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No. 1

The South Indian Teacher

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JANUARY 1950

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उद्धेदात्मनात्मानम्.—The Gita ::

Raise yourself by your own efforts

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PRE-SCHOOL CHILDREN'S ACTIVITIES



Nursery Section—Lady Willingdon Training College.

THE SOUTH INDIAN TEACHER

Vol. XXIII

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No. 1

NURSERY SCHOOLS IN MADRAS

K. N. BROCKWAY.

The Nursery School Movement in South India began in 1935 when Mrs. Douglas Boulton, whose husband was in the I.C.S., called together a group of women to consider the possibility of opening a Nursery School in Madras, in the hope that this would lead to the establishment of a number of nursery schools in the city and throughout the province. On July 15, 1935 the first nursery school was opened in Ritherdon Road, Vepery, and since 1936 a training school for nursery school teachers has been run in connection with that school. At first this was only open to graduates and to students eligible for secondary training, but in 1943 an elementary course for nursery school teachers in village schools was started. These courses are recognised by Government and stipends are given to students in training. It is hoped that soon more students will take these courses for nursery school teachers.

The Nursery School Project, of which Her Highness the Maharani of Bhavnagar is President, is now the central organization of the movement and it is in touch with all recognised nursery schools in South India. These are still few in number, but varied in nature, management and location. Differences of management are indicated by the fact that one is attached to Lady Willingdon Training College, several are managed by the Corporation of Madras, some are run by the Buckingham and Carnatic

Mills, and a number are connected with aided schools for girls. A few nursery schools are attended by children from well-to-do homes and are much appreciated, but the majority of nursery school children come from very poor homes. Rich and poor benefit by the opportunities provided for regular play and rest, and by the training given in cleanliness, health habits and self-discipline. Such training is often not given in our primary schools, and, in any case, by five years of age wrong habits are often established. In villages nursery schools are specially useful as they free older children to attend school and prevent overcrowding in the infants' class. But the greatest value of a good nursery school is the fact that, through it, contact is established with the homes of the children, and mothers learn how to train their children to be healthy, happy and unselfish citizens. This is one of the best and surest means of Adult Education now being tried out.

It should be noted that there is much in common between these nursery schools and the delightful Garden School in Mylapore managed by Dr. and Mrs. Sarma. The difference between nursery schools and Montessori schools is greater, but all schools for little children owe much to the vision of Dr. Montessori, who has spent her life in the service of children whom she calls our 'forgotten citizens.'

WILLINGLY TO SCHOOL *

3. TEACHING

S. NATARAJAN.

The whining school boy has been immortalised by Shakespeare. Throughout the centuries all educational reforms have sought ways of making children go to school willingly. That even progressive countries have laws enforcing compulsory attendance is indicative of a certain amount of unwillingness on the part of some children to go to school. In spite of the many amenities provided and in spite of improved educational facilities and technique we have cases—certainly not a few in number—of children playing truants or staying in school without any interest or without participating in the activities of the school.

In ancient India where the Gurukula System was in vogue there never was known a person going into the Gurukula or Ashramam in any unwilling manner. On the contrary admission into such an institution was made a festive occasion. When the student had completed his education, it was the leave-taking that was unwilling.

The Gurukulas or Ashrams were generally lodged in quiet rural areas far away from bustle and din. They were usually modest looking cottages set in beautiful natural surroundings. There the pupils would spend their days in communion with nature, under the fostering care and love of their teachers who were men of exalted character. The very environment and the atmosphere of such places of learning inspired nobility, peace and purity. To the whole pupils self-control, the power to think and concentrate and chastening of the emotions came naturally. They did not feel they were in a different place far away from home. They never

became home-sick. They experienced in the Gurukula the same filial care and love which they had at home. Furthermore the students stayed on till the Guru was satisfied that their education was completed. There was then a consistency in aim, throughout the school course. The students shared in all the activities of the Ashramam. The importance of self activity as an effective instrument of education was fully kept in mind. These institutions were not places, where mere knowledge was doled out, but there the students were enabled to think and learn by their own experience. They were enabled to work with the group and the schools might well be described as a community where the members by their experiences were trained to life. There was too an element of stability and security. No wonder, then the students went into these Gurukulams and stayed there willingly and joyously and were even averse to leave the loving and protective influence of the great teacher.

But today, our schools are all Day-schools, except for a few Boarding Schools, working for 4 to 5 hours a day and for about 180 to 200 days in a year. There is far too much division in our educational set up and the boy passing through these, feels the difference in aim at each of these stages. There is no consistency in aim. Till recently we cannot say we had any specific aim of education apart from giving our pupils a few tools of knowledge. Our schools seem to be little islands connected with the mainland of life by a draw-bridge let down in the morning and raised in the evening. The work in the school is mostly according to a pattern, worked out in some office without any relation

to the immediate needs of the children in the school. A certain amount of regimentation in the ordering of attention of the pupils to the ringing of bells, in the arrangement of the time-table, in the succession of subjects and activities more to suit the exigencies of ordered administration than the needs and interests of pupils are characteristics of our school system and it is no wonder if some of our pupils find other interests more gripping and strong.

But these cannot be remedied in the immediate future, for our education problem is vast, bewilderingly vast. We have not touched even 40% of the children of school-going age. Hence a great responsibility rests on our teachers. They have to make the teaching service so efficient as to make the schools attract and retain the pupils as long as it may be necessary. The teachers have to adopt new methods and new ways to fulfil these objectives, taking due note of the needs of the changing times. It will be good if teachers realise that theirs is to train the pupil to an effective citizenship in Free Democratic India, developing his abilities so as to make him efficient in his future occupation and instilling him with high moral values.

Teaching then will mean something more than filling the pupil's mind with some store of knowledge. It is not transferring something from the teacher's mind or note-book to the pupil's mind. Teaching, in order to be of meaning to pupils, must aim at making pupils think. Its aim should be to help the learner to learn. It is a process which should evoke a very active response in the pupils.

It is wrong to think that the teacher, like a potter, can mould the child's mind to any pattern he likes. The child's mind is not a lump of clay. It is a living dynamic and growing organism. It is a spiritual entity, reacting to its environment and deriving satisfaction in such reactions. Teaching is thus a spiritual process and as Carlyle put it 'Mind grows by mysterious contact with mind—thought kindles at the fire of thought'. The teacher is more like

a gardener creating the soil conditions and the environment necessary for the growth of the plant and by careful tending helping the plant to grow to its full status. He does not supply the growth. The growth is inherent in the plant—so too with the teacher and the child he educates. Teaching should aim at creating the environment wherein the growing minds might develop through their own activities, of course aided and guided by the teacher.

This conception of teaching calls forth a new technique in the teacher. He has to plan a variety of experiences so that children may learn in terms of their own needs and of their own abilities. The method of a group of children being treated as a unit—a group fairly large and in most of our schools it is nearly 50, learning the same thing at the same time in the same manner, cannot but produce children not willing to stay in school. Individualised attention is needed and teaching has to devise ways and means of securing those opportunities so that each child may feel the joy arising from attention, love and the sense of achievement.

Another great need of teaching today is to ensure to the children the ability to get along with others. This getting well with the group is a fundamental need for the success of democracy. Teaching has to help children not only to grow as individuals but to pay attention to their attitudes to themselves and to society. Training the child's behaviours in a group is of paramount importance, for the child that is not accepted by its group is very likely to be the potential law breaker. It is such a child that often skulks away from school.

The emphasis on these aspects of education demands of the teacher great competence in many fields. It demands competence in scholarship. It demands an adequate knowledge and understanding of the child's mind and its development. The teacher must have the competence to acquire facts, to draw valid conclusions from these facts and to formulate suitable plans of action in the light of evidence. It requires a per-

* A Radio Talk on 31-3-1949. By Courtesy of All-India Radio, Madras.

fect knowledge of the changing needs of Society. It will thus be seen that teaching is not a mere direction of learning. It is certainly not the performance of such routine duties as explaining, assigning and evaluating. It seeks to stimulate the power and capacities that will be productive of great achievement.

Good teaching can be had if it is backed by good personality. It is the teacher with a personality based on high moral character, backed by confidence in his own ability and an abundant faith in the goodness of the child that can truly inspire and inspiration is the highest attribute of a teacher.

It is therefore necessary that those entrusted with the job are shown the consideration and respect their high calling deserves. It is a matter for deep regret that conditions in this regard are so bad that a Provincial Government in the north had felt the necessity of circularising its officials to show 'Courtesy' to the teacher and to invite headmasters to social functions.

It is equally important that the teacher should enjoy emotional stability and should not suffer from any emotional conflict or nervous tension. The constant worry about providing food, shelter and clothing to one's dependants is sure to shatter the nerves of any ordinary teacher. There is nothing so contagious as cheerfulness and there is nothing so dangerous as emotional instability in a teacher; for it takes away the sense of security and stability so necessary for keeping children at school.

For teaching to be effective, the teachers must feel that theirs is the responsibility for planning their work. They should be given the share in the plan of work of the whole school and in the special fields entrusted to them, they should have the joyous feeling of working out their own programme.

It will thus be seen that teaching is no soft job. It is a man's job very exacting and demanding the best type of men and women, imbued with lofty

ideals and fired with a high moral purpose.

To get such men and women, the society need guarantee them a good measure of security of tenure, a decent salary scale adequate to maintain them in a standard appropriate to their calling, sufficient provision for old age and give them the status such a calling deserves. If society could thus take care of the teacher then the teacher would not be a mere teacher but an educator for he can then whole-heartedly devote himself to his main work of education. There are hundreds of teachers who even now, in spite of the depressing conditions are proud of their calling and are giving themselves away in the service of the child. I am hopeful that with the increasing realisation by the public of the importance of the service rendered by the teachers, there is bound to be satisfactory improvement in status, salary and service conditions of teachers.

Our teachers in this Province—I know them well—they are conscious of their great mission. Many of them do not allow the sense of wrong or of injustice to influence their work as teacher—It is they that make our pupils come willingly to school.

Teaching affords a wonderful field of national service of the highest order. Our country needs a very large number of good teachers. There never was a time in the history of our country a time when it will be more worthwhile to be a teacher than now—the first year of Freedom and Independence, when it is his task:

To train the child the greatest treasure of Free India;
To feed his hungry soul with knowledge pure;
Expand his reason and correct his faults;
And raise his thoughts from self and sense and low desires;
And show him what it is to be a Man;
Not for the present only do you work;
For generations yet unborn shall feel;
The weight of your impress upon plastic minds.

TEACHERS AND SOCIAL SERVICE

G. SRINIVASACHARI,

Assistant, P.S. High School, Mylapore, Madras.

[To think of social work as distinct from other work, or of the social interest as distinct from any other interest, or of a life of social service as distinct from other ways of life, shows, indeed, not a social sense, but disastrous insensibility to the claims of society. All work, life, suffering, thoughts and affections are social service or dis-service. Living for society, for our country, is the vocation, not of some here and there, but of all. It is not one special work among others, but includes, unites and transforms all our life. This, if we understand and act upon it, is very far from being a platitude.

—P. 57, SOCIAL RENEWAL, GEORGE SANDEMAN.]

OUR WORK

As teachers we are primarily concerned with serving society by caring for the needs of children put in our charge. There is now a woeful lack of material aids to teaching: the strength of the class is unduly high; the obnoxious shift system is crawling into schools; principles of curriculum are rapidly changing; pupils of different age-levels and abilities drawn from different strata of society are grouped together in the same class so that behaviour problems have increased; the times preceding the dawn of independence were anything but favourable for discipline in schools. Under such stress and strain what have we, teachers, done?

We have maintained standards of efficiency. We have tried to help mentally backward pupils without retarding the progress of the forward. We have shown consideration to children of defective hearing, vision or speech. Here and there we have even provided midday meal for under-nourished pupils. Above all, we have helped to forge a new curriculum. We are well on our way to develop a new technique in teaching. These certainly are no mean achievements for which we do merit one of the vigour and eminence of Sardar Patel to plead our cause.

But what do we find? Education is on the lips of all but teachers seem to

be in the hearts of none whose voice counts with the powers that be.

Be that as it may, we shall now consider the topic, 'Teachers and Social Service'.

THE FUNCTION OF THE SCHOOL

Let us look at our job in relation to society as a whole. The demands made on the formal school are bewildering in their number and variety. I think we have to remind ourselves of the function of a school in our modern society. The school is society's chief formal educational agency. Its business is to teach with the utmost economy of time and energy all those essential skills, abilities, attitudes, ideals and appreciations which the various non-school educative agencies leave untaught or insufficiently emphasised. Briefly put, the school has a residual function. Its unique task is that of doing what other socializing agencies leave undone. Schools exist to aid children in meeting their otherwise incared for personal and social needs to the end that they may become better adjusted, more efficient and happier members of society. To list those personal and social needs is not possible here. It will have to take a wide sweep for the whole range of our domestic, social and cultural life is involved in it. My purpose in drawing attention to the residual function of the school is two-fold; first, to caution against

* A paper read at a meeting of the Madras Teachers' Guild Day celebrations on 16-10-1949.

blindly duplicating what other agencies are doing: and secondly, not to pass by any sort of training needed for effective future life which no other agency is giving.

WHAT IS SOCIAL SERVICE?

When the Governor-General in his message to the Conference of Social Workers at Coimbatore said that all Social Workers are doing the work of the State, he implied that the State is not mainly an instrument of power but an agency for social service. If the Government is for the sake of the governed and not of the Governors, then all its activities are presumptively concerned with the public welfare, that is, social service. The most distinguishing feature of the 20th century history is that the State spreads over into areas formerly occupied by religious, philanthropic and other voluntary associations. Socialism has very largely shaped the twentieth century concept of social service. Humanitarian movement of the last century was mostly charity, not brotherly kindness. It was stooping from a higher to a lower level, not a meeting on common ground. And so it failed.

Consideration to the less fortunate is no longer regarded as charity. It is a kind of mutual tenderness—a sharing of experience. Compassion and respect for the human personality are incompatible. Equitable distribution of the good things of the world has now become the business of the State. The magnitude of the problem is such that only the State through planned action can bring relief to our Society. The effort of so many social workers' organisations, great as it has been, is but a drop in the bucket. Aristotle was far ahead of his times when he proposed that a permanent plan should be set up not merely to relieve but to prevent economic privation. In our own Society specialisation of the functions of the different parts of the social organism was based on the wholesome principle of service to Society without at the same time engendering a feeling of inferiority in the recipients. But unfortunately the way in which it was prac-

tised led to the establishment of gradations in the social scale, in many respects comparable to the structure of feudal society.

At the Conference of Social Workers in Coimbatore, emphasis was laid by Dr. C. R. Reddi on the distinction between State and Society. The question whether the individual or the family is the unit of society was also raised then. We, as teachers, will do well to examine these concepts in all their sociological bearings so that we may have a clear grasp of the sociopolitical philosophy that our Statesmen are trying to evolve.

To agriculturists poverty has been endemic and in the nature of things, all our social ailments, such as illiteracy, undeveloped civic conscience, low public health, occupational disharmony etc., are closely allied to the problem of poverty.

Though it is primarily the business of the State to remove the causes of social troubles, yet for years to come there will be need for voluntary organisations of social workers. The State should not only co-operate with these organisations but provide machinery for co-ordinating voluntary efforts. Indeed social work has become a specialised branch needing training institutions at State expense.

There are still people who regard that it is not social service to grow rice, but that it is social service to teach other people how rice ought to be grown. It is not social service to be a brick-layer. But it is social service to be a director of a building co-operative society. It is high time that they got rid of such notions. The problem of poverty has to be successfully tackled; only then there is hope for our society to grow up to its full stature.

What can teachers do? As teachers it is precious little that we can do to relieve the poverty of the masses. But we can help to remove ignorance. Even here we feel we are already overburdened. We are so driven by economic circumstances that we have practically no leisure time. Every

spare moment has to be used to eke out our existence by some kind of out-of-school work, chiefly private tuition. However, we too can spare an hour or two a week for some kind of social work which will give us the much needed change in environment. Some of us are actively connected with some kind of social work as individuals. I am now thinking of some planned work of the organised teaching profession.

Some years ago, under the auspices of the Madras Teachers' Guild, an Adult School was started in the Mylapore Mandavalli area. I was in charge of it. About a hundred adults of over the age of 18 passed out of it. Illiterates were turned into literates; those that had relapsed into illiteracy were helped to regain their ability to read and write. Talks on civic affairs were given. Tiruppugazh classes were held. The school worked for about two years. One important lesson that I learnt is this—that enthusiasm of all passions is the most evanescent. Within a few months of the starting of the Adult School, those that had volunteered to serve dropped out one by one till I was left alone. With the aid of the late Tiruppugazh Krishnamachari, Head clerk of the P. S. High School, I stuck to the job and saw to it that every illiterate that had come to the school learnt to read and write. I took care to see that fresh admissions were not made. Thus ended the Adult School. But I can look back with some satisfaction of having attempted and done something.

I feel that institutionally we can do a lot. We can in little groups spread out into villages, disseminate knowledge and obliterate illiteracy. Periodically we can camp in villages and draw out the villagers into informal talk and discussion. Incidentally, we can have a true insight into folk ways and folk culture so much needed for citizenship training. We can collect clothings and distribute them to the needy. We can write pamphlets on topics of interest to the villager and provide social workers with readymade material for talks. Instances may be multiplied. It is for you individually to consider carefully how much energy and thought you can afford beyond the demands of the day.

SOCIAL SIGNIFICANCE

We have reason to complain that the members of the society whom we have been serving, have not shown a just appreciation of our work. Our Statesmen have not as yet, to the extent they should, affirmed their faith in the formal school. We, on our part, have not perhaps brought home to the thinking section of the public our understanding of the relation of our job to the whole life and needs of society. We have much lee-way to make up through institutionally organised work.

Before long normal conditions will be restored and our Statesmen will have time to think of the importance of the nation's schools. I hope they will provide conditions that will restore to us, teachers, social significance by which I mean, a just appreciation of our work and worth.

SABHESAN THANKSGIVING FUND

		Rs.	A.	P.
	Previous total brought forward	1,848	1	0
107.	Suburban High School, Coimbatore	25	0	0
108.	The High School, Ottapalam, Malabar	29	0	0
109.	Municipal High School, Tiruvannamalai	14	0	0
110.	Native High School, Kumbakonam, Tanjore	10	0	0
	Total	1,926	1	0

RURAL RECONSTRUCTION STUDY HIKES

R. SRINIVASA AYYANGAR, Peelamedu.

About 17 years ago, while working out the scheme of "Scouting-for-All" in my High School, I announced to the Sixth Form pupils that they would be eligible for the Headmaster's good conduct and character certificate, if only they completed within a month after the close of the S.S.L.C. Public examination, the Rural Reconstruction Study Hike. To my wonder, all the pupils of the S.S.L.C. class, for two consecutive years, submitted themselves cheerfully to this novel test; only one pupil was not permitted by his parents to undergo the risk. They were to meet in groups of not less than two and not exceeding four, at 2 p.m. in the school, to receive the instructions regarding the journey, completely clad in scout uniform with haversacks containing provisions and utensils for cooking for two meals and two lunches, return by 6 p.m. the next day to the school, and submit by the next day's forenoon the report of the journey in the required form and the answers to the questionnaire given to them.

A hike means a long trip on foot. But it is used with reference to any and all trips into the open by patrols or troops, though little or no walking may be done. The purpose of the hike is to make the boy self-reliant, observant and efficient in the open, and by the close contact with other boys to rub off his rough angularities and edges. Hikes may be classified as adventure, good-turn, tracking, travel, exploration, historical, nature-study, scout-law, know your own government, and so on. Hikes are planned with a definite objective; and they should provide adventure, experience, excitement, exertion, and something of surprise. No objective could be more beneficial in our country to the individual pupil than hikes which will take him to the countryside and enable him to catch glimpse of rural conditions. This is the best training that we could impart

to our lads entering adolescence in developing manliness and robust attitude towards life and the country's fundamental problems. The hikers who are pioneers in adventure in their teens can never be failures in life. The example set by my school pupils proved to be an incentive to the Rover Scouts of the Government Arts College, Coimbatore, a number of whom won the Rambler's badge by practising the Rural Reconstruction Study Hikes. The nature of the hike was left to the option of the hikers; tramps should cover 15 miles, and cyclists, 30 miles.

For the benefit of those who may organise such hikes, I shall summarise the directions given to the hikers.

Equipment Needed:—Full uniform (including staff), shoes or boots with stockings and garters, some form of ruc-sac (pillow-cover may serve the purpose), ground-sheet, muffler, blankets (if the weather is cold), change of clothing, towels, toilet-gear (soap, comb, caste-mark requisites), plate, tumbler, cooking utensils, provisions for two lunches and two meals, pen-knife, axe, notebook, pencil, a small camera (if available), plaster of paris for taking plaster-casts, stout cord, map of the route, compass, watch, carbon-paper.

The kit should be light and at the same time serviceable. It should be the minimum needed and at the same time should contain all the things required for bare comforts.

Equip yourself and the cycle with all the accessories (a cycle lamp, a pump, match-box, a tool-bag with solution and rubber pieces).

Tips:—(1) Look out for and sketch prominent buildings, chimneys, factories, temples, etc.

(2) Look out for natural scenery, mountains, rivers, and sketch.

(3) When crossing rivers or passing along rivers, note any landmarks

on the banks, find approximate breadth of the river, speed of current, span of bridge, fordable or otherwise.

(4) Note camping sites if suitable for our troop camping (plentiful water-supply, open space for games, soil not clayey, provisions available, not too near villages).

(5) Look out for birds and animals and take plaster-casts of footprints.

(6) Take carbon impressions of leaves collected.

Journey Report:—The report should be given as follows:—

(1) Leave 1" space for noting time and distance travelled.

(2) Note the log or description. Leave 6" space.

(3) Sketches of buildings, etc., direction of wind or sun, sketch of cross-country roads, thumb-nail sketches of men, birds, etc.—7" space.

Caution:—Go easy, make the journey pleasant and prolonged stroll; one hour's walk and $\frac{1}{2}$ hour's rest is a good principle. Travel in cool hours and rest in the shade when hot, if necessary.

Do not miss any opportunity of doing good-turns, on the Hike.

Letter of Instructions:—There must be element of surprise and romance in hiking. The letter of instructions to the hiker at the starting-place is given in the following form:—

FROM THE CHIEF OF THE SMILING TRIBE, Peelamedu.

DEAR SRI NARAYANAN,

You are doubtless aware that the village of Thondamuthur was for countless generations in the possession of our ancestors and that during the life-time of our great grandfather of revered memory the same had fallen into the possession of the present inhabitants. We have now decided to capture and occupy the said village shortly. You will please understand that the country lying about on the way between our old possession and here is very hostile and that therefore you should exercise the greatest caution in moving among the people. You should have no dealings with the people on the way, nor

receive any kind of help (even drinking water) in your present mission of reconnoitering the country lying about. We trust you will loyally carry out our instructions given below and submit to us a faithful report by 6 p.m. tomorrow, so that we may march on our expedition to capture the same. You will also understand that though the country is hostile to us, if you find any living beings in any difficulty or trouble, it is our desire that you should render good turns, wherever possible.

INSTRUCTIONS

1. Take the shortest cut to Papanaiickenpalayam along the Phone-line route; cut across the field towards the north-west direction up to the Power-House, then to the Agricultural College; from the College cut across to Vedapatti. Take the left bank of the Channel up to the village of Thondamuthur.

2. In addition to the instructions enclosed herewith for studying the country on the way, report on the following as regards the village Thondamuthur.

- (a) Is the village subject to any peculiar disease or epidemic? Which is the nearest dispensary? State what medical aid is locally available. Is good water-supply available throughout the year?
- (b) Does the village possess a sanitary appearance? What are used as latrines?
- (c) Is there a co-operative society in the village? What are the chief occupations or industries in the village? Is *khaddar* popular? What do the villagers do during the non-cultivation season?
- (d) Is there a school for boys and girls in the village? What is the strength of the school? Is there a night school, a reading-room or library?
- (e) Is there a Village Panchayat? Major or Minor?
- (f) Do the villagers take interest in the village temple? How

do the villagers spend their leisure hours? Are there any drink-shops? (The questions were set in the pre-Prohibition days.) Is any picketing done?

(g) Mention the names of the leading gentlemen of the village.

(h) What is your general impression of the village?

We wish you all success in your hiking expedition.

Yours Smilingly,

(Sd.).....

Chief of the Smiling Tribe.

The hiking party is expected to report itself to certain persons at the destination and obtain closed letters from them regarding the site selected for camping in the night, whether they

cooked their own food and well, with their own vessels, slept in the open air, and their general conduct and behaviour. It might appear that tremendous amount of lore and craft should be learnt and practised before a hike could be ventured upon by anyone. True, Hiking is the culmination-point of all scout-training and scout-practice. It is not beyond the capacity of an average boy of fifteen. It is a corrective for bookish knowledge and day-dreaming, and a preparation for the right and proper use of leisure, but it also provides many unparalleled opportunities for studying and serving the countryside. Hiking should be an essential and necessary feature of citizenship-training, as it is bound to inculcate rural sense in the would-be rural workers.

CHARTER OF EDUCATION FOR RURAL CHILDREN *

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Every rural child has the right to a satisfactory modern elementary education. 2. Every rural child has the right to a satisfactory modern secondary education. 3. Every rural child has the right to an educational programme that bridges the gap between home and school, and between school and adult life. 4. Every rural child has the right through his school to health services, educational and vocational guidance, library facilities, recreational activities, and, where needed, school lunches and pupil transportation facilities at public expense. 5. Every rural child has the right to teachers, supervisors, and administrators who know rural life and who are educated to deal effectively with the problems peculiar to rural schools. 6. Every rural child has the right to educational service and guid- | <ol style="list-style-type: none"> ance during the entire year and full-time attendance in a school that is open for not less than nine months in each year for at least twelve years. 7. Every rural child has the right to attend the school in a satisfactory, modern building. 8. Every rural child has the right through the school to participate in community life and culture. 9. Every rural child has the right to a local school system sufficiently strong to provide all the services required for a modern education. 10. Every rural child has the right to have the sources of his community, state, and nation used to guarantee him an American standard of educational opportunity. |
|--|---|
- (Presented by the first White House Conference on Rural Education as the Educational Rights of every rural child for whose achievement it pledged itself to work.)

* The White House Conference on Rural Education, October 3, 4, 5, 1944.

HOBBIES

D. KRISHNAYYA,

Teacher, High School, Hindupur.

Hobbies are useful amusements and the expression, 'learning is nothing but mirth,' is nowhere better demonstrated in the school, than in the hobbies. Again, the expression, 'the senses are the gate-ways of knowledge,' is also fully explained here. In the re-organisation of education, hobbies occupy a right and rich place which they so richly deserve.

Let us see how card-board and paper work, is a hobby. 'Hand is the brain's best vassal,' is explained clearly in this hobby and this can also be successfully correlated with almost all the subjects of the class-room. Before working in card-board, the use of the paper is strongly recommended by experience. By drawing to scale, on a sheet of drawing paper and cutting the same, accuracy is gained and the sense of sight is developed. By making the scissors march on the line marked, the eye of concentration is made keen. By cutting the same in the card-board, the sense of touch is developed. By training this sense, even the different types of paper or card-board can be noted quite successfully and this is really useful in many walks of life.

Without proper understanding, nothing can be worked and for this, careful hearing of instructions and directions is absolutely essential and by this, the sense of hearing is made keen and accurate. The sense of taste—the artistic sense of the sublime and the beautiful so beautifully described by Ruskin, is fully developed by this hobby of the card-board and paper work. We have ample chances for the study of forms and shapes and some of them can even be

made out of paper and card-board and the pupils are richly benefited by this. The properties of angles and triangles for example, can clearly be studied if the same are marked and cut either in the paper or card-board or both. How the earth is and how it looks like, can be shown by drawing a big circle on a card-board and cutting the same into sectors and arranging them to look flat. Again this hobby can be correlated with Physics, Mathematics and Languages not to speak of Weaving and Drawing. Unless one is clever at drawing, this hobby cannot be a success.

By preparing a word-building set, out of little bits of card-board cut neat and trim, a game in word-building can be practised by pupils, in little groups, in this hobby and words arranged to form a little bit of composition on hobbies as,

'Learning is nothing but mirth.'

'Senses are the gate-ways of Knowledge.'

'Learn a hobby for your leisure.'

'Hobby is an useful amusement.'

'Hand is the brain's best agent.'

'The hand works through the brain or the brain works through the hand.'

'Develop the sense of the sublime and the beautiful. Forget tedious hours through a hobby.....'

As a practical exercise, the pupils may prepare word-building sets for language lessons and also such useful things as the class magazine, writing pads and the like. Some of these may even be sold by public auction to gain the attention of the school world and the public towards this hobby.

EXTRACTS FROM ARTICLES

1. BASIC EDUCATION IN RAJASTHAN

By DR. K. N. KINI, M.A. (HONS.), A.M., Ph.D., DIP.-IN-EDN.

(Columbia), Director of Public Instruction, Jodhpur.

The children should become productive members of society as much as its cultured members. Properly followed, basic education should afford a system in which there is no dualism between culture and occupation.

I have introduced since last year, that is, July, 1948, basic education in all the primary schools of Marwar (Jodhpur State) for children in classes I to V who are generally of ages 6 to 11 years. Agriculture and gardening, carpet-making, clay-modelling, Nada, Niwar, buttons, spinning and weaving, paper flowers and wreaths, asans, chicks, sewing, embroidery, knitting, rope making and paper making are the handicrafts that are practised in these classes according to the local needs and circumstances. The teachers have been trying their very best to correlate traditional school subjects with these crafts. Where it is not possible to effect correlation, the literary subjects are done apart. The Inspection Officers hold meetings of primary school teachers regionally from time to time and instruct the teachers how to proceed and progress. They also train the teachers on the job when they visit the schools. It is determined that we have succeeded in the process of correlation to about 25 per cent., and there is much greater gain in interesting children in school work. With greater facilities such as larger contingent to buy raw-materials and equipment, greater accommodation proper training to teach-

ers and more guidance and training on the job, the efficiency could be easily doubled in the not distant future.

According to the census of 1941, the number of children of ages 6 to 14 years in Rajasthan is 27,00,000. To educate them we need about one lakh of teachers. The cost on salaries of this number will be nearly ten crores of rupees. If to this amount we add 20 per cent. on account of contingent expenditure, special pay for special qualifications, training of teachers, more and better guidance and other incidental expenses, the cost will easily mount up to 12 crores. The total expenditure on primary and middle school education at present may be computed to be one crore. Therefore to introduce compulsory education all over Rajasthan, we shall have to undertake an additional expenditure of at least eleven crores of rupees. Unless the resources of the Government are increased enormously by industrialization, by improving agriculture and in various other ways, it will not be easy to find this huge amount for running expenditure. Then there is the non-recurring cost on buildings which can easily go up to 30 crores.

Efforts should be made to speed up progress in Basic Education by finding funds for it because this is the minimum education that should be given to a citizen in a democracy if it should function with a fair amount of competency.

No scheme of education will be successful, especially at the school stage,

unless the parents take interest and co-operate wholeheartedly with the school. School and society should work hand in hand for the mutual benefit of both. I have been starting Parent-Teacher Associations in the schools of Marwar. About ten per cent. of schools in Marwar have succeeded in starting these Associations. They have been interesting the parents in the task of the school and the parents have been giving their co-operation in various ways, especially in conducting extra curricular activities and in finding accommodation free of cost to the authorities. The rate of progress is slow even here, because most of the parents are illiterate and are therefore slow to understand the benefits of education.

From my experience of the working of basic education in Marwar since July

1948, I can boldly affirm that the children take greatest amount of interest and delight in it. They understand the cultural subjects taught through this system more quickly and easily. In case the children bring their own raw-materials, they are allowed to sell their goods and take the sale produce. In some places, they make play-things and sell them at Jattras and Melas at cent per cent. profit. Making of woollen jerseys is a common affair and they are sold locally at about 25 to 50 per cent. profit. Girls love to make their own garments. In places where agriculture is carried on, the running expenses are just met by the sale of the agricultural products. At present about 30 per cent. of the school time is devoted to handicrafts.

2. EDUCATION FOR CITIZENSHIP :
SELF-GOVERNMENT IN SCHOOLS

A. C. DHARMARAJ, M.A., B.T.

individual tastes and capacities to the common good.

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

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

3. UNESCO SEMINAR ON RURAL ADULT EDUCATION FOR COMMUNITY ACTION

A Summing-up by Lars Lind.

LITERACY

The Group dealing with literacy in rural adult education has been led by Dr. Hasan Ahmad Salmon, Director of Land Revenue, Ministry of Finance, Iraq. The members have been representatives from Burma, Ceylon, India, Indonesia, Iran, Malaya, Nepal, Singapore, Thailand and the United Kingdom, and observers from East Punjab, Hyderabad, Madras and United Provinces.

The main conclusions of the group are:

Governments should take a more active interest in adult education and not concentrate all its efforts on primary and secondary schools. Literacy teaching is only one part of adult education and if the teaching of reading and writing is not followed up by planned educational programmes there is always the danger that newly literates lapse into illiteracy again. Perhaps the most important part of the follow-up work is the preparation and distribution of reading material specially designed for this purpose. In the preparation of such reading material great care must be taken that it is really tailored to the needs of the public for which it is meant. The readers' interest must be caught by dealing with subjects of immediate concern to them, of practical importance to their daily lives.

The distribution of the literature can be accomplished by setting up rural libraries founded on modern principles. The reading material must reach the consumers and serve their needs, and not, as only too often is the case, be stuffed on shelves in some store-room wrongly called by the dignified name of library. Energy and ingenuity must be employed to get the right kind of reading into the hands of the people.

The most important findings of the group concern the methods of literacy teaching. Techniques used in many

countries have proved faulty and should not be undertaken by teachers specially trained for the job. The methods used should, although adapted to the local conditions, always be built on modern scientific principles, the most important of which is that reading should be taught through perception of whole thought units and that the contents of the teaching material should be meaningful to the pupils; the ordinary juvenile ABC's are nonsensical to adults and tend to permanently decrease the reading speed and to kill the interest.

The first task, after agreement of teaching method has been reached, is to train instructors. This is urgent in Asian countries where the adult population is still largely illiterate. In India for instance the group has calculated that to accomplish the five-year plan adopted by Government, it would be necessary to train 200,000 teachers yearly for a period of at the most three months. This means that 50,000 instructors would be under training at the same time. To cater for this number 250 Training Institutions each housing 200 trainees and 9 tutors are needed. The expenditure of such a vast scheme would consist of the following items: the cost of building, maintaining and equipping the Training Institutions; the salaries of the tutors; allowances to those in training and the salaries to the instructors after they have been trained.

Even a large-scale literacy-drive as outlined above would be of no avail if it did not go hand in hand with a scheme for free, universal and compulsory primary education and if the public did not support it. The creation of public opinion demanding such an education and pushing the literacy drives is essential. It is also necessary to drive home to the individual the benefits of literacy and the direct ad-

vantages the ability to read and write has for his daily life.

One danger the group warns against is lack of co-ordination between the many agencies, governmental or voluntary, working in the field of adult education. There must be co-ordination at the top, agreement on methods and aims and supervision of standards of attainment.

The group also pleads for improved statistics, so that the aims can be set with full knowledge of the facts, progress can be followed and deficiencies spotted. The figures of populations, age groups, distribution of sexes, attendance figures in schools of different kinds and illiteracy rates collected at this UNESCO Seminar from many countries and provinces prove the need for more careful statistics, assembled scientifically. The figures now available are far from reliable and in most cases they probably paint a brighter picture than the reality behind them warrants.

SOCIAL AND CITIZENSHIP ASPECTS

Detailed reports of village community life in fifteen, mainly Asian, countries served as the background to the work of Group IV. They revealed certain trends common to almost all rural communities, the most important of which in this connection is the isolation of the village community. The village as a world of its own is undoubtedly a danger to the development of modern Asian countries. The Study-group has, therefore, drawn up a curriculum content for citizenship training under seven main headings: (1) personal dignity and worth; (2) respect and consideration for all human beings irrespective of social and economic status and political and religious affiliations; (3) kinship with the community and co-operation in community activities; (4) interdependence of the social, economic and cultural life of the country as a whole; (5) concept of one-world and its implications in terms of world citizenship; (6) cultural and national heritage and unity in diversity; (7) political rights and duties.

The Group stresses that a curriculum is not only informational items to be

taught, but also activities and experiences which give life and reality to them. Citizenship itself is a dynamic concept which expresses itself in activities. The Group has therefore indicated suitable activities and experiences together with the information to be imparted.

Much time has also been spent on the study of media and methods in citizenship training as outlined in the curriculum. It specially deals with mass-media, both the traditional and the modern technical. Among the old, widely used media which the Group has considered are: festivals, fairs, pilgrimages, temples, tombs, ashrams, folklore, folk dances and dramas, games and sports. These media of proved worth should not be discarded, blind belief in the superiority of the modern mechanistic media, such as press, radio and film. These new media can play a vital part in rural community education, but they must be handled with care, knowledge and skill.

The Group, led by Dr. A. N. Basu, Principal, Central Institute of Education, New Delhi, consisting of members from Burma, Ceylon, Egypt, India, Indonesia, Iraq, Philippines, Saudi Arabia, Thailand, and the United States and with observers from Bengal, Bihar, Bombay, C.P., Mysore, Orissa and U.P., passed the following main recommendations:

In areas where the population is not yet enfranchised it is necessary to introduce local self-governing institutions.

Every country should encourage the establishment of special agencies for the training of personnel and for production of literature and other aids for civic and social training in rural areas.

UNESCO should undertake the production of adult education literature and visual aids specially suited for Asian conditions.

UNESCO should draw up specimen programmes for the co-ordinated and intensive use of mass media in the presentation of themes pertaining to adult and fundamental education.

Follow-up seminars on a regional and national basis should be organized.

4. "THE POSITION OF THE VARIOUS LANGUAGES IN THE SECONDARY SCHOOL COURSE"

SRI RAYASAM SOMESWARA RAO, B.A., B.ED.,
Teacher, Maharajah's College, Vizianagaram.

THE POSITION OF SANSKRIT

One of the languages which is hard-hit by the reorganised scheme is Sanskrit. It is a language with a hoary tradition and an undying culture. It is the mother of most of the Indo-European languages and embodies the rich treasures of knowledge and culture—"the splendour that was Ind." Sanskrit is the key not only to the sacred books of the Hindus but also the immortal works of Kalidasa, Dandi, Bhavabhuti or Bharavi. The study of these works certainly contributes not only to the moral and spiritual regeneration of the budding citizen but also develops in him breadth of outlook and catholicity of taste. Mahatma Gandhi, the Father of the Nation, opined that every Hindu boy and girl should possess sound knowledge of Sanskrit. Now

that there are fewer opportunities for the study of English literature and that Shakespeare has already made his exit from the curriculum of the I.Sc. course and promises to make a similar exit from the S.S.L.C. text also in years to come, it is high time that we should welcome Kalidas in all his pristine glory and give him an honourable place in the High Schools and Colleges. At present he is only occupying a niche in the Educational curriculum. But the real problem before the educationists is how to find a place for a study of all these languages in the curriculum. These are not the times for academic discussions or intellectual theorising. We want a well-considered and workable scheme of language study—one that is calculated to enable the pupil to address himself with competence to the tasks of real life and to make life happy and enjoyable.

5. "EDUCATION IN FREE INDIA" NEED FOR RELIGIOUS EDUCATION

K. NARAYANAN, Secretary, The Ramnad District
Headmasters' Assn., Muslim High School, Abiramam.

Any educational system which is to be in full sense morally effective must rest on religious foundations. Today it is the conviction of an increasing number of thoughtful people that education, if it is to produce and maintain a high degree of civilization and to safeguard against lapses into barbarism, must be based on religion. Freud, who considers religion as an illusion, himself admits that religion is a tremendous force, which exerts its power over the strongest emotions of human beings. Religious education is a powerful aid in the modification of character.

The Indian mind finds it hard to think of an education worthy of the name which is dissociated from religion. In the past the mosques and the temples were all citadels of learning and culture. The close association of education and religion has thus a historical support which long connection has hallowed and which the thoughtful parent desires to see maintained. In fine it is woven into the texture of national life. With the advent of British rule in India, the attitude of the state has been one of strict religious neutrality. The Imperial Gazetteer of India, Volume IV,

Chapter XIII, puts the position very clearly so far as it applies to Education. It says: "The existence in India of creeds differing widely from one another and from the faith of the ruling power has made it essential for the State to assume a position of strict neutrality in its relations with public instruction. This principle was emphatically asserted in the despatch of 1854 and has ever since been rigidly enforced." In the past Moral instruction was taken for granted as part and parcel of the traditional system of Education. In the West the intellectual revolution separated education from ecclesiastical control. Thus religion was divorced from education. Let religion go out of education, morality goes out too.

The best way to impart religious instruction is to evolve a science of religion and teach religion scientifically, comparatively, and philosophically, dwelling on the salient features found in all religions. There is no need to emphasise tenets of this religion or that religion; rather it should be our chief concern to bring the fundamentals of religious life to the notice of our pupils and make them live religion. The teaching of basic truths, and common points acceptable to all faiths will indisputably raise the edifice of Universal Brotherhood. Again talks on world saints and prophets may be arranged in all schools in order to foster inter-communal harmony and brotherhood. Ideal lives of men of all religions should be held before pupils, for in noble lives, virtues become concrete and through the study of these lives pupils will learn the truth that goodness is universal not circumscribed by sectarian bounds. Religious education given on these lines is bound to open the mind of the pupils to a recognition of the truth that all faiths lead to God, that the religions of the world are not contradictory or antagonistic, but complementary and harmonised, showing that they are but various phases of the one eternal religion. Again Universal religion, seen in the lives and deeds of world saints and prophets, is bound to shape and build character, and produce an atmosphere

of peace. The lives of Sri Ramakrishna Paramahansa and Swami Vivekananda embody the quintessence of all religions and the Commonwealth of Faiths.

A TIME-TABLE SUBJECT

Religious instruction of any kind is to have a place in the curriculum; it should be as well taught and effectively planned as any other branch of study. It should rank equally with other studies even to the extent of being an examination subject, and it should be subject to inspection. In fine, it should be a time-table subject, and at least one period a week should be set apart.

The Government should take the initiative of constituting an Expert Committee consisting of representatives of all religions under the Chairmanship of Dr. S. Radhakrishnan, former Spalding Professor of Eastern Philosophy and Religions, Oxford University, for evolving a science of religion incorporating the fundamentals common to all religions and for preparing suitable text books.

The success of any scheme of religious instruction depends upon the teacher's religious attitude. He should be a model of good character. "It can hardly be disputed," says the Spens Report, "that the best teacher is one whose interest in the Subject and desire to teach it proceed from religious faith." Religious Education Teachers should be graduates in Theology with a knowledge of comparative Philosophy and Religion. Universities in India may well start faculties in Theology and Training Colleges in India may well include Theology as one of the Optional Subjects. Needless to say that the Religious Education Teacher should have the same status as that of others.

To sum up, in Free India, Education should have a religious basis. The basic truths common to all religions should be taught by Bachelors of Divinity, scientifically, comparatively and philosophically. In fine, a non-sectarian religious instruction is to be given. This will certainly go a long way to revive the ancient spiritual glory of Mother India.

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GLEANINGS

CHILDREN NEED HAPPY HOMES

"The work at the plant is letting up, and we'll probably have to beg or go hungry by the end of the year," remarked the owner of a large manufacturing concern to his wife. No thought was given to the effect that such an exaggerated statement might have upon the young daughter who was listening. Years later, however, she told her parents that it had aroused distressing fears of poverty. For weeks and months after this remark, she said, she would look at beggars whom she saw on the street and wonder how long it would be before she and her father and mother would be just like those poor people.

For another child, a little boy, taxes constituted the chief source of worry. Although his father owned about half of the real estate in the town, during the Depression this man kept his small son constantly alarmed by saying that after he had paid the taxes they would "starve to death." He and his wife, of course, knew that in reality there was no such danger. What the father actually meant was he would have to draw upon his savings or else sell some of his property, in order to meet living expenses. But when children have no comprehension of what their parents have in mind, they naturally take all comments literally.

Budget problems are common in the majority of homes; therefore, there is no good reason for parents to dwell continually upon whether they will be able to "make ends meet." Besides, much of the worry about finances could be prevented—certainly that which is due to the purchase of luxury items. In any case, at mealtime, the discussion of financial or other troubles should be avoided.

"I can never be happy again now that I've lost my father; life holds nothing for me," was one mother's thoughtless remark. This saddened her young daughter's outlook for many years. Great care should be taken to

protect children so that they will witness as little grief as possible. A bereaved woman with a family to rear should let her thoughts dwell on the comfort the children will give her, instead of on the sorrow occasioned by the loss of a loved one. At least, she can refrain from giving way to weeping in the presence of her children.

My mother kept all of my deceased sister's things in a trunk in the attic; and how well I recall that every time she would go upstairs to look them over, it would make me heartsick, for I knew she would return with her eyes swollen from crying. Those trips would depress her for days, and, in turn, her great grief would depress me, too.

Here is another precaution it is wise to take. If a child is ill, the mother and father should make every effort to maintain a cheerful attitude, for a child's apprehension is easily aroused by an anxious manner or by some unthinking remark about serious symptoms or alarming conditions. This adult self-watchfulness is particularly needed during an epidemic, for the child who is fearful is more susceptible to any malady.

Marital misunderstandings witnessed by a son or daughter are fatal to the child's sense of security. His well-being—both mental and physical—is largely dependent on a happy home atmosphere. There is no more vital factor in maintaining a child's morale and promoting abundant health than happiness in the home. Food digests more satisfactorily, play is more pleasant, and sleep is more restful.

Children are great imitators; they mimic adults unconsciously. If the grown-ups are ill-tempered, the children are apt to be discontented; if the grownups are cheerful, the little ones are usually cheerful.

It does not take a great deal of money to make children happy—but it does take a little planning for their pleasure. Making festive occasions out of birth-

days and holidays, by having simple parties or going on a few outings, will delight them and add zest to their living.

(—National Kindergarten Association, New York.)

AN OATH FOR TEACHERS

You do solemnly swear, each by that you hold most sacred—

That you will be loyal to the Profession of Teaching and loyal and generous to its members;

That you will lead your lives and practise your art with understanding and justice;

That into whatever child's life you shall enter, it shall be for the good of the child to the utmost of your power, you holding yourselves far aloof from error, from corruption, from exemplification of wrong-doing;

That you will exercise your art solely for the welfare of children, and will aid no learning and administer no discipline for a socially unjust purpose, even if solicited—far less suggest it;

That whatsoever you shall see or hear of the lives of children or their parents or your colleagues which is not fitting to be spoken, you will keep inviolably secret.

These practices do you accept? Let each bow the head in sign of acceptance.

And now, if you shall be true to this, your oath, may professional success be ever yours!

(—Page 85, *The Phi Delta Kappan*, October 1949.)

UNITY AMONG WORLD TEACHING ORGANISATIONS

A serious problem confronting the teaching profession on the world level is that there is no one organisation accepted by the profession and by the world at large as the official spokesman for teachers. Many other professions are so organised and surely the teaching profession should be in this group.

"In order to achieve greater unity of the Teaching Profession throughout the world, it is decided—

1. To create a World Confederation embracing the national organizations of teachers distributed among constituent International Federations mentioned below.

2. The World Confederation shall comprise two International Federations representative of Primary Teachers and of Secondary Teachers, with the possibility of adding a third Federation representative of Higher Education Teachers.

3. All Primary Teachers shall be grouped in the International Federation called IFTA.

4. All Secondary Teachers shall be grouped in the International Federation called FIPESO.

5. Each Federation shall have authority so far as its internal organization and have the right to discuss and deal with problems which fall within its province.

6. National Associations whose members are drawn from the three stages of the profession shall affiliate directly with the Confederation, their members being divided among the Federations.

7. Regional Offices shall be instituted as Executive organs of the World Confederation and shall organize regional congresses.

8. The World Confederation shall have the power to discuss and deal with problems of international importance concerning education in general and to represent on these questions all the teachers grouped within the Federations among which the National Associations of the Confederation are distributed.

Without a unified Confederation of Teachers' Associations, education will be seriously handicapped on the world level.

(—Page 90, *The Phi Delta Kappan*, October 1949.)

EDUCATION IN THE MADRAS LEGISLATURE (NOV. 1949)

PRIVATE TUITION WORK BY TEACHERS

Replying to a question asked in the Madras Assembly on the 11th by Mr. S. Muhammad Ismail, Mr. K. Madhava Menon, Minister for Education, stated that teachers and headmasters of secondary schools managed by the Government and local bodies were not prohibited from giving private tuition to pupils. They might do so, subject to the ordinary rules regarding the private employment of public servants.

Mr. Thangaswami Nadar asked whether it was a fact that the management of some institutions were demanding a share of the tuition fee income.

The Minister replied that no such instance had come to his notice. If the member had in mind the case of teachers employed in private schools, he would say that it depended on the nature of the agreement between the teachers and the management of private schools.

Srinath Annamma Raja enquired whether teachers could give private tuition without receiving remuneration. The Minister replied that even then the rules would have to be observed.

Answering a question of Mr. M. S. A. Majid, the Minister said that the important rule was that the teacher concerned should obtain the permission of the Head of the Department concerned before undertaking private tuition work.

Mr. B. S. Murthi asked whether a teacher could not give tuition to his own relations. The Minister replied that this rule could not apply to a father teaching his son. But, if a teacher undertook private tuition, whether on remuneration or otherwise, he must obtain the necessary permission.

GOVT. BASIC EDUCATION SCHOOLS

"It is proposed to re-train annually a limited number of L.T. teachers in Government service and in training schools under private management," stated Mr. K. Madhava Menon, Minister

for Education, replying in the Legislative Council on November 16, morning to a question asked by Mr. R. Suryanarayana Rao.

The Minister added that re-training was given with a view to providing the personnel necessary for manning the Government Basic Training Schools and for the inspection of Basic Schools. Deputy Inspectors and teachers employed in other Government institutions were also selected for re-training; so were teachers from training schools under private management. The period of re-training was five months. For that, courses had been arranged in the Basic Training Schools at Perianaickenpalayam and Pentapedu. A few officers were deputed to Sevagram also.

Mr. Suryanarayana Rao enquired whether the Government had considered the question that, if Basic Education were to be a success re-training should be given in more than one craft. The Minister said that, for the present, they had taken all the aspects of spinning and weaving. They would be introducing agriculture and other handicrafts and a little of engineering also.

Dr. V. K. John: Has the attention of the Government been drawn to the views expressed by Dr. C. R. Reddi on Basic Education?

The Minister: Apart from the views expressed by Dr. Reddi, I have had the privilege of discussing the matter with him. With great respect to him, I have to say that I differ from him in his views in this matter.

Mr. Suryanarayana Rao asked whether the Government had obtained the views of other educationists with regard to the objective of Basic Education, and whether they were satisfied that the system they were following was in consonance with that objective. The Minister replied that the Central Advisory Board of Education, which consisted of prominent educationists, had advocated this system.

NEWS AND NOTES

AIM OF BASIC AND NEW SECONDARY EDUCATION

Addressing a meeting of the Meston Training College Fellowship on November 23rd, Mr. K. Madhava Menon, Minister for Education said that basic education was nothing more than an attempt at directing the inquisitive nature of the child in such a way as to make it acquire knowledge from every point of view. Referring to the reorganised secondary school course (bifurcated course) the Minister said that it laid emphasis on general knowledge, practical efficiency and the acquisition of improved social adaptability by the individual. The teacher was brought into active contact with his pupils under the new scheme and it provided good opportunities to the young graduate with the necessary enthusiasm and energy to give of his best to train growing human beings.

IMPROVING TEACHER'S LOT

The Minister, continuing said, that the number of secondary schools in the province today had gone beyond a thousand and if the present rate of progress was maintained the number would swell to five or six times that number in the course of the next generation and nearly half the staff to be employed in them would have to be graduates. It followed that there would be a progressively increasing demand for graduates in the teaching profession. Much would of course depend on the financial prospects the career would offer. Just at present they were in the midst of an adversity which prevented any one in authority from holding out adequate hopes. But the present depression was only a passing phase. The attitude of the Government and the public had changed as evidenced by the recent efforts at providing better emoluments and greater security of tenure. "What had been achieved so far should not, however, be taken as the limit of our intentions," the Minister said, "but only as an earnest of what we hope to do and as an index

of the complete transformation in the attitude towards the profession that had come over all."

NATIONAL CADET CORPS TRAINING SCHEME

The Government have sanctioned a scheme for the raising of 23 additional units of the National Cadet Corps (Junior Division) in selected schools in various parts of the Province for the year 1950-51.

There are at present 21 units of the corps, each with a strength of 90 cadets. These units are distributed among 35 schools in the Province. Sixty-five teachers, who had received military training, are serving as officers of the corps in their respective schools.

The corps has proved very popular and the cadets are seen to evince great enthusiasm for the parades, weapon training, field craft and map reading which are a few aspects of the N.C.C. training programme. Besides smart uniforms supplied free, the cadets are entitled to allowances. Each cadet gets a refreshment allowance of Rs. 3 and a uniform maintenance allowance of Rs. 2 per month. Travelling allowance of between Rs. 3 and Rs. 5 per month is paid to each cadet if the distance he has to travel to attend parades exceeds three miles.

A large number of schools have intimated to the Government their eagerness to start units of the corps. It is pointed out however, that the total number of units sanctioned for the coming year will have to be distributed on a regional basis and that only those schools could be considered for selection which have in their vicinity an armoury where weapons and ammunitions could be stored.

TEACHING OF HOBBIES IN AIDED SCHOOLS

The Government have decided that aided schools in the Province could engage the services of a visiting adviser to assist them in the handling of the new subject of "hobbies and practical

activities" prescribed under the reorganised secondary school course and have laid down the rate at which grant could be claimed by schools towards this purpose.

The aim of the provision of class periods in the school is to guide pupils in the selection of hobbies and to encourage them in their pursuit of these hobbies.

A wholly new outlook is necessary in the person who handles this work at school. If such a person cannot be found among the members of the staff of a school, a visiting adviser might be engaged on a small honorarium and this will be admissible for purposes of grant at the following rate: Rs. 20 per mensem for not less than five hours of service a week, for not more than one such adviser for a secondary school and not more than 10 months in the school year, limited to complete high schools with not less than 100 pupils in Forms IV to VI.

In the case of large schools where the services of a whole-time helper are required, art masters, manual training instructors and trained teachers who have a taste for hobbies and practical activities might be appointed and these instructors will be allowed for grant in the usual way.

MADRAS EDUCATIONAL RULES AMENDED

Government have made certain amendments to the Madras Educational Rules to provide that headmasters in every secondary school and at least as many teachers as there are sections in Forms IV, V and VI should ordinarily hold a trained teachers' certificate of the collegiate grade. The amendments which are to be in force for a period of five years from 1949-50 also provide that the Collegiate Teachers' Certificate shall be granted also to persons who, after completing the course of study and training prescribed under the authority of the Government of Madras, have passed the examination conducted by the Commissioner for Government Examinations for the certificate, if they already possess the Training-School Leaving Certificate of the Secondary

grade and the Degree of B.A. or B.Sc. or B.O.L. pass or honours of the Madras, or the Andhra or the Annamalai University or a Degree accepted as equivalent thereto.

SECONDARY GRADE EXAM. FOR TEACHERS

Instructions have been issued by the Government to the heads of all educational institutions, regarding the eligibility of teachers in the Higher Elementary Grade certificates to appear for Secondary Grade examinations privately. The candidates should have secured the following percentages of marks in the S.S.L.C. Examination: First language 35 per cent., English 30 per cent., Elementary Mathematics 25 per cent., Elementary Science 25 per cent., History and Geography 25 per cent. and "C" Group 20 per cent.

LANGUAGE STUDY IN SCHOOLS

Expert Committee Recommendations.

The Expert Committee appointed by the Government to report on the reorganised scheme of Secondary Education in the Province with special reference to the study of languages and of Hindi has it is reported, recommended, that Hindi should be studied as a compulsory second language from Forms I to VI.

The Committee have further recommended that the first language should consist of two parts—a part comprising texts and grammar and another part consisting of non-detailed books and composition. This first language shall ordinarily be the regional language. The Committee have suggested that students in Forms II and III may be permitted to select Sanskrit or any Indian language other than the regional language as an alternative to the second part, namely non-detailed and composition. In Forms IV to VI, the Committee have also suggested that the study of the classical language or an Indian language shall be alternative to the text part of the regional language.

T.S.L.C. EXAMINATION

Higher Elementary Grade Teachers who secure eligibility for admission to University Courses of study or who

secure the prescribed marks in the S.S.L.C. Public Examination held in October 1949 and in future years may apply as private candidates for the Secondary Grade T.S.L.C. Examination of March 1950. They should submit their applications as soon as the results of the S.S.L.C. Public Examination held in October 1949 are announced together with all its enclosures so as to reach the office of the Commission for Government Examinations, Madras, on or before January 31, 1950.

No application will be received if submitted after the above date even if penalty is paid. Application forms can be had from the Inspecting Officers concerned.

CITY HEADMASTERS' ASSOCIATION

At the meeting of the Headmasters' Association held on 26th November 1949 it was resolved to make the following recommendations to the Experts Committee to the Government:

- (1) The teaching of Hindusthani may commence from 1st form and that it may be left to the option of Schools to choose whether the teaching of the script should begin in 1st form or 2nd form.
- (2) Sanskrit should begin in 4th form as an alternative to the 1st language and the pupils taking Sanskrit must be made to answer a paper in composition in the Regional language.
- (3) Algebra and Geometry may be an alternative to General Mathematics in 5th and 6th forms and that there should be a composite syllabus in 4th form.
- (4) Some reduction in the number of activities in Social studies syllabus is necessary.

The Association resolved to form "Educational Camps and Journeys Association of Madras City". The rules for the conduct of the Association were approved and the Secretary was authorised to issue a circular to all managements requesting them to become members of the Association.

The Association also resolved to convene a conference of the Headmasters of the province on 28th and 29th December, to discuss certain urgent pressing problems connected with the Reorganised Scheme of Education.

ATHUR

"A party of thirty-five students of Sri Ramakrishna Students' Home, under the leadership of Sri K. Krishnamurti, B.A., L.T., went on an excursion to Gingee and Tiruvannamalai via Tindivanam from 19-11-49 to 22-11-49 (both the days inclusive).

(1) The party visited the Rock Forts of Rajagiri and Krishnagiri and the Rock Temple of Singavaram at Gingee, and observed the historic and cultural beauties of the architecture. The rural atmosphere was quite congenial to the pupils. (2) The party had a friendly football match with the Board High School, Gingee and won the match by a goal. (3) The pupils had a special Dharsan of Sri Ramana Bagavan at Tiruvannamalai on 21-11-49 where they recited a chapter in Gita and Ramayanam. Special songs were sung in Tamil to the great appreciation of all the devotees of the Asramam. Sri Baghavan presented this party with blessings, oranges and praised them for their duty and religious fervour. After visiting the Siva temple at Tiruvannamalai the party returned to Tindivanam and after staying there for the night returned to the Students' Home on 22-11-49. The party had decent and warm welcome in all the places and they enjoyed the benefits of the excursion."

CUDDAPAH

An account of the S.P.B.V.D. Sabha High School, Upparapalli excursion tour in December 1949.

1. *Camp Chief*.—Sri R. Sabramaniam, B.A., B.Ed., Headmaster.

2. *Teacher Assistants*.—Sri A. Satyanarayana, B.A., B.Ed. First Assistant and all other members of the staff.

3. *Total strength of the party*.—157 boys and 10 girls.

4. *Starting date and time*.—2-12-49 at 7-30 a.m.

5. *Spot of excursion*.—Vontimitta, about 10 miles off.

6. *Mode of travel*.—On foot.

7. *Programme*.—

(a) 2-12-1949.

- (i) 7-30 a.m.—11 a.m.—Study of the weather condition at school with barometer and thermometer—March in scout pace studying the spots of geographical and geological interest.
 - (ii) 11 a.m.—2 p.m.—Orderly camp at Ramathirtham (outskirts of Vontimitta), mid-day meal and rest.
 - (iii) 2 p.m.—3-30 p.m.—Ascent of the hillock closeby—Observation of the weather conditions at the top compared to those at the school at start—Study of the bird's eye view of the places around.
 - (iv) 3-30 p.m.—5 p.m.—Railway station—Study of its working at train timings.
 - (v) 5 p.m.—6 p.m.—Visit to the surroundings of the temple of Ramachandramurthi of Bhaktha Pothana fame.
 - (vi) 6 p.m.—3 p.m.—Off for disciplined leisure and night meal.
 - (vii) 8 p.m.—10 p.m.—Camp fire in the compound of the Forest Travellers' Bungalow—Recitals, mimicry, fancy dress and histrionic items of absorbing interest—Among the visitors numbering about a hundred of the village the Engineer, Rajampet, and the local Forest Officer, enjoyed the entertainment.
 - (viii) 10 p.m. onwards.—Rest in the assigned places.
- (b) 3-12-1949
- (i) 6 a.m.—7 a.m.—Parade.
 - (ii) 7-30 a.m.—11 a.m.—Return to school.

GREAT BRITAIN

GROWN-UPS GO BACK TO SCHOOL

In Britain today hundreds of thousands of people are devoting three or four nights a week of their spare time

to the acquisition of knowledge. Serious-minded, ambitious, and of varying ages, they want to learn a new trade, make themselves more efficient in their present one, or qualify for something better than they have.

The subjects studied range from aero-engineering to zoology. If there is anything the educational authorities have not thought of, it only needs about a dozen people to ask for it.

BRITISH DEBATING TEAM'S REPORT ON INDIAN TOUR

Long-term plans for the exchange of visits by British, Indian and Pakistan students are recommended in the report of the three-man debating team which toured universities in India, Pakistan and Ceylon earlier this year under the auspices of the British National Union of Students.

COUNTY COUNCIL RUNS A BOARDING SCHOOL

For nearly a year now, some 60 boys have been making a success of the first Council Boarding School in Britain, maintained by the Surrey County Council in a £ 360,000 Mansion, set in large grounds, known as Ottershaw school.

Some of professional men and boys from working class homes, are among the boarders at Ottershaw, and there is a sliding scale of fees according to income.

STATE SCHOLARSHIPS AND UNIVERSITY AWARDS

The greatest educational ideal of 19th century reformers was the erection of a "ladder of learning" from primary school to university, broad enough for even the poorest child of promise to climb. Since 1945 Britain has come very near to fulfilling this dream.

It has been achieved by an experimental dovetailing and extension of nearly all the older devices for assisting the needy student. And now the State, the local government authorities, the endowed colleges of Oxford and Cambridge Universities, and various private trust-funds all contribute to a more unified system of financial aid.

CHICAGO

SIX NEW INSTRUCTIONAL FILMS
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Friendship Begins At Home.
Life in Mountains.
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Six Coronet Fantasies are presented in the latest release group—*King Midas and the Golden Touch*, *The Honest Woodsman*, *The Legend of the Pied Piper*, *The Cow and the Sprite*, *Rumpelstiltskin* and just in time for Christmas programs and parties—*A Visit From St. Nicholas*.

In addition to these special productions, Coronet also has released eight regular instructional films that offer audiences an unusually wide choice of academic and social guidance material. These are—

Force and Motion.
Introduction to Physics.
Dating: Do's and Don'ts.
Making Sense with Sentences.
Marine Animals and their Foods.
Mechanics of Liquids.
Keep Up with Your Studies.
Life in Hot, Wet Lands.

KARUR

A TRIBUTE TO A FIRST ASSISTANT

An extract from a speech made by Mr. S. Ramanathan, member of the Managing Committee, Teachers' Association, M. H. School, Karur on the occasion of the retirement of Mr. L. K. Ramaswamy Iyer, B.A., L.T., First Assistant of the Municipal High School, Karur.

Mr. L. K. Ramaswamy Iyer has a delightful sense of humour. He has a sense of humour in spite of his being a school master. Another rare virtue about him is that he is not a fossil, unlike the majority of teachers. Mr. Ramaswamy Iyer has ever been a student all through his life, growing, expanding and absorbing knowledge. An accusation is very often levelled against us that we teachers are fossils, that we teachers are incapable of

growth. There is some element of truth in these two accusations that a school master has no sense of humour and that a school master is a fossil, incapable of growth. The teacher never moves closely with his intellectual equal. By the very nature of his profession, he is always found associating with his intellectual pygmies. Unlike the lawyer or the politician who has very many opportunities of encountering men of calibre or intellect, the school master has to move day in and day out with his intellectual inferiors. He moves over the class room as a sort of Robinson Crusoe, monarch of all he surveys, ruling over the fowls of the air and the beasts of the land. In course of time, accustomed as he is to rule over a world of security and safety, he finds that he has no scope to expand or grow and he loses all incentive to exert himself intellectually. In short, he retreats instead of advancing and becomes a fossil, incapable of humour or expansion. Mr. Ramaswamy Iyer always guarded himself against this process of fossilization by taking frequent plunges into the perennial streams of literature and by keeping close contact with the master minds of all ages.

A gentleman to the tips of his finger, an intellectual aristocrat keeping himself aloof from the petty temptations of sordid life, a student and a scholar with an infinite capacity for growth and expansion, an ideal teacher with a rare sense of humour, and above all an earnest worker who chose the work, knowing it to be the sorriest of trades and noblest of professions, this is what Mr. L. K. Ramaswamy Iyer, appears to me.

COONDAPUR

On 25-10-49 at the time of the visit of Sri Honourable P. S. Kumaraswami Raja, the Premier of Madras at Koteswar, the Coondapur Taluq Board Elementary School Teachers' Union gave an address on behalf of the Union requesting to order free education to Teachers' children at all stages in all schools.

FROM OUR ASSOCIATIONS

YELLAMANCHILI

The combined Tenth Annual Conference of the Andhra Teachers' Federation and the Eleventh Annual Conference of the Visakhapatnam District Teachers' Guild was held on the 24th and 25th October 1949 in the premises of the City High School, Visakhapatnam. Sri Machiraju Subbarao, Manager and Correspondent of the City High School provided free boarding to all the delegates for the whole session. Sri R. Suryanarayana Rao, B.A., M.L.C., presided over the open conferences. About 300 delegates representing the 35 affiliated associations of the Visakhapatnam District Teachers' Guild and the Districts of East Godavari, West Godavari, Kistna and Guntur attended the conference.

The General Body Meeting of the Visakhapatnam District Teachers' Guild was held on the 25th September 1949 under the presidency of Sri N. R. Raghunadhachari, M.A., President of the Guild. The District Educational Exhibition held along with the conference was opened on the morning of the 24th September 1949 by Vidwan Sri G. Jogi Somayaji, M.A., L.T., Head of the Department of Telugu of the Andhra University.

In his presidential address, Sri R. Suryanarayana Rao laid stress on the fact that before starting on any large scale reform of the educational system, Government should not neglect teachers and treat them as mere automatons, but should take stock of the existing circumstances and build the future on the foundations of the present.

OFFICE-BEARERS FOR 1949-50

President :—Sri N. R. Raghunadhachari, M.A., Lecturer in Natural Science, Maharajah's College, Vizianagaram.

Vice-Presidents :—

Sri A. Somasekhararao, B.A. (Hons.), L.T., Headmaster, Board High School, Parvatipuram.

Sri M. V. N. Kameswararao, M.A., L.T., Headmaster, M. R. C. High School, Vizianagaram.

Sri M. V. Kondalarao, B.A., L.T., Headmaster, Municipal High School, Anakapalli.

Secretary and Treasurer :—Sri A. L. Narayanarao, B.A., L.T., Headmaster, Board High School, Yellamanchili.

MANGALORE, (S. K.)

The Rosario High School Teachers' Association protests against the G.O. Ms. 2784 Education, dated 6-9-1949, making the decision of one officer (either the Director or the Divisional Inspector) finally binding in matters of breach of agreements between the teachers and the school managements, thereby depriving the teachers of any judicial hearing, in case of miscarriage of justice.

ATMAKUR TALUQ

The General Body Meeting of the Board Teachers' Union (District and Panchayat Boards), Atmakur Taluq, Nellore District, was held on 6-11-49 at 9 a.m. in the Board Elementary School, Atmakur (West), Mr. P. Samuel John, Deputy Inspector of Schools, Atmakur Range, Nellore District, presided. 70 out of 182 members attended the meeting. The election of the President, the Secretary, the Joint Secretary, and the members of the Working Committee was then conducted. The following are elected unanimously :—

President :—Sri C. V. Rangiah.

Secretary :—Sri V. L. Narasiah.

Joint Secretary :—Sri V. Sundara Baliah.

The following resolutions are unanimously carried :—

1. The Madras Government and the Director of Public Instruction are hereby requested to modify the rules thereby enabling a Higher Elementary

Grade Teacher with at least 5 years of experience as a teacher, to appear privately for the T. S. L. C. Public Examination of the Secondary Grade, without appearing privately for the S.S.L.C. Public Examination.

2. The Director of Public Instruction is requested to issue orders to the effect that those of the pupils, who have passed V standard in Elementary Schools, should be admitted into I Form in Middle and High Schools without any entrance examination on production of their record-chiefs.

3. The Madras Government and the Director of Public Instruction are requested to modify the rules and regulations facilitating the private candidate, to appear at the E.S.L.C. public examination even for 'English' along with the other subjects to which they are now allowed.

4. The Madras Government and the Director of Public Instruction are further requested to pass orders, thereby permitting the children of all teachers to study in Secondary Schools, without having to pay any school fees during their period of study up to S.S.L.C. class.

5. The Madras Government and the Director of Public Instruction are requested to issue orders reducing the number of working days in Elementary Schools to 200 from 220 and declare Saturday as a full holiday.

6. The President, District Board, is requested to get the seniority list prepared for the Secondary Grade Teachers working in Elementary Schools, and whenever vacancies fall in Secondary Schools, these teachers should be absorbed strictly according to seniority, without having to complete their period of probation, on an equal par with those of direct recruitment.

RAMNAD

For the first time in its history, the Ramnad District Teachers' Guild made arrangements for the celebration of the South Indian Education Week, and it was celebrated with great enthusiasm in the various parts of the district,

thanks to the hearty co-operation of the various affiliated associations.

The Nineteenth South Indian Education Week was inaugurated at the S. M. S. Vidyasala, Karaikudi on 10th October 1949 by Sri Saw Ganesan of Karaikudi. Dr. S. Subramaniam, M.L.A. presided. Sri K. R. Srinivasa Ayyar, Headmaster, S. M. S. Vidyasala welcomed the gathering and Sri S. Murugappa, Editor, 'Kumaran' spoke on 'Education in Free India.' Sri Ebenezer, Senior Deputy Inspector of Schools, Tirupathur (Ramnad District) in an impressive speech stressed on the need for raising the social status of the teacher. If any reorganisation scheme is to be a success, Sri S. S. Narayanaswami, Secretary of the Guild proposed a vote of thanks.

On the 11th October, 1949, Sri K. S. Subramaniam, B.A., L.T., Headmaster, Board High School, Rajapalayam, addressed a public meeting at the Board High School, Rajapalayam, on "The Reorganised Scheme of Secondary Education as a Preparation for Indian Democracy." Sri R. V. Ramasundaram Pillai, Pannior of Rajapalayam presided.

On the 12th, 13th and 14th October, 1949, there were lectures and demonstrations of educational activities in various schools.

On the 15th October, Prof. S. Srinivasan, M.A., of Dr. Alagappa Chettiar's College, Karaikudi, addressed the teachers of the district assembled at the annual conference of the Guild in the N. S. M. P. V. S. High School, Devakottai, on "The Teacher in Free India," Sri S. Natarajan, President of the S. I. T. U. was in the chair.

On the 16th October 1949, Sri S. Raghavachari, Headmaster, Sri Minakshi High School, Keelasevalpatti delivered an interesting lecture on "Education and World-citizenship" at the N. S. M. P. V. S. High School, Devakottai, with Sri S. Natarajan, President of the S. I. T. U. in the chair.

On 13-10-1949, under the presidency of Sri C. S. Srinivasachariar, M.A., Principal, Rajah's College, Sivaganga,

(Continued on Page 30)

OUR LETTER BOX

Selection Examinations for S.S.L.C.

There seems to be a move on the part of the Directorate of Education to reimpose the order of Selection on the S.S.L.C. students. The Headmasters of many schools seem to have got panicky over the discipline of their students. Many of the parents will have no objection to the reintroduction of Selection Examinations provided the Headmasters of Schools use them wisely to goad the students to more intensive and purposeful study. It is also pointed out that the students who are unselected for various valid reasons may be allowed to appear for the succeeding October examination.

T. R. LAKSHMINARAYANAN,

Andhiyur,
21-11-1949.

Partiality

The Government of Madras in G.O. No. 2382/Edn, dated 22-7-49, have recognised Cubmasters' training as a craft only for Secondary Grade and Collegiate Grade teachers under Government and Local Bodies. Many of the Elementary Grade teachers have already undergone the said course, with the firm hope that it would be considered a craft. By the said G.O. these are highly disappointed to note with jealousy the partiality shown in the orders.

So it is proper on the part of the Government to amend the orders and extend the same facility to Elementary Grade teachers also without further delay.

C. V. RANGIAH,

President,

Board Taluk Teachers' Union,
Atmakur.

Vasili,
17-11-1949.

The Syllabus in Social Studies

The Syllabus in Social Studies needs a thorough revision at the hands of the

Expert Committee that is appointed to report on the reorganisation of Secondary Education.

The Syllabus is rather ambitious. There is neither chronological sequence nor logical sequence. It is neither History nor Geography. Even in England and the U.S.A. the allied subjects of History and Geography are studied as distinct entities at a certain stage, specially in the initial stage.

The Syllabus has got to be revised. A chronological study of the outlines of Indian History in Forms I and II and of world history with special reference to the History of England in III Form, may be attempted. As regards Geography a general study of the world and of the Continents may be made in the lower Forms. At the end of the III Form stage the pupil is expected to have some idea of the world in which he lives. Then in the Higher Forms a comprehensive course of Social Studies, an integrated study of Social Sciences—History, Geography, Economics, Politics and Civics may be evolved and studied.

8-12-1949.

K. NARAYANAN,

Secretary,

Ramnad Dt. Headmasters' Assn.
Muslim High School,
Abiramam

Language Study in Schools

It is gratifying to learn from "The Hindu" dated 3rd December 1949 that the Expert Committee appointed by the Government to report on the reorganisation of Secondary Education, has recommended that Hindi should be studied as a compulsory Second language from Forms I to VI. This is as it should be, Hindi being the Federal language and the language of livelihood. The study of a classical language or any other Indian language other than the regional language, is judiciously fitted into the new scheme by cutting up the regional language into two parts—Text and Grammar, and Non-

detailed and Composition—throughout the Secondary School course, and by permitting such of those as desire to study Sanskrit, the language of culture, to select it as an alternative to the second part of the regional language in Forms II and III and to the Text part in Forms IV to VI. English will be studied as compulsory third language, it being the international language.

Thus it will be seen that the claims of the Regional, National, International, and Classical languages are admirably reconciled and this must evidently satisfy those who want to study the language of culture, Sanskrit, and the language of livelihood, Hindi. To sum up, everyone has to study three languages, the regional, the national and the international, and such of those as select a classical language, have got to study four languages right from II Form. The study of three languages itself at the same time is found to be in actual experience a very difficult task, and it is still more difficult, almost impossible, to study four languages from Form II. In England only two languages, national and classical, are studied compulsorily.

There is one way of solving the problem and that is by lightening the syllabus in the study of languages and by commencing the study of English in

Form III. English has ceased to be the medium of instruction and the medium of examination. It will not be the State language of India 15 years hence. In future the passive study of the language has got to be emphasised. No longer is it necessary to study it as an expressional language. It is enough if pupils are able to read English and absorb ideas. Only one paper consisting of Text, non-detailed Text, Grammar based on the Text and Composition based upon the Text and the non-detailed Text will suffice. In Grammar only the main elements may be touched upon, and here it may be suggested that WREN'S "FIRST LESSONS IN ENGLISH GRAMMAR" and "Elementary lessons on Modern English Grammar" will do. Thus a four-year course in English can easily be evolved as has been already done in Bombay. After all, only one out of every hundred in India knows English in spite of 200 years of British Rule and only such of those as desire to enter Indian foreign service need study the language more intensively.

6-12-1949

K. NARAYANAN,
Secretary,

Ramnad Dt. Headmasters' Assn.
Muslim High School,
Abiramam

(Continued from page 25)

Sri Palaniappa Gounder of Madura, delivered an address on "The Relationship between the Teachers and the Taught," at the S. R. M. High School, Nattarasankottai.

The last day, 19-10-1949 was the Parents' Day, celebrated in the Rajah's High School, Ramnad under the presidency of Sri. V. Marimuthu Pillai, B.A., B.L., Advocate, Ramnad. Rev. W.

George, M.A., Correspondent, Schwartz High School, Ramnad, and Messrs. M. Rajah Ayyar, Headmaster, Rajah's High School, Ramnad and G. George of Schwartz High School, spoke on "The New Education Scheme and Parental Co-operation." Sri. S. S. Narayanaswami, Secretary of the Guild thanked all the members and helpers whose co-operation was responsible for the success of the Education Week in such a wide area.

(Recommended under the Revised Syllabus in English for Forms IV to VI)

There is no other book of its class that is quite so good, either in plan or execution.

HIGH SCHOOL ENGLISH GRAMMAR

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OUR BOOK-SHELF

The Chelsea Readers, Book 4 & Book 5 :
By JESSIE M. MACKINDER. (Harrap Books, represented by the Oxford University Press. Price Book 4, 2s. 3d.; Book 5, 2s. 6d.)

These are the last two of a series of five books. Well may these Readers claim to embody a carefully arranged and progressive scheme of teaching English to children. Reading material is based on a well chosen list of phonograms. The vocabulary and matter of this series are eminently suited for children whose mother-tongue is English. Books 4 and 5 as reading for the library hour will help boys and girls of Form II and III in our province to understand a little of the English realien. Illustration, print and get up are good and afford a refreshing contrast to those of Readers usually prepared for children in our parts.

G.S.

Jayalakshmi Ganithamu for Forms I and II (in Telugu) : By V. S. ADINARAYANA, M.A., B.Ed. and V. S. VENKATANARAYANA, M.A., B.Ed. (Jayalakshmi & Co., Nellore. Price: Rs. 1-6-0 each.)

Written by two experienced and highly qualified teachers engaged in day to day teaching, the books should prove useful and popular among secondary schools using Telugu as medium of instruction.

Martyn's Home Craft, Book I (Tamil) :
Macmillan & Co., Ltd. Price: Rs. 1-6-0.

Written according to Departmental syllabus for Form I by Miss Emely Martyn, B.A., M.Ed., Home Science Teacher, Bentinck High School for Girls, Vepery, the book makes good reading even for other women who have to be educated in these things of home management.

Report for 1948-49 : A.R.C. Girls' High School, Madras.

The following are the chief points of the Report :—

1. The school which is only 3 years old rose in strength to 241 as against 195 in the previous year.

2. The staff consists of a music mistress and a part-time sewing mistress besides the usual class teachers.

3. Ten out of 23 pupils were declared eligible in S.S.L.C. Public examination working out 43%.

4. Film shows on topics of educational importance and Hindi special classes were conducted after school hours.

5. Almost every Hindu festival was celebrated with great devotion.

6. Pupils were taken on excursions to certain places in and around Madras.

7. The Founder—Secretary, Sri K. Ramiah Chetty, and his wife Devaki Ammal, have been pleased to endow the present premises of the High School and have legally conveyed it during the last 3 years.

8. The management has been obliged to raise loans to the sum of Rs. 12,000 for meeting the establishment and other charges. Benefit performances were held to build up an Endowment Fund.

9. The teachers are paid Government scales of pay and dearness allowance.

10. Full and half fee concessions were granted to the children of scheduled and backward classes and to girls belonging to communities other than those above to the tune of Rs. 3,500.

Receipt of the following books, periodicals and publications is thankfully acknowledged.

1. *Fire more than Water*—Notes for the story of a ship by Cyprian Blagden (Longmans).

2. *Today No. 22*—A colonial publication (British Information Service).

3. *Journal of the Mysore Education League, December 1949.*

4. *Education in Centrally Administered Institutions in India, 1946-47.* (Giving information concerning the educational and research institutions which were under the direct control of the Government of India in the year under report, 1946-47. The information relates to the subjects of study and the statistics of the staff, students, examination results and expenditure.)

5. *Souvenir of Jeannie*—A fifteen

minute radio script by Gretta Baker. (Society for the Prevention of World War No. III, Inc.)

6. *Statistics of State and School Systems, 1945-46*—Biennial Survey of Education in the United States (Federal Security Agency Office of Education).

7. *Fundamental Education Abstracts*—October. (UNESCO's descriptive bibliography of technical materials relevant to Fundamental Education throughout the world.)

C. R.

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Vellore ..	5	Neeravi ..	2
Hindu Lower School,		N. S. M. V. P. S. High	
Ambur ..	2	School, Devakotta ..	2
Board Higher Element-		Board High School,	
ary School, Nennali ..	2	Paramakudi ..	1
P. B. School, Nennali ..	1		8
Hindu High School,		BELLARY—	
Ambur ..	1	Hecrada Sugamma's Hr.	
S. M. D. H. High School,		Ele. School ..	5
Vellore ..	1	Wardlaw High School	1
Board High School,			6
Choyyar ..	1	WEST GODAVARY—	
Board Ele. School,		S. V. V. A. Higher Ele.	
Polur ..	1	School, Sitanagaram	4
	24		4
MADRAS—		TRICHINOPOLY—	
St. Paul's High School.	6	C. S. M. High School,	
P. C. T. High School ..	1	Pudukottah ..	2
T. T. V. High School ..	1	Kulapathy Baliah's	
St. Gabriel's High School	1	Secy. School, Pudu-	
	9	kottah ..	1
TINNEVELLY—			3
The High School,		SALEM—	
Gopalasamudram ..	4	Board High School,	
Chatram Committee Ele.		Tiruchengode ..	1
School, Kadayam ..	2	Board High School,	
Ramaseshier High		Mohanur ..	1
School, Pattamadai ..	1		2
Board Girls' School,		SOUTH KANARA—	
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EDITORIAL

THE NEW YEAR AND ITS CHALLENGE

The New Year is of special significance to all the people of this Great country as it ushers in a New Era in the history of our great land. On January 26th the Parliament of India will declare India, (Bharat) a Sovereign Democratic Republic and thus mark the fulfilment of the aspirations of our people. In the joy of such an achievement, our hearts will be filled with gratitude to the many patriots, known and unknown whose struggles and sufferings have contributed to this great achievement. The constitution guarantees to all the Citizens, Social, Economic and Political Justice, liberty of thought, expression, belief, faith and worship and equality of status and opportunity. These rights are further classified in the elaborate statement on Fundamental Rights. Our representatives under the able chairmanship of Dr. Rajendra Prasad have prepared for us a constitution which will guarantee Individual Liberty and ensure the unity of the nation. It is a marvellous achievement and it is but fitting that the honour of being the first President of this great Republic should be conferred upon Dr. Rajendra Prasad, whose integrity, tolerance, spirit of service and unselfish devotion to the cause of the country and its people, make him eminently fit for the great honour.

To us Teachers, this event is of very great significance. It offers a great challenge to us and throws on us a heavy responsibility. The success of the Republic depends upon the people who form it. They must be aware of their obligations and they must willingly and readily discharge their obligations aright. Then only will their rights be secured.

It is the task of Education to prepare the future citizens of this great land with a due sense of responsibility. The Constitution has wisely laid it down that, within a period of ten years from

the commencement of the constitution, the State shall endeavour to provide for free and compulsory education for all children until they complete the age of fourteen years. The magnitude of the task can be easily realised if we know that in a population of nearly 400 millions, hardly 20% of the school-going population are in our schools. The Hon'ble Maulana Abul Kalam Azad in his address at Cuttack made pointed reference to how financial difficulties hampered the progress of education. Hence if in 10 years from now free compulsory education for all children between the ages 6 and 14 is to be provided, it requires the total effort on the part of all people and in this the teacher has a tremendous responsibility.

Politicians and statesmen are compelled by circumstances, internal and international, to be preoccupied with affairs of more immediate concern. The task of inviting public attention to the urgency of the educational problem will have to be taken by teachers and their organisations, so that the public may be prepared to bear the financial implications of this imperative need.

Our Leaders are calling for efficiency in all spheres. In the sphere of education, its importance cannot be minimised. Efficiency in education will automatically ensure efficiency in all branches of human activity. What with the increase in the number of pupils, the insufficient and unsuitable accommodation, poor equipment, inadequate salaries for teachers, improper recognition of the value of teaching and the lowering of the standard for recruitment, the standard of education is bound to fall and a resolute effort on the part of all the members of the profession is necessary if with all these limitations, we are to improve standards and secure efficiency. That is a challenge for the teachers. The Union expects every teacher to face this challenge boldly and with faith.

THE MADRAS PROVINCIAL HEADMASTERS CONFERENCE.

In Christmas Week the Headmasters of Secondary Schools of the province met in conference to consider the problems relating to Reorganisation of Secondary Education. Now that the Scheme has been at work for nearly 18 months, it was time that the Headmasters met to review the position. In his presidential address Sri K. Kuruvila Jacob had traced the origin of Reorganisation and explained its salient features and said how the Expert Committee's reported decision in regard to languages and mathematics, if given effect to would set right the defects noticeable in the Scheme. The discussions in the Conference were both fruitful and realistic. There was considerable discussion on Practical Activities and Projects : while realising their educational values the Headmasters felt that the schools lacked the facilities needed to have all the activities contemplated or suggested in the Scheme. Lack of equipment, lack of accommodation, lack of trained personnel were freely mentioned as impediments. A judicious planning of the activities and of the projects may have to be attempted till the schools could be properly prepared for the Scheme. Though Reorganisation was in everybody's mouth, the actual scheme was introduced all too suddenly before those in charge of administration had time to visualise the changes in the school plant that would be necessitated. It is hoped that the authorities and the managements would soon provide the facilities. The question of Tests and Records was considered at some length. It is hoped that this subject would receive the earnest attention of teachers as it is important that the abilities of our pupils are properly assessed and developed. The Scheme recommended in this regard by a Committee appointed by Government was discussed at the Conference which expressed its approval to it in general terms. Another subject of importance discussed at the Conference was the question of Audio Visual Aids. The Conference had the benefit of the advice

of the Special Officer in charge of the Visual Education Department. On the subject of School Organisation and discipline, the Conference felt that there was interference in purely academic matters with the discretion of the Headmasters which to a large extent militated against discipline in schools. However, the provision of healthy activities, it was pointed out, had a very wholesome influence. The Conference expressed itself emphatically against any modification in the present scheme of Citizenship Activities. Sri Natarajan who presided over the Conference, in the unavoidable absence of the president elect, referred to the representations by the leaders of the Hindusthan Scout Association in this regard and asked the Conference to express its opinion on the subject. It is gratifying that the Conference felt the usefulness and effectiveness of the Scheme of Citizenship Training and urged for improved facilities in schools. The question of Manual Labour as part of the Conference was referred to both by Sri Kuruvila Jacob and Sri Natarajan and the Headmasters were urged to create the right attitude amongst pupils towards Manual Labour.

The Hon'ble Sri K. Madhava Menon who opened the Conference had some very pungent remarks to offer in regard to the contention that the Government Order requiring all pupils in the Sixth Form being sent up for the Examination had an adverse effect on discipline in schools. The Conference felt otherwise. The Government Order has an adverse effect on the pupils' interest in studies as it helps to remove an incentive for strenuous work throughout the school year and throws the pupils more on their last minute exertion. We are sure that Headmasters complain about the Government Order not because a power has been taken away but because of the consequent slackness in application. A test is an incentive for work to qualify and be up to the mark. Its absence is an invitation to put off work till it becomes necessary. We are sure the authorities will appreciate this point of view and do what is best in the interests of students themselves.

The South Indian Teacher

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

Volume XXII--1949

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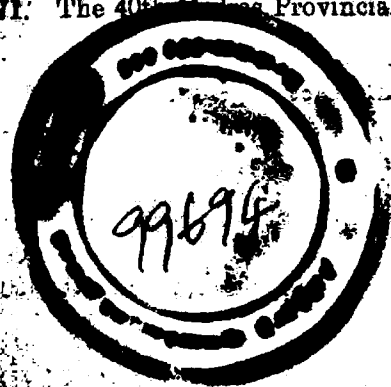
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Mr. C. A. Samuel, B.A., L.T., Headmaster of the School, and President of the Association, deserves our thanks for his interest in this matter.

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