S.L.C. Public Examination, i.e., about 51%.
6. 585 pupils are given fee concessions (including scholarships to sons of school employees).
7. The school Fine Arts section put on boards "Subhadra".
8. Short excursions to neighbouring places were made during the year

(Continued on Page 448)

THE SOUTH INDIA TEACHERS' UNION

A Memorandum presented to the Hon'ble Sri K. Madhava Menon, Minister for Education, Government of Madras, by a deputation of the South India Teachers' Union:

I. Salaries and Service Conditions:

The Union has always been holding the view that the recent revision of salaries of Teachers working under Government, Local Bodies and Private Managements is very inadequate and it is not based on a proper appraisal either of the qualifications of teachers or of the nature of their work. The recommendations of the Central Pay Commission in this regard were arrived at after a careful enquiry. The Union would therefore request the adoption of the pay scales and other conditions of service as recommended by the Central Pay Commission. The Union is aware that the adoption of such scales has to be part of a general scheme affecting all Departments and hence it requests immediate consideration of the following:—

(a) Aided Managements and Local Bodies may be required to adopt the scales of pay applicable to Government Schools.

At present Aided Managements are allowed to adopt Government scales and Local Bodies too are permitted to adopt the scales in respect of their Secondary Schools, thus conceding the case for a uniform scale of salaries.

Teachers employed in schools under Private Managements and Local Bodies that are unable to adopt the Government Scales are thus placed at a disadvantage. All teachers whether working in poorer areas or otherwise are doing the same kind of work and it is fair that the salary scale should be in accordance with the nature of the work and the responsibility involved and should not be limited by the financial resources of the managing body concerned. All these bodies are only sharing the work with Government and are getting aid. The aid must be liberal enough to meet the need and the Union therefore urges that schools

under all managements be required to adopt scales of salaries applicable to teachers under Government employ and if need be, the extra cost may be met from Provincial Funds.

(b) Aided Managements in areas where Government servants are paid House Rent Allowance, may be permitted to pay their teachers and other employees House Rent Allowance at Government rates and the expenditure may be admitted for purposes of aid.

(c) The salaries of teachers in Elementary Schools under all managements be brought in line with those obtaining in Government Schools.

The Aided Elementary School Teacher at present is given a grant of Rs. 25 (Higher Grade, 25-1-30) and Rs. 35 (Secondary Grade, 35-2-45). Teachers of similar qualifications under Local Bodies and Government are paid the following scales:—

	Local Bodies	Government
Higher Grade...	30-1-45	30-3-50
Secondary „	40-1½-70	45-3-60-2-90

While the Union is aware that this would involve a fair commitment, the Union would point out that unless Government tackled this problem and find the money, the progress of Elementary Education will be seriously hampered. The teachers in aided schools cannot for ever be made to serve on a salary woefully inadequate for bare subsistence.

(d) The scales of salaries to Secondary Grade Teachers be revised to Rs. 60-3-120.

The Secondary Grade Teachers have had two years' training. They have, if in Elementary Schools, the responsibility of being Headmasters or of being in charge of higher standards; while in secondary schools, they have really strenuous work to do. Their present grade of 45-90 is admittedly low. It may be revised to Rs. 60-3-120, and the same scale may be made applicable to both Elementary and Secondary Schools under all agencies.

(e) All Managements of Aided Secondary Schools should be required to pay

dearness allowance to their employees at Government rates and in order to enable them to do so, Government should pay two-thirds grant on this expenditure also and in exceptional cases, where the Government are satisfied of the poor finances of the managements, give a larger proportion of grant.

At present only half grant is given on this item. Some managements are finding it very hard to meet the other half. Government has not made it obligatory on managements to adopt Government scales.

(f) Children of all teachers getting an income of less than Rs. 1,200 per annum may be given free education. The South India Teachers' Union has been urging this concession for several years. The grant of such a concession may not cost Government any heavy additional expenditure. Women teachers employed under Local Bodies are already enjoying a certain measure of help in this direction. A large number of teachers belonging to the eligible communities are also being benefited by the existing rules of aid to backward communities. A small fraction of teachers whose income is very inadequate for their own maintenance, alone will get some benefit. The grant of this request will give a great measure of satisfaction to teachers as, to them it will be a token of Government's recognition of the social importance of teachers.

(g) A Life Insurance Policy for at least Rs. 1,000 to every Elementary School Teacher.

Only recently Government has extended the benefit of the Provident Fund to all teachers in Aided Elementary Schools. The benefit the Provident Fund would confer on teachers who serve their full period, say, 30 years will be about Rs. 1,500 as their investments in the Post Office Savings Banks will be getting a very low rate of interest. How inadequate this provision is can be easily understood. If the teacher should die in service, then the family will get only a much smaller amount. It is therefore suggested that

in addition to the Provident Fund, Government can give each teacher a Life Insurance Policy the premium being paid by Government.

The South Indian Teachers' Union Protection Fund, which is an Insurance Company only for teachers, offer policies at comparatively low premia and will be ready to undertake the risk involved. A two unit policy would cost only Rs. 26 per annum but would provide to the teacher a fair retirement benefit and the family a decent cover on his life.

(h) Teachers in all aided educational institutions may be permitted to contribute as their share an amount in excess of the prescribed rate of one anna in the rupee and they may also be permitted to divert a part of their deposits towards payment of Life Insurance premia.

At present managements are permitted to contribute at a higher rate than 6 pies in the rupee. Only a few managements have generously availed themselves of the permission. Teachers under Local Bodies are allowed to contribute at a rate not exceeding 2½ annas in the rupee. They are also permitted to divert their Provident Fund deposit towards payment of Life Insurance premia. If a similar concession be granted to teachers in aided schools, it will not only help them to augment their meagre savings but have a cover on their lives too, so that, the family may not be left destitute.

(i) Aided Schools may be required to adopt the Leave Rules applicable to teachers under Local Bodies.

At present there is no uniformity in the Leave Rules in force in aided schools. Most of them provide only for casual leave. A few institutions provide for sick leave on half pay. Government could accept for purposes of aid medical leave on half pay for four months at a time, subject to the total leave for a teacher during his service being limited to 12 months. It is therefore requested that the Leave Rules in force in schools under Local Bodies be made applicable to teachers in aided schools.

II: Cancellation of Certificates of Teachers

The Union views with concern the growing number of cancellation of certificates of teachers for professional misconduct.

There must also be cases of other forms of punishment. Punishment for professional misconduct is a serious matter. In the circumstance in which the teachers are placed they cannot vindicate their honour, if they had been punished unjustly, in a court of law in view of the cost, etc. In the legal and medical professions there are statutory bodies consisting of elected representatives of the registered members of the profession who enquire into all cases of professional misconduct and action is taken on their recommendations. The Union requests that in respect of teachers a Teachers Council be constituted with statutory powers to enquire into the case of professional misconduct and action taken by Government on its recommendations.

III. Representations by the S.I.T.U.

The Union is an organisation of all grades of teachers employed under all managements. Its aims are:—

1. The promotion of corporate feeling among the members.
2. The advancement of Education in the presidency.
3. The improvement of educational methods and research.
4. The safeguarding and betterment of the status, pay and prospects of teachers.

Ever since its inception in 1909, it has been making representations in respect of all the matters including item 4 of the objects—service conditions in respect of all teachers irrespective of the agency under which they are employed and such representations have been considered by Government. The Union cannot give up its responsibility to bring to the notice of the authorities matters relating to pay and service conditions of all teachers, as this is vitally linked up with the well-being of Education. It therefore requests that the paragraph 3 of G. O. MS. No. 3448, Education, dated 10th November 1949 be cancelled.

Office of the S.I.T.U.
520, High Road,
Triplicane, Madras.

S. NATARAJAN,
President.

(Continued from Page 440)

under report. There was a teachers' camp at Perungudi—part of Citizenship Training.

9. The school has a scout troop, Junior Red Cross, organises annual exhibition, special study classes for VI Form students from January to March, special classes to backward pupils, a decent library (13,631 volumes), visual education shows, a school museum, school magazine (2 numbers per year), and midday meal for poor pupils. The School Co-operative Stores, Masters' Association, Old Boys' Association and Parents' Association—all of which actually work in the year in the respective fields, and are not mere names to decorate a report.

Receipt of the following publications is thankfully acknowledged:—

1. Quarterly Bulletin of Fundamental Education Vol. I, No. 3, July 1949. (Literacy problems.)

2. Report of the First Conference of the Indian National Commission for Co-operation with UNESCO.

3. Reconstruction and Rehabilitation—News letter.

4. United Nations Day, 1949.

5. Building for Peace.

6. The United Nations Reports to the people.

7. A short chronology of the United Nations, Aug. 1941—May 1949.

8. Questions and Answers for United Nations Day, 24, Oct. 1949.

9. Proceedings of the first meeting of the Executive Board of the Indian National Commission for co-operation with UNESCO dated 23-7-49.

10. Universal declaration of Human Rights. (UNO).

11. International Federation of Teachers' Associations (Bulletin 1).

C. R.



EDITORIAL

West Bengal College Teachers:

We deplore the action of a section of West Bengal College Teachers in going on a token strike and deplore even more the circumstances that compelled them to do so. The agitation for adequate salaries has been there for many years and yet there has been no move on the part of the authorities to ensure to these teachers an adequate salary schedule. Even now, the Press Note of the West Bengal Government is most disappointing. It disowns all responsibility in regard to salary, dearness allowance, etc. of the teachers employed in private colleges. These colleges are recognised by the Government and by the University. The public send their youths to these colleges as they regard Government recognition a guarantee for proper educational facilities. It is therefore the moral responsibility of Government to take steps to ensure that the staff is adequately paid and that the conditions that will enable them to do their work efficiently exist. And one such condition will be the payment of adequate salaries. We hear of teachers of classical languages in another Province planning to wear hunger badges from December 1st. It was reported that a section of the Bombay Secondary Teachers' Federation advocated a strong line of action to make Government heed the just demands of teachers and as a consequence their conference had to end abruptly without transacting any business. It looks as though the teachers' plaintive cry for even bare subsistence will not be attended to by our Ministries in their many pressing pre-occupations. Teachers all over India seem to feel that those in charge of administration in the provinces would listen with respect only to one language—the language of direct action or strike—and that they exploit the nobler sentiments

of teachers that make them regard strike as something alien to their profession. We are not unaware of the difficulties of our administrators. But we wish them to feel the justice of the teachers' request for better pay and instead of merely sympathising with them, to act and give them a satisfactory salary scale. If teachers have to contribute their best to their country, they have a right to be given at least what is due to them. Discontent among teachers is rapidly spreading and this will have its effects not only on the efficiency of education but on the morale of our youths and it will certainly retard the progress of education. Any further delay in tackling the problem will cause great harm to the country. We appeal to the Governments of all Provinces and States to give their immediate attention to this problem. The Government of India too have a responsibility in this matter. If need be, they should make liberal subventions from the Federal Funds, so that the Provinces may be enabled to be fair to their teachers before the teachers turn to despair.

Cyclone in Andhra Dhesa

We extend our heart-felt sympathies to the people of the Andhra Districts affected by the recent terrific cyclone and floods. The loss sustained is great. Many schools are reported to have been very badly damaged and require immediate help. We are sure that Government are doing their best in giving relief to the distressed. But the damage caused is so great, that unless the generous public come forward with liberal contributions the distressed and the suffering cannot get adequate relief. Relief is urgent. We appeal to the public to contribute their generous mite for the relief of the unfortunate victims of the cyclone.

THE SABHESAN THANKSGIVING FUND

Acknowledgments

	Rs.	A.	P.
Previous total brought forward	1,334	12	0
66. Vidyadayini High School, Surathkal, South Kanara	10	0	0
67. Board High School, Kanumole, Kistna	5	0	0
68. Vidyodaya Girls High School, Thyagarayanagar, Madras	10	0	0
69. Miss K. N. Brockway, Principal, St. Christopher's Training College, Madras	25	0	0
70. B. E. M. High School, Badagara, Malabar	10	8	0
71. P. S. Somasundara Nadar Training School for Women, Tuticorin, Tinnevely	5	0	0
72. Savithri Vidyasala Girls' High School, Tiruchirapalli	16	8	0
73. Nanjappa High School, Tiruppur, Coimbatore	5	0	0
74. Tiruchirapalli District Teachers' Guild	50	0	0
75. S. N. High School, Perla, South Kanara	5	0	0
76. Rajah's High and Training School, Kollengode, Malabar	40	0	0
77. Mr. P. Rungaswamy Iyengar, Orient Longmans, Ltd., Madras	10	0	0
78. Christian High School, Udipi, South Kanara	5	0	0
79. Hindu High School, Watrap, Ramnad	3	0	0
80. Gurukulam Middle School, Amaravathiputhur, Ramnad	25	0	0
81. National College High School, Tiruchirapalli	8	5	0
82. St. Philomena's H. E. School, Kemmannu, S. Kanara	5	0	0
83. Board High School, Kodavasal, Tanjore	5	0	0
84. Muslim High School, Abiramam, Ramnad	5	0	0
85. S. S. Subbiah Nadar Municipal High School, Virudunagar	14	8	0
86. Concordia High School, Ambur, North Arcot	5	0	0
87. R. C. T. High School, Chidambaram, South Arcot	5	0	0
88. Mr. M. R. Nataraja Iyer, Native High School, Kumbakonam.	20	0	0
89. National High School, Negapatam, Tanjore	5	0	0
90. Thiru Arul High School, Kulasekharapatnam, Tinnevely	10	0	0
91. Besant Theosophical College, Madanapalli, Chittoor	10	0	0
92. Banadurai High School, Kumbakonam, Tanjore	2	0	0
93. Kodaikanal Taluk Board Teachers' Union Pannaikadu, Madura	10	0	0
94. Taluk High School, Tenali			
Total	1,674	9	0

A CORRECTION:

In the previous list published in the October issue for 'Wesley High School, Royapettah' please read 'Corley High School, Tambaram'.

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

520, HIGH ROAD, TRIPLICANE, MADRAS-5

Here is another example of excellent co-operation by the Head of an institution in the enrolment of all the eligible members of the staff to the Protection Fund.

The Hindu High School, Triplicane, Madras, (Sri T. P. Srinivasavaradan is the Headmaster of the institution and President of the Masters' Association) has, with the latest batch of proposals, completed the cent per cent enrolment.

Whose turn will be the next?

WANTED

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

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