

319

Vol. XXIII

Regd. No. M. 2347

No. 2

The ³²⁰South Indian Teacher

THE OFFICIAL JOURNAL OF THE S. I. T.

FEBRUARY 1950

उद्धरेदात्मनात्मानम्.—The Gita

Raise yourself by your own efforts

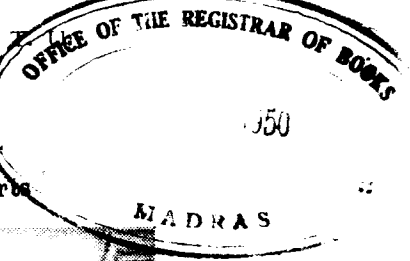


Photo taken on the occasion of the SILVER JUBILEE of Kurnool Dist. Teachers' Guild.

CONTENTS	Page
Willingly to School—(4) Environment—Dr. V. N. Sharma	37
Basic Education III—K. R. Harihara Iyer	40
Priorities in Education—R. Srinivasa Iyengar	42
Extracts from Articles	45
Gleanings	48
Education in the Madras Legislature (Dec. 1949 & Jan. 1950)	52
News and Notes	54
Education in the Central Legislature	60
From Our Associations	61
The 40th Madras Provincial Educational Conference	65
Our Book-Shelf	72
Editorial	82

ANNUAL SUBSCRIPTION

Inland Rs. 4

Foreign Sh. 8

Single Copy As. 6

POSTAGE EXTRA

319

Vol. XXIII

Regd. No. M. 2347

No. 2

The South Indian Teacher

THE OFFICIAL JOURNAL OF THE S. I. T.

FEBRUARY 1950

उद्धरेदात्मनात्मानम्.—The Gita

Raise yourself by your own efforts

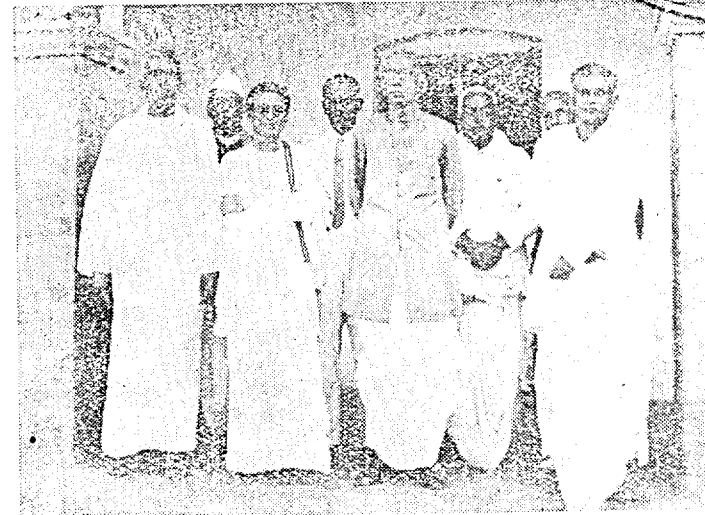
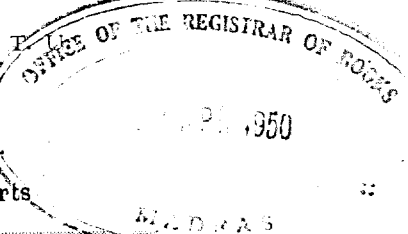


Photo taken on the occasion of the SILVER JUBILEE of Kurnool Dist. Teachers' Guild.

CONTENTS		Page
Willingly to School—(4) Environment—Dr. V. N. Sharma	...	37
Basic Education III—K. R. Harihara Iyer	...	40
Priorities in Education—R. Srinivasa Iyengar	...	42
Extracts from Articles	...	45
Gleanings	...	48
Education in the Madras Legislature (Dec. 1949 & Jan. 1950)	...	52
News and Notes	...	54
Education in the Central Legislature	...	60
From Our Associations	...	61
The 40th Madras Provincial Educational Conference	...	65
Our Book-Shelf	...	72
Editorial	...	82

ANNUAL SUBSCRIPTION

Inland Rs. 4

Foreign Sh. 8

Single Copy As. 6

POSTAGE EXTRA



I. Concentrated on the sorting of Coloured Beads



II. Fully absorbed in their experiment

THE SOUTH INDIAN TEACHER

Vol. XXIII

FEBRUARY 1950

No. 2

WILLINGLY TO SCHOOL

(4) ENVIRONMENT*

DR. V. N. SHARMA,

Principal, Children's Garden School, Madras.

We have so many plans for the education and training of our future citizens, some in actual practice, some on paper and some in the air. The Government of India have their own directions, the Provincial Governments have their own outlook and the educationalists—who are actually in the active field—have their own say. There are instructions how the schools should be, what type of buildings they should possess, and how these should be planned and constructed with all possible measurements, how the time-tables should be worked out; what kind of text-books you could prescribe in the schools, what type of materials, apparatus, one should possess, so as to make your plans modern and up-to-date. There is the cry. But we have forgotten that eternal message the Environment the back-ground of all Education. Create the proper environment for the children. Will all these outer improvements help to create that environment, necessary for the education of our children? Environment is first of all, an attitude, towards the child, not in the first place an outer establishment.

A right environment alone can make the child realise that he is a unique personality by himself and he should

be guided in harmony with this individual uniqueness. "LET EACH BE PERFECT HIMSELF" is the trumpet call of all educators, of all times—to us all who grope in the darkness. All plans of child education should be directed under this. Do not hurry, do not dictate, and do not moralise—let the child go on his own path at his own speed and in the way in which he desires to tread. Some educationalists might disagree with me when I say this; they say the little ones under this atmosphere lose all refinement, become disorderly and misfits in the ordinary life of the world but THE RIGHT ENVIRONMENT demands as the first criterion from the educator, FEARLESSNESS IN THE CHILD. More than this, it revolts against the superficial life we tend to create round the child. Do not expect a result of your experiment all at once. Leave the children to themselves — let them see all they want without fear, favour or hurry. Take for example an aquarium placed in the class-room by the teacher. How differently the children look at it, even though the teacher says that it is so and so. Even though you are disappointed by their answers, have patience, yes, at times have HIMALAYAN patience, with them, watch them, how

* A Radio Talk on 14-9-1949. By Kind Courtesy of All India Radio, Madras.

their imagination bursts out, how they talk among themselves—lead the children to an intensive observation of the particular object you want to show. As the modern psychologists say let the LIBIDO of the child be awakened, not through our pressure, but through the natural and spontaneous efforts of the children themselves. It is a thing, rather difficult for us, the grown-ups, to understand as we do not want to see that the child desires to live, behold the life through his own plans and experiences. To the proper understanding of environment, belongs that great problem of DISCIPLINE on which we make so much fuss. Yes, this is indeed a warfare between adults and children. The teachers want good examination results and good reports from the inspecting officers on their work with the children. Parents want their children qualify for lucrative positions, in a good and orderly social class, but children are up against this—they consider it a tyranny on their inborn freedom. Some however become submissive according to the temperament. Yet their inherent longing is to experiment with life in their own lights, they want to enjoy life.

Is he not, he might be a puny creature physically—a dynamic energy full of originality, imagination, intuition? He longs to create, to build, to paint, the pictures of his dreams, imagination. But which society, which school, which teacher, which regime will tolerate this revolutionary, this abnormal individual—yes he is an individual right from his birth into this world. But we want him to be an image of our own ideas of our own conceptions. Yes we will be very happy and jubilant, if he can imitate, do all we his elders do. So we make this unhappy child repeat and repeat all we think good and respectable—we are proud if he can show of himself, we scold him if he is silent, if he is dreamy, if he wants to follow his own path. Like the poor child in Rabindra Nath Tagore's POST OFFICE, he ought to be at the bid and mercy of all, who have something to say of what he ought to do and not to do.

We think we cannot tolerate this. We tempt them with prizes or competitions—even though we know perfectly that these arouse jealousy, hatred, and heart-burning. A hypocrisy is this. Instead of turning our efforts towards co-operation, mutual helpfulness we make the little ones a mass of hypocrites. There is no top, no bottom—all are alike before the eyes of the child. The moment we encourage these barriers, which divide a man from man, a community from community, we give room for psychological complexes in the children. Inferiority complex, superiority complex, etc.

The Society is full of them—these complexes make the child disbelieve his own energy; it is a shock for such types to face the outer world fearlessly. I know many parents do not agree with me when I say this. Even the dunce can also become a genius if an outlet is shown. Give the child a stable background on which he can stand. All children are good. Believe in them, show this by your personal example. Guide them by trusting them, encouraging them in the work in which they are interested keenly and vividly and provide them with all the opportunities—which alone touch their souls nay, even their hearts. Create such an environment—an environment which can develop one's own individual self. "BECOME WHAT THOU ART" to the highest perfection (Plato and Pindar).

To make this Environment as the BACKGROUND of all Education and a lively wire, you require a different type of teachers from the present orthodox types. We want born teachers, interested in the task entrusted to them and who can move enthusiastically with the children as their comrades. They should be capable to enter naturally and sympathetically into the problems of children and their activities; understand the child, possessing imagination and initiative as well as intuition. Many good experiments in Education fail, because they do not find this type of teachers who come to the child as a life's vocation, not as a profession. A true religious life is necessary on

their part to share this type of work. In the past India was proud of this type of educators—the acharyas, gurus and adhyapakas of the vedic and upanishadic lore. The successful experiment of our Gurukulas was possible on account of these noble souls. That is why we had the real and true relationship between the teacher and the taught, the Gurushishya Sampradaya and through this experience we could solve many a world problem in those glorious days of the past. Nothing is lost—to better our educational system we could once again revive this sphere of education, the environment. The Kangri Gurukula solved this, Tagore in Vishwabhharathi-Santiniketan solved this, Gandhiji solved this knotty problem in his Ashram at Sabarmathe and in Sevagram. The first reform in the present day educational system should be this—on this alone depend the other problems, like duration of school hours, type of schools we should create for the different types of children, the methods of instruction which we will have to adopt in such institutions.

There is no wonder when the exponents of the Wardha System of Education emphasise on this aspect of Environment as the basic principle in any educational system. The first step in this is fighting up against the obstacles. You cannot achieve your ideals so long you have mass production around you. The barrack life we see all round—the barrack life of thought, and behaviour—this can be seen in all the schools. Look at the class rooms which cannot hold the large number of children who are supposed to be accommodated therein. The child under this atmosphere has become a side issue—Life, is

compressed and baked hard for human consumption. This atmosphere can also be in the curriculum a lifeless one which is directed towards passing examinations, making one to compete with the other—all through with suspicion, jealousy, there is no harmony—there is no peace. This system has created also an unnatural life in the school, like to sit and work at unsuitable hours, from the stand-point of health and rest, with full stomach a system of school hours which has been condemned by all who know what they mean.

These are the vital problems in our education. These problems affect not only our land but the whole universe. Unless we understand these we cannot be comfortably living under the illusion that there is peace, there is freedom. Look at these with optimism. With this vision in mind, let us demand a better life to our children, to our neighbours and to the world at large, to a life where as in the words of Tagore the man's mind is without fear, and his head is held high—the world has not been broken into fragments and where the tireless striving stretches its arms to perfection.

To this world of perfection, let our schools guide our little ones, let the elders co-operate and let the Governments stretch their helping hand, so that the Indian child, can, living in a miniature world—the school—solve the problems of the world which his own elders are afraid to face them—thus bring peace and goodwill to his home, and to the world at large, which, according to his tradition, is endless and eternal. PEACE TO ALL.

THE SOUTH INDIAN TEACHERS' UNION PROTECTION FUND PROPAGANDA

21-12-1949. O. V. C. High School and
Ele. Schools.

Mana Mathurai.
(An agent was appointed.)

ABIRAMAN, }
12-1-50. }

K. NARAYANAN.
Member, Board of Directors.

By

K. R. HARIHARA IYER,

Retired Lecturer, Training College, Trivandrum.

The most important aspect of Basic Education is Craft Work of some kind or other. Mahatma Gandhi said many years ago, "Unfortunately for our country, the middle classes have almost lost the use of their hands and I hold it to be entirely impossible for a boy to understand the secrets of science and the pleasures and the delights that scientific pursuits can give if that boy is not prepared to use his hands to tuck up his sleeves and labour like an ordinary labourer in the streets. Unless our hands go hand in hand with our heads, we should be able to do nothing whatsoever. We who learn in colleges forget that India lives in her villages and not in towns." Here the idea of using the hand as an educational medium was not clearly brought out. The modern science of education says that *Hand* is to be considered as the sixth sense, a special sense organ like the eye or the ear and an additional avenue to the brain. Sir John Cockburn, a great authority on Education says, "If you want to develop the brain effectively, you must have recourse to that method by which the evolution of the individual and of the race was accomplished, i.e., you must do it through the muscle of the hand which is the chief agent of human activity. Not only is this the way to reach the intelligence, but it is also the best way to build up character."

Sir William Rothenstein, Principal of the Royal College of Art, says, "Everybody who uses his hand knows that the hand has its own wisdom, that is not directed entirely by the will. The hand has its own profound intuitiveness and to leave this out of Education is missing something extremely important. The difference between the disciplined hand and the hand which simply scribbles is a kind of miracle. I believe we are losing an immense amount of wisdom through neglecting our hands".

Sir Donald Maclean, President of the Board of Education, England, says, "I

bear testimony to the value of handicrafts training in imparting qualities of adaptability, alertness and self-reliance and so securing a better balance in the Educational system. We are all born with the instinctive tendency to create, experiment and invent, and all modern primary schools should seek through hand work to enlarge the area of motor and sensory experience. The only justification for the inclusion of hand-work in the curriculum is the development of the higher powers of thought through creative self-activity. The old hackneyed phrase 'a child learns by doing' is a concentrated truth and the learning achieved through creative hand-work is of far more value than the concrete result. If the sole aim of the hand-work lesson is the production of a finished article which must be saleable, then it is waste of time and deserving of only adverse criticism. The creative instinct, the artist soul and the philosopher's mind of the child is being slain or atrophied."

I have already shown that the idea of teaching any subject through a craft is absurd and impossible. We can, however, correlate any subject with a craft or the craft with the subject. It is in correlation that some of the educational values of the craft come in. To say that the old method of teaching was purely informational is also wrong. Knowledge depends upon the quantity of information gathered. Information acquired should be well impressed and well digested. Impression is made by the use of pictures, charts, maps and other educational appliances. Handicraft is a sure and better way of impressing certain kind of facts without the help of the teacher.

H. P. Dailard, in his essay on "Hand-work as an educational medium," says, "Here, then, if anywhere in vocal and manual activities, do we find a fruitful field for the promotion of mental growth. Never does one come to the end of the tether in acquiring skill in

speech and handicraft. As subjects of instruction speech and handicraft cannot be separated. But there are cogent reasons for regarding the hand as in many respects a more important instrument for mental development than the tongue. Speech comes comparatively late and takes no part in forming the earliest impressions of the child mind; but his hand has been active from the day of his birth. The vocal organs are based almost exclusively for expression, the hand is used for impression as well. It investigates and exploits the environment and the knowledge it conveys is suffused with a strong sense of reality. The works of the hand are abiding. They crystallise the thoughts of the race and mark the progress of humanity. Take away from our lives everything that is directly and indirectly the work of human hand and we are immediately reduced to the most primitive condition of savagery. The hand furnishes a practical test of the correctness of the eye; and the eye, thus admonished, imposes fresh tasks of skill and industry upon the hand."

The most important and valuable part that hand-work will play in Education, particularly in the elementary and middle stages, is that it will stimulate thinking and make the child a designer and inventor, besides making him an active, honest and willing worker. People of all grades shout from house tops that production must be increased in our country at all costs, if we want to survive as a free nation. Does it mean only that the manufacturer and the cultivator should exert and strive to increase their production? It means that every one, young and old, educated and illiterate, rich and poor, should try to produce something of value, however cheap it may be, to increase production. If a child of five years makes a paper toy, it is production. If a girl of five years mends her torn jacket, it is production. If a boy makes a satchel to carry his books to the school, it is production. Mahatma Gandhi wanted that every school-going child should learn to use his hand and make things. Has any child made anything of worth in these two years or

more? Mahatma Gandhi found out that the present-day education is suffering from a disease and he prescribed a remedy to root out the disease. The followers of the Mahatma are looking out for an auspicious day to administer the medicine. B.C.G. inoculation was conducted on lakhs of children in no time in spite of opposition from various quarters. No Training Colleges were opened to teach doctors to inject B.C.G. or the modern antibiotics. When officers in Government departments are transferred from one department to another, they are not sent to a training college to learn the new work. Are teachers less intelligent than clerks and superintendents? Why should an ordinary trained teacher undergo fresh training in Basic Education? Methods of teaching are already learnt by a trained teacher. The subject, if a new one, has only to be learnt. Any teacher is capable of doing that, if the matter to be taught by the teacher is given in clear terms. What lot of money is wasted in opening Training Colleges for Basic Training when the Government has not an explicit and definite programme.

What is wanted is a refresher course for learning various crafts. The very ideal of Basic education is nullified by the creation of a set of teachers called Craft Teachers.

Every teacher should be competent to give instruction to the pupils in a variety of crafts. It is not necessary that he should be an expert craftsman. Any teacher who is sincere and enthusiastic and willing to learn some minor craft or other can do so in a very short time if he observes how a craftsman is working. He can try to do the same model in his home. The principles involved in a number of cottage industries can be mastered in a few days. Every school, elementary or secondary will be doing justice to Mahatma's great sacrifice if it begins from tomorrow onwards hand-work lessons of some kind and makes boys and girls do something with any available material.

Let us then be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labour, but not to wait.

PRIORITIES IN EDUCATION

By

R. SRINIVASA IYENGAR, B.A., L.T.,

Headmaster, Sarva Jana High School, Peelamedu

Moulana Abul Kalam Azad, inaugurating the UNESCO Seminar on Rural Education at Mysore observed that "the problem of educating the adult population is of even greater urgency than the education of the future citizens" (or children), as an educated electorate is 'the condition for the survival and proper functioning of modern democracy.' It is not my object to say anything against the importance of adult education. I concede that education of the future generations can only be planned if the present generation recognises the importance of such education. Adult education has been recognised as a valuable auxiliary to primary education.

The planners and administrators of education have to note that several years after the working of universal compulsory education, the State, in most countries, has taken the responsibility of doing pioneering organising work in regard to adult education. In England, adult education efforts commenced after universal provision was made for compulsory full-time education of children from 5 to 11 years which took 25 years from 1870 to 1895. The object of adult education is not merely to make good the deficiencies of earlier education, but to enable men and women to live full and interesting lives. Adult education is as wide as human interests, and must provide for many levels of attainments; and hence a great variety of service is essential. The complicated nature of the problem needs to be considered in providing the requisite machinery for adult education. I venture to submit that adult education cannot have greater urgency than the education of the children of the nation. Even if the planning and its execution were to commence for imparting adult education, almost imme-

diately, the results on the political knowledge and acumen of the electorate would be visible, only at least two decades hence.

For the ensuing elections on the basis of adult franchise and for at least two more elections, the nation will have to content itself with the complacency of Sri Babu Rajendra Prasad. In his concluding speech on the passing of the Indian Constitution Bill, he said, "In my opinion, our people possess intelligence and commonsense. They also have a culture which the sophisticated people of today may not appreciate, but which is solid. They are not literate and do not possess the mechanical skill of reading and writing. I have no doubt in my mind that if things are explained to them, they will not only be able to pick up the technique of election, but will be able to use their votes in an intelligent manner; and I have therefore no misgivings about the future on that account. Their sturdy commonsense will enable them to see things in the right perspective." Lala Lajpat Rai has stated in his book, "The Problem of National Education in India," that the Indian peasant is the shrewdest person in the world. Hence I would plead with the Education Minister at the Centre that he should endeavour to give effect to the suggestion made by the Hartog Committee and thus to fulfil the aspirations and longings of Gokhale. The Committee has said, "We cannot accept the view that the Central Government should be entirely relieved of all responsibility for the attainment of universal primary education."

Again, it was revealed by the Education Minister of our Province, while presiding at a meeting of the Madras Teachers' Guild, that the Government of India would liberally subsidise the

vincial Government if the latter would take over all the secondary schools and that the proposal had been endorsed by the Government of India. In my opinion, the Central Government is not being properly advised by its educational experts as regards the order of priorities in education. Though we in secondary schools may stand to gain, the welfare of the masses demands that nationalisation of elementary education should receive the topmost priority and that after this programme has been fully carried out, the nationalisation of secondary education could be thought of. I am not unmindful of the fact that conditions of teachers' service need betterment and State-protection and State-aid. But nationalisation of education will have to be tackled along with nationalisation of industries, transport, communications, etc.; and nationalisation of secondary education is neither necessary nor desirable, neither feasible nor warranted in the present condition of our country. As the Hon. Mr. Madhava Menon remarked, "Apart from the model schools attached to training schools, not a single secondary school is run by the Government. All the schools are either privately run or run by local bodies." Private educational agencies cannot be easily wiped out, and have had their part to play in imparting vitality, vigour and freshness to educational work. It is aided agencies that have taken the initiative to try educational experiments. The aided institutions at Adyar and Papanasam presented pupils for the S.S.L.C. for answering the non-language subjects in the mother-tongue, in 1926, they having started the vernacularisation scheme in 1923, in the IV Form. Again, the Government can influence the local bodies; and training in the art of self-government under the inspiration of the present national leadership in the Republic of India may be expected to raise the standard and tone of administration of local bodies also. Hence I would urge that nationalisation of elementary education is a vital urgent

necessity. It may be recalled that Pandit Jawaharlal Nehru felt awkward and embarrassed for a moment, when a boy in New York asked him if India would eventually have compulsory universal education. Pandit Nehru said, "Of course, that is our objective. But, you must remember that we have tens of millions of boys and girls and it will take time to organise it."

In the Provinces, universal elementary education is being delayed on account of the fact that the Provincial governments are obsessed with basic education as their policy. Gandhiji expected his basic education scheme to accelerate universal elementary education. But basic education is today retarding the accomplishment of universal elementary education. Again, it has to be remembered that just as the nation venerates the ideal of non-violence without divesting itself of the aids of the army and the police, realism requires that basic schools will ever be on an experimental plane, and should serve as models and beacon-lights to other educational institutions. We shall ever be proud of Sevagram, Kilamungiladi, Kallupatti and other basic schools, as we are proud of Santiniketan, Hindu University at Benares and Dr. Besant's educational institutions started by the Theosophical Educational Trust. The glory of Gandhian basic education is bound to suffer by regimentation on a mass scale; and every patriot should avert the tragedy. Hence, for educational and financial reasons, universal elementary education should receive prior consideration even over basic education.

Hence I would plead with Mr. R. A. Butler, "There would be a crisis in education in the near future unless the Ministry grasped essentials and had proper priorities." A well-thought-out order of priorities is the essence of sound administration. In India, too at the Centre and in the Provinces, the Ministries may profit by the caution administered by Mr. Butler, the Cabinet Minister in charge of Education.

MAKE YOUR SELECTION

from the following four series of English Class Readers. They are in many respects the best of their kind.

1. MARTIN'S NEW STUDY READERS.

Primer, Reader I, Reader II, Reader III, Reader IV, Reader V.

2. MARTIN'S ACTIVE ENGLISH READERS.

Pre-Primer, Primer, Reader I, Reader II, Reader III, Reader IV, Reader V.

3. WREN'S NEW INDIAN CLASS READERS.

Primer, Reader I, Reader II, Reader III, Reader IV.

4. WREN'S INDIAN CLASS READERS.

Primer, Reader I, Reader II, Reader III, Reader IV, Reader V.

THESE READERS ARE

- ★ carefully graded ;
- ★ varied and interesting in subject-matter ;
- ★ suitable in all respects for our boys ;
- ★ and fully illustrated with artistic illustrations.

K. & J. COOPER - PUBLISHERS - BOMBAY, 4

Sole Selling-Agents for Madras Presidency :—

The Christian Literature Society for India, Park Town, Madras

EXTRACTS FROM ARTICLES

1. SCOUTING AND SOCIAL SERVICE

By

DR. K. N. KINI, M.A. (HONS.), A.M., PH.D., DIP-IN-EDN.
(Columbia University.)

320

Service is the motto of scouts. Scouts can do social service in a number of ways, some small and some big. In our country, in towns as well as villages, people make their surroundings dirty. Our streets are often used as latrines and urinals. On account of the ignorance of the rules of sanitation and hygiene and also from a lack of a sense of decorum, the people have cultivated this evil habit. Whenever the ignorant people commit this nuisance, the scouts should advise them not to do so.

* * * *

Adult education offers a vast field for social service in our country, where only five to fifteen per cent of the people can read and write. Scouts could organise Adult Education classes in the evenings or at nights and help in the removal of illiteracy. They can read newspapers to the illiterate and keep them informed of the events going on in the world and also stimulate a desire in them to acquire literacy. A number of scouts have been already taking part in the Adult Education Movement. More scouts should interest themselves in this most important national service.

Rural uplift work is another big field for service.

* * * *

Scouts do not care for caste or creed. They live like brothers and act like brothers to whatever caste or religion they may belong. Scouts should visit the quarters of the Harijans and see how they can help them in removing their disabilities. The Rovers specially should give prominence to this aspect of service.

Most of our women are under the purdah. This is a great disability which hampers the all round growth of one half of our population. Scouts and rovers could talk specially to the older women and explain to them the disadvantages of the purdah and thus help in its removal. They could also explain to the women the advantages of educating girls and fostering learning among women.

Volunteer organisation to offer help to the needy people during Melas and Jattras are a great need. Some scout troops have been offering their services on these occasions and the public have been appreciating their services. This activity of the scouts should be extended and scout troops should consider it as their duty to be of service on these occasions by turns.

2. EDUCATION AND WORLD CITIZENSHIP*

S. RAMAMURTI, B.A., B.T.

In order to make education serve the purpose for which it is intended, namely, to make the pupils of today the citizens of tomorrow, the Government of Madras have re-organised the Secondary Education whose two outstanding features are said to be social studies and citizenship. They are said

* An Address delivered in connection with the Education Week.

to be the two eyes of the new scheme. Though there is no denying that they are effective instruments to socialize the pupils, they cannot go far enough, especially in view of the fact that our province has become a veritable vortex of communal politics. What is done in the class room is undone outside it. Young minds have been poisoned by persistent injections of communal virus, and the atmosphere is not at all congenial for effective instruction in these subjects. However, let us not despair. Man lives on hopes, and let us hope and pray that as a result of the efforts of our great leaders and as a result of the right type of education that is sought to be given to the pupils who are the prospective citizens, the ugly manifestations of communalism will, ere long, become things of the past. The first and foremost function of education is to train up good citizens who alone can shape aright the destinies of our country. But, it should not rest content with citizenship of a country alone. Its ultimate aim should be to train up the pupils to become world citizens. The expression 'World Citizen' or 'World Citizenship' implies the existence of a world state.

The World State has now become a necessity because of the rapid means of communication on the own hand,

and mounting inventions of terrible weapons of destruction on the other. "Locomotion by the ox and the bullock tolerated the city state. Steam and electricity introduced the nation state. Aeroplanes flying at six hundred miles an hour require a world state." Thus wrote Louis Fischer, the great American author. In the era of the Atom Bomb, the Radar, Television and Jet Propulsion, the nations of the world have got to come together. The only alternatives before the world now are co-operation for mutual benefit or war for mutual destruction. Hence if humanity is to be saved from complete physical destruction, if it is to save itself from annihilation by the atom bomb, a world control of this menace to mankind is indispensable, and World Control is only another name for World Government. Apart from this negative aspect, there is also a positive aspect of the question. The World Government alone, armed with the necessary sanctions and powers can solve most of the economic problems of the world. Problems of food, of trade and commerce, of currency and exchange can be successfully grappled and tackled only by a world state. Hence, it is very necessary that pupils should be trained to view things in a world perspective.

3. EDUCATION AND CITIZENSHIP IN FREE INDIA

K. RAJARATNAM, B.A., L.T.,

Headmaster, C. A. M. High School, Nellore.

In the present set up of our country we need more of vocational and pre-technological education. The system of education so long in vogue lays too much emphasis on the training of the mind. The training of the heart, hands and eyes has been long neglected. As a result of this lopsided scheme of educational effort many students who have no aptitude for higher education in arts and pure sciences are going to University only to find themselves misfits there, thus wasting their money

and man-power. They have been round pegs in square holes. They cannot find their niche in the educational edifice.

Secondary education has been lately reorganised with provision for some vocational and pre-technological courses. However, very few schools have taken advantage of these courses and the whole scheme is still fluid. Every effort should be made by the State to popularise these courses by making it possible for students of the bifurcated

courses to find useful and remunerative careers at the end of the High School, or to enter if they so desire Politechnics for advanced training. But I am inclined to think that useful and lucrative careers may not be forthcoming for the students of this category without industrialisation. The latter will bring in its wake many avenues of employment besides raising the standard of living of the masses.

The State should come forward to finance education on a more liberal scale. It cannot divest itself of its responsibility to finance the education of the people in a more generous measure.

I believe that the State should supervise education but not control it as in Germany and Italy. It is said that in Germany under Hitler not only the body but the mind was drilled into subjection to the Nazi ideology. Too much of State interference leading to regimentation is very much to be deprecated.

Our Examination system has failed as a yard-stick for gauging the progress of students. Malpractices and acts of violence are being resorted to on an organised scale and strict invigilation is made well-nigh impossible at most of the centres. The farce of the examination should be ended or mended. The Government are planning to evolve a new and a more comprehensive system of measuring not only the intellectual attainments of the student but also his qualities of head and heart which go to make up his personality. Such a scheme will lift from the heart of the student the incubus of examination which in the last resort is responsible for the widespread attempt at copying during the Public Examination.

Religious instruction is another aspect which should be borne in mind in any educational reform. A secular spirit and Godlessness has invaded the students' ranks and unless religious instruction is made an integral part of education, our democracy would be heading for a disaster of the first magnitude. Denominational schools should be permitted to impart moral and reli-

gious instruction to students without giving offence to their religious feelings, if they happen to profess different faiths. This will wean the students from purely a materialistic conception of life and Godless ideologies that are threatening to undermine our democratic social structure.

Citizenship training is another aspect which should form one of the major aims of education in any independent country. Education is defined as a preparation for participation in a civilized citizenship. We expect our schools and colleges to turn out good citizens who will be an asset and not a liability to their country.

* * *

A good citizen should think not only of his rights but also of his duties. Rights and privileges carry with them duties and responsibilities. Students should be trained to put the emphasis on duties rather than on rights. If we do our duties, our rights will follow as the Spring follows the Winter.

THE PROGRESS OF EDUCATION

A journal devoted to the discussion of
Problems relating to the Theory,
Practice and Administration of
Education.

(Founded in July 1924)

A trustful friend and adviser of educational
institutions, guardians of pupils and
persons interested in Educational
Development.

(Annual Subscription Rs. 6-9-0.)

Edited by N. V. Kinkar, M.A. & others.

Published by:

A. V. G. PUBLICATIONS,
624, Sadashiv, POONA 2.

GLEANINGS

RELIGIOUS EDUCATION IN SCHOOLS

The decision to promote religious education in schools, the issue of syllabuses, the appointment of an officer-in-charge and the appearance of books of religious instruction are significant developments, but there are two sides of the subject. It is certainly a worthy purpose to make our pupils good Buddhists, good Hindus, good Christians, good Muslims. If further, we could impart to all pupils some knowledge of all religions and an attitude of reverence towards every faith, the ends of true religious education would be realised. A liberal education, said Gandhiji in Ceylon, should include a reverent study of other faiths. May we all take to heart the words of a famous missionary: "Whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things. The aim of religious education, we take it, is to afford to youth a vision of the spiritual nature and destiny of man and to make to them a call to the service of their fellow-men. But the full aim of religious education may not be realised in the limited space of the school; the profounder inspiration and the deeper roots must be sought elsewhere—in the home and the place of worship."

—(From Editorial Note, page 39, Ceylon Teacher, Dec. 49.)

* * * *

MORAL AND CULTURAL VALUES

By

A. V. MATHEW, B.A., B.L.,
Kottayam.

The subjects of religion and morality are fundamental to any sound study of what is involved in social security. All virtues are derived from religion and morality, or are auxiliary to them. The fearless translation of the ethical con-

ception of social life into social actions demands the exercise of spiritual and moral energies. The growing sense of religion reinforces the sense of morality and social justice from both of which much that is best in our civilization has been derived. Both religion and morality gather up together the profound concern for social justice which is central in all cultural movements. Atheism is debilitated by its inadequacy and failure to practise the true methods of morality. There is nothing more demoralising to society and its individual members than atheism and agnosticism, and there is nothing in the nature of man which renders the religious and moral ideals for society impossible of achievement. Both religion and morality perform their cultural function by sanctifying the struggle for material good, by constituting value judgments in economics, and by saving society from the evils of economic injustice, the poison of which may be introduced into society so surreptitiously and quietly that neither those who spread it nor those to whom it is spread need be conscious of it. It is to religion and morality, more than to anything else, that men of this age should look for direction to achieve the aim of attaining the highest good for the whole community of human beings. True progress in any sphere of human activity can never be made unless our world becomes an arena for choice and a continual succession of contexts in which the right moral choice can be made. As said by Elof Boodin in his book, Religion of Tomorrow: "There are many potentialities in you when compounded with divinity in true and sincere co-operative activities."

—(From page 87, The Young Men of India, Burma & Ceylon, June, July, 1949.)

WOTP News from World Organization of the Teaching Profession, Washington 6, D.C.

AUSTRALIA

Suggestions for a Teachers' Charter, as made by the Australian Teachers' Federation meeting in February, includes, in part:

(a) No bar founded on distinctions of race, colour, sex or creed in the teaching profession.

(b) Salaries for all teachers to make possible a standard of living to conform to the dignity of the profession and of the contribution that they make to the life of the people. Such salaries to be based on an adequate minimum for the class room teacher. All salaries to be paid on an annual basis.

(c) Security tenure for all teachers after a maximum of two years probation.

(d) Provision for retirement, sick leave, and sabbatical leave with pay.

(e) Teacher-Training to be given in properly equipped and staffed teacher-training institutions, with the aim of securing a minimum training period of four years at the earliest possible date. Governments to provide adequate living allowances for students during training.

(f) Teachers to have full civil and political rights and rights of organization and collective action.

(g) A liberal exchange of teachers system. Generous provision for travelling scholarships for teachers.

(h) The teaching service to be increased so as to limit a maximum class-load to 25.

(i) All schools to be provided with proper amenities, including study, rest, and common rooms for teachers.

(j) Equipment and facilities to enable teachers to carry out their professional work under favourable conditions.

CREED AND CHARACTER

Many people ask: "Is it not enough if I am good, as good as I can be? Why should I try to be religious?" They see the value of ethics but they do not see the need for religion.

* * * *

What do most people mean when they say, for instance, "Be good:", or as some put it, "If you can't be good at least be careful" as a matter of fact, they don't mean anything at all. They only want to be smart. Nevertheless, is not the implication of these words something like this: "Don't do anything of which people will not approve. But, if you must do such things, be careful that you are not caught doing them."

* * * *

Goodness is understood by ordinary folk as just this doing what people regard as right, and avoiding what they regard as wrong. It all depends on the group to which you belong, what you call the social 'set'. And each 'set' has its own ideas about the 'right things'. They are of the nature of conventions of society, and they change from group to group, from place to place, and from time to time.

* * * *

Consequently more thoughtful people talk of goodness in terms of character rather than in terms of conduct. They would say that real goodness does not consist in what we do, but in what we are. The good man will invariably do what is right: he who does what is regarded as right may not be a good man after all. That is true. If you and I don't steal another man's goods, it is not because we are good: we are only avoiding doing what will be disapproved by others. But there are people who are so good that the very thought of stealing another man's goods is revolting to them. Such people are the really good people. They are men of character, because they have certain profound convictions. Their con-

duct is not conditioned by the conventions of the people of their times: their conduct is inspired by certain personal convictions which they have about the nature of right and wrong.

* * * *

If good people are not those who do the conventionally right thing, but what they are convinced to be right, they certainly are people who have convictions about 'right' and 'wrong'. They are people who not only know that a thing is right, but they feel an irrepressible urge to do it. There is an authoritative compulsion about this apprehension of what is right, which comes from without.

Without an Objective Standard of Judgment higher than men's subjective views we are driven to admit that one man's opinion is as good as another's; a criminal's views are as valid as those of a saint; the fantastic racial and national prejudices of a modern dictator of equal value with the spiritual principles of a Buddha or a Gandhi. If there is no Objective Standard of Judgment in the universe, who shall say what is right and what is wrong? Man simply becomes law unto himself, and on that basis he who commands the greatest material power and armed force may set himself up as a god and a tyrant to demand the subjection of all others.

It is just there that the need of a creed comes in. Not that we merely believe something, but that we believe in something so profoundly, that we are willing to stake everything on it. The greatness of the truly great men of history consists in this firm, unshakable faith that righteousness is to the moral world what gravitation is to the physical; without them cosmos would become chaos. To deny the reality of righteousness as an active and controlling force in the affairs of man is to deny moral law and order. To believe in the reality of the moral order is to believe in the reality of a Power that makes for goodness in the entire process of history. Only in such

a faith embodied in a creed that makes for character can there be justification for moral conduct. To be good one needs to be religious.

(Pages 18 and 19, Vol. I No. 2, Association Men, November, 1949.)

* * * *

TEST FOR EVALUATION OF TEACHERS' SERVICE CONDITIONS

(1) Are teachers' salaries high enough to attract professionally-trained teachers? Yes—No.

(2) Are they sufficient that they can live like other professional workers in the locality? Yes—No.

(3) Do their physical working environments compare favourably with those of office workers, factory-workers and other professional workers? Yes—No.

(4) Is the actual teaching load of teachers such that they can be expected to spend time in studying individual children and in parent conferences? Yes—No.

(5) Are the standards of behaviour prescribed for teachers different from those for other respected members of the community? Yes—No.

(6) Are the teachers secure in their employment and free from interference by local political or partition influences? Yes—No.

(7) Are the teachers provided with adequate professional tools (books and libraries, laboratories, audio-visual materials, tool equipment, professional libraries, testing materials, arts and crafts supplies)? Yes—No.

(8) Are the teachers provided with adequate personal services (specialists in physical and mental health, recreation, home liaison, and professional supervision to enable them to guide pupil-development effectively)? Yes—No.

(Adapted from N.E.A. Journal, U.S.A., December 1948, p. 596.)

* * * *

OUTSTANDING FEATURES OF DEWEY'S CONTRIBUTION TO EDUCATION

(1) All institutions, all social and individual enterprises, must be finally judged by their educative effect on all involved. We must then ask of every political institution, every economic arrangement, every philosophy, each social custom, each personal habit and attitude, every school effort: Does this so develop all affected that they thereby become better prepared to face life's varied possibilities open-mindedly, responsibly, and effectively? This is the strategic test of all social arrangements.

(2) When the same test is applied to school aims and procedures, many thorough-going changes are demanded in the older outlook:

(a) Education must cease to aim primarily at the content of the books and instead aim at character and personality.

(b) The means for building character and personality will be present actual living as real and vital as we can effect together. Today's rich living brings growth. Richer living tomorrow will bring still further growth. This school will use books more than formerly but only as means to present richer living.

(c) The child's interests give the surest sign and symptom of his growing power. Our part is to discover the constructive power thus indicated and guide accordingly. Through interest, the child identifies himself with the necessary effort. The resulting fruit of such interested effort is

discipline, the power of continued consistent response.

(d) Education thus becomes such ever-continuing reconstruction of present experience as adds new meanings to the process, while it widens and deepens the social content and at the same time gives to the individual better control over his further experience.

(e) Only as education utilises the social possibilities of both school and community can we hope to get our needed intelligent and responsible citizenship.

(f) All affected by a decision should share in making that decision . . . this is essential democracy. A proper education becomes—accordingly the best, if not sole, safeguard against dictatorship and the police state.

In the light of all the foregoing, the obligation of a community to education becomes its paramount social duty.

"In Dewey's concept, education is a process of the continuous reconstruction of experience, with the purpose of widening and deepening its social content while at the same time the individual gains control of the methods involved.

"Subject-matter can be got into the child from without—learning—involves organic assimilation starting from within."

—Dr. William H. Kilpatrick (In N.E.A. Journal for Oct. 1949, p. 29).

EDUCATION IN THE MADRAS LEGISLATURE (DEC. 1949 & JAN. 1950)

ADULT EDUCATION IN THE PROVINCE

The Education Minister, Mr. K. Madhava Menon, gave the information in the Legislative Assembly at question-time that 450 adult literacy schools for the Province had been sanctioned, of which 200 had been opened.

The Minister said that the allotments made so far for the spread of adult education in the Province were Rs. 1,54,500 in 1948-49 and Rs. 1,56,500 in 1949-50.

He further stated that contributions had been promised by the Central Government on certain conditions. In certain areas where adult schools had been opened, provision for the education of women also had been made.

The amount of contribution promised by the Central Government is Rs. 1.57 lakhs provided the Madras Government also contributed an equal amount.

Mr. K. Madhava Menon, Education Minister, stated in the Assembly at question-time on Jan. 5, that 76 adult schools had been opened in Tamil Nad and 167 teachers had been trained. It was expected that 176 more adult schools would be opened during the course of the year out of the sanctioned total of 450 for the Province.

The Minister added that Tamil Nad would also get its due share out of 500 more adult schools sanctioned under the Government of India grant. Training of teachers in adult education would be arranged in 16 courses. Instructions for the conduct of nine courses have so far been issued. Grants to adult schools conducted by private agencies were assessed monthly at Rs. 8 towards the salary of teachers and Rs. 4 for contingencies. The expenditure on adult schools maintained by local bodies should be met from their own funds. The Firka Development Department did

not maintain any adult schools. Orders had been recently issued authorising the supply of lamps, charts and reading books to adult schools.

No motor van had yet been purchased for the adult schools. The Government of India had been told that a portion from their promised grant would be used for the purchase of a van for each district.

The use of motor vans equipped with audio-visual apparatus is better, in some cases, than other methods.

The trainees were recruited mostly from among teachers of elementary schools. The Director of Public Instruction had got a film library consisting of a considerable number of educative films which were used in adult schools. He was not aware of the exact amount spent on those films.

The progress of adult education was "sufficiently encouraging." If accommodation was available in Harijan villages, they would try to open adult education centres there also, so that Harijans could take advantage of them.

EDUCATIONAL PROPERTIES

The Legislative Assembly passed the Madras Educational Institutions Bill 1949 on the 17th Dec., as reported by the Select Committee.

With a view to removing the last shred of suspicion that might attach to the intention of the Bill, Mr. Madhava Menon said, Government had decided to accept an amendment laying down that when Government took over a private institution, if they could not run it themselves, they must hand it over to the denomination from whom it was taken. This would be achieved by removing the expression "as far as

possible" in the relevant provision. Since there was no provision for taking over mismanaged institutions, several of the persons in charge of these were becoming defiant and setting at nought all regulations intended to ensure efficient working. To meet the difficulty, the present legislation was necessary. He urged the House to accept the motion for consideration of the Bill.

TEACHERS IN PANCHAYAT SCHOOLS

The Government had passed no orders in respect of the scales of pay of teachers in elementary schools maintained by Panchayats. They, however, paid grants to Panchayats according to the qualifications of the teachers employed. The question whether Panchayat school teachers might not be admitted to the Provident Fund Scheme was under consideration. This answer was given by Mr. K. Madhava Menon, Education Minister, in reply to a question, put by Mr. A. Vedaratnam Pillai in the Legislative Assembly on Dec. 17.

The Education Minister stated on January 11, that on promoting adult education in the Province, an allotment of Rs. 1.57 lakhs had been made for the year 1949-50.

The services of Mr. G. Harisarvathama Rao, a non-official, had been secured for organising training courses in adult education in the Andhra Desa. Similar services for the rest of the Province, were under consideration.

The allotment was intended to provide for grants to adult schools, train-

ing of teachers, expenditure on Rural Colleges for Adults, training of teachers in citizenship and visual education.

Sixteen courses will be organised in different centres for training teachers for adult education in the current year. The period of training would be six weeks and that 40 teachers would be admitted for training in each course. The candidates after training should open adult schools in localities which would command the attendance required.

EDUCATION IN THE PROVINCE

The information that the number of villages in the Province with a population of more than 500 in which there was no elementary school, was 3,600, was given by the Education Minister, Mr. K. Madhava Menon, in the Legislative Assembly at question-time on January 11.

The Minister said that elementary schools were maintained by aided agencies and local bodies and not by the Government. The District Boards and local bodies had been instructed that the existing standards of schools should not be raised until an elementary school was provided for each village with a population of 500 in their respective jurisdiction.

The Government were bound to contribute statutorily a certain portion of the expenditure of every school opened.

Building grants were given to District Boards and aided institutions.

The local bodies should be prepared to raise the education cess for the opening of more schools. High schools were not run from the education cess collected.

NEWS AND NOTES

MADRAS

TRAINING COURSE FOR TEACHERS

A second course of training for a period of three months, is being conducted in the Teachers' College, Saidapet, for the benefit of the Secondary Grade trained teachers, who have subsequently taken the B.A. degree. At the end of the course, a public examination will be conducted by the Commissioner for Government Examinations and a certificate issued to the successful candidate. This certificate will be considered equivalent to the B.T. degree for purposes of work in High Schools and Training Schools under the management of local bodies and those under private management.

ADULT (SOCIAL) EDUCATION

The Government of Madras have sanctioned a supplemental Adult (Social) Education Scheme, costing Rs. 1.57 lakhs, for introduction in the current year. Five hundred adult schools are proposed to be started immediately, the schools being attached to colleges, secondary schools, and higher elementary schools. A bonus of Re. 1 per adult, who becomes literate, has also been sanctioned by the Government.

Extracts from the Commemoration Address delivered by Sri C. Ranganayakulu Chetty on the occasion of the Diamond Jubilee Celebration of the Hindu Theological High School on Monday, the 19th December 1949 under the Chairmanship of Dr. Sir A. Lakshmanaswami Mudaliar, Vice-Chancellor, University of Madras:—

...I can hardly express adequately the sincere gratitude and indebtedness of South India to the magnificent contribution by both rich and prosperous Gujarati community to the promotion and growth of this great institution. We owe to them also the extraordinary

briskness of business and financial ramifications that are becoming more and more evident in recent years in South Indian life. Even to-day we find the impress of that enterprising community in the high ideals and dogmas in the subjects and methods of teaching and extra curricular activities followed in the school. Among the peculiar abiding features of the school may be mentioned the following: Hindu Religion and philosophy are taught on broad non-sectarian lines which is a signal drawback in present day educational institutions. The Hindu religion is peculiarly one which regulates and controls the life of the community, the daily habits, the customs, manners, social and intellectual relations, in fact it seeks to guide and stipulate the conduct and shape the pattern of Hindu Society into an ideal social organism. It is time that the Hindu children took in the schools and colleges the pattern of life they had to live, this is a standing achievement to the credit of The Hindu Theological High School. The regular morning prayer before the classes commence, the parents' conference, the service corps, the boys' representative council, and judicial tribunal, the Old Boys' Association, the Masters' Association, the Seva and Sath Sangams, the Scout and Dramatic Troops, the boys' Savings Bank, the physical culture, the school magazine all these ensure to every passing-out boy the hall mark of a well trained citizen capable of contributing to the happiness, peace and prosperity of the World.

If we really aim at an all round education and training of the future citizens in the laboratories, and class rooms of a school, if we really want to save many years of fruitless literary education as in the West where after a short basic general education, pupils join crafts and technical positions so as to earn when they learn, if we intend to

give a more practical turn to our education system, I think this noble institution evidently serves the purpose of the English public school cast in severe Indian mould. This is the real manufactory of future Nehrus and Patels and future Visveswaraihs and Bhatnagars.

* * *

Compulsory education remains almost where Gopalakrishna Gokhale left it in the cold pages of his Bill thirty-five years ago; adult education is mainly in the hands of a few impecunious institutions or individuals. Meanwhile the whole system of education is thrown into the boiling cauldron to suit the whims and fancies of every out-going Minister with the struggling school masters, just popping their heads out of it away now and then to claim living wages or security of job for the morrow. Education is a sacred trust in the hands of Government, too great to be thus man-handled and belaboured by them to fit into their shrinking budgets.

Government may be sympathetic or apathetic; ministers may come and go, Trustees may quarrel and change but the institutions must go on for ever like Tennyson's 'Brooks'. It must be above want and above controversy. Let us all, present, and old boys, teachers, and taught, the public and the parents keep that objective foremost in our minds. We want more and more education in the country and let us not obstruct its even progress; on the other hand it is our duty to open our purses wide in order to banish ignorance and illiteracy, prejudice and poverty out of the country for ever.

SECONDARY EDUCATION IN AMERICA

Under the auspices of the Masters' Association of The Hindu Theological High School, Madras, Dr. Ralph E. Turner, Professor, Yale University, delivered a lecture on "Salient Features of American Secondary Education" on 3-1-1950. Sri S. Balakrishna Joshi, Headmaster, presided on the occasion.

In the course of his interesting and instructive talk, Dr. Turner remarked that Americans had practically accomplished almost universal secondary education in their country. The American Secondary School welded the diverse nationalities and peoples that came to the United States. It was the greatest single unifying factor in American life. The system of American Secondary Education had to be studied and understood against this background. It was not centralised but it was highly local and diversified. There was a relatively well-established core of teaching including Mathematics, English and an extra language like French, German, Spanish and, in a few places, Russian. Ordinarily, pupils studied Civics in the first year; World History in the second; American History in the third and Problems of Democracy and International Life in the fourth. There was also ample scope for the teaching of Zoology, Chemistry, Physics, Book-Keeping and Commercial Geography. In short, many subjects could be studied by the pupils according to their bent and aptitudes. The system was not conceived in terms of book-learning. The book was looked upon in a very real sense as only an aid. Great stress was laid on extra-curricular activities. There was a continuous attempt to bring together the Secondary School and the local community. The teacher was not just an individual. He was a living force whose life was conceived in terms of the total activity in the community. He was enabled to travel abroad and widen his knowledge and experience.

It was a pity that in the new planning of the Governments of the South-East Asian Countries there was little or no recognition of the fundamental service that Secondary Education performed. Most of them had made a start with Primary Education, and they had 50 to 80 per cent. of the children of school-going age in Primary Schools. But when it came to the Secondary School stage, the number considerably dwindled. Until and unless these countries set the Secondary School system



A.R.C. Girls' High School.—Dedication Ceremony of the New Building "Sri Nivas" by Her Highness the Maharani Saheba of Bhavnagar.

NEWS AND NOTES

on sound basis, they could not get the benefits they expected as a result of concentrating their attention on promoting Primary Education. The simple reason was that it was not until the child was 11 or 12 that what he or she was taught went back to the community. Only at that stage education became something in the child's mind that began to react on the community.

The Hindu Theological High School :

DIAMOND JUBILEE

It is a matter for sincere joy that The Hindu Theological High School, Madras, which has carved out for itself a unique place in the educational world as a progressive premier institution, celebrated the Diamond Jubilee of its foundation in December last. Started in 1889 by that teacher-patriot, Sri Sivasankara Pandiyaji, the School has been the pioneer in the matter of Hindu Religious Instruction "on a non-sectarian basis with tolerance to other faiths". It is common knowledge that in recent years it has been able to evolve a pattern of education all its own, admirably equipping youngsters for the wider community and national life. The rich and varied co-curricular activities it has been carrying on with sustained vigour, have made it a model worthy of emulation by sister institutions. Equally brilliant has been its achievements in the academic field. The strenuous efforts of a devoted band of teachers have resulted in a high degree of efficiency in the matter of intramural work and an admirable tone and atmosphere for the school.

The Jubilee Celebrations were spread over a week. The enthusiastic participation in them by the present pupils, the Old Boys, parents and the members of the public and the profession, gave an unmistakable indication of the great hold the school has come to have upon them. The warm and spontaneous tributes that were paid by the distinguished Presidents of the series of pleasant functions that came off, bore eloquent testimony to the great service the School has been doing all along in

the cause of National Education. Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor of our University, presiding over the Central Function of the Jubilee Celebrations, singled out for special praise the excellent discipline of the Institution and commended the admirable manner in which the pupils of the School conducted themselves when there was storm and stress outside.

Let us heartily join the chorus of well-merited tributes paid to this great Institution on the happy occasion of the Diamond Jubilee. Let us congratulate the teachers of the School and the devoted Headmaster, Sri Joshi, on their splendid record of service and devoutly wish that the School should long continue to be a source of inspiration to all those engaged in the task of education.

A. R. C. GIRLS' HIGH SCHOOL,

MUTHIALPET, MADRAS 1.

The Staff and the pupils of the A.R.C. Girls' High School organised a pleasant function, at the school premises on Wednesday the 1st February 1950, in connection with the Dedication ceremony of the new building "SRI NIVAS" gifted by Srimathi R. Devaki-ammal, when Her Highness the Maharani Saheba of Bhavnagar presided. (See photo in the opposite page.)

The pupils of the Girls' High School presented Her Highness with welcome addresses in Tamil and Hindi. Mr. K. Hanumantha Rao, member of the school Managing Board, read messages from the Prime Minister and other Ministers, Judges of the High Court and leading publicists wishing the function success.

Requesting Her Highness to perform the Dedication function, Sri K. Ramiah Chetty the Founder-Secretary traced the growth of the institution from humble beginnings to the present full-blown High School with a strength of 300 pupils. He paid a tribute to Her Highness' interest in the social welfare of the country and added that he would feel happy if the institution nurtured by him should produce enlightened and dutiful mothers of Free India.

Her Highness thanked the Management for the warm welcome extended to her and said that nothing pleased her more than associating herself with any function connected with the spreading of education. She put forth an earnest plea for the opening of more schools by such voluntary donors, to liquidate illiteracy among the masses especially among women. She congratulated the members of the Managing Board on their sincere work in bringing the school to its present status and finally expressed her special tribute to the Donors, who had endowed the building for such a worthy cause.

Mrs. Maragathavalli, Headmistress, spoke of the Correspondent's parental solicitude for the school and requested Dr. U. Krishna Rao to unveil the portraits of the Donors, a gift of the Staff and the students of the Girls' High School, as a humble token of their love and regard for the donors.

Sri K. Venkataswamy Naidu while accepting the building and the portraits on behalf of the Managing Board, eulogised Mr. Chettiar's efforts in the field of education and expressed that the donors' benefaction had paved the way for the advancement of future generations.

BANGALORE

NEED TO SET UP ALL-INDIA BOARD
Presiding over the "annual day" celebrations of the National College and High School, on Feb. 11, Mr. D. V. Gundappa, well-known author and journalist, observed that education was one living whole from the primary to the highest collegiate class. "Unless there is a central authority for the whole of India to regard the entire business of the nation's education as one integrated activity and view every educational problem as organically connected with the general system, planning and co-ordination can never be a success," he added.

Mr. D. V. Gundappa said, that the Constituent Assembly did not appear to have appreciated the need for a

separate agency to shape the educational policies of the nation. It was true that the Union Government, could appoint an All-India Educational Authority, a Commission or a Board. But this would not suffice for the purpose in view. The Authority they needed was a body made up entirely of educationists and scholars and citizens not attached to any political group or faction, and the Constitution should itself have provided for the creation of such a body.

Mr. Gundappa said that to secure the academic freedom of initiative and experiment in the field of education, an independent Education Authority was a thing to be wished for. Co-ordination and standardization ought not to mean regimentation and loss of individuality to institutions like the National High School and College. The freedom to initiate new methods in teaching or to diversify courses of study, to start new activity or try a new discipline, was the very life-breath of a sound educational system. And if this freedom should not come under a menace, it was essential that the co-ordinating and standardizing authority was a body that could understand the value of academic freedom and see the difference between its proper use and its abuse.

KARUR

The staff and students of the Municipal High School, Karur went on an excursion and after visiting the following places between 23rd December 1949 and 1st January 1950 (for 9 days) returned to Karur on the 2nd January. Madurai, Tenkasi, Punalur, Quilon, Trivandrum, Cape Comorin, Tirunelveli, Tiruchendur and Palamcottah.

ADULT EDUCATION WEEK

The first South Indian Adult Education Week was celebrated according to the published programme in the following places: Narasannapetah, Kurnool, Kondanoor, Ambur, Athur.

WARDHA

DEFECTS OF EDUCATIONAL SYSTEM

Madame Sophia Wadia read the report of the second Sub-Committee of the World Pacifist Conference, which had discussed how the principles outlined for the promotion of peace could be fostered through education. This Committee had divided its work into three stages. They first analysed some evils in the present educational system, pointing out that though the majority of child psychologists and educational authorities recognised the right of each child to love, security and freedom from fear, they tended to disregard the continuation of factors inconsistent with this idea, which arose from self-interest and competition. The Committee in its second stage, therefore recommended the careful consideration by concerned groups of ways and means by which, for example, the depressed condition of teachers throughout the world might be remedied and the biased teaching of some one form of religion replaced by introducing to children suitable selections from the scriptures of all great religions.

Further recommendations involved the discrimination of evils arising from excessive nationalism, from the confusion of military training with education, from the use of violent forms of punishment and retaliation and the modification of the current examination system. It concluded with the recommendation that a thorough study should be made of the principles and methods of basic education as an example of one nation's contribution to the training of peace-makers.

GREAT BRITAIN

INDIAN STUDENTS' ASSOCIATIONS IN BRITAIN

In all the leading Universities of Britain where there are Indian students that have their own associations. Typical of these is the Leeds University Indian Students' Association, the secre-

THIRUNELVELI DIST. TEACHERS' GUILD

SILVER JUBILEE: AN APPEAL

The Thirunelveli District Teachers' Guild was started in 1923 and has completed 25 years of service. On the occasion of its Silver Jubilee we make an earnest appeal to every teacher in the district to strengthen the Guild and do his best to make the Jubilee celebrations a great success.

JUBILEE MEMORIAL

A Teachers' House in the headquarters of the district has been a long felt need of the teachers of the District. It has therefore been proposed to erect a Jubilee Memorial Hall on the model of the Guild House constructed by the Thiruchirappalli District Teachers' Guild at an estimated cost of about Rs. 6,000 in Tinnevely or Palamcottah. Funds permitting, it is also proposed to publish a jubilee handbook containing a short history of the Guild and the educational progress of the district.

The Guild House can be an accomplished fact if every teacher in the district contributes his mite and helps in making collections for the Jubilee Fund. It is earnestly hoped that every teacher will rise to the occasion and do his best for this worthy cause.

On behalf of the Guild we also appeal to the Managements of all educational institutions, friends and well-wishers of the profession and all those who are interested in education to donate liberally for the Jubilee Fund.

E. H. Parameswaran, H. Visvesvaran,
President. Secretary.

The Association, according to Mr. Barat, while providing a forum for Indian students for the discussion of Indian problems with national and international outlook, also stands for developing a spirit of comradeship between its members and students of British and other nationalities. It endeavours, through lectures, discussions, socials, meetings and other activities, to make the Indian students understand the problems of other countries, and at the same time to make others under-

EDUCATION IN THE CENTRAL LEGISLATURE

NEW DELHI

ENQUIRY COMMISSION TO BE SET UP

Maulana Abul Kalam Azad, Education Minister, told Parliament on Dec. 15 that Government would appoint a Secondary Education Commission to enquire into all matters connected with secondary education and make a report to the Government.

Maulana Azad, who was replying to a question from Seth Govind Das, said that the system of higher secondary education in Delhi, where a student left school after an eleven-year course, had been in operation for the last five years. According to the report of the local Government and the Vice-Chancellor of the Delhi University, the new secondary scheme had proved a success.

Replying to supplementaries, Maulana Azad said the question of introducing the new scheme in other Provinces would depend on the recommendations of the Secondary Education Commission, which will survey the

different secondary education systems in the country.

The Commission had been appointed to review the secondary education system as the University Commission had reviewed the working of universities.

TEACHING OF HINDI IN SCHOOLS

The Education Minister, Maulana Abul Kalam Azad, said in a written reply to Seth Govind Das in Parliament on Dec. 20th, that the Government of India had accepted in principle the recommendation of the Central Advisory Board of Education, made at its 15th meeting held in January 1949, that the teaching of the federal language (Hindi) should be started at the end of the junior basic stage and should be compulsory throughout the pre-secondary stage, but might be optional thereafter as long as English was the medium of instruction at the University stage.

The Provincial and State Governments as well as the Central administrations had been requested to implement the above recommendation.

THE SABHESAN THANKS-GIVING FUND

		Rs.	A.	P.
	Previous total brought forward	1,926	1	0
111.	N. E. High School, Alathur, Malabar	10	0	0
112.	Pope Memorial High School, Sawyerpuram	5	0	0
113.	Attur Taluk Board Ely. School Teachers' Union, Thandarayapuram, Salem	20	0	0
114.	The High School, Gopalasamudram, Tinnevely	5	0	0
115.	C. A. M. High School, Kondanoor, Ramnad	5	0	0
116.	Sri K. Vedantadesikan, Sri R. M. High School, Thyagarayanagar.	1	0	0
117.	Sri B. A. Bashya Iyengar, Sri R. M. High School, Thyagarayanagar, Madras	1	0	0
118.	Sri V. Thiruvengadathiengar, Sri R. M. High School, Thyagarayanagar, Madras	3	0	0
119.	Sri J. Vaidyanathan, Sri R. M. High School, Thyagarayanagar, Madras	3	0	0
120.	Bishop Heber High School, Teppakulam, Trichy	10	0	0
121.	D. H. High School, Tirupathi, Chittoor	10	0	0
122.	B. Z. High School, Chittoor	10	0	0
123.	Chintadripet High School, Madras 2	25	0	0
124.	Board High School, Koilpatti, Tinnevely	6	6	0
125.	Hindu High School, Ambur, North Arcot	5	0	0
126.	The North Arcot District Teachers' Guild	25	0	0
127.	Messrs. P. T. I. Book Depot, Bangalore	10	0	0
128.	Dharmapuri Taluk Board Ely. Teachers' Union, Komaraswamipatti	15	0	0
	Total	2,095	7	0

FROM OUR ASSOCIATIONS

ATMAKUR, NELLORE DISTRICT

The Working Committee of the Board Elementary School Teachers' Union, Atmakur Taluk, met on 10-12-'49 at 8-30 p.m. in the Board Higher Elementary School, Tatipatri. Eleven members out of 17 were present.

The following are some of the Resolutions unanimously carried:—

1. The Government of Madras in G.O. No. 2392/Edu., dated 22-7-'49 have recognised cub masters' 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, who by the said G.O. are highly disappointed to note with jealousy the partiality shown in the orders. So this Union requests the Government of Madras to amend the above orders and extend the same facility to Elementary Grade Teachers also without further delay.

2. This body requests the Government of Madras to sanction scales of pay to all teachers as recommended by the Central Pay Commission.

3. This body requests the Madras Government to kindly modify the rules so as to count the leave period of probationary teachers for which they receive leave allowances, for increment also, as it is counted for service.

CHITTOOR

The Annual Conference of the Chittoor District Teachers' Guild was held on Sunday, the 11th September, 1949 in the Sai Baba Talkies. Mr. S. Natarajan, President, South India Teachers' Union, Madras presided over the Conference. Hon'ble Mr. K. Madhava Menon, Minister for Education and Law opened the Conference. Teachers from all parts of the district attended.

Rao Sahib Mr. C. Venkataramanaiyer, Chairman of the Reception Committee welcomed the gathering.

Mr. Ramanatha Iyer, Secretary, Chittoor Samskrutha Pracharini Sabha presented the Minister with a welcome address.

In declaring the Conference open, Mr. Madhava Menon referred to his own attempts at restoring the Samskrit language to the place it originally occupied in the curriculum of studies four or five years ago and asked for further lead in the matter from teachers and the public.

Dealing with the demands of teachers for better emoluments, the Minister regretted his inability to do anything in the matter. Out of the rupees 48 crores of revenue, the Provincial Government was spending 11½ crores on Education alone and though he recognised that education was a haste necessity, other departments which were equally important from a public point of view, tied his hands from giving the highest priority to expenditure on education. He said that he could not agree with those who would suggest the abandonment of prohibition with a view to finding the means to pay better salaries to teachers. Even normal restoration of the increment in the pay of teachers would entail an expenditure of half a crore of rupees and what with the proposals from the Director of Public Instruction, Madras for starting four training colleges to meet the shortage of teachers and the need for Rupees five crores to finance the proposed building programme immediately, the Government were unable to devise measures to meet the demands of teachers for better wages.

Mr. Madhava Menon appealed to teachers to realise the implications of these problems facing the Government and help the Ministers with concrete proposals for bettering the quality of education imparted in the schools.

When conditions improved he would be the first to meet their demands for higher pay. For the time being, they should be satisfied if he was able to see that aided elementary school teachers got their full quota of pay of Rs. 30 per month—Rs. 25 by way of Government grant and Rs. 5 from the Managers of Institutions.

Mr. Natarajan then addressed the gathering. He said that it was within the power of the Government to find more money to pay teachers. The teachers were asked to mould the character of young children entrusted to their care and train them to be the future citizens of Free India. Their responsibility was great and it was the duty of the Government to pay them well.

Mr. K. Natesa Iyer proposed a vote of thanks.

The afternoon session began at 2-30 p.m. with Mr. Natarajan in the Chair. There was a symposium on the Teaching Profession.

The following resolutions were then passed :—

1. This Conference places on record its profound grief and sorrow at the premature death of Mr. M. S. Sabhesan, the President of the South India Teachers' Union.

2. This Guild wishes to point out that the scales of pay for Elementary and Secondary School Teachers are utterly inadequate under the present conditions of life and requests the Government to kindly adopt the scales of pay as recommended by the Central Pay Commission for all categories of teachers of all grades irrespective of the various managements.

3. This Conference wishes to bring forward, to the notice of the Government the imperative necessity of enforcing uniform leave rules consistent with the arduous work expected of the profession, in all educational institutions in view of the disparity prevailing in the various institutions and in the case of teachers entering service at various periods.

4. This Guild requests the Government to extend the facility of house

rent allowance to teachers working in all educational institutions (irrespective of various agencies) in the same way as for Government employees irrespective of urban or rural areas.

5. This Conference requests the Government to grant full fee concessions to teachers' children (irrespective of the managements) studying in Secondary Schools and Colleges.

The General Body then proceeded to elect the Office-bearers for the year 1949-50. Mr. S. Natarajan presided.

The following Office-bearers were elected :—

President :—Mr. J. Daniel, B.A., L.T., Headmaster, Board High School, Chittoor.

Vice-Presidents :—

(i) Mr. K. Natesa Iyer, B.A., L.T., Sherman Girls' High School, Chittoor. (On behalf of Secondary schools.)

(ii) Mr. Sundariah, Punganur. (On behalf of Elementary schools.)

General Secretary :—Mr. P. Balakrishna Reddy, Telugu Pandit, Board High School, Chittoor.

Joint Secretary :—Mr. I. S. V. Narasinga Rao, Board High School, Chittoor (on behalf of Secondary schools.)

Representative to the South India Teachers' Union :—Mr. P. Ramiah Choudary, B.A., B.Ed., Board High School, Madanapalle.

TRICHINOPOLY

The following resolutions were unanimously passed at the Conference of Teachers in the Pudukkottah territory held under the auspices of the Trichy District Teachers' Guild :—

1. This conference wishes to point out to the Government, that in spite of the various representations made by the State School teachers the fixation of pay with due weightage in the Madras Government Cadre and the payment of D.A. at Madras Government rates, from the date of the merger have not been effected so far, and that as a conse-

quence the plight of the teachers in Pudukkottah territory has been very miserable. It therefore urges upon the Government the need for the immediate payment of such pay and allowances due from the date of the merger.

2. This conference requests the Government to issue orders requiring the managements of aided Secondary Schools to pay their teachers arrears of teachers' D.A. if any due at Government rates from 1-1-1948.

3. This conference requests the Government to issue orders to the managements of the Aided Secondary Schools requiring them to give weightage to the teachers and fix their salaries in the new Government scales.

4. This conference requests the Government to take into account the total service of a teacher in various recognized institutions for purposes of weightage—irrespective of the difference in the grades of institutions—or the nature of agency or the cadres in which he might have served.

5. This conference urges upon the Government the need for removal of the distinction in salaries as between the teachers of the same grade under Government and aided agencies, since the nature of the work is in no way different.

6. This conference urges upon the Government the need for raising the Government scales to the level of the Central Pay Commission Scales.

7. This conference requests the Government to provide for the free education of teachers' children at all stages of education.

8. This conference requests the Government to issue orders to the Aided Agencies (Elementary and Secondary) to open Provident Fund Account with retrospective effect from the date of the merger (March 1948 on behalf of every teacher).

9. This conference regrets the inordinate delay in the transfer of Provident Fund Account and requests the Government to fix a time limit for such transfer from the date of application by the teacher.

10. This conference requests the Government to grant graciously to all teachers under all managements,—the gratuity to be paid on retirement or at death on the formula (last pay drawn into total number of years of service in Recognized Institution).

11. This conference wishes to point out that for want of training facilities many untrained teachers had been allowed to work in State schools in the Pudukkottah territory and requests the Government to place such teachers who have put in not less than 10 years of service on the trained cadre.

12. This conference requests that untrained teachers of over 10 years service be exempted from undergoing training and that short courses be arranged for them in the Pudukkottah Government training school to facilitate untrained teachers who have put in not less than five-years of service to undergo training.

13. This conference requests the Government to extend the Government Servant leave rules to teachers in aided Institutions also.

14. This conference requests the Government to grant house rent allowance to all teachers at Madras Government rates as the accommodation problems is no less acute in the Pudukkottah territory.

15. This conference requests the Government to ensure of security of service for teachers under Aided Agencies in such a way that they cannot be removed except under the procedure laid down for Government servants.

16. This conference requests the Government that State School teachers be permitted to continue in service to their 60th year and that such service in the case of all teachers be treated as continued service and not new service.

17. This conference requests the Government to sanction craft allowance to such of those teachers in Aided Elementary and Secondary Schools as have qualified themselves.

Two New Series of Textbooks in Tamil
written to suit the Reorganized Secondary School Course

PODU VIJNANAM
(General Science)

By T. P. Srinivasavaradan, B.A., L.T.
S. Swaminathan, B.A., L.T., and
V. Narayanaswami, B.A., L.T.

Book	I for	Form	I	Re. I
„	II for	„	II	Re. I-2
„	III for	„	III	Re. I-4
„	IV for	„	IV	Re. I-8

OXFORD
NAVEENA GANITHAM
(Oxford Modern Mathematics)
By R. Narasimhachari, M.A., L.T.
(also author of the *Government Guide to the Teaching of Mathematics*)

Book	I for	Form	I	Re. I-4
„	II for	„	II	Re. I-8
„	III for	„	III	Re. I-8
„	IV for	„	IV	Re. I-12

A TALE OF TWO CITIES

By CHARLES DICKENS

Abridged and simplified for school use by
EGERTON SMITH, M. A.

This story takes place in London and Paris at the time of the French Revolution.

Dr. Manette who has been unjustly confined in the Bastille for eighteen years, to keep him from divulging the secret machinations of a Marquis, has been released but in a demented condition. Brought to England he slowly recovers his sanity. Charles Darnay, a nephew of the Marquis, renounces his title and heritage and marries Dr Manette's daughter Lucie. While on a visit to Paris to save his faithful servant, Darnay is caught by the Terror, denounced and condemned to death. He is however rescued by Sydney Carton, an English barrister, who has led a worthless life.

By means of a trick Carton enters the prison, takes the place of Darnay, and ultimately suffers death on the scaffold, in order that Darnay and his wife Lucie may live in peace and happiness.

It is one of the most touching and exciting stories and should be read by every student.

Prescribed as an alternative textbook for non-detailed study in English for the S. S. L. C. Public Examination, 1951

Pp. vi + 112, with six illustrations Re. 1-4

OXFORD UNIVERSITY PRESS

**THE 40th MADRAS PROVINCIAL EDUCATIONAL
CONFERENCE**

Devakottai (Ramnad Dt.) May 1950.

Exhibition Bulletin

The 40th Provincial Educational Conference will be held at Devakottai (Ramnad District) about the second week of May, 1950. An Educational Exhibition is a necessary adjunct. In view of the recent introduction of the Reorganized Scheme of Education with special importance given to Social-Studies, Citizenship training, Bifurcated courses, Arts and Crafts, Basic Education, etc., no educational exhibition can be considered complete without special emphasis being placed on these. It is the duty of educational institutions to show to the public by the exhibition of proper and good exhibits, how schools are working the Reorganized Scheme and how these reforms are necessary in making education truly national and useful. Educational institutions and persons that are interested in education are therefore earnestly requested to prepare exhibits under the following headings and contribute their very best for the successful conduct of the above exhibition.

(1) Social Studies, (2) Scientific section, (3) Weaving, (4) Carpentry, (5) Gardening and Agriculture, (6) Domestic Science and Home Craft, (7) Drawing, Painting, Music and other Fine Arts, (8) Manual Training and

Handi-Crafts, (9) Engineering, (10) Secretarial Work, (11) Citizenship activities, (12) Physical Education, (13) Health, Hygiene and Sanitation, (14) Hobbies, (15) School Museum, (16) Red-cross, (17) Scouting, (18) Nursery and Kindergarten, (19) Basic Education, (20) Social Service, (21) Adult Education, (22) Teaching aids for the teaching of the various subjects of the High School and the Elementary School curricula, (23) Intelligence Tests, (24) Assignments, (25) Educational Statistics, (26) Library Books and Periodicals and (27) Exhibits from colleges.

Exhibits should be sent by Railway Parcel to Devakottai (Out Agency). They should be sent after the 15th of April so as to reach the Convener on or before the 1st of May 1950.

Prizes and certificates of merit will be awarded to the best exhibits.

All communications regarding the Exhibition may kindly be addressed to Sri S. Mahaganapathy, Convener, Exhibition Committee, 40th Madras Provincial Educational Conference, Devakottai.

N.S.M.V.P.S.
High School, Devakottai.

THE SOUTH INDIA TEACHERS' UNION

WORKING COMMITTEE

A meeting of the Working Committee of the South India Teachers' Union was held at 1 p.m. on Saturday the 4th February 1950 in the St. Gabriel's High School, Broadway, Madras, with Mr. S. Natarajan, President of the Union, in the chair. Messrs. C. Ranganatha Aiyengar, K. A. Vanchi Iyer, M. Kanniappa Mudaliar, V. Bhuvaramurthi Rao, S. Swaminathan, G. Krishnamurthi and V. Arunajatai were present.

1. The minutes of the last meeting were read and duly passed.

2. The letter of Dr. C. R. Reddy expressing inability to preside over the 40th Provincial Education Conference was placed before the members. The Working Committee decided to recommend to the Executive Board that Dr. Rm. Alagappa Chettiar be requested to accept the Presidentship of the Provincial Educational Conference to be held at Devakottai.

3. The resolutions given notice of by associations and members were then considered and a committee of Mr. V. Arunajatai, Mr. C. Ranganatha Aiyengar and Mr. P. Doraikannu Mudaliar was appointed to edit the resolutions.

4. The agenda for the conference was then discussed. It was resolved to have four conventions, discussing university education, secondary education, primary education and administration, organisation and inspection.

5. The following topics were chosen for discussion at the conference:—

I. New Aids in Education:

- (i) School Broadcasts for Primary, Middle and High School stage and their effective utilisation.
- (ii) Visual Aids with special reference to Films, Filmstrips and Slides.
- (iii) School Museum.

II. Tests and Records.

III. Activities and Projects in Secondary Schools.

IV. Schools and Colleges and the Promotion of Adult Education.

It was also decided to have symposia on (1) the Report of the University Education Commission with special reference to Reorganisation of University and Secondary Education, the Rural Secondary Schools and People's Colleges, (2) Social Studies and (3) Basic Education.

6. Advantage was taken of the presence of Mr. E. W. Aryanayakam in the city to have a discussion with him on Basic Education. Mr. Aryanayakam said that the Government was pledged to Basic Education which, he interpreted, was to be life-centred. He described the work done particularly in Bihar which demonstrated that pupils of the Basic Schools were in all respects superior to those of the ordinary schools. Answering the questions put by the members, he said, that Basic Education did not imply 'Correlation' with a vengeance. He also mentioned that the scheme would, to some extent, be self-supporting if the whole period of 6 to 14 was taken into account.

7. It was resolved to organise along with the Conference an Exhibition illustrating Basic Education work and to request Mr. Aryanayakam to address the teachers. It was decided to write to the Special Officers, Basic Education, of the Government of Bihar, Bombay, Orissa and Assam, requesting their co-operation and assistance in organising the Exhibition at the time of the conference. The suggestion that the work of some of the Basic Schools in the province might be studied and a report submitted at the time of the conference for discussion was approved.

The President thanked Mr. Aryanayakam and the Working Committee meeting came to a close.

V. ARUNAJATAI,

5th February, 1950.

Secretary.

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

A meeting of the Executive Board of the South India Teachers' Union was held at 2 p.m. on Saturday, the 4th February, 1950 in the St. Gabriel's High School, Broadway, Madras, with Mr. S. Natarajan, President of the Union, in the chair:—

MEMBERS PRESENT:

Messrs. C. Ranganatha Aiyengar (Journal Secretary), K. A. Vanchi Iyer (Ramnad), M. Kanniappa Mudaliar (Chingleput), V. S. Venkatanarayana (Nellore), P. Ramiah Choudhry (Chittoor), S. Krishna Iyengar (Mathurai), S. Swaminathan (Treasurer), V. Bhuvaramurthi Rao (Secretary, Protection Fund) and V. Arunajatai (Secretary).

Rev. D. Thambuswamy (President, Protection Fund) and Mr. T. P. Srinivasavaradan (Vice-President, Protection Fund) were present by special invitation.

1. The minutes of the last meeting were read and approved.

2. *Election of President for the Conference:* The Executive Board accepted the recommendation of the Working Committee that Dr. Rm. Alagappa Chettiar be requested to preside over the 40th Provincial Educational Conference. The Secretary was authorised to write to Dr. Alagappa Chettiar conveying the request of the Executive Board.

In case Dr. Alagappa Chettiar was unable to accept the offer, the Executive Board resolved to delegate to the Working Committee the power to choose the President of the Conference.

3. The Executive Board then considered the recommendation of the Working Committee that there might be four conventions at the time of the annual conference and that reports of the discussions at these sectional gatherings might be submitted at the open session

of the conference. It was resolved that the three Ad Hoc Committees constituted by the S.I.T.U. should arrange for the conduct of the sectional conferences relating to college teachers' work, secondary education and primary education.

A fourth committee was constituted with Messrs. P. Doraikannu Mudaliar as Convener, and K. A. Vanchi Iyer and M. Kanniappa Mudaliar as members to arrange for a discussion on administration, organisation and inspection work in schools.

4. The recommendation of the Working Committee regarding subjects for discussion and symposia was accepted.

5. The next item in the agenda relating to the revision of the rules of the S. I. T. Union in the matter of increased representations to District Teachers' Guilds was taken up.

It was resolved to recommend that seats for District Teachers' Guilds on the Executive Board of the S. I. T. U. be made on the following basis: One representative for a Guild having a membership up to and including 400 and two representatives for District Guilds having membership over 400.

N.B.—Members belonging to Municipal, Range or Taluk Unions affiliated to the District Guild will not be taken into account in assessing the total membership of the District Guild.

6. The Executive Board resolved that a deputation consisting of Mr. S. Natarajan, the President, Mr. V. Arunajatai, the Secretary and Mr. P. Doraikannu Mudaliar, the President of the Madras Teachers' Guild, should wait on the Chief Minister and the Finance Minister to press upon them for their immediate consideration and adoption the following points, without prejudice to

the Union's request for a general up-grading of the salary scales of teachers in accordance with the recommendations of the Central Pay Commission:

1. That the teaching grant payable on behalf of teachers in aided elementary schools be enhanced by an amount equivalent to what managements are now being required to pay and which they are unable to pay;

2. That in respect of secondary grade teachers employed in secondary schools the scale of salary be enhanced from Rs. 45—2—85 to Rs. 60—4—120, and

3. That managements of aided secondary and training schools be permitted to pay house rent allowance to their teachers and other employees.

7. The draft amendment to rules relating to representation of communities in the services under district boards was considered.

Without entering into the merits of the principle of communal representation in the services, the Executive Board felt that the extension of the principle to the appointment of teachers in the elementary schools under local bodies, contemplated in G.O. No. Ms. 87, Education, dated 12th January 1950 published in Rules Supplement to Part I-B of Fort St. George Gazette dated 24th January 1950, was undesirable and harmful. The Board expressed the view that in the present state of elementary education in our province, when there is an acute shortage of teachers, all available hands will have to be harnessed to the task and communal rationing of teachers' posts will hamper the progress of edu-

cation and very seriously affect the training of the young child. It therefore resolved to request Government not to proceed further with the proposed amendment.

8. The President reported to the Executive Board the proposed formation of a Children's Library Club and the Board approved of the Union becoming an Institution Member of the Club.

9. The Executive Board was acquainted with the progress of work done by the Study Circle. The members were requested to extend their co-operation in the matter of administering the Model Test Papers that would be sent by the Union in the different subjects.

10. The visit of Mr. R. E. Turner to the office of the Union and Tea with Dr. S. R. Ranganathan were also reported to the Executive Board which ratified the expenditure on the same.

11. A number of representations sent to the Union were brought to the attention of the Executive Board which resolved that the Union should make representation to the authorities on petitions sent to it where definite principles were involved.

12. It was resolved to keep open the Sabhesan Thanksgiving Fund till 1st April 1950. The Working Committee was authorised to arrange for the unveiling of a portrait of Sabhesan and for a memorial lecture by an educationist at the time of the Provincial Educational Conference to be held at Devakottai.

V. ARUNAJATAI,
Secretary.

5th February, 1950.

THE SOUTH INDIA TEACHERS' UNION

A Memorandum submitted to the Hon'ble Sri P. S. Kumaraswami Raja, Chief Minister, Government of Madras, on behalf of the South India Teachers' Union.

On behalf of the Executive Board of the South India Teachers' Union we beg to place the following for your sympathetic consideration:—

1. The trained teachers in elementary schools are now paid a grant at the following rates:

Lower Grade	..	Rs. 18
Higher Grade	..	Rs. 25— $\frac{1}{2}$ —30
Secondary Grade	..	Rs. 35—1—45

A dearness allowance is also paid at Rs. 18 to the Lower Grade Teacher and at Rs. 19 each to the other two grades of teachers.

The management of aided elementary schools are further required to pay Rs. 2 each to the lower grade teacher and at Rs. 5 each to teachers of the other two grades.

Though this order was passed nearly two years ago, very few managements are paying the amount.

In G.O. No. 1154, Education, dated 5th June 1947, it is observed:—

"In view of the increased scale of grants now sanctioned the Government have decided to insist on managements of aided schools allowing a minimum pay of Rs. 30 to a Higher Elementary Grade Trained Teacher and Rs. 40 to a Secondary Grade Trained Teacher. In other words managements should supplement from their own resources to the extent necessary. This will be insisted on as from 1st July 1947. But the Director of Public Instruction is authorised to have an extension of time granted in suitable cases."

We learn that only 19 managements are paying this extra amount, others having obtained extension of time.

The G.O. admits in principle that the initial salary of these teachers be raised by Rs. 5 a month. It makes it

obligatory on the managements to find the necessary funds. The managements are paid a separate grant equivalent to 15% of the grant paid on behalf of the teachers for managing the school.

They need this help for the conduct of the school. Under the circumstances, it is no wonder they are unable to fulfil the terms of the G.O. and are being granted extension of time. In the meanwhile the teachers are suffering a great deal of hardship.

The number of teachers of these grades working in Elementary Schools are given below:—

Secondary grade	..	5,882
Higher Ely. grade	..	45,840
Lower grade	..	3,512

In as much as managements have failed to act up to the G.O. No. 1154, Education, dated 5th June 1947 so far, and Government have not succeeded in making them do so, it is obvious that they are unable to do so and it becomes the duty of Government to take up the responsibility upon themselves and ensure that the teachers get what Government itself had declared as a suitable minimum salary.

The additional cost to government will be only Rupees Thirty-three lakhs, a very small fraction of the total allotment for Education. This will ensure contentment amongst teachers and thus help in securing more efficient service from them.

2. The Secondary Grade teachers in our Secondary Schools are now allowed a scale of salary of Rs. 45—2—85.

This class of teachers have completed S.S.L.C. and a two years' training in a training school. They are generally in charge of the Middle School classes, that is, Forms I to III.

In fixing their scales no account seems to have been taken of the special professional training. Secondary schools are mostly in urban and semi-urban areas.

It is our request that their scale be revised to Rs. 60—4—120. There are 8,000 teachers and the adoption of this scale would not mean any very considerable increase in the educational allotment. It may increase it by about six lakhs. But it would greatly help in diverting to the teaching service a larger proportion of our young men and women.

3. House Rent Allowance. There are a large number of teachers working in aided schools in urban areas. The housing problem is acute in all these areas and rents are becoming high. It is the request of the Union that managements of private aided educational institutions in such areas may be permitted to pay house rent allowance to their teachers and other employees, such expenditure being treated as an approved item of expenditure for assessment of grant.

We are not unaware of the financial commitments of Government at the present moment. But we press these requests for your sympathetic consideration and early sanction, thereby relieving in some measure the serious economic difficulties of several thousands of teachers whose emoluments, it is admitted by all, are very low, lower than the minimum subsistence level.

We are,
Yours faithfully,

(Sd.) S. NATARAJAN,
President,
South India Teachers' Union.

(Sd.) P. DORAICANNU MUDALIAR,
President,
Madras Teachers' Guild.

(Sd.) V. ARUNAJATAL,
Secretary,
South India Teachers' Union.

15th February, 1950.

THE SOUTH INDIA TEACHERS' UNION

Diary for January and February 1950

- Jan. 3. 'At Home' to Dr. S. R. Ranganathan of Delhi University.
Balar Kalvi—November 1949—published.
6. South Indian Teacher—December 1949—published.
Children's Library Club met and drafted rules.
12. Informal meeting of office-bearers.
17. Voting papers for the Election of President to the 40th Provincial Educational Conference scrutinised.
Balar Kalvi—December 1949—published.
21. Study Circle—Meeting of conveners of sub-committees—
Rev. E. W. Menzel attended.
22. The President of the Union presided over the half-yearly Conference of the Kurnool District Teachers' Guild and attended the Silver Jubilee Celebrations of the Guild.
26. Republic Day.
South Indian Teacher—January 1950—published.
29. Informal meeting of office-bearers.
Feb. 4. Meetings of the Working Committee and the Executive Board—
Sri E. W. Aryanayakam attended.
5. Study Circle—Mathematics group Meeting.
10. New Model Test Papers in English sent to schools for being administered to pupils.
12. Balar Kalvi—January 1950—Published.
13. Study Circle—Science group meeting.
14. Study Circle—Mathematics group meeting.
15. A deputation of the Working Committee waited on the Hon'ble the Chief Minister and submitted a memorandum.
18. University Education Ad Hoc Committee meeting.
Study Circle—Science group meeting.
25. Informal meeting of office-bearers.

THE CORONATION HIGH SCHOOL ENGLISH GRAMMAR

(Thoroughly Revised and Improved)

EDITED BY

W. G. EAGLETON, M. A. (Cantab)

Professor of English, University of Mysore

Price Rs. 2

*Recommended for the use of Pupils of Forms 4, 5 & 6 in the
New English Syllabus for High School classes*

The book is priced low and will be found very cheap
for its size, get up and utility

SOME SELECT OPINIONS

...There is no better Grammar Book than Mr. Eagleton's.
—J. C. Rollo.

...It deals with the main points and important subjects,
and avoids unnecessary and finicking details. . . Teachers
of English in India will find this book of inestimable value.
—H. C. Papworth, M. A., O. B. E.

...I have no hesitation in warmly recommending this
text book of Grammar.
Rev. Fr. D'Souza, S. J., M. A., Loyola College, Madras.

...The Coronation High School English Grammar by
Prof. W. G. Eagleton is an excellent publication which will
be very useful to High School students.
Dr. Sir C. R. Reddy.

B. G. PAUL & CO., PUBLISHERS
4, FRANCIS JOSEPH ST., MADRAS-1

OUR BOOK-SHELF

PSYCHOLOGY AND HOME: (Tamil) by Sathia Samuel, Principal, Bishop Sargent Training School, Palamcottah. 276 pp. Price: Rs. 1-12-0.

This is a practical book on psychology based on Indian conditions. Though apparently prepared to suit the needs of teachers and those preparing for teaching, it will be of great use to the general public too, as an understanding of the psychological basis of human actions will serve to remove all misunderstandings and reduce the strain of life's tragedies.

The first chapter deals with the mind and its ways, the next nine chapters are devoted to the psychology of the Home, dealing with such topics as child mind, the psychology of the adolescent, habit formation, sex education, some psychological causes contributing to the happy and the broken homes respectively, psychology and the up-bringing of the child, etc. The later chapters deal with Nutrition, Psycho-analytical Therapy, leisure, etc.

The treatment is popular and is based on the modern findings of psychology. It is extremely practical and will be found to be useful as a text book for pupil teachers, a good help to class room teachers and a practical guide to all men and women. It is written in a simple style. Mr. Samuel has shown that a difficult subject like psychology can be rendered in easy readable Tamil.

THE NEW WORLD WIDE GEOGRAPHIES: By Jasper H. Stembridge. First series: Book I—*Seeing the World*; Book II—*Peoples and Homes of many lands*; Book III—*The World we live in*; and Book IV—*Exploring the British Isles*. Published by the Oxford University Press. Price: Books I and II, 3 sh. 3 d. each and Books III and IV, 3 sh. 6 d. each.

The series entitled "World Wide Geographies" by J. H. Stembridge has been popular ever since it was publish-

ed about 20 years ago. This is a revised series for junior schools and pupils of the age group 7 to 11. The first two books tell the life stories of peoples in different countries. The simple narrative is enriched by informative and descriptive illustrations and photographs. Book II describes the main regions of the World in 20 lessons—156 pages. Book IV is a study of the British Isles beginning from a detailed observation and study of the home region.

Sound geographical outlook is sought to be inculcated by the introduction to the making of relief maps, use of simple ordnance survey maps, weather observations and other kinds of practical work. Exercises—things to do, questions to answer, writing and learning—are given at the end of each lesson. Each book in addition to several maps and illustrations has four full page colour illustrations.

This series is a model of juvenile literature—matter, method, printing and get-up. On page 54 of Book I, the statement the Arab's log book is read from the bottom of the page to the top needs correction. Illustration on page 43—the cart is drawn by bullocks not buffaloes.

We commend this useful series to the attention of teachers and publishers.

V.K.S.

MACMILLAN'S NEW ELEMENTARY MATHEMATICS FOR FORMS I AND II (Tamil). Macmillan & Co., Ltd., Price: Rs. 1-10-0 and Rs. 1-12-0.

Prepared according to the Departmental syllabus, these books contain a good number of exercises and tests within the comprehension of the pupils, relating to daily experiences. They prove very useful text books in secondary schools.

THE ATOM BOMB AND OTHER POEMS Price: Rs. 1-8-0.

The author, K. S. Rama, Department of English Hindu College, Guntur, has

brought out this book of verses (in the enlightenment Literature Series, English). The subject-matter ranges from appreciations of Great Indian Personages of the present to themes that rightly fall within the domain of peace and love. Most of these poems are simply easy prose narratives rendered in verses with the flow of melody and rhymings.

ASPECTS OF CHRISTIAN EDUCATION FOR GIRLS IN SOUTH INDIA: 1712 to 1948. By K. Nora Brockway. Oxford University Press. Price: Rs. 4.

As the title itself suggests, the book covers the enterprise of the various Christian Missions in the field of Education in South—in educating girls and in awakening the women in rural areas. The pioneering work done during the last two centuries and thirty years by the selfless women who dedicated their lives for the emancipation of the ignorance of the women folk of the so-called lower classes in the country is described with illustrations of the pioneers and their activities. The book is well got up and will be a useful addition to any Library on History of Education in India.

THE TEACHING OF ENGLISH ABROAD, PART II. Junior Course. By F. G. French. Oxford University Press. Price: Rs. 2-10-0.

The book contains useful devices for the teaching of English, both practical and illustrated. Very handy for teachers under training and just out of training colleges.

GENERAL SCIENCE FOR FORM IV (Malayalam). By C. S. Venkatraman. Srinivasavaradachari & Co. Price: Re. 1-4-0.

Schools using Malayalam medium will find this a text book for pupils of IV Form in General Science—prepared in accordance with latest departmental syllabus. There is rather a long list of corrigenda at the end which should be eliminated in the next edition.

FIRST STEPS IN NUMBER, BOOKS 1 TO 4. By Dorothy Williams. Oxford University Press. Price: 6 annas each.

These four books of simple sums and problems with illustrations are stated to be posed on the teaching methods described in D. Williams' realistic approach to Number Teaching and will be very suitable for the Kindergarten stages in child's education.

LIVING NAMES—SIX MORE EXPLORERS. By John Walton. Oxford University Press. Price: 15 As.

A small book of 76 pages with maps and illustrations here and there, is eminently suitable for juvenile reading in IV Form of Secondary Schools. It contains the accounts of the following explorers: Vasco da Gama, Ferdinand Magellan, Jacques Carter, Mungo Park, Richard, Burton and Amundsen.

SIVAJI (in Tamil). By S. K. Deva-sikhamany. Christian Literature Society, Madras. Price: 12 annas.

Now-a-days Sivaji, the great Mahratta hero is worshipped everywhere in South India at least once a year on Sivaji Day. A true historical account of the life of Sivaji, based on authentic records is given in good Tamil language and may be usefully prescribed for supplementary reading in secondary schools in III Form preferably. A photo of Sivaji and illustration of Par-tab Garh, Sword of Sivaji, Murder of Afzal Khan and a map of the Mahratta country are the relevant features of the book.

C.R.

THE WARDHA SCHEME. By Dr. K. L. Shrimali, PH.D., Principal, Vidya Bhawan G.R.S. Teachers' College, Udaipur. Published by Vidya Bhawan Society, Udaipur. Price: Rs. 5.

The Wardha Scheme, the Gandhian comprehensive system of education for rural India, is a very vital part of the legacy bequeathed by the Father of the Nation. It seeks to regain cultural continuity with India's past, and to pro-

vide adequately for the Social and Political needs of the India of to-day and tomorrow and thus to bring into existence a new era of planning and co-operation. The scheme springs out of the twin principles of Gandhian philosophy—Truth and Non-Violence.

Basic Education is a Universal, free and compulsory system of education for seven years or longer, covering all the subjects up to the matriculation standard except English, with the mother-tongue as the medium of instruction, plus a vocation as the vehicle for drawing out the minds of boys and girls in all departments of knowledge. The craft is to be chosen with due regard to the environment of the children. Education should be self-supporting. It should cover the minimum salary of the teacher. Hindustani is a compulsory subject of study in order that children when they grow up might co-operate with their fellow countrymen all over India and develop a national consciousness.

Education in craft will enable the children to pursue the Craft as an independent occupation after completing the course. Education through a creative Craft will make learning a purposeful process; will make education concrete, meaningful and real; will maintain a balance between the intellectual and practical phases of experience; will tend to break down the existing barriers of prejudice between manual and intellectual workers; and will develop moral qualities such as self-reliance, obedience, endurance, etc. Sharing in the same craft and other activities of the school, has also an inestimable value in helping its members to transcend those limitations of caste and community which have so grievously divided the nation, and in developing social and co-operative attitudes in children so that they may become responsible members of a truly democratic society.

Religious instruction does not find a place in the scheme as India is a land of many religions. The basic principles common to all religions may be taught scientifically and comparatively.

What is required is a non-sectarian religious instruction to foster a sense of national solidarity, and a sense of respect for all religions.

The self-supporting aspect of the Scheme has been much criticised. But the records of the work done in the Basic School at Sevagram go to show that the principle of self-sufficiency is not impracticable. As the author rightly observes on page 98: "Apart from its financial implications this measure will provide a check which will ensure thoroughness and efficiency in the work of the students and teacher."

The book under review, coming as it does from Dr. K. L. Shrimali, a close student of Gandhian philosophy and an author with an extensive and varied experience of education, may be taken as an authoritative treatise on Basic Education that is eminently suited to the present social and economic conditions of Indian Society. Educational India, nay the educational world, must feel deeply grateful to the author for his masterly exposition of the principles and implications of the scheme. India has already accepted the scheme. All those interested in the vital nation building service that education is, Educationists and Administrators will surely find in this brightly written book a very helpful and invaluable guide in their stupendous task of successfully implementing the Scheme in all its details and bringing into existence a new democratic Social Order suited to the genius of India's people and to her social conditions. Now that elementary schools have miserably failed to solve the problem of liquidating illiteracy, Basic Education deserves a fair trial at the hands of Educational India.

K. N.

PHILIP HARTOG: A MEMOIR BY MRS. MABEL HARTOG. Published by Messrs. Constable & Co., Ltd., London. Represented in India and Pakistan by Messrs. Orient Longmans, Ltd. First published 1949. Dedicated to Philip Hartog's friends. Pages 178. Illustrated with six half-tone

plates; cloth bound. Price: 10 sh. net.

Sir Philip Hartog is quite a familiar name with educationists in India. In fact, his connection with the Calcutta University Commission during the first World War was a turning point in his remarkably useful career. With his varied experience and ripe wisdom he played a leading part in the creation of the University of Dacca. Sir Philip Hartog endeared himself to Indian educationists through the graces of his manner and the clarity of expression with which he espoused the cause of Indian Education in a variety of its branches. The indomitable will with which he worked for the establishment of the School of Oriental and African Studies in London and the crushing criticism of the School Certificate Examination in his pamphlet, '*An Examination of Examinations*,' have won for him the enduring love and admiration of all Indian Educationists. No good teacher of English would ever fail to profit by his '*Words in Action*'.

In spite of the very exacting nature of the work that fell to Hartog almost to the end of his life, he squeezed time to serve constantly the Jewish Community to which he belonged.

The biography contains touching references to Hartog's life-long friends, in particular to his association with Michael Earnest Sadler of International reputation.

The biographer has studiously avoided a domestic portrait of Hartog, although, as his wife, she is eminently qualified to attempt it. In writing about a worthy, the versatility of whose work speaks for itself, it is a natural temptation to make use of what he himself has written and of what other men of consequence have written about him. True, Mabel Hartog has yielded to that temptation but at the same time she has added other features about which she alone is competent to say. Even as a tiny banyan seed contains the gigantic tree, the following extract has all that is to tell us of Hartog's domestic life. "In 1915 came our marriage.

'Happiness has no history' wrote Philip's friend, Oliver Elton, in his biography of C. E. Montague—and I must leave it at that." And Mabel Hartog does leave it at that.

In a commendably short space, the biographer gives us a very clear picture of Hartog's singularly lovable character and remarkable achievement.

Of the special features of this biography, two deserve mention. First, there is something indefinable in every man that either pushes him up or keeps him down. Philip Hartog might not have been kept down; but we cannot escape the feeling that a man of his credentials might easily have risen to higher posts of power and influence. Even that measure of recognition that was given to Hartog was, in large part, due to the fortunate circumstance of his having attracted the attention of Michael Sadler.

"The years were slipping by and neither of his (Hartog's) posts held any prospects of promotion. In vain he applied for both scientific and inspecting appointments. Year after year, in spite of excellent testimonials, he failed to be selected. Was it his lack of inches? or his religion? or merely that he had no outstanding degrees? 'I seem to impress people a good deal more when I am not a candidate and have not to proclaim my own virtues than when I am' he wrote to his sister, and again, 'Oh, the sickness of candidatures'. But with characteristic persistence he pursued the distasteful task no less than eleven times."

Secondly, Sir Philip Hartog spent a large part of his life in serving on committees and drafting reports. This kind of work calls forth certain special qualities which, on the testimony of Sadler, we could say Hartog had in greater abundance than most others. Space forbids extracting here in full what Sadler wrote to Mabel Hartog on her husband's work for the Commission. "Without him it would have been a failure," says Sadler. He speaks highly of Hartog's ready pen, his industry, his

conscience both moral and intellectual, his accuracy of mind and of observation and his ability to compose differences.

It should be noted that Hartog's work compelled a belated tribute even from that proud Lord Curzon.

To us in India this book has a special appeal, for it deals vividly with Hartog's work here for ten years. He impressed upon those that came in contact with him that "he had no race prejudice himself and wanted to make his home a meeting place where prejudices were forgotten." There is kernel of truth in Hartog's observation that it is the power of self-criticism that is so conspicuously absent in Indian Education.

This book deserves an honoured place in the library of every high school and college in India and on the shelf of every Indian Educationist.

G. S.

PROCEEDINGS OF THE ADULT EDUCATION WORKERS' CONFERENCE AND THE FIRST SOUTH INDIAN ADULT EDUCATION WEEK. 99, Godown St., G.T., Madras.

These two pamphlets contain quite a lot of information and literature bearing on Adult Education and will be of great use to those engaged in similar activities elsewhere in India. The South Indian Adult Education Association are the publishers of these pamphlets. The first pamphlet, i.e., one relating to conference is priced annas twelve.

THE HINDU THEOLOGICAL HIGH SCHOOL, MADRAS—DIAMOND JUBILEE SOUVENIR, December 1949.

The occasion of the celebration of the Diamond Jubilee of the Founder of the Institution, late Sivasankara Pandiyaji, is marked by the publication of this beautiful book artistically finished. The contributions to the pages of this volume both by old students and prominent public men (including Mahatma Gandhi) and Acharyas and Educationists all have a uniformity laying stress on the real spirit of this great school—the spiritual background of the class room work and the intimate contact between Guru and Sishya (Teacher

and pupil). The chronological arrangement of the opinions from 1889 down to 1949 is a great testimony to the labour and earnestness involved in the compilation of this volume. Photographs of masters and members of the managing committee with one of Goddess Saraswathi as frontispiece add beauty and grace to the souvenir. The extracts from the letters of Pandiyaji to the press in the year 1888 remind us of the spiritual urge responsible for Pandiyaji's bold venture in the founding of this institution.

SOUVENIR—1949-50. SECOND EDUCATIONAL EXHIBITION.

This annual educational exhibition seems to have come to stay. All thanks to the Ex-Minister of Education, Mr. Avinashilingam Chettiar, who inspired and guided the first exhibition in 1948-49. This year the variety and scope of the exhibition was widened and the public were given opportunity to have a conspectus of the whole of the education as reorganised. The stalls in Vidyannagar in Teynampet and those in the Engineering College, Guindy, put up a very fine show of the activities of school pupils from the different schools of the province ranging from nursery to reorganised secondary education (in its bifurcation course) and including Social Education and Education for the handicapped. The co-operation of the various educational agencies, both official and non-official, in making the Exhibition a success is to be highly appreciated.

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

1. *Mangalagiri*—Chintakrindi Kanaiah High School Magazine, Vol. II, No. 1.

2. *United Nations*—Films and Sound Information—Nine Film strips relating to different subjects with relevant literature. (The office of the S.I.T.U. will be pleased to lend these film strips to educational institutions using 35 m.m. projectors.)

3. *Seven photographs of the activities of Ottershaw School Boys.* (British Information Services.)

4. *Coronets Guide to Teachers* on 12 Film Strips already released.

5. *Fundamental Education Bulletin* (Quarterly). UNESCO, Vol. I, No. 4 (October 1949).

6. *Proceedings of Stockholm Conference of International Federation of Teachers' Associations.* Bulletin No. 3.

7. *Fundamental Education Abstracts* (UNESCO), Vol. I, No. 9 (November 1949).

8. *Education Quarterly*, September 1949. (Published by Ministry of Education, Government of India.)

9. *Summary Report of the International Conference on Adult Education.* Elsinore, Denmark, 19-25 June 1949 (UNESCO).

10. *Britain*—Information and events, 1949.

11. *Gramabhyudaya* — A Kannada monthly devoted to rural development in Mysore, published by the Government of Mysore.

12. *Adult Education Review*—Monthly organ of the South Indian Adult Education Association, Madras—Vol. I No. 1. Edited by G. Harisarvothama Rao. Office : 99, Godown Street, G.T. Madras.

13. *Report of an Investigation into the Reading Habit and Interest of Children and the Juvenile Literature available.* (The South India Teachers' Union. Price : Re. 1.)

14. *Education in Bolivia*—Bulletin 1949. No. 1. (Federal Security Agency Office of Education.)

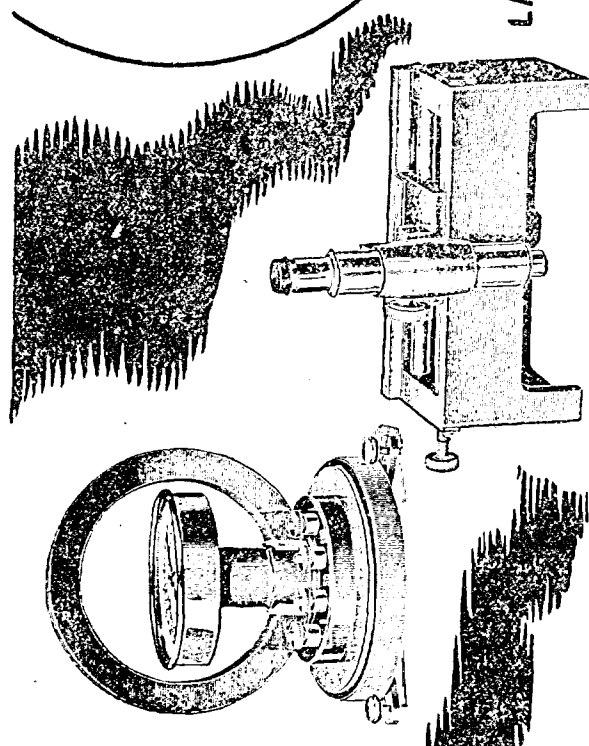
S. I. T. U. Protection Fund, Ltd.

Details of Claim payments during the year 1949.

S. No.	Name and Address	Age at Death	Prem. Amt. paid by member	Benefit Amount	Date of rect. of claim-papers	Date of payment	Remarks
1	Sri. A. Sundaresa Iyer, Tuticorin ...	56	Rs. 1,010	Rs. 1,505 0	7- 3-49	8- 3-49	Pol. No. 193
2	" A.K. Narayana Iyengar, Tuticorin ...	44	123	550 4	25- 4-49	29- 4-49	2480
3	" N. Varadachari, Corpn. Boys School, Triplicane ...	42	120	535 12	17- 6-49	20- 6-49	3023
4	" A. Sankaranarayana Pillay, Tuticorin ...	43	135	562 8	9- 8-49	17- 8-49	2233
5	" K. S. Seshagiri Iyer, Mylapore ...	59	825	1,143 12	3- 9-49	5- 9-49	5
6	" M. S. Sabhesan, Madras ...	62	564	762 8	12- 9-49	13- 9-49	46
7	" M. Seetharamiah, B. H. S. Kalabasti ...	50	223	361 4	24- 9-49	28- 9-49	780
8	" T. A. Balasundaram, Pattamadai ...	49	217	599 4	19-11-49	21-11-49	1928
9	" R. Mahadeva Iyer, Ambasamudram ...	55	184	186 10	15-12-49	16-12-49	1235
10	" M. Gnanapragasam, Tiruvanakoil ...	31	49	1,000 0	(Outstanding)		Paid up 4107
11	" S. S. Kasivisvanathan, Srivaikuntam ...	41	121	800 10			3262

FOR THE DESIGN
EQUIPMENT
AND
MAINTENANCE
OF

LABORATORIES OF ALL KINDS



THE UNITED SCIENTIFIC CO.,
9. SUNKURAMA CHETTY ST., MADRAS.

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

POLICIES ISSUED DURING JANUARY 1950—DISTRICT AND SCHOOL-WAR.

Ramnad—		North Arcot—	
De Britto High School, Deva-		Voorhees High School, Vellore.	1
kottah .. 7		Bd. Ele. School, Velayam-	
K. N. Higher Ele. School,		bakkam .. 1	
Kamuthi .. 6		Dt. Bd. School, Ozugur,	
S. H. N. V. Higher Ele. School,		Walajapet .. 1	
Sivakasi .. 4		Bd. Hr. Ele. School, Perna-	
O. V. C. High School, Mana-		malloor, Arni .. 1	
madura .. 1		—	4
Board Ele. Girls' School,		Madras—	
Abiramam .. 1		Hindu High School .. 1	
—	19	Egmore High School .. 1	
Tinnevely—		National High School .. 1	
Chatram Committee Ele.		—	3
School, Kadayam .. 4		Trichinopoly—	
Thirthapathi High School,		Rajah's College, Pudukottah	1
Ambasamudram .. 1		Chingleput—	
—	5	D. R. Secy. School,	
South Arcot—		Kancheepuram .. 1	
S.S.B.S. Tamil College, Mailam	3	South Kanara—	
Aided Ele. School, Thandarai.	2	Canara High School,	
—	5	Mangalore .. 1	
Coimbatore—		Cuddappah—	
Board High School, Anthiyur.	2	Board High School,	
Bd. High School, Bhavani .. 1		Kamalapuram .. 1	
Bd. Hr. Ele. School for Girls,			
Bhavani .. 1			
—	4		
		Total ..	44

THE 40th MADRAS PROVINCIAL EDUCATIONAL CONFERENCE, DEVAKOTTAI

The Conference will be held in May 1950. The dates and programme will be announced later. Dr. Rm. Alagappa Chettiar, M.A., LL.D., Barrister-at-Law has kindly agreed to preside over the Conference.

The last date for the registration of delegates to the Conference is 31st March, 1950. Affiliated associations are requested to send the list of delegates and the affiliation fee at eight annas per delegate to the office of the South India Teachers' Union, 520, High Road, Triplicane, Madras-5, before that date.

S. I. T. U., Madras-5, }
2nd March, 1950 }

V. ARUNAJATAI,
Secretary.

THE S. I. T. U. PROPAGANDA

Mr. E. H. PARAMESWARAN, President of the Tirunelveli District Teachers' Guild and Member of the Board of Directors of the South Indian Teachers' Union Protection Fund Ltd., and Mr. H. Visweswaran, Secretary of the Tirunelveli District Teachers' Guild visited the following schools in December 1949 and January 1950 :—

1. Chatram Middle School, Kadayam.
2. Chatram Elementary School, Kadayam.
3. Government Girls' High School, Ambasamudram.
4. Tilak Vidyalaya, Kallidaikurichi.
5. Govinda Higher Elementary School, Shermadevi.
6. Muslim High School, Melapalayam.
7. Mandiramurthy High School, Tirunelveli.
8. Sattankulam Elementary Schools.
9. St. John's Girls' High School, Nazareth.
10. Board Girls' High School, Srivaikuntam.
11. St. Mary's High School, Vikramasingapuram.

On the 18th December, they addressed a joint meeting of the teachers of the Secondary and Elementary Schools at Kadayam. On the 24th December they addressed a meeting of the Teachers' Association of the Muslim High School, Melapalayam. On the 28th

December Mr. Visweswaran addressed the Ambasamudram Taluk Teachers' Association.

On 21st January 1950 both of them addressed a large gathering of the Tiruchendur Taluk Aided Elementary Teachers' Union at Sattankulam and explained to them the advantages of the S.I.T.U. Protection Fund Scheme. They also appealed to the teachers to subscribe for the journals 'The South Indian Teacher' and 'Balar Kalvi'.

Mr. K. NARAYANAN, M.A., M.E.D., Headmaster, Muslim High School, Abiramam and member of the Board of Management of the S.I.T.U. Protection Fund visited the following schools and had many members enrolled in the Fund. An Agent was also appointed at Kamuthi.

- | | |
|---------|---|
| 25-1-50 | De Britto High School, Devakottah. |
| 3-2-50 | Pasumalai High and Training Schools, Pasumalai (Madura Dt.) |
| 11-2-50 | Meeting of the Elementary School Teachers. |

Mr. C. RANGANATHA AIYENGAR, M.A., L.T., Honorary Publicity Officer of the S.I.T.U. Protection Fund attended the North Arcot District Teachers' Conference at Vaniambadi on the 11th and 12th February and addressed the teachers at the Conference on the necessity for their joining the Fund.

7 GRAMMAR BOOKS

USED ALL OVER INDIA, BURMA & CEYLON

P.C.WREN'S GRAMMAR BOOKS
occupy the foremost place among
textbooks of English Grammar.

1. THE SIMPLER PARTS OF SPEECH.
Thirty-first Edition.
2. FIRST LESSONS IN ENGLISH GRAMMAR.
Eleventh Edition.
3. THE BEGINNER'S ENGLISH GRAMMAR.
Eleventh Edition.
4. A SIMPLE ENGLISH GRAMMAR ON
MODERN LINES. Nineteenth Edition.
5. ELEMENTARY GRAMMAR ON MODERN
LINES. Twenty-second Edition.
6. A SHORTER ENGLISH GRAMMAR.
Fifth Edition.
7. HIGH SCHOOL ENGLISH GRAMMAR.
Twenty-fourth Edition.

 All the above books were approved for class use as textbooks by the Bombay and Madras Educational Departments; some of them approved also by the other Educational Departments in India, Burma and Ceylon.

K. & J. COOPER - PUBLISHERS - BOMBAY, 4

Sole Selling-Agents for Madras Presidency :—

The Christian Literature Society for India, Park Town, Madras.

An Adventure in Education

This is the short title of a report to the All-India Women's Conference on a Training Course for Teachers for Pre-Basic schools organised under the ægis of the conference for three months from July to September 1947. Miss Mary E. Sweeney, formerly of the Merriell-Palmer School, Detroit, U.S.A. and an expert in Child-Welfare, was responsible for the efficient organisation and conduct of the course in Bombay. She visited India under the auspices of the Agricultural Missions Incorporated, New York City, under an arrangement with the Division of Exchange of Persons of the United States Department of State and at the joint invitation of the All-India Women's Conference and the Tata Institute of Social Science.

The report, which stresses the importance of Pre-Basic Education, will serve as a valuable guide to all those who are interested in the work and whose will be the responsibility to organise and staff such schools.

A perusal of the report will convince any one of the enormous importance of proper care of the child at the Pre-Basic stage. The sections on Physical Growth and Development of young children, the mental, social and emotional growth of young children and the family as a back-ground for the growth and development of young children, throw a flood of light on child growth and are very instructive being based on very careful study. The methods of education adopted in Nursery Schools are described in another chapter and the chapter on Meeting the Needs of the young child in the present day Nursery School is a factual record of how the students who underwent the course organised and conducted an experimental Nursery School. It is sure to be of great value to those who plan a similar adventure.

The importance of taking educational care of the pre-school child is increasingly being recognised. It is of great

advantage to the child and even more so, it gives the opportunity of educating the parent too. It is a report that should be studied carefully by all interested in the reform of Education.

Prof. A. Rama Iyer

Our Readers would have learnt with some surprise of the retirement of Principal A. Rama Iyer from service in the National College, Trichinopoly. We say with some surprise for two reasons: Firstly because no one who knows him well would believe that he had reached the age of retirement. He looks much younger and brings to bear on his work a highly youthful enthusiasm well blended with ripe experience. Secondly, it is a surprise that the Managing Committee should have decided to allow him to retire in the middle of the term. While it is not fair to him, it is equally unfair to his successor to be called upon to take up an organisation in a set up prepared by the out-going Principal. The Government have, we understand, suggested the desirability of retaining in service, Teachers, Headmasters and Principals at least till the end of the academic year if they should complete the age of retirement during the year. In this case, we understand that the University Authorities took the extraordinary step of advising the Management to retain in service Principal Rama Iyer till the completion of the academic year. It is regrettable the Management were unable to accept the advice. We hold the view that the loss is all on the side of the college.

Principal Rama Iyer entered the service of the College in 1919 when the College was started. He and the late Prof. Saranathan together laboured unceasingly towards the building up of the College. If today it holds a pre-eminent place it is largely due to the efforts of these two distinguished educationists. With simple minded devotion, they worked against heavy odds. They have built up excellent traditions.

We offer our felicitations to Sri M. S. Srinivasa Sarma on his appointment as Principal of the College. He has been a regular contributor to the pages of our Journal. His Scholarship and his ripe experience eminently fit him for the post and he has the additional advantage not only of the excellent traditions built up by his two very able predecessors but of his close association with them during his long years of service in the College.

As to Prof. A. Rama Iyer, what the National College has lost, the teaching profession would gain. For we are sure the Union will have a great deal more of his wise guidance in the years to come.

The Vidhya Nagar

The Vidhya Nagar at the All-India Khadi and Swadeshi Exhibition, Teynampet and at the Engineering College, Guindy, was a remarkably successful Educational Exhibition. At Teynampet, its aim was to give a factual representation of what is being done in our Educational Institutions. The exhibits were all carefully prepared and helped the visitors to clear many of their confusing doubts in regard to Basic Education, Citizenship Training, Home Craft Teaching, Social activities, etc. There were as many as 26 sections and each section was in charge of a responsible committee. The exhibition was enlivened by demonstrations. Pupils from the many schools of the City and even from the Mofussil gave demonstrations of their many talents, music, dance, play-acting and handicrafts. The students of the Government School for the Blind, Poona-mallee gave demonstrations not only of how they learn reading and writing, but also of their skill in weaving, ratan work, play-acting etc.

At the Engineering College, the Vidhya Nagar gave a display at a higher level so to say for discerning critics to judge our educational system. We offer our hearty congratulations to Sri R. Narasimhalu Naidu, District Educational Officer, Madras, the Convener of

the exhibition committee and to all the members of the committee for the great success of the exhibition.

Now that Vidhya Nagar is becoming an annual feature, we would put it to the authorities the desirability to capitalise our experience. Many exhibits that were on display were prepared with great care and at great cost. These should be acquired and kept permanently, so that next year, the efforts will be directed not so much in redoing these exhibits but in making desirable additions. In spite of the excellent arrangements both at Teynampet and Guindy, the value of the exhibits would have been greatly enhanced, if Vidhya Nagar was independent. We suggest that the question of a permanent Educational Exhibition as an adjunct to the Government Museum may be examined. The rental charges for the stalls etc., take away a major part of the allotment towards the Educational Exhibition. If a properly designed hall of simple materials could be put up in the spacious grounds of the Museum, this enormous recurring expenditure could be avoided and what is more the exhibition will be available for students and teachers all the year round. It is also desirable that there should be a special officer in charge of the exhibition. Exhibition involves a great deal of planning and organisation and these ought not to be crowded in the last two weeks before the opening of the exhibition.

The Budget and Education

To teachers who were expecting that their many appeals for increased salary scales would be considered favourably by the Government, the budget as presented by the Hon'ble the Finance Minister for the Government of Madras must be disappointing: All Ministers, Members of the Legislature and prominent Citizens have all in unmistakable language expressed themselves in sympathy with the poor paid teachers in Elementary and Secondary Schools and expressed their sincere hope that it would be possible to in-

crease their salaries at least to a minimum subsistence level. But we find no provision made for any such increase. On the other hand the Hon'ble the Finance Minister has gone to the length of showing the great progress made in Education. He has shown that the budget provision for Education has increased from 4.5 crores in 1946-47 to nearly 11 crores in 1950-51. He has also shown that there has been an increase in the number of Educational Institutions at different levels and also an increase in the pupil enrolment. But a careful examination will show that much of the increase in the Education Budget is to be accounted for by the increased cost of materials and also to increased cost of living. Making allowances for these, the per capita expenditure on real education is as deplorably low as it was under the earlier administration. While the cost of living has increased by well over 300%, the teachers' emoluments including the cost of living allowance has only been increased by 50% in the case of teachers. It is no wonder that the Education Minister finds it hard to extend compulsory primary education, as he is unable to get qualified teachers. Not all the artifices adopted such as reducing standards of recruitment, etc., would be of any avail in meeting this shortage of teachers. It is high time that Government realised that appointment of untrained and unqualified teachers or of poorly qualified teachers, and paying teachers salary wholly inadequate to satisfy minimum modest human needs is not only wasteful economy but a great act of 'Cruelty' perpetrated on the rising generation. In a Memorandum presented to the Hon'ble the Chief Minister the working committee pointed out how Government even so early as 1947 declared that the minimum salary of a Higher Elementary Grade Teacher should be Rs. 30 and of a Secondary Grade Teacher working in an Elementary School should be at least Rs. 40. Though three years have elapsed Government have not taken steps to ensure

that this G.O. is given effect to. If the Managements have not acted up to it, it is obvious they are unable to do so. They are on the other hand requesting Government to enhance the grant given to them for meeting the cost of management. It is therefore the duty of the Government to step in and give effect to their own orders by meeting the expenditure from Provincial Funds. The expenditure on this account is a small sum of Rs. 33 lakhs per annum and if the Government express their inability to find it, it can only be attributed to their unwillingness to be fair to the teacher.

The debate on the budget in the Council has brought out a welcome statement from the Education Minister. He is reported to have said,

'all possible measures are being taken to see that free compulsory education is provided to as many children as possible. We have to prepare a plan, consistent with the financial condition of the State and which will achieve results quickly and efficiently. In this connection they will have to realise that they should first produce enough teachers and enough school space'.

These are wise words and show that Government is realistic. But what are their plans to produce school space and enough teachers? The Budget shows a very meagre provision for School Buildings and the Government's method of restricting their share of grant for buildings to a meagre sum cannot act as an encouragement to aided agencies to undertake any extension of school buildings. Nor is their halting and hesitant policy in respect of teachers' salaries helpful to produce teachers. We are however glad to hear from the Minister that the Government have not given up the idea of trying to increase the emoluments of teachers, 'as soon as possible'. That is some hope and we trust that the 'as soon as possible' will be coming in a few months if not a few weeks.



III. An Open Class at The Children's Garden School, Madras

A selection of books for reference in connection with the reorganised scheme of Secondary Education

All these books are recommended by the Department

Brimble	Social Studies and World Citizenship	Rs. 4	14	0
Carter	Builders of the Modern World	Rs. 3	0	0
"	Man's Social Story	Rs. 3	4	0
McKown	Extra Curricular Activities	Rs. 27	3	6
Bhatnagar	A Course in Indian Civics	Rs. 1	12	0
Damle	Civics for Beginners	Rs. 2	10	0
Parkhurst	India, Then & Now	Rs. 1	12	0
Gosse & Burke	The Ladder of History	Rs. 19	8	0

(This is the only book for Teacher's reference recommended by the Department.)

MACMILLAN & CO., LTD.

(Incorporated in England)

PATULLO ROAD

MADRAS-2

99695

Tm 21, N30

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

520, HIGH ROAD, TRIPPLICANE, MADRAS-5

We are assured by Sri E. H. Parameswaran, M.A., L.T., Headmaster, Tirthapathy High School, Ambasamudram that with only one more member of the staff remaining to be enrolled, the Teachers' Association will have all its eligible members on the Protection Fund, thus putting in cent per cent membership.

A splendid example again !

Whose will be the next turn?

WANTED

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

Apply to :

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