

Vol. XXIII

Regd. No. M. 2347

No. 7

417

The South Indian Teacher

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

AUGUST 1950

324

उद्धरेदात्मनात्मानम्.—The Gita.

Raise yourself by your own efforts

CONTENTS

Page

The Discovery of the Child—Sri S. Jagannathan	... 221
Our Regional Language as the Medium of Instruction in Colleges —Sri S. Thothadri Iyengar	... 227
Women's Education—K. Narayanan	... 229
Correlation in Basic Education	... 231
Basic Education—V. Krishnamurthy	... 234
Some Impressions about the Devakottai Conference—R. Mahadevan	... 236
Extracts from Articles	... 238
Gleanings	... 240
Learning for Leisure—D. Krishnayya	... 244
News and Notes	... 245
From our Associations	... 247
Our Book-Shelf	... 250
Editorial	... 254

ANNUAL SUBSCRIPTION

Inland Rs. 4

Foreign Sh. 8

Single Copy As. 6

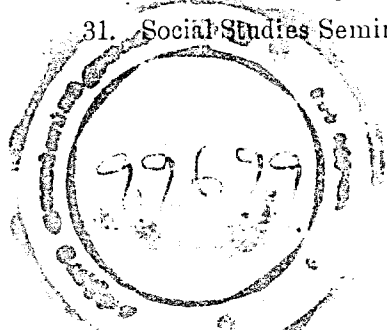
POSTAGE EXTRA

520, HIGH ROAD, TRIPPLICANE, MADRAS 5.

THE SOUTH INDIA TEACHERS' UNION

Diary for the months of July and August 1950

- July 1. Meeting of the Executive Board.
Members to the Working Committee elected.
Tea to Rev. Fr. Jerome D'Souza, S. J.
5. Study Circle meeting.
8. do
10. Joint Meeting of the S. I. T. U. and the Madras Teachers' Guild
Sri E. W. Aryanayagam of Wardha addressed the teachers.
11. Achievement and Intelligence Test Papers sent to schools.
13. Deputation to the Director of Public Instruction regarding S. I. T. U.
membership.
17. Informal meeting of office-bearers.
22. Central Education Week Committee—first meeting.
26. Deputation to the Hon'ble Minister for Education to press on
conference resolutions.
27. Social Studies Seminar Sub-Committee meeting.
29. Study Circle—Science sub-committee meeting.
Education Week sub-committee meeting.
- Aug. 2. The Balar Kalvi—May, July 1950—published.
3. Social Studies Seminar Sub-Committee meeting.
4. The South Indian Teacher—May, June 1950—published.
8. Social Studies Seminar Sub-Committee meeting.
10. Study Circle—Science sub-committee meeting.
14. Deputation to the Hon'ble the Chief Minister led by Dr. R. M.
Alagappa Chettiar.
15. Mr. C. Ranganatha Aiyengar proceeds to Madhurai on propaganda.
16. Study Circle—Science sub-committee meeting.
17. Central Education Week Committee meeting.
26. Informal meeting of office-bearers.
28. Social Studies Questionnaire sent to all schools.
31. Social Studies Seminar Sub-Committee meeting.



THE SOUTH INDIAN TEACHER

Vol. XXIII

AUGUST 1950

No. 7

THE DISCOVERY OF THE CHILD

SRI S. JAGANNATHAN,

Kindergarten Assistant, Teachers' College, Saidapet.

Columbus discovered America in 1493. Jawaharlal Nehru wrote the 'Discovery of India' in 1946. The real discovery of America came to him when he visited the great continent in the 60th year of his age in 1919. Madam Montessori wrote her book on the 'Montessori Method' in 1912. The revised and enlarged edition of the same published in 1918 is christened with the fascinating title, 'The Discovery of the Child.' This discovery of the child here is but an accidental flash of thought that came to my mind in the onerous and sacred task of compiling a case study of a child for the last 42 months. A case study or history of a child is a true record of the daily life of the child from the day of its birth throughout the entire period of childhood. It is these case studies that supply us with the necessary data for the building up of the science of Child Psychology. If only personal contacts with a country and its people alone will lead to the discovery thereof, it is equally necessary that similar personal and unceasing contracts alone will lead to the discovery of the child. "Know thyself" is a great educational maxim for the teacher. He is a student of himself and by introspection examines himself. But in his task of looking back on himself to the early period of childhood, his recollections are meagre. Beyond a certain period his memory will be blank. So then, how shall we get back on childhood? The best way of knowing everything in childhood is to study the child from the day of avatar on earth. So, 'know thyself' will have to be supplemented by 'Know thy child also.' That is the true, direct and straight approach to the problem. It is only the child, that living book in flesh and blood, in joy and mirth, in play and speech and activities that can guide us in the discovery of the child than the book in the library shelf. The latter can no doubt supplement the living book, but can never supplant or be a substitute for the living child.

Let me now give some samples of true records of a child's history taking a day once in six months:

Yr. Mon. Day Daily history.

0 0 15 Could fix, gaze and turn it too.

0 6 15 Throwing the book on the floor and wanting to get the same then and there.

1 0 15 To hospital. Blows the country whistle made of reed, loudly and continuously at short intervals successfully.

Repeats the same. *FLIT... FLIT... FLIT...*

Repeated number of times. Uses whistle made of brass, tin and reed. Prostrates on floor just like father in his morning prayer and pooja. Calls picture Baba, kisses it, lies on it as a sign of bowing.

Yr. Mon. Day. Daily history.

1 6 15 Seeing brother not sitting before his plate at meal time, goes to his room calling his name all the time. Leads him to the plate. Serves water from a small spoon. Closes and opens a tin with change and shakes it making loud noise.

2 0 15 Names Takli with one in hand. Digs sand with one end of it. Tells his name in full when asked by servant maid. When she says மாவு வேணும் காப்பி வாணும், he retorts தப்பனா, (name of the servant maid) பொய் சொல்லறான்—அம்மா சொல்லி பூசை அடி.

Tells his experience at the hospital. மாமி (for the doctor) செங்கு அழுத்தி வையா (dresser) கட்டி. Cries in loud tone saying வெளியிலே போய் Feverish in the afternoon. Subsides later. செங்கு தேவலை ஆசனும் அம்மா சொல்லி.

When she smears sacred ash (Baba) on his forehead. சுருக்க தேவலை ஆசனும், Goes to the drain to urine etc.

Hiding brass seive under father's towel says காணும் காக்கா கொண்டு போச்சு. To question அதிலே என்ன பண்ணறது, he says அரிசி பொக்கு. Takes it to mother and says அம்மா, மொறம். அரிசி பொக்கு.

Plays cooking with toys with his sisters. Calls father to take his food (அப்பா சாப்பிட வாங்கோ). அடுப்பு பூட்டிபாரு. காப்பி குடிக்கறயா? வாண்டாம் ஒம்புக்கு ஆகாது. கொஞ்சுண்டு குடி. வாணும். சாமி, செங்கு தேவலையாப் போகணும்.

Sings as it pleases him.

2 6 15 He was right in saying he swallowed one curry last night as one was found in his stools. கோழி கொல்லிலே வந்துடுத்து. தொடைச்சு விடு. after being washed. After dropping his chalk he says அங்கே கீழே போட்டுட்டேன் ஏன் அழல்லே? asks father when he had some ear drops at the hospital. அப்பா அங்கே மருந்து போட்டுண்டா காதலே, யார்? டாக்டரு பருப்பு சாதம் சாப்பிடலாமா? பத்தாவுக்கு அம்மா அவரைக்கா தின்ன அதட்டல் போடுவையா? பத்தாவுக்கு அப்பா என்ன வாங்கிண்டு வந்தா? நான் தான் கொடுத்தேனே says to brother He adds, அப்பாவுக்கு மாத்தரம் போடறியே. Asks mother பத்தாவுக்கு சின்னதா வாக்கப்போறயா. as she prepares pan-cakes. Draws a figure and calls it zeep. Asks father to draw நீல காக்கா with blue chalk and he himself makes a vadai in its beak. He then says காக்கா வாயிலே வடை வச்சிருக்கு. He adds ஒம்பொடி. கொத்தி நொருக்கி வச்சிருக்கு recalling past experience about the crow and himself.

இது அரிசி படி. measure for measuring rice.

இது தட்டான் கார மாமா—மாலதி டோலக் பன்றது looking at a balance in a book. ஏன் என்னை அடிச்சே—தோசை கெடயாது. வேர்க்கடலை விக்கறா. இதெல்லாம் தூத்தம் குடிக்கறது. பொட்டி. தெறந்து சாக்கட்டி எடுக்கறா இவன்-சிலேட்டுலே எடுத்துப்படிக்கறா. இவன் நன்னு ஒதைக்கலாம்.

Yr. Mon. Day. Daily history.

0 15 வீடு கொண்டு வர. அந்த விடுதான் சொல்றேன். Keeps his things in his toy house. சாக்கு கொட்டிப்போயிடும். மரக்-கட்டை எஞ்சின் ஒடைஞ்சு போயிடும். Has a fall from the cot and cries. But feels all right later. Asks mother தூக்கிடு to enable him to sit in the chair. Imagines sprain in his hand and says நாளைக்கி சரியாப்போகும். கொலு வச்சுக்கும்பட்டா-சரியாப்போகும் bringing his hands above as if to bow. பொம்மை போடணும் தெரிஞ்சுதா. எப்படி தெரிஞ்சுக்கணும் பொம்மை போடறதுக்கு.

When father inadvertently says சுட்டி he corrects him by saying சுட்டா சொல்லு as it was addressed to him and not to his sister.

Counts the drumsticks in the soup. Two drumsticks are double, Finding three in the bottom plate calls it முனு. He then adds இன்னுனு போட்டா நாலு ;

When a visitor comes in he asks என்ன வேணும்?

When the next house girl calls him he responds ஏன்.

Draws in the whole of the front yard umbrella, car, etc. and also on the pial.

என்னடா பொய் சொன்னியே பாயி (Tailor) கடைக்கு அழைச்சுண்டு போறேன்னுனே. Thus saying hints his brother in his books. புள்ளையார் சதுர்த்தி ஆச்சு. கோகிலாஷ்டமி ஆச்சு. பத்துநாள் கழிச்சு கொலுவரும்.

தேங்கா சட்னி ஒறைக்காது. மெளகா சட்னிதான் ஒறைக்கும்.

Does not want mother to feed him either in the morning or at night. Prefers to eat by himself.

6 15 திங்கறதுக்கு என்ன தரே? getting plantains and biscuits from his sister and brother. ரெண்டு பலப்பம் வச்சிருந்தேனே. Searches for his two slate pencils. இதைப் போட்டுண்டு எங்கே கெளம்பறே asking father where he starts for.

அரை விசை மிந்திரிப்பருப்பு வாங்கிண்டு வா. அம்மா உருண்டை பிடிச்சத்தருவா. திங்கறதுக்கு ஏதாவது வாங்கிண்டுவா. கிருக்கிறதுக்கு வாண்டாம்.

இந்த உள்ளைத் தெரந்துவிடு. இந்த உள்ளை பாக்கறேன். இங்கே சத்தமாயிருக்கு (in the verandah.) Prefers to read in brother's room by sitting in the chair and leaning his legs against the wall and thus sitting quite easy. பாக்கலாம் ஆனால் தொந்தரவு பண்ணப்படாது.

என்ன இருக்கு பாக்கறேன். Sees dust floating in the sunlight, wants to catch and kick it.

ராமருக்கு கொண்டாட்டம். எனக்கும் கொண்டாட்டம்.

To question இன்னிக்கி என்ன பண்ணுவா he answers பாயசம். Also adds நம்மாத்துலே எல்லாம் வருது. நோம்பு halts to know when it comes off.

Yr. Mon. Day, Daily history.

எப்ப சாப்பட்டனும். பூஜை பண்ணின அப்பறமா சாப்பட்டனும்.

இது என்னதுக்குப் போடறது When incense is thrown on cinders. போட்டா பொதை வருமா? When questioned later இன்னும் என்ன வரும். he smelling answers வாசனை.

Looking at pictures on walls from the swing he makes his own story. கருடன் உன்னோ போனால் சாமி எல்லாம் வெஷம் பன்னும். கருடன் இருந்தக்க முக்காலே குத்திடுவன். பாடவும் பாடு—படிக்கவும் படி—பூஜையும் பன்னும்.

It is not a wonderful phenomenon to see the subtle human mechanism from a state of peace, tranquillity and bliss on the day of its birth-Parabrahmaswarupa—on its onward march making headway in the race of life of immense and untold activities and problems.

II. Monthly summary. Twenty-fourth month.

A. Physical and Muscular development.

Manages to lift and hold big and fairly heavy things (planks, vessels.) Balances himself in small space standing on box, plank. Can have things in both hands while walking. Walks with hands at the back. Throws things about. Throws back fast with rapid hand movement. Claps hands.

B. Understanding and behaviour activities.

Owens his actions. (tearing, urinating, scribbling).

Doing by self for self and others.

Recognition of frequent visitors, familiar places visited, and familiar situations.

Repulsion to dirt. Builds blocks (Railway train, temples.)

Love and affection to familiar persons. Fear of darkness. Remembers pet names. Enumeration of belongings. Kitchen preparations. Concentration in work. Care of self. Signs of obstinacy.

C. LANGUAGE GROWTH

Recognition of colour. Colour words and taste words added to speech. The words making unit of speech. Also talks in three words. அத்தா சீகா குடி. ஆடி எஞ்சின் பாரு. அப்பா இப்பி சத்தா. Speech in sequences or steps. Food, monkey dance, lime juice preparation. Picture books.—Pictures in books and magazines.

III. A child's vocabulary in the last four months in the second year.

Months	21	22	23	24
Relations	...	7	1	...
Food	...	27	12	2
Self	...	15	8	6
House	...	9	23	16
Animals	...	18	11	2
Belongings	...	22	8	...
Parts of Body	...	9	4	3
Action words	...	12	31	33
Outdoor	...	8	10	2
Qualifying	...	6	14	18
Colours	...	4	3	...
Total for the month	...	137	125	82
Total for the period	...	137	262	344

Synthetic study.

In the study of the whole child we come across so many factors concerning the child, his relation with and towards others, his bodily development, his health, his behaviour and understanding activities, genesis and growth of language, etc. What we need is the study of the whole and full child. Every day is but a link in the life of the child. It may be imitation, repetition, or reproduction, or just the daily routine with perhaps some tinge of originality too. It is a piece of its own manifestation in its own effort of blossoming and unfolding of the entire personality. To us it is a peep into the laboratory of the creator where we are passive observers and wherein we tread more cautiously little by little and pursue our way in thought, wonder and admiration. A parent, a teacher, a lover of children or any one as a matter of fact can derive immense pleasure each in his or her own way. But the pleasure of reading childhood is always in the forefront. How could such a small child reveal so many wonderful things? Krishna as a child revealed Himself to his mother Yasodha and through his sand play made her realise that the whole universe is contained in Him and that He is Himself the manifestation of the entire universe. God Subrahmanya as a child revealed to His Father the secrets of Omkara or Pranava. Are those 1000 year old stories? The children of the present day, in their work, in their silence and in their play, do reveal certain enormous powers characteristic of child life much to our own surprise.

The Child, the Teacher of Teachers.

The human child stands foremost in God's creative art. The child believes us. He can discern truth. He will err and can discover mistakes. He is set in that complete form and sufficient self equipment for the life before him. It is for us to prepare the right atmosphere in and amidst the home and its nature's gifts all around. As one to set an example to the child in the formation of habits, speech and behaviour, we must change our whole selves in such a way that he sees only the right and the best in us. He is effecting a change in us from within and without and through that great living influence we are led to be true in thought, word and deed I would add, however, that to err is human. We do make mistakes in spite of ourselves. But the influence of the child is there and it is a potent factor in setting us in the right track. In our effort of discovering the child we see that the child is discovering its own self in its natural home and surroundings. We must live with the child, wait for the child, water the child and be the child so long as we are with it, at the same time trying to know and understand each other. Let us talk to him, play with him, and be his companion. In this process we are mutual guides. We discover the child and discover also the ways and means of approach to the problem of the education of the child. Is not education a growing continuous and unifying process? Freedom is essential. Guidance, direction and control are also equally necessary. But the latter must be timely, appropriate and occasional, but not frequent. These must be administered in such a way as to evoke the rightly expected response.

Organise the work.

Each day's observation must be noted then and there in a record book kept for the very purpose, always ready within reach. Sometimes it may happen that as the child is speaking or doing we may lose sight of the string of the doing or behaviour or speech. As the speed of thought is flying fast it is but natural we may forget some thing that had happened even within a short space of time. Hence the need for immediate jottings without being noticed by the child. It is not for the sake of record but more for the sake of true observation of things done or expression heard or shown. From these humble beginnings the organisation expands and I give below the result of my own experience in this matter:

- i. Fair copy of these jottings in a neat form.
At the nursery in the garden of life:
- ii. Monthly analysis of these observations under three major headings.
 - (a) Physical and muscular development.
 - (b) Understanding and behaviour characteristics.
 - (c) Genesis and growth of language.
- iii. A picture record of contact with nature and surroundings.
- iv. The language of speech.
- v. The magic of speech. God's greatest gift. One expression carrying more than one meaning.
- vi. The evolution in speech from baby talk to correct form.
- vii. Vocabulary from 1 year 9 months to 2 years under the headings as shown previously.
- viii. Language from 2 to 3 years and thereafter.

As we sit at this work, work will be getting more and more interesting and we will be tempted to sift and examine the work in a more scientific way for further elucidation, abstraction, etc. Apart from putting these observations in note books, I had also got them in the shape of hanging and illustrated charts.

Plea for the compilation of case studies.

In education is implied the education of man, the full man. Every one interested in education by life, for life, through life and throughout life and all about life cannot but be impressed with a compilation of the case study of a child, and nay, of many children. Even in the west such works are very rare. In the midst of attractions and distractions there is some concentration. To those who are really interested in children there is no fascinating and illuminating study than this study of childhood which is in itself the discovery of the child. To be absorbed in the human child is perhaps greater than 'Tapas' in the jungles and forests. We may agree in broader details. But only on the basis of true data that we could discern variation in details. The cause may be manifold but what we are pertinent about is the getting of true data on the basis of direct observation. Amidst the vast differences in life we will be able to see the soft cord of unity permeating the whole garden of life.

Should not Mother India possess such case histories of her own children who form the real flowers in this garden of life in the sunny soil of India? To those working in the nursery or pre-basic classes or schools, this will be a valuable boon for guidance and further thought. Reading of such case histories will add to the resourcefulness and make their knowledge real and useful.

Could any one say that he has really discovered the child? Even after these 37 years of life as a teacher, I must in all humility answer the question in the negative. We are merely attempting at discovering the child. It is an exploration in the kingdom of children. Many more secrets of childhood have yet to be discovered. Many more children have to be studied this way and the road on the journey to discovery is still longer. Most blessed are they who live in the kingdom of children unhampered by all the complexities and turmoils of life and regain the lost childhood. To those that wish to undertake similar studies, I only wish that God will bless them with His greatest gift and also the strength of mind and body to pursue the study, profit themselves and profit others too.

OUR REGIONAL LANGUAGE AS THE MEDIUM OF INSTRUCTION IN COLLEGES

SRI S. THOTHADRI IYENGAR

Vice-Principal, National College, Tiruchirapalli

I am glad to avail myself of the opportunity to place before the University Education section of the Provincial Educational Conference my views on the medium of instruction for Arts subjects in our colleges.

Along with a number of my colleagues in the History Department of the National College, Tiruchirapalli, I have been engaged in teaching *Indian History and Modern History* for the Intermediate classes in Tamil for the past three years. We have had a Tamil section for these Histories besides the English section. We have diverted students weak in English to the Tamil section.

My experience as a teacher of Histories in Tamil at the Intermediate stage and also as an examiner has been pleasant and refreshing. The students' grasp of the subject becomes easy when instruction in a foreign medium is replaced by instruction in the mother tongue. Once this initial handicap is overcome they are able to express themselves with commendable fluency and lucidity. The Tamil scripts we value at the examinations are judged from the general level of performance of the candidates, definitely superior to the English scripts wherein many of the candidates do not appear to their best advantage. The medium of a foreign tongue paralyses their power of effective expression. In their strenuous efforts to get over this preliminary hurdle their mastery of the subject and their ability to present their facts and generalisations cogently in the proper order are also adversely affected.

The mother tongue is, so to speak, a transparent medium the use of which enables one to paint a subject in its true colours while a foreign tongue inevitably turns out to be a *distorting medium* throwing the picture presented out of perspective.

It may be thought that for a college teacher accustomed to the use of English as his tool for teaching, a sudden switching over to Tamil will be something of an ordeal. This difficulty has never been experienced by us. The teaching of our subjects both in English and in Tamil has proved, on the other hand, to be an exhilarating experience. Not only that. We have found that with a given number of hours a larger quantum of work can be done in a fuller, more satisfying way with Tamil than with English as the medium.

While my impression of Tamil as the medium of instruction at the college stage is wholly favourable, I must also refer briefly to the difficulties standing in the way of the experiment.

(1) Text books in Tamil on the subjects taught are not yet available at the higher stages. To leave the student to tackle a subject without the constant companionship of a good text book—however proficient the teacher may be in putting his pupils *en rapport* with the subject of study—is, I feel, educationally unsound. A determined effort should be made to fill this lacuna by starting instructions in Tamil in a large number of colleges at the same time and thus stimulating the publication of the needed text books.

Technical terms that have to be rendered into Tamil have not given as much trouble. The rich resources of the Tamil language are ample for our purpose. But in the teaching of science subjects where a large number of technical terms and formulae may have to be employed the difficulty will be greater. Standardised equivalents for many of the English terms will have to be chosen with care and our governments, national and provincial, have already begun to devote attention to the matter.

(2) Tentative experiments confined to one or two subjects are not enough. They must be made *all along the line*. For example, teaching the Histories in Tamil at the Intermediate stage and then reverting to English at the B. A. pass stage robs the system of all its value. Again, allowing a few colleges the option of teaching some subjects in Tamil without actively encouraging the employment of that medium for as many subjects as practicable in a good many colleges is not the proper way of initiating the change.

(3) I have found that the main obstacle to giving this educational reform a fair trial is largely a psychological one. Many parents and students, and I may add a good number of educationists, seem to have a pathetic preference for the language of our former masters. I confess that I yield to none in my admiration for the English language, but there is nothing to prevent our studying that language *for its own sake*. Why give it a more complete sway over our minds by permitting it to give a twist to the intellectual growth of our boys and girls from their early years? The study of all knowledge subjects in our own tongue must, on a long view, be regarded as an elementary expression of our self respect.

Much play is made of the decision of the Government of India to give up the use of the English language after 15 years. I have heard many talk in this strain. "If English is to be retained for 15 years, why be in a hurry to fly away from it? When the regional language has *perforce* to be adopted as the medium, we shall think about effecting the change." The object of our Government in fixing this time

limit of 15 years is that the foundations of the new method of education should be "well and truly laid." Instead of understanding it in this light some of us would regard it as a convenient pretext for putting off the evil day by following the line of least resistance! I am unable to understand, much less appreciate, this line of reasoning.

(4) The Madras University is catering to the needs of a multi-lingual area and it may be contended that if the experiment now under discussion is to be boldly tried that may result in the enthronement of a babel of tongues—Tamil, Telugu, Malayalam, Kanarese—in the curriculum of the affiliated colleges. That is a very real difficulty particularly for a university which is so largely an examining body. But surely the long term solution for it is, not the shoving aside of the regional language but the starting of a number of different universities for the different linguistic areas of the State.

In conclusion, I may quote the words of the recent Report of the University Education Commission on the place of regional languages.

"Higher education is the door through which some of the educated youth will pass into federal services and federal politics. But much the greater proportion will remain in the provinces. Both from the point of view of education and of general welfare of a democratic community it is essential that their study should be through the instrumentality of their regional language—Educated naturally in the regional language they ought to achieve higher standards of learning and of thought and should be able to give a powerful stimulus to research and extension of the boundaries of knowledge."

WOMEN'S EDUCATION

K. NARAYANAN, M.A., L.T., (Madras); S.T.C., (Bombay); M.Ed., (Delaware—U.S.A),
Lecturer in English, Teachers' Training College, Karaikudi.

Importance

324
"Adult Education" says the English Adult Education Committee, 1919, "is a permanent national necessity and an inseparable aspect of citizenship and therefore should be both universal and lifelong." The movement of self-Government is accelerated only through a literate and educated population. "It will be oligarchy, not democracy, if only 10% of the population go literate," observed Dr. Laubach, the well known Philippine Educationist in the course of his recent South Indian tour. No one can deny that the need for Adult Education is as great for women as for men. We learn from history that in the reign of Asoka about 60 per cent of the inhabitants of this land were literate. To-day, however, barely 10 per cent of the population are literate, of whom women constitute not even 3 per cent. The percentage of literate women in India compares most unfavourably with that in other countries.—England 92 per cent; Japan 96 per cent; Russia 83 per cent; Germany 99.7 per cent; India 2.8 per cent. If we remember that the hand that rocks the cradle rules the world, and that woman has always been the inspiration of man for weal or woe, we cannot but encourage women's education. Moreover, when we educate a man, we educate but a single individual; whereas when we educate a woman we educate the whole of the household, for no literate woman ever allows her children to remain illiterate or lapse into illiteracy. If we desire to secure the literacy of the adults of tomorrow, we have to make the mothers as our objective and concentrate our attention on women's education.

Aims

In most other countries adult education has nothing to do with the liquidation of illiteracy. Adult education organisations have concentrated their attention on the retention and extension of the knowledge acquired by men and women during the school life. We in India are faced with a

different problem—the problem of not further educating the literate adults but of wiping out the illiteracy among the adults. Literacy provides key to knowledge. Next we have to make them understand the facts of life and lead a fuller and happier life. "The role of adult education in India," said Mr. Banning Richardson in a paper read before the East India Association, "is to improve the economic position as well as the cultural and intellectual level of the ordinary citizen."

Removal of Illiteracy among Women: Urban and Rural

In countries like England and France the Government provides education for the masses. In India the Governments—Central and Provincial—are very keen on social education. But stress must be laid on private and voluntary effort. All women's associations in India must harness and organise all available talent and service and launch an intensive drive against illiteracy among women by holding adult classes. Educated women should devote a few hours a week to the teaching of adults. Every educated woman has to sign a pledge binding her to make two illiterate women literate during the year. In U. P. Literacy day was observed on January 15, 1939, when even the Governor signed the literacy pledge. Indeed what is wanted is a missionary spirit among the workers.

Colleges and Universities are looked upon as means of irrigating the mass mind with the streams of knowledge. In Urban areas young collegians should spend some of their time during their holidays in removing the illiteracy among the adults by holding adult education class for women. Girl students are preferable. In fact in Japan and Russia thousands of illiterate women were made literate by the efforts of the students. As for the women employees in factories, the industrial magnates must undertake the social and humanitarian task of educating the labourers by organising classes in the company pre-

mises during the working hours. This is a vital necessity in view of the fact that the women employees have to attend to domestic duties in the morning and evening hours.

Eradication of illiteracy among the rural women is much more difficult than that of urban women in view of the paucity of the educated women in villages. Hence teachers must go to the villages during the holidays and vacations and conduct classes. Government must help them with liberal grants. It is interesting to recall the Chinese experiment. There is an old Chinese proverb which states that food and health flow from the country to the towns, and knowledge and education, from the towns to the country. An experiment on these lines was made in China to establish intimate contact between the rural and urban areas for the interchange of what each had to give to the other. Government granted scholarships to the students who were expected to go into the country during the vacations in order to give free service to the villagers in educating them. The experiment was pronounced a distinct success. In India also the same experiment can be tried with advantage.

Dr. Laubach's method of teaching the adults

In the stupendous task of stamping out illiteracy among the men and women in India, it is advisable to follow the method advocated by Dr. Laubach. The method is this. With the help of the alphabet chart any adult can easily acquire the capacity to read in about a week's time. This is the first step. The more important step is to place in the hands of adult transitional literature in the form of pamphlets containing short articles having a direct bearing on the life of the adult and written in the basic Hindi, or basic Kannada or basic Tamil etc. It is pleasant to note that the Hyderabad State has already undertaken the task of the compilation of a list of basic Hindustani, basic Telugu, and basic Marati.

Education of Women

As has already been pointed out, mere literacy should not be the main

object. Women should also be educated. They must be trained for intelligent wifehood and motherhood. Spinning, weaving and sewing, needlework and music should be taught. Lessons and talks on morals, domestic science, domestic economy, cookery, infant-breeding, housewifery, physiology and hygiene, history, geography, and mathematics should be given through the medium of the vernacular. In this connection the film, the magic lantern and the radio can be pressed into service. This will ensure interest and attention. In Germany the Federal Department of Visual Instruction has obtained the co-operation of German producers to prepare educational films. In America 20,000 institutions make use of the films as a means for propagating useful knowledge to the young and the old.

Preventing the adults from lapsing into illiteracy

In order to prevent the adults from lapsing into illiteracy, the system of moving libraries or libraries on wheels similar to U. P. Scheme of moving hospitals to render medical aid to the people in the villages, can be adopted. Libraries are the nurseries of adult education. The best example of rural library service is America. The creation of suitable literature in the local languages is the *sine qua non* for the success of any scheme of adult education. An All India Board with provincial branches should be appointed to produce literature on all important aspects of life written in simple and attractive manner. Government and Universities must help the Board by publishing cheap and popular books.

Conclusion

Removal of illiteracy among women and education of women are, no doubt, Herculean tasks. But the success of Russia and China in this sphere shows that the problem, however great it may be, is not beyond solution. Where there is a will, there is a way. Private agencies and Government must pool their resources together and see that the demon of illiteracy among women is driven out of the shores of India.

CORRELATION IN BASIC EDUCATION

A paper read at the Madras State Educational Conference, Devakottai in May, 1950

I deem it a great privilege to have been called upon to say a few words on correlation before this august body of experienced teachers.

(2) Basic Education is rightly the latest fad and correlation is one of its chief items of interest.

(3) Once, I was asked by a high-placed official, whether I could correlate any topic given by him. I answered, "I could do it, only if it was natural." Such scepticism results from a misapprehension in the minds of the public that correlation is everything in Basic Education and it is with reference to the craft alone.

(4) We have to remember that correlation is just one of the features of Basic Education. The main principles of this new Education have to be grasped before correlation is attempted or realised in its entire scope and efficiency.

(5) Basic Education is a new approach, nay, it is a revolt against the old order. As in other spheres, political, social and economic, it was left to the genius of Gandhiji to open out this new path in the field of education. For "the India of his Dreams", for the "ushering in of a juster Social order", he envisaged this new type of education which would result in the harmonious development of the individual. This is possible only through (1) the medium of a craft (2) through productive manual labour and (3) through co-operative life. Correlation plays a prominent part in this scheme of basic education. It is well that we do not forget the following facts.

1. The child is a growing organism at once mysterious, complicated, delicate.

2. He loves activity and that is how his natural inclination lies.

3. All knowledge gets itself integrated in the child's mind.

4. His instinct of curiosity and play are to be harnessed for educational purposes.

5. He has to be developed fully forming a harmonious blending of the head, heart and hand; in other words, physically, intellectually, socially and morally.

6. The Education imparted should be a real preparation for life.

7. His social instincts have to be fostered on right lines, ultimately for the common weal.

8. Doing is the best form of learning; intellectual and social benefits are by-products in craft.

6. At the risk of carrying coal to Newcastle, I have enumerated the above principles because they form the background giving importance and utility to correlation. This correlation is directed towards three centres intrinsically connected and inter-related, the physical environment, the social environment and the craft. Craft-work forms the connecting link between the other two items, physical and social environment.

7. Thus, it will be seen that the scope of correlation is not confined to craft alone, as is popularly supposed, but to a varied number of topics social and physical. Our instruction has to be built round these three integrally related centres.

8. You may ask, "Why this fad of correlation in Basic Education?" The answer is: It eliminates a long-standing anomaly in our old scheme, the division of knowledge into unintelligible water-tight compartment, or pigeon-holes. The curriculum is no longer a cut-and-dried programme. Compartmentalisation is unnatural. The first fruit of correlation is thus an appreciation of the unity of the child's interests as, according to Susan Isaacs, "the child's field of knowledge does not divide itself into separate departments, history,

geography, nature study, arithmetic, mother-tongue and all the anatomy of the ordinary curriculum."

9. "Follow nature" is a useful adage in Education. The child's intellect and talents grow from his experiences of actual things around him. "He wants things to understand and to do." He assimilates his experiences into an organic unit and not a collection of unconnected fragments. The imparting of correlated knowledge is not only natural, real, and economic but also the effective way of learning.

10. In order to derive the fullest benefit of correlation it should be natural and interesting. The three centres of correlation mentioned above will form the nuclei "like magnets attracting to themselves scattered iron-filings and providing order and system in them."

11. The ability to correlate depends very much on the resourcefulness of the teacher. He will utilise the best opportunities to correlate useful information. At each stage of the craft he helps the child to discover "the how, why and wherefore" of it and the scientific attitude fostered in the minds of pupils. Food and clothing form the chief problems of man, and their history is the history of humanity. Learning in arithmetic the four elementary operations of numbers, weights, Indian money, lengths etc. are naturally correlated with spinning and weaving. Keeping of accounts gives abundant room for number work. The expressional activity is brought into play when the child describes the general stages of craft work and when he describes a festival or a social function in which he partook. This is language-work.

(12) We should be alive to our limitations as well. It has to be remembered that not all subjects can be correlated. According to Gandhiji there is no need to. Only such bits of knowledge as suit the occasion are taken up and dovetailed; the rest which do not come in for natural correlation with the physical and social environment or craft are really not vitally needed for the child. The syllabus exists for the child and what all knowledge is necessary will

naturally be drawn round the three foci of correlation.

13. Let me illustrate correlation from our popular Hindu festival—Pongal.

St. V. or Grade IV.

Introductory questions:—

What is the festival you celebrated in your home this week?

Describe its details.

How was pooja performed?

What was the part that you took in it?

What were the materials used?

Students can be plied with such questions and language work, oral and written, built up round it.

Nature Study and Geography:—

What is the month in which we celebrate the festival?

Why is sugar cane used in this Festival?

Why is the newly harvested corn used?

Why do we worship the Sun?

What are the materials used for preparing the Pongal?

Uttarayanam, Dakshinayanam, cultivation seasons, of sugar cane and paddy. How sugar is prepared and other details can be elicited and lessons in nature study, geography correlated. The Sun's apparent motion and the varied seasons may also be taught.

Excursions may be undertaken to centres manufacturing jaggery, country-sugar and also the cornfields, sugar-cane fields and other allied places.

Science and Hygiene:—

How is the house cleaned before Pongal? The need for such periodical *safavce*.

How does white-washing make walls clean? What are the elements contained in lime? How is lime prepared? Why does not the wall look white immediately after lime is applied?

Excursions to lime kiln. Actual white washing of the school walls.

Arithmetic:—

What were the articles purchased for the festival? Preparation of cash bill; price of a single sugarcane; price of a

bundle; price of jaggery; problems in weights.

The cost of white-washing the walls; cost of lime; how lime is measured; different measures; amount of water used.

Extension of such correlated work can be continued. Mattu-Pongal follows the important festival. The significance of Mattu-Pongal; the agriculturist, cattle wealth, *Gopooja* and its significance, bull fight and the old traditional amusements of the Tamils.

The above may be taken as only illustrative and not exhaustive. I have

with me specimens of correlation with carding, an item in craft and with the provision of a drinking water pot, a social need in the class room; but I shall not tire your patience by reading them out to you.

In conclusion, let me quote the immortal words of Gandhiji:

"This plan to impart primary education through the medium of village handicrafts like spinning and carding is conceived as the spearhead of a silent social revolution fraught with the most far-reaching consequences."

A Selection of New Books for School Libraries

	Rs. A. P.
Gleanings from India's Past, Edited by C. A. Parkhurst	... 1 8 0
Past and Present, by C. A. Parkhurst and Mair	... 1 14 0
Tales of Burma, by Maung Maung Pye	... 1 0 0
Healthy and Happy, by Cyril Bibby	... 2 7 0
Tales from the East, Selected for Schools by Michael Lynn	... 1 0 0
Man's Social Story, by E. H. Carter	... 3 4 0
The Co-operative Movement at Home and Abroad, by H. Spaul and D. H. Kay	... 3 4 0
Games and Activities, by Margaret Laing	... 4 14 0
Look After Yourself, by H. Pumphrey	... 0 11 0
Look After Others, "	... 1 5 6
Purposeful Enjoyment, by John R. Thatcher	... 7 5 0
Johnston's Premier Atlas of the World	... 8 8 6
Statistics in School, by W. L. Sumner	... 8 8 6

MACMILLAN & COMPANY, LTD.,

(Incorporated in England)

Patullo Road, Mount Road P. O., MADRAS 2.

BASIC EDUCATION

CRITICISMS ANSWERED

V. KRISHNAMURTHI, M.A., L.T.
Teachers' College, Saidapet.

Mr. K. R. Harihara Iyer has raised some points relating to Basic Education in his articles contributed in September 1949 and February 1950 issues of the "South Indian Teacher" which I wish to discuss here.

He says that the "fundamental principle of the Basic system that every subject should be taught through craft and the crafts taught should be such as will make the pupils earn something for the maintenance of the school is against physiological and psychological principles." Here he is not stating the full truth. As per the latest definition "Basic Education is National education for life through manual activity and handicrafts. The Zakir Hussain Committee in its original report itself stated thus: In order to work out an effective and natural co-ordination of the various subjects and to make the syllabus a means of adjusting the child intelligently and actively to his environment, we have chosen three centres, intrinsically inter-connected, as the foci for the curriculum, i.e., the physical Environment, the Social Environment and Craft Work, which is their natural meeting point since it utilizes the resources of the former for the purposes of the latter." The chart given as an Appendix to the report shows graphically how the entire syllabus is child-centred. Thus the statement that every subject should be taught through craft alone does not give the principle of the Basic Education system in proper perspective.

Then we come to the "earning aspect." The deciding factor in any work in schools must only be the sustained interest of the pupils. So long as interest in the work is sustained and fatigue and boredom are eliminated, there is nothing wrong if the pupils are engaged in the production of useful arti-

cles. Purposeful activity will only give a sense of satisfaction and pride in their work. They will develop as intelligent and active citizens of a co-operative democratic community which we have to shape. Everything depends on the way in which craft work is organised in Schools. It is not only the technical skill in the craft that is the criterion for the training of a Basic Education teacher but also the capacity and knowledge to organise the work on the underlying principles of the new social order that we want to evolve.

The principle of self-sufficiency has not been accepted in toto by all educationists and even by the Central Advisory Board of Education. Every one should watch with admiration and interest the experiments that are being conducted in some centres in this direction. But no educationist will deny the truth of the following statement viz: "Craft work in order to be educationally effective should grow into thorough purposeful work. Casual, careless work is not only bad work, it is also bad education and worse." So, the production of useful articles to the extent to which it does not lead to enforced and uncongenial type of labour should be permitted in schools. The framers of the revised syllabus have allotted only 2 hours daily for the basic craft which includes various processes connected with it and also the maintenance of records etc.

The various quotations given by the author in his article in the February issue, only prove the soundness of the principles of the Basic education system. Sir John Cockburn says "Not only is this the way (work through the muscle of the hand) to reach the intelligence, but it is also the best way to build up character." Gandhiji always stressed the importance of character building

in education: "I had always given the first place to the culture of the heart or the building of character" he said on one occasion. He defined education as "an all round drawing out of the best in child and man—body, mind and spirit." "Literacy" he asserted "is not the end of education nor even the beginning." The Zakir Hussain Committee used the expression "the literacy of the whole personality" in this context.

Sir Donal Maclean as quoted by the author says 'If the sole aim of handwork lessons is the production of a furnished article which must be saleable then it is waste of time and deserving of any adverse criticism. The creative instinct, the artist soul and the philosopher's mind of the child is being slain or atrophied.' Value in terms of money is not the sole criterion in Basic Education. Training the pupils in the art of living a self-reliant life (in a democratic co-operative community) through the balanced development of body, mind and spirit is the guiding principle of

the new education. The Zakir Hussain Committee stated in categorical terms that even if it is not "self-supporting" in any sense it should be accepted as a matter of sound educational policy and as an urgent measure of national reconstruction. It also sounded a note of warning against the obvious danger of stressing the economic aspect at the sacrifice of the cultural and educational objectives." It is the duty of teaching public to see that this danger is guarded against when working out the scheme of Basic Education in schools.

I will conclude this note by restating with certain alterations what Mr. Harihara Iyer has stated in the concluding portion of his latest article.

Every school, Elementary or Secondary will be doing justice to Mahatmaji's great sacrifice if it begins from tomorrow onward handwork lessons of *educationally and materially* useful kind and makes boys and girls do with a *scientific attitude* something *systematically* with the available material.

A FOOT-PRINT TO THE PORTRAIT

Duty-faced, hence stern to the stranger new
Clearly-brained, to frighten the confused view
Strictly-moral, so social to the charactered few
Always happy at heart though nobody knew.
Fear of resources checks ready generosity
Love of honesty prevents promising popularity
Realising of responsibility exacts discharge of duty
Not waiting for reward retires at five and fifty.
A closed coat, a turban and a simple dhoti
The pair of glasses protecting the eyes from the haughty
In measured steps patting the innocent beauty
The harmless figure moves majestic and lofty.
Appointed by the father, to be honoured by the Son
Amidst the assembled gentry, the merit to crown
For posterity and tradition of the Scholars to own
That the beloved portrait presents a headmaster of renown.

By P. S. KRISHNAMURTHY B.A.,
An old Student.

[On the eve of the unveiling of the portrait of Sri P. S. Ganesa Sastry M.A., L.T., the retired Headmaster, the National College High School, Tiruchirappalli by Sri V. A. Vaneswar, M.A., F.C.S. Retired Accountant—General on the 10th April 1950 at 6 p.m. at the National College High School, Tiruchirappalli, under the patronage of the National College High School Teachers' Association, Tiruchirappalli.]

SOME IMPRESSIONS ABOUT THE DEVAKOTTAI CONFERENCE

R. MAHADEVAN, Mayuram.

That those who did not attend the Devakottai Conference missed a fine and valuable experience is my first impression. The Conference was unique on account of the fact that the public of the Ramnad district were more in evidence as hosts than teachers. Not that the teachers did not play their generous part. The Chettiars noted for their hospitality eclipsed the part of the teachers of the district. Particular mention must be made of the manager of the school at Kilasevvalpatti. He was always supervising the mess arrangements and treated the delegates like *Sambandhis*.

The delegates found that their fears about the scarcity of water at Devakottai were entirely unfounded. Everywhere the delegates found water of the best quality and in abundance. The Madras delegates in particular, enjoyed their baths and the drink of the delicious water of Devakottai.

Next to food and water we come to air. It was not humid and the breeze was always blowing, as Devakottai is situated in the midst of vast plains.

If the delegates were treated like *sambandhis*, the Conference pandal was worthy of the occasion of a marriage. Mr. and Mrs. Madhava Menon could not have found a better pandal for the "Silver Jubilee of their wedding."

The transport arrangements were excellent.

So much for the hosts. About the number of delegates, as usual, Madras topped the list with its 79 delegates (barring of course Ramnad the host with its 181). The feeling in the minds of the mofussil delegates that Madras is "dictating" may be justified or not, but so long as the districts do not take a greater interest at least in the matter of attending the conference,

the metropolis is bound to exert its influence in educational matters. An attendance of 500 delegates at Devakottai is certainly a creditable record for any state organisation. It is an indication of the lively interest taken by teachers in their organisation.

About the personalities of the conference, the most popular as also the most whimsical was Avadhanar of Katpadi. A regular attender, at his own expense, he was responsible for relieving the tedium of long sittings inevitable at conferences. Rules do not apply to him. The delegates and even the presidents, allow him much latitude; but he is never satisfied. Sense or no sense he is always successful in throwing the audience into peals of laughter. He contributed to the health of delegates who overstepped the bounds of eating in responding to the very generous hospitality of the hosts at Devakottai.

Prof. C. S. Srinivasachariar who presided over the University section made a profound impression on the delegates. A great historian, fine speaker and ardent member of the teaching profession, it is a pity that the teachers' organisations have not sought his help often.

Mr. C. D. S. Chetti with his charming personality and urbane manners contributed not a little to the success of the conference. His smile disarmed all opposition and compelled the delegates to co-operate with him in finishing the programme of the Secondary and Technical education section.

More educative than the formal conference were the informal talks among the delegates. These revealed that in spite of the great demand for teachers, the demon of insecurity of tenure, especially in the so-called

private institutions still plays havoc with the lives of teachers. The contract and similar things only tinker with the problem. Unless a radical remedy such as that which is said to exist in Ceylon is adopted, teachers will continue their migrations from the "blue bed to the brown" and the greater efficiency for which the Minister for Education pleaded cannot be secured. The law of supply and demand which according to one examiner could not but apply to teachers also, does not seem to apply. There is a large demand for teachers, yet their salaries have not improved.

Considering the time devoted to problems academic and service conditions, it must be said that teachers are continuing to work in the spirit with which the founders of the S. I. T. U. were actuated. Only a small fraction of the time was devoted to give expression to the disabilities and sufferings of teachers. Social studies came in for a lot of adverse criticism. Mr. S. R. Balasubramania Iyer went to the extent of stating that we were inflicting wrong information on pupils. The 'indecent haste' with which the optional science subjects were abolished was deplored and the ambitious nature, taking into consideration the time given, of the course

in 'Composite Mathematics' was pointed out. The dangers involved in recording the personality traits of pupils on the five point scale were warned against. The merits and demerits of extending the school year so as to have a VII Form were discussed and much wide ground was covered.

To conclude, Srimathi Chinnappa of Tanjore, one of the fortunate few among teachers (she had the opportunity to visit foreign countries and their educational institutions) and also one of the very few women delegates, pleaded for a resolution, next year of course, to give scholarships to teachers for travel. Though the S. I. T. U. cannot be expected to offer such scholarships at its present stage of evolution, it has been affording opportunity every year for teachers to go to the venue of the conference. It is, in a sense, contributing towards the expenses of such travel; for its affiliated associations and guilds *do pay* in whole or in part to a large number attending the conference. It is for teachers to take an ever-increasing interest in such conferences, provincial and local. If the Govt. does not come forward to help us, we must help ourselves; for the motto of the South Indian Teacher is "Raise yourself by your own efforts."

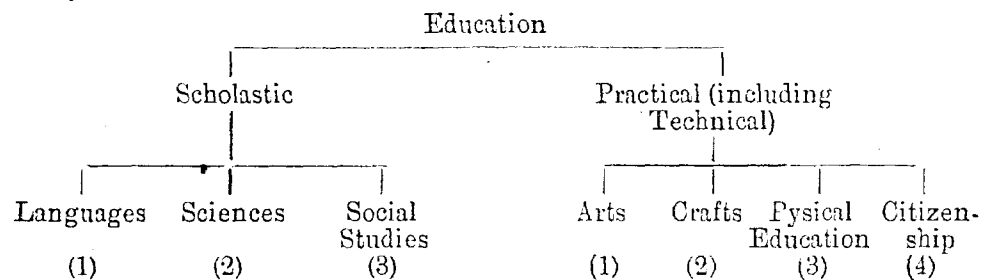
EXTRACTS FROM ARTICLES

1. EDUCATION THROUGH ACTIVITY PROGRAMMES

R. PADMANABHAN, B.A., B.T.,
The Municipal High School, Velloor, N.A.

One aim of education, among other things, is activity and imparting of knowledge, both theory and practical, based on constructive activity programmes.

Education, in general, may be briefly classified for the purposes of this study as under:—



No scheme of education can be said to be complete unless the scholastic studies at every stage are suitably supplemented and balanced by a practical counterpart. It is only then that

education may be said to be, in the words of the pragmatic American philosopher, John Dewey, "a process of remaking experience."

2. WAYS AND MEANS OF MAKING BASIC EDUCATION FEASIBLE

V. ANBUDAYAN
Muslim High School, Malapalayam

The present teachers can be entrusted, for a time at least, with the delicate task of gradually turning the present elementary schools to Basic schools. At the same time the present training schools should teach the new crafts and the new methods. Each year the newly trained teacher entering a school would take charge of the new craft taught in that school relieving the teacher trained in the old methods of that part of his duty to which his training was not suited.

Land for agriculture and gardening will be found in plenty in the villages at very little cost or free. Good water facilities or fertile lands should not be insisted upon for location of Basic

schools. Whatever the type of land found in the village, the village boys should be helped to make the best use of the conditions available in their own villages, as they have to stick to them for their livelihood and not go over to other parts of the country to learn agriculture under more favoured circumstances. The school farm has to be helped by new implements like tractors etc. lent by the Government; and the work periodically supervised and advised by the staff of the agricultural department. Thus the money spent by the agricultural department on the maintenance of model farms can be turned over to the educational department. What the school pupils learn in

the model farm at the school they could practise at the home farm while helping their parents and thus instil the new methods of agriculture into the minds of their parents without leaving that responsibility to the agricultural department. Thus there would be a complete co-ordination between the home and the school which is lacking at present. Education of the child should be a partnership between parent and teacher.

If the people of some villages are dependent on spinning, weaving or other craft for an occupation, the school in such villages could teach that particular craft, getting a few apparatus for teaching the craft in the school, and the pupils could practise it at home while helping their parents at the same time. Thus there would be a saving in the purchase of apparatus, and the cost of transporting raw materials would be minimum which should be done in the way the villagers themselves do on a co-operative basis.

Education of children cannot wait for the building of special types in each village to house a basic school. A centrally situated village with a number of schoolless villages situated around it may be chosen for a centre, and the existing school building in that particular village may be added to and reformed to serve as an Area school for that unit. The alterations could be entrusted to the pupils themselves, if masonry is one of the occupations of that area. Such things are done by the pupils of Tusgegee University. The homogeneity of occupation also should be considered in selecting the unit. Unless the distance to the unit school is not great, a conveyance should be arranged for. Just as the officers of the Revenue Department have been supplied with a jeep, each area school should be supplied with one at concessional rates. This would convey pupils to

school in the mornings and back home in the evenings, thus making possible the common kitchen and serving arrangements required in a basic school for all pupils during the mid-day. In this one meal a day it may be possible to make up the deficiency, if any, found in the home diet of the pupils, from the produce of the school garden and dairy.

Education for health is part of Basic Education. For practical education in health-training of boys and girls, each village in the unit area should be equipped with a small dispensary in which medicines required for First Aid should be stocked, with a few other common medicines and standard mixtures like carminative mixture etc. and a baby welfare centre should also be attached to it with the necessary equipment. A larger dispensary with greater quantity and greater variety of medicines required for more serious cases also should be found in the Area school. A teacher who should be required to undergo training in compounding for six months should be in charge of the dispensary. The pupils during their school hours should learn First Aid and a little general compounding. Alternate days which they spend in their village should provide them in turn with opportunities of practising in the village what they learnt at the school dispensary. Girls would in turn look after the Baby welfare centre as well. Certain hours should be fixed for the village dispensary where minor cases only would be treated. In the dispensary attached to the Area school to which major cases from the villages should be sent, all urgent cases should be attended to immediately. This arrangement would temporarily relieve the health problem of the villages till the Government could find funds and trained personnel to establish a proper hospital in each village.

GLEANINGS

TEACHERS GO BACK TO SCHOOL

Britain's Ministry of Education has just published a 66-item programme which has started teachers throughout the United Kingdom thinking about the summer holiday—and more work. For the publication sets forth the opportunities, open to teachers of all grades and from educational establishments of all types, to enrich their knowledge, or gain new experience, by attending officially sponsored short courses.

Most of the courses, which cover a field of interests as diverse as pottery, broadcasting, techniques in house-craft and plumbing, are "residential". The teacher-students spend from 10 days to two weeks in residence in colleges at Oxford and Cambridge Universities, at provincial universities and technical and training colleges. They pay their own board and lodging, while travelling expenses are refunded by the Ministry of Education. Tuition, of course, is free.

These short courses, revived and greatly extended in 1946 after the break during World War II, are today so popular that applications to attend them are double the available vacancies. This year more than 7,000 teachers will be "going back to school".

Nautical Education

One of the most unusual subjects will be Nautical Education. This course, lasting ten days, will be held at Lowestoft, on England's east coast, and will be attended by about 60 men and women teachers from schools around the coastal areas. The object is to stimulate an interest in the sea in all its aspects—practical, and in its relation to history, prose and poetry.

This should be one of the most interesting of all the 1950 courses, for the teachers will, among other things, receive instruction in the use of a whaler, dinghy and a motor boat. There will be lectures too on such subjects as boat-building, chartwork, marine biology, oceanography and meteorology.

The teachers will also visit the local boat-building yards where generations of the same families have been building boats for hundreds of years. There will be visits too, to rope and fishing net works, and to the quays to study the methods of landing and distributing fish at this important fishing port.

Camp-Craft Courses

Camping holidays, which are immensely popular among Britain's youth, are regarded by the United Kingdom Ministry of Education as being of high education and character-building value. With the object of encouraging the highest standards in camping, courses in camp-craft will be held between June 27 and July 4 in the Quantock Hills of Somersetshire, in the south west of England. One of them will be new type of course on Light-weight Camping for teachers and youth leaders, and applicants to take part in the course have to be experienced campers.

Experiments will be made with various types of light-weight camping equipment, including different types of tents and cooking apparatus. The teachers will also test various diets to establish those which are the lightest yet most sustaining.

Foundry Techniques

There are other new courses introduced this year for teachers in after-school education establishments, notably a refresher course in modern foundry techniques and training methods for teachers of Foundry Science and Practice. For full or part-time teachers in technical colleges, who are teaching radio and television servicing, a new course has been arranged jointly by the Ministry of Education and Britain's Radio Industry Council. Discussions on methods of teaching paper manufacture will form part of another new course.

Such distinguished institutions as the Cambridge School of Agriculture, Britain's Royal Academy of Music, the Royal Institute of British Architects,

and the Royal College of Arts in London are co-operating with the Ministry of Education in providing facilities—as also is the Cite Universitaire of Paris, where a two weeks' programme will not only provide linguistic practice but will also deal with the presentation of the French language in the English classroom.

Widely Diverse Range

Although the larger number of courses will take place in the summer vacation, there are others arranged for the spring. They range from one giving a survey of the British Commonwealth and Empire, to the organisation of school meals for children.

Compositors' work in the printing industry, bakery, boot and shoe manufacture, building foremanship, arts in the junior school, the part played by the school library in the life of a school, and the teaching of mathematics in technical colleges, are other subjects in the widely diverse range.

So that teachers of all grades can benefit by these courses the Ministry of Education is urging local education authorities to assist teachers in their areas who may need financial aid to attend them. The Ministry in such cases will in turn, make a financial grant to the Local Education Authority.

A School with a difference

There is a new and unusual boarding-school at Ottershaw, near Chertsey in the English county of Surrey, where 120 boys are taking part in a remarkable educational experiment. It has been opened to give opportunities of boarding-school life to children who otherwise would not receive this experience.

This is a sequel to the 1944 Education Act of England and Wales, when it became the legal responsibility of the local education authorities to provide boarding education for pupils for whom it was considered desirable by their parents—or by the local authorities themselves—to have this type of education. Since the 1944 Act, local authorities have arranged to send some such boys to the independent schools

(known as Public Schools) and in a few places to boarding-houses attached to State-maintained grammar schools.

But in all these cases the education was of a more academic type, and the new obligation meant that boarding education must also be available to children whose interests were not chiefly of this nature.

The Surrey County Council was the first local authority to fulfil the new conditions, when, in 1947, it bought a disused mansion with an estate of about 148 acres at Ottershaw. The next year it was opened as a secondary boarding-school for boys and the experiment began. About half the boys follow the curriculum of a grammar school, and the other half follow a less academic course.

One hundred and twenty boys have now been accommodated at the school which in a few years' time is likely to be able to take 300 boys. They represent a wide social range. Tuition is free, but parents contribute to a boy's board, unless their income is under £300 a year. Most of the pupils are Surrey lads, but 20 per cent. of the places can be claimed by other local authorities. Sixty per cent. of the boys come from homes where, perhaps, because of the illness or the death of a parent, boarding-school life is more suitable for them. Others go to Ottershaw because they wish it or their parents desire it.

Rooms fitted as studies

Masters and boys live in the school: the boys sleep in the mansion's former bedrooms and each group of bedrooms has ample up-to-date toilet appointments. Four of the downstairs rooms have been fitted as studies for the boys, where each lad has a desk with a cupboard and a screen for privacy.

The large hall has been fitted as a gymnasium and can be used, too, for bat and ball games. The changing rooms are equipped with showers and there is an indoor swimming-pool. The grounds have playing fields for football and cricket: there are tennis and squash racquet courts and jumping pits for athletes.

Each boy is allotted to the special care of one of the nine assistant masters, who is called his tutor. A boy will stay with the same tutor for the greater part of the time he is at Ottershaw, and he takes a real interest in his welfare. He has to try to develop the boy's own personal sense of responsibility for which the school's disciplinary system is designed. This system provides no punishment in the ordinary sense of the word, but by bringing the boy in the frequent contact with those who show they have a real concern for his performance, endeavours to make him feel a sense of contrition when he has been at fault.

If a boy is habitually unpunctual, forgetful or indisciplined, the Headmaster sees him and withdraws some special privilege for a week. But it is restored at the end of that time if the boy has a clear record. The prefects who are responsible for the preservation of proper standards of behaviour outside school hours, also have the power to withdraw some privileges, but they must keep a record of these which is seen by the Headmaster. He also meets the prefects together once a week to discuss their difficulties.

Record of progress

Every tutor gives a boy under his supervision, a card on which the masters record the lad's progress at his work, and this is seen at the end of each three weeks by the tutor. When the term is over a full report of the boy's work and his attainment at games is sent to his parents.

English, Mathematics, History, Geography, Science and either Latin or French are included in the school curriculum. Boys are arranged in classes for these subjects according to their ability—that is to say, a boy goes into a different class for Mathematics and Science than for English subjects. Those who have no bent for foreign languages are allowed to spend more time in the workshops or on art. But all boys spend school periods on Divinity, citizenship, art and physical training. They are not grouped for these according to their age but rather by their maturity.

The boys have organised games or athletics in which they are coached by a master four afternoons a week; every boy, in addition, devotes an afternoon a week to estate work of which there are various kinds. Some prepare the sports grounds, or cultivate the formal garden near the house, or work for the Young Farmer's Club. The boy is taught to be useful, for squads of youngsters lay and clear the dining tables, sweep the house, polish the furniture and floors, distribute stores, act as house orderlies and, in fact, do many jobs which in other schools are undertaken by paid labour.

In addition to these essential parts of the school organisation there are various societies such as the modelling club, the Young Farmer's Club, and others for chess, stamp-collecting, play-reading, fishing, keeping pets, radio and printing.

Ottershaw, which may well be the prototype of other schools of its kind, is doing much good work in training lads who will be the citizens of the Britain of to-morrow.

Modern trends in Education in Britain

It was a few weeks before the invasion of Normandy in June, 1944, that the Education Act—the most far-reaching ever placed on the statute book—was passed into legislation by the United Kingdom Government. For the first time in British history a comprehensive view was taken of the scope of education from the Nursery School to the University, including such matters as school-feeding, the school medical service, youth and adult activities, provision for the mentally and physically handicapped.

At the same time the Act made considerable changes in the structure of the system. For example, all fees were abolished in schools under the national system, and all children were regarded as entitled to secondary education. To achieve this objective the school-leaving age was raised to 15 (later to be advanced to 16) and all children now have to be allocated after some six years of Primary Education to one of the many forms of Secondary School. The

number of education authorities or local districts has been reduced from over 300 to about 150 and the amount of money they each receive from the Ministry of Education has been increased, and thus a more genuine equality of opportunity has been effected. No child is held back because it happens to live in a poor or remote district. Then again, all teachers receive a basic salary of £300 a year (slightly less for women) with additions for full University training and high standards of scholarship.

Parent-teachers Associations

Britain is in the midst of expanding education from a limited number of school-years, from a congeries of disconnected and highly specialised parts to a life-long process, unified and continuous, embracing the whole human being body, hand and heart. This transition involves the fullest use of modern psychology, a freshly equipped body of teachers, constant experiment, the use of many agencies outside the school-room, notably parent-teachers associations which are springing up all over the United Kingdom.

But, alas, there are two problems in the path, finance and buildings. Moreover, the situation has been complicated by a large increase in the birth-rate during World War II. It must not be forgotten that not only was all school-building halted by the war, but over 2,000 schools were bombed. At the moment the building programme can barely keep pace with the demands made by an increased child population. It is well known that the secret of child development is individual attention; indeed, the new Act expressly refers to education "according to age, ability and aptitude," and elsewhere says "pupils are to be educated in accordance with the wishes of their parents as far as this is compatible with efficient instruction and the avoidance of unreasonable expenditure."

Britain has a minority of about nine per cent. Roman Catholic population. The State pays almost the entire total costs of administration in Roman Catholic schools, but with increased

building costs there is an additional difficulty when it comes to new schools. The supreme question, therefore, for the Ministry of Education is not reform, but priority within several lines of reform. These are some of the growing pains, inseparable from carrying into practice such a far-reaching Act in times so difficult.

Emergency Training Colleges

But much has been accomplished. No less than 30,000 ex-Service men and women have been trained as teachers in Emergency Training Colleges. Nearly £40 millions have been expended on training other ex-Service men and women for the professions. All the Universities are full to overflowing, with an increase of 60 per cent. on pre-war numbers.

More than 200,000 boys and girls are experiencing part-time education during working hours. These young people are between the ages of 15 and 18, which was a veritable no-mans-land before the war. Youth clubs, Scouts and Guides, and scores of Church and Cadet organizations abound, financed and assisted by the State and Local Authorities.

Education in Britain has grown out of the practical necessities rather than blue-prints. There is a constant tug-of-war between efficiency or tidy administration and the freedom of the individual school. Dr. Jacks is conscious of this dilemma throughout his book; hence his chapter headings, "Mechanization," "Humanism," "Freedom and Control."

The English tradition, inherited from the independent schools (hitherto called Public Schools, such as Eton, Winchester and Beaumont) is that the essence of education is a personal relationship between teachers and taught. This is as true of a Nursery School, a Modern Secondary School, or a Workers Education seminar. A school is regarded as a spiritual and miniature community, where citizenship and tolerance are practised rather than taught. The emphasis is on learning activity rather than on lectures given, on character building rather than

the accumulation of factual knowledge. It is for this reason that there is constant concern over the increasing size of schools, over early specialization and narrow examinations, over fussy interference by administrators with the actual conduct of schools.

Personal value

The names of Rousseau, Pestalozzi, Dewey and Margaret Macmillan (the pioneer of Nursery Education) still mean much to teachers in Britain. The Christian doctrine of personal value has been re-asserted in every enquiry and report produced in modern times. Dr. Jacks, while never under-rating technical efficiency and good administration, comes down definitely on the side of the humanists.

In the last 50 years education has become more and more an instrument

of national policy, and in some countries prostituted to serve the exclusive interests of the State. Dr. Jacks in a special chapter entitled "Education as a National and Social Service" has some wise words to say on the social function of the school.

It is the belief held in Britain that children and adults learn most by practising democracy in the scores of societies from Youth groups to Trades Unions, from Women's Institutes to Co-operative Unions. It is notable that all these voluntary societies, where self-government is the rule, have expanded their educational activities, in many cases establishing summer schools or even permanent Colleges. These, together with the Primary and Secondary schools, are the real workshops of democracy where a sense of social responsibility is engendered.

LEARNING FOR LEISURE

D. KRISHNAYYA

Teacher, High School, Hindupur.

Learning for Leisure, is a great art and so it is oftentimes said that even the so-called educationists do not know the right use of leisure. The right use of leisure can be seen in the pursuit of a hobby and not in mechanically entering the crowded talkie. Quite pleasantly leisure moments can very delightfully be spent in the study of books of our choice in any Library; therefore it is that reading is a hobby with some. By learning any hobby like paper and card-board work and book-binding, our leisure moments can very profitably be spent specially in the educational world. It is indeed pleasant to use our leisure moments for the improvement of our knowledge by reading 'good-books' and it is still more pleasant to employ our leisure in the improvement of the brain as well as the hands.

'Hand is the brain's best vassal,' is again fully exhibited in this hobby the book-binding. Again, the psychological maxim 'senses are the gate-ways of knowledge,' can be fully demonstrated here. Many of the senses like the sense of touch—seeing—tasting and hearing and even smelling can be exercised here. Above all, the sense of taste—the artistic taste of the sublime and the beautiful and even the very fine shades therein can be developed here. In order to improve the life of a book and preserve the treasures of the past for posterity, let us learn book-binding and spend the leisure moments in a really useful way. 'Joy lies in doing,' the fine expression of Shelley, we can fully realise here and gain the pleasure of doing our own things to our satisfaction.

NEWS AND NOTES

GREAT BRITAIN

British Council Summer School at Mahabaleshwar

The British Council in India is organising a two-week Summer Course at Government House, Mahabaleshwar, for educational administrators, university professors of English and secondary school teachers of English.

Inter-Commonwealth Universities Conference

Dr. A. L. Mudaliar (Vice-Chancellor, Madras University), and Mr. S. Sinha (Vice-Chancellor, Patna University) represented India at the Inter-Commonwealth Universities Conference in New Zealand.

At the sixth quinquennial Congress of the Universities of the Commonwealth, which was attended by 350 delegates of 100 university institutions at Oxford in 1948, it was decided that in addition to such conferences there should be held each year a small meeting of representatives of heads of universities or senior academic officers from each part of the Commonwealth to discuss matters of academic policy on which closer consultation was necessary than could be given in large congresses held at long intervals.

CHICAGO

Coronet Film Releases

March 1950 :

Age of Discovery; The President's Cabinet; New England: Background of Literature; Ways to Settle Disputes; Parties are Fun; Let's share with others.

April 1950 :

Are you ready for Marriage; Good Sportsmanship; Spotty: Story of a Fawn! Life in a Pond; The Medieval World; Fun that builds Good Health.

May 1950 :

How to Develop Interest; The Renaissance; Our living declaration of Independence; Developing Friendships; Control your Emotions; The plantation system in Southern Life.

June 1950 :

Overcoming worry; How to Remember; The meaning of the Industrial Revolution; A story of a Storm; Understanding your Ideals; How to Write effectively.

MUDUKULATHUR

In pursuance of G. O. No. 2392 Education dated 22-7-49 a First Aid Course as per syllabus issued by the St. John's Ambulance Association Regulations is organised at Mudukulathur by the Deputy Inspector of Schools, Sri. N. Gurunarayana, B.A., L.T., with effect from 17-6-50. Classes are held twice a week by Dr. Captain, T. R. Seshadhri, B.M., B.B.S., Civil Assistant Surgeon. About 40 teachers including 3 from Board High School, Kamuthi are attending the lectures.

The 3rd inaugural address of the Peraiyur circle Elementary Teachers' Association was delivered by S. Krishnaswami, Assistant, Board High School, Kamuthi on 25-6-50 in the premises of the Peraiyur School on 'Education and Internal Security' under the presidentship of Sri P. Ramanatha Iyer, B.A., L.T., Headmaster, Board High School, Kamuthi. The Deputy Inspector of schools graced the occasion with his presence and gave valuable advice. The lecturer stressed on the importance of Education for maintaining internal security in the country and pleaded for top-priority to Education in Free Republic India. He appealed to teachers to put forth all their best to build Free India unmindful of their poor salary. A fervent appeal was made to strengthen the District Guilds and South Indian Teachers' Union.

The president exported the teachers to promote a high sense of discipline amongst pupils and present only matters of a high cultural order to society and pupils and appealed to avoid yellow journals and low and vulgar books.

Light refreshments and tea were served. With a vote of thanks proposed by the Secretary the function came to a close.

THE SOUTH INDIA TEACHERS' UNION

THE CENTRAL EDUCATION WEEK COMMITTEE

A meeting of the representatives of the South India Teachers' Union and of organisations interested in Education was held at 5-30 p.m. on Saturday the 22nd July 1950 in the office of the S.I.T. Union, with Sri S. Natarajan, President of the Union, in the chair.

The following members were present:

- | | |
|----------------------------------|------------------------------------|
| 1. Sri V. S. Rathnasabhpathy ... | Hindustan Scout Association. |
| 2. „ S. S. Rajagopalan ... | Madras Adults Association. |
| 3. „ T. N. Lakshmipathy ... | do |
| 4. „ R. Ekambaram ... | Madras Parents Association. |
| 5. „ S. P. Sundaravadielu ... | do |
| 6. „ M. P. Rajagopal ... | Madras Teachers' Guild. |
| 7. „ T. J. R. Gopal ... | S. I. Adult Education Association. |
| 8. „ S. Natarajan ... | South India Teachers' Union. |
| 9. „ T. P. Srinivasavaradan ... | |
| 10. „ S. Swaminathan ... | |
| 11. „ V. B. Murthi ... | |
| 12. „ V. Arunajatai ... | |

The Secretary reported that the various organisations that participated last year were invited this year also to send representatives. The following associations have sent the names of their representatives:—

1. Hindustan Scout Association.
2. Madras Parents Association.
3. Madras Adults Association.
4. South Indian Adult Education Association.
5. Women's Indian Association.
6. Girl Guides Association.
7. The Madras Teachers' Guild.

It was resolved to constitute a Central Education Week Committee to take steps for organising and observing the 20th South Indian Education Week from 25th to 31st October 1950. Sri T. P. Srinivasavaradan was elected Convener of the Committee.

The Committee resolved to authorise the Convener to send a reminder to the associations that have not yet sent their representatives.

The Committee then decided that the central theme for this year's Education Week should be "Children—Our Nation's Wealth", and that one day in the week may be set apart for "Teachers and Social Security—Life Insurance".

A sub-committee consisting of Messrs V. S. Rathnasabhpathy, V. Arunajatai, V. B. Murthi, S. Natarajan and T. P. Srinivasavaradan was appointed to prepare a pamphlet giving suggestions for the effective observance of the Week.

The Convener was authorised to appeal to the participating associations to contribute towards the expenses of the Committee.

It was resolved to request Dr. Rm. Alagappa Chettiar to be the Chairman of the Central Education Week Committee.

The Convener was authorised to circularise to the District Teachers' Guilds to take steps to observe the Education Week.

The next meeting of the Central Education Week Committee will be held at 6 p.m. on Saturday the 12th August 1950.

T. P. SRINIVASAVARADAN,
Convener.

23rd July 1950.

FROM OUR ASSOCIATIONS

KAMUTHI

Members of the Board High School Teachers' Association, Kamuthi were at home to Sri. S. V. Narayana Iyengar, B.A., L.T., transferred as Headmaster, Middle School, Ramachandrapuram. After light refreshments and tea Sri. P. Ramanatha Iyer, B.A., L.T., Headmaster, Board High School, Kamuthi, Sri. Y. M. Samuel and Sri. S. Krishnaswami Iyer spoke wishing him all success in his new post. The chief guest replied suitably.

TIRUNELVELI

The Annual Conference and General Body Meeting of the Tirunelveli District Teachers' Guild was held on the 29th April 1950 in the St. John's Middle School, Palamcottah, with Mr. E. H. Parameswaran, President of the Guild, in the chair. After the president's introductory speech and the adoption of the annual report presented by the Secretary, the accounts for the year were passed. After the passing of certain amendments to the Rules and Constitution of the Guild, the following office-bearers were elected for the year '50-51.

President: Mr. E. H. Parameswaran, M.A., L.T., Headmaster, Thirthapathi High School, Ambasamudram.

Vice-Presidents: Mr. S. Periaswami Pillai, B.A., L.T., Headmaster, Board High School, Sankarankoil, Mrs. A. Pandian, B.A., L.T., Headmistress, St. Mary's Girls' High School, Sawyerpuram, Mr. G. N. Viswanatha Iyer, B.A., L.T., Headmaster, The High School, Gopalamudram.

Secretary: Mr. H. Visweswaran, B.Sc., L.T., Thirthapathi High School, Ambasamudram.

Joint Secretaries: Mr. S. R. Narayana Rao, Shermadevi. Mr. N. Krishna Iyer, St. Xavier's High School, Palamcottah.

Treasurers: Mr. Y. S. Jeyaraj, B.A., L.T., Schaffter High School, Tirunelveli.

Representative on the S. I. T. U.:

Mr. Samuel Muthiah, B.A., L.T., Headmaster, Caldwell High School, Tuticorin.

The Conference then passed resolutions urging the Government to adopt the recommendations of the Central Pay Commission in regard to scales of salaries of teachers, provident fund, dearness allowance and other benefits, the grant of full fee concessions to children of teachers, and house rent allowance to teachers working in urban areas. Regarding the age of retirement, the Conference was of opinion that the statutory age of retirement of teachers be fixed at 58 and that so long as the present shortage of teachers continues, the services of teachers may be extended up to the age of 60 by one year at a time. The Government were urged to introduce a scheme of provident fund-cum-insurance to teachers as in the case of non-gazetted officers of the Government. The Conference also requested the Government to organise refresher courses in each district with a view to making the re-organised scheme of secondary education a success.

Mr. V. Arunajatai, Secretary of the S.I.T.U., congratulated the Guild and the office-bearers on the good work done by the Guild and the success of the Jubilee celebrations. Mr. H. Visweswaran, Secretary, proposed a vote of thanks.

The Silver Jubilee of the Tirunelveli District Teachers' Guild was celebrated with great eclat in the St. John's Middle School, Palamcottah, on the 28th of April 1950 under the presidency of Dewan Bahadur K. S. Ramaswamy Sastriar, B.A., B.L., Retired District and Sessions Judge. There was a large gathering consisting of teachers and visitors. After the hoisting of the national flag by Mr. D. S. Adimoolam, President of the Tirunelveli District Board, and prayer by girl pupils, Mr. P. S. Subramania Pillai, B.A., B.L., Chairman, Palamcottah Municipal Council and Chairman of the Reception

Committee welcomed the large gathering and congratulated the Guild heartily on its completion of 26 years of useful work. After referring to the educational importance of Tirunelveli and Palamcottah, he pleaded for evolving an efficient indigenous educational system. He paid tributes to the Christian missionaries for their part in spreading education to the remotest corners of the district.

Inaugurating the Jubilee celebrations, the Hon. Mr. J. L. P. Roche Victoria, Minister for Food and Fisheries, said that the Jubilee marked a milestone in the progress of the Guild and hoped that the teachers would continue the good work in the years to come.

Mr. V. Arunajatai, Secretary of the South India Teachers' Union delivered the commemoration address.

Mr. K. S. Venkataraman, District and Sessions Judge, in declaring open the exhibition held in connection with the Jubilee celebrations, said that our education should be so devised as to be rooted in our tradition and at the same time suited to the modern times and appealed to the teachers to inculcate in the minds of the children the faculty of right thinking.

Rev. Satya Samuel unveiled the portrait of the late Sri. A. Sundaresa Iyer.

Mr. K. Narayanan, M.A., L.T., Headmaster, Muslim High School, Abhiramam, spoke on 'Practical Activities' with reference to the re-organised scheme of secondary education.

CHINGLEPUT

About 160 teachers representing 20 schools in the district including 25 lady teachers attended the General Body Meeting of the Chingleput District Teachers' Guild on 29-7-50 at Pachaiyappa's High school, Kancheepuram.

Sri. V. Thirugnanasambanda Mudaliar, Vice-President of the Kancheepuram Teachers' Association, welcomed the gathering. Sri. A. M. Kanniappa Mudaliar, President of the District Teachers' Guild thanked the members

of the local association for their hospitality and after reviewing the year's working of the Guild appealed to all the schools (Government, Local Board and Aided) to become members of the District Guild to heighten the prestige of the District and add to the strength of the S. I. T. U.

The Annual Report read by Mr. V. G. Kannan Iyengar, Headmaster, R.B.C.C.C. High School, Trivellore and the statement of accounts presented by Sri. D. Govindarajan of the Goudie High School, Trivellore, were adopted.

The following Office-bearers were elected for the year 1950-51:—

President: Sri. A. M. Kanniappa Mudaliar, B.A., L.T., Headmaster, Pach. High School, Kancheepuram. (Re-elected.)

Vice-Presidents: Sri. S. V. Krishnamachariar, R.B.C.C.C. High School, Trivellore, Sri. G. Sundararaja Iyengar, St. Joseph's High School, Chingleput.

Secretary and Treasurer: Mr. John Wilson, M.A., B.T., Anderson High School, Kancheepuram.

Sri. A. M. Kanniappa Mudaliar, B.A., L.T., was re-elected as a member of the Executive Board of the S.I.T.U.

An Executive Committee consisting of one representative of each of the affiliated schools was chosen.

The members were then entertained at TEA by the local Association.

After tea, the public meeting, at which Sri N. Vasudevan, District Educational Officer, and other distinguished visitors were present, was held. The President of the Guild welcomed the gathering and requested Sri T. V. Nilakantam, Special Officer for Citizenship Training, Madras State, to deliver the lecture on "Citizenship Training in Schools."

Sri T. V. Nilakantam after his interesting and instructive talk suggested that the Guild might undertake to run a Training course for teachers in the Chingleput District and promised every help in making it a success.

Sri S. V. Nagan, Headmaster, Board High School, Wallajabad, proposed a

vote of thanks and the day's proceedings came to a close after the usual National Anthem.

TIRUCHIRAPPALLI

The Annual Meeting of the Tiruchy District Teachers' Guild was held at 4 p.m. on Saturday, 15-7-1950, in the Guild House, with Sri A. Rama Iyer, President in the chair. Over 100 teachers attended.

Speaking on the Annual Report and Statement of Accounts presented by Sri R. Bhuvarahan, Town Secretary, Sri M. M. Balakrishna Iyer referred to the Government Press Note, recognizing the S. I. T. U. and said that the limitations imposed both on the Union and on the teachers in Government and Local Fund service are unwarranted and positively harmful to the profession. The Report and Accounts were adopted and the following Office Bearers were elected for the year 1950-51:—

President:—Sri M. P. H. Albert, M.A., L.T., Principal, Bishop Heber High School, Teppakkulam.

Vice-Presidents:—Sri N. Subramania Iyer, B.A., L.T., Headmaster, B. H. School, Ambil.

Sri G. Albert Gnanamuthu, B.A. L.T., Headmaster, M. H. School, Karur.

Sri Theodore Samuel, M.A., L.T., Principal, B.H.H. School, Puthur, Tiruchy.

Secretaries:—Sri R. Bhuvarahan, M.A., L.T., N. C. H. School, Tiruchirappalli.

Sri R. Ramakrishnan, M.A., L.T., Headmaster V. V. High School, Tiruppalathurai P.O.

Sri P. Sandanaswamy, Sub. Memorial Elementary School, Tennur, Tiruchy.

Mrs. Grace Dorairaj, Municipal Ele. School, Tiruchy.

Messrs. R. Bhuvarahan, and J. G. Clement, B.A., L.T., were elected representatives of the Guild on the Executive Board of the S. I. T. U. and Sri S. Sivaramakrishna Iyer, B.A., L.T., was elected Auditor.

There was then a pleasant function, to bid farewell to the out-going President Sri A. Rama Iyer, who has left Tiruchy to reside in Madras City. After tea and a group photo, speeches were made by Sri Albert, Sri. Balakrishna Iyer, Sri G. Krishnamurthy, Sri S. Sivaramakrishna Iyer, and Sri U. Kuppuswamy Iyer, eulogising the services of Sri A. Rama Iyer to the Guild during the last fifteen years for the major part of this period as President. The Town Secretary then presented, on behalf of the Guild, as a token of the love and esteem of the members, the Nehru Birthday Book, to the guest. Sri Rama Iyer replied suitably and appealed to all the teachers in the District to become members of the Guild before its Diamond Jubilee in December 1950. With a vote of thanks, the function terminated.

MODERN EDUCATION

(An Educational Quarterly)

(Advisory Board)

Dr. Amarnath Jha,

Dr. Zakir Hussain,

Prof. Humayun Kabir,

Dr. Sohan Lal,

Mr. S. S. Mathur.

Editors:

Dr. E. A. Pires,

Prof. V. S. Mathur.

Managing Editor:

Miss Shachi Mathur.

ANNUAL SUBSCRIPTION Rs. 5/-

Address: 4, LOTHIAN ROAD,
KASHMERI GATE,
DELHI.

OUR BOOK-SHELF

Coramandel Readers, I to III: by Prof. A. Rama Iyer, M.A. (Macmillan & Co., Ltd. Price; Re. 0-14-0, Re. 1-2-0 and Re. 1-6-0 respectively).

We have had occasion to review Books I and II in earlier issues of this journal. Book III of the same series is intended for Form III. In the revised scheme of English Language in the secondary schools in the Madras State, these three books form a graded course in the first three forms and are eminently well suited for the classes.

Rao's New Elementary Mathematics (Telugu): (Macmillan & Co., Ltd. Price Re. 1-12-0).

This text book for Form III starts with revision exercises based on books I and II before dealing with the III Form syllabus. The exercises are very simple and involve only simple calculations.

Teaching: June 1950: (Oxford University Press. Price Re. 1).

This quarterly number is devoted exclusively to Adult Education and contains seven good articles written by persons competent in the field. Sri M. Bapineedu discusses Legislative measures for a successful literacy campaign.

History through the Ages Books I and II: by Coningham Greene. (Oxford University Press. Price Rs. 2-1-0 each).

Some stories of great deeds are told in Book I from the cave-men to the Dutch boy Hendrick who figured in the war when the Germans bombed the countries of Western Europe. Book II which contains stories of great people starts with Alexander and his wonderful horse and ends with Britain's greatest sailor Nelson. These books are well written for children and are illustrated.

Search and Discovery: Edited by Philip Moose. (Oxford University Press. Price Re. 1-8-0).

The nine chapters in this book of 134 pages are specially written, in the words of the Editor, to encourage students in India and Pakistan to adopt active experimental approach to life. The themes of these chapters are the achievements of science and the delights of strenuous exercise. The book may be studied in the V or VI Form.

Our Everyday World, Book 4 and Book 5: (Oxford University Press. Price 9 As. each).

These are two pamphlets telling children in an interesting manner about the common things they see every day—Dustbin (book 4) and the Policeman (book 5).

History through the Ages—Teachers' companion: (Oxford University Press. Price Rs. 3-6-0).

This is a guide book to the use of the History through the Ages series of teaching books. It explains the principles on which these children's books have been planned and makes suggestions, both in general and also chapter by chapter, of the ways the material can best be presented to the children and of activities which the lesson naturally suggests.

First Course in Arithmetic: by Newth. (Oxford University Press. Price Rs. 3-6-0).

This volume serves as a useful groundwork in arithmetic for pupils between the ages of 10 and 13 an age range selected since it covers the period from the beginning of the formal arithmetic to the transfer stage in the secondary school (English Secondary School).

First Step to Grammar and Composition and A Second Step to Grammar and Composition: by Martin. (K. & J. Cooper, Bombay. Price Re. 1-4-0 and Rs. 1-8-0 respectively.)

These are not 'dry as dust' lessons on grammar and composition but present the subject to the pupils in an attractive and interesting manner adopting latest methods of presentation.

The Elements of Algebra (Kanarese): by three authors. (Srinivasavaradachari & Co. Price Rs. 2.)

The book is suitable for Forms V and VI—Optional mathematics.

The Indian Journal of Educational Research, vol. I, No. 1:

Research conducted by the Indian Institute of Education, Bombay, is published in a number of articles in this issue, which is the first number of the venture. The Editorial Board consists of eminent educationists in India with Mr. K. G. Saiyadain as Chairman. We wish the enterprise all success.

List of publications received with thanks:—

1. Annual Report of the Federal Security Agency, 1949. (U. S. Office of Education).

2. Our changing schools, A picture for parents. (His Majesty's Stationery Office).

3. Today, No. 27.—A. British Colonial Office publication of interest to colonials).

4. Literacy Education — Selected Bibliography (UNESCO).

5. Fundamental Education Abstracts—Nos. 4 and 5. (Unesco).

6. Britain—1949-50. issued by the General Office of Information (with acknowledgment to British Information Service, Madras.

7. Co-operatives and Fundamental Education. (Unesco).

8. Adult Education—General trends and practices (Unesco).

9. Summary Report on Inter American Seminar on Illiteracy and Adult Education (Unesco).

10. Activities in the Associated Project of Viani—A report for 1949 (Unesco).

Britain in 1900-1950.

Thirty-seven good and beautiful photo plates printed on stiff art paper have been thankfully received from the British Information Services, Madras, 12 of which relate to Elementary Education. Those who wish may have a look at them at the office of the S. I. T. U. 520, High Road, Triplicane, Madras.

A Ground work in English. Books I to III. Price 10 as. each (Raja Ramachander & Co. 300 Triplicane High Road, Madras-5).

These are intended as pupils' individual exercise books, comprising teaching and testing of English language. Stated to be based on the latest reorganised syllabus for Secondary Schools, the lessons and exercises closely follow the Departmental Guide Books to the teaching of English in Middle Schools.

On the model of Desk work, special attention is paid to the hand-writing from the outset and writing between lines. Both teachers and pupils stand to be profited by closely following these little books which are companions to the Readers published by the same firm. Though they are said to be Companions to the Readers, they may be used independently since the exercises are simple and general.

C. R.

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

Policies issued during the month of April 1950. (Districtwar.)

Ramnad :		Sarada Vidyalaya, Virava-	
Board Ely. School, Mandala-		nallur	1
manikkam	4	George Ely. School, Kadam-	1
Dharmapuram Vinayakar		bur	1
Ely. School, Rajapalayam	1	Hindu Ely. School, Amba-	1
Devangar Ely. School, Neer-		samudram	1
avi	1	Hindu Ely. School, Sivagiri	1
Nataraja School, Rajapalayam	1		5
Gaurava Ely. School, Kamu-		Salem :	
thi	1	Board High School, Attur	2
	8		2
North Arcot :		Madras :	
Board High School, Polur	2	Corporation Boys School,	
Labour Ely. School, Pana-		Bazaar Road, Mylapore	1
pakkam	2	National High School, (Boys)	
Board High School, Arcot	1	Triplicane	1
Board High School, Kaveri-			2
pauk	1	E. Godavari :	
Municipal High School,		S. A. Ely. School, Maggula	1
Tiruvannamalai	1		1
	5		1
Tirunelveli :			
Tilak Vidyalaya, Kallidai-		Total	25
kurichi	1		

Policies issued during July & August 1950 (Districtwar.)

Tirunelveli :		Ramnad :	
Sokkalal Secondary School,		Board High School, Kamuthi	3
Mukkudal	6	Ilayangudi High School,	
Jawahar Ely. School, Koil-		Ilayangudi	2
kulam	2	Dr. Alagappa Chettiar Col-	
Thirithapathy High School,		lege, Karaikudi	1
Ambasamudram	2	Rajah's High School, Ram-	
Tirugnanasambandar Hr.		nad	1
Ely. School, Viravanallur	1	A. C. High School, Pallattur	1
Subbiah Vidyalayam,		Somasundaram Middle	
Tuticorin	5	School, Nematampatti	1
Seena Vana Ele.		C. A. M. High School,	
School, Melur	1	Kondanoor	1
Ramaseshier High School,		Rajah's High School, Ramnad	1
Pattamadai	2		11
St. Xavier's High School,		South Kanara :	
P. Cottah	1	Canara High School, Urva	
Hindu Ele. School, Panaiyur	1	Branch, Mangalore	5
Mcpl. Melur Ele.		Canara High School,	
School, Tuticorin	1	Urva, Mangalore	3
	22		8

South Arcot :

Board High School, Kattu-	
mannarkoil	1
Board Girl's School, Kattu-	
mannarkoil	1
Muslim Hr. Ele. School,	
Ayangudy, Chidam-	
baram Tq.	2
	4

Anantapur :

London Mission High	
School, Gooty	2
	2

Bellary :

Wardlaw High School, Bel-	
lary	1
Heerada Sugammas Hr.	
Ely. School, Bellary	1
Municipal Muslim Ele.	
School, Brucepet, Bellary	2
	4

Cuddapah :

Municipal High School,	
Cuddapah	1
	1

Tiruchirapalli :

O. R. R. Ely. School, Sri-	
rangam	1
National College High	
School, Trichinopoly	1
Municipal High School,	
Karor	1
	3

North Arcot :

Municipal High School,	
Tiruvannamalai	1
A. H. S. High School, Arcot	1
	2

Madras :

Corporation Boys School,	
Nammalwarpet, Perambur	1
Baratha Matha Hr. Ele.	
School, Perambur	3
St. Gabriel's High	
School, Madras	1
Hindu High	
School, Triplicane	1
	6

Madura :

U. C. High School, Madura	15
Shenoyanagar Mcpl. Girls'	
School	1
Pankajam Free Hr. Ele.	
School, Bodinaikanur	1
	17

Bombay :

South Indian Society's High	
School, Matunga	1
	1

Tanjore :

Sir S. High School,	
Tirukattupalli	1
Middle School, Umayalpuram	1
	2

Coimbatore :

Nanjappa High School,	
Tiruppur	1
	1

S. Malabar .

Appu Memorial Hr. Ele.	
School, Papanseri, Palghat]	1
	1

Salem :

Board High School Atur	1
	1

Total ... 93

EDITORIAL

The XX South Indian Education Week

Celebrated since 1931, during the week usually following Dusserah, the South Indian Education Week is not just another special week designed to invite public attention to the furtherance of any new innovation or Slogan. It is a time to review, the aims and achievements of our schools, make known their needs and problems, promote greater understanding of the work of our educational institutions, arouse the interests of the public in institutions that educate their children and establish good Parent-Teacher co-operation, with a view to making schools Community Centres. It is happy to record that the Union has been securing the co-operation of other associations in the drawing up of plans for the observances of Education Week. This year, there are as many as 15 associations sponsoring this Education Week and the Central Education Week Committee is fortunate in having secured Dr. Alagappa Chettiar for its presidency. The central theme chosen is Children—Our Nation's Wealth and the areas of special emphasis this year are all geared to this central theme. The responsibilities of a welfare state, of the society, of the home, of the school and of the teachers in the development of the personalities of the children and in their upbringing as efficient citizens of a democratic state are sought to be emphasised during the week. The Committee deserves to be congratulated on the appropriateness of the theme. The need of the hour is a realisation of the potentiality of the vast human resources of this land and a planning for their proper development.

Our leaders and administrators have to do many things, all claiming their attention and claiming priority too. It would indeed be very difficult to set aside their immediate needs and tackle what would ultimately solve all the

other problems and yet, a wise government ought to attend to it. The Ministries of Education of the different States and of the Centre are giving attention to plans for development of Education but they are being either held up or slowed down by considerations of finance and other immediate necessities. It is for the public to bring home to the authorities that our children must have the best, whatever be the cost. For on them depend the great future of the land. 'Universal Education is the Mother of Prosperity' (Emerson). Children are our hopes and they form this Country's great reservoir of wealth. To conserve this wealth and to make it yield good returns, the State must have a comprehensive education programme assuring the best educational opportunity to all children irrespective of caste or creed or the purse of the parent.

The people must ask for it. In our country there is much indifference and apathy in regard to educational needs of the children. The task of making the public realise the importance of Education therefore falls on teachers and this Education Week offers a wonderful opportunity. Plan your Education Week well and lay the foundation for active Parent-Teacher co-operation in the common cause—the child.

We are happy to learn that His Excellency Commodore Maharaja Raol Shri Sir Krishna Kumarsinhji Bhavsinhji, K.C.S.I., Maharaja of Bhavanagar, Governor of Madras has graciously accepted the invitation of the President of the Central Education Week Committee to inaugurate the XX South Indian Education Week on Wednesday the 25th October. We appeal to all associations to get at once the Hand Book of suggestions and plan their Education Week. It will be a great help if managements, private and public could extend their co-operation to the teachers in the effective observance of the week.

Is the crisis coming?

We are getting reports from every district of shortage of teachers. Numerous advertisements appear in the columns of our newspapers inviting applications for teachers' posts and we reliably understand that in the few Secondary schools directly maintained by Government about a hundred posts remain vacant now, while in schools under Local Bodies, the situation is even more serious. If after four months in the academic year such posts remain unfilled it is a sure indication of the very unsatisfactory position in regard to the staffing of Schools. To this must be added the large number of untrained and unqualified teachers that have been permitted to be employed as temporary teachers. While the enrolment in our schools is increasing rapidly there has been no corresponding increase in the number of teachers that are being trained for the profession. The efforts of the Government to induce young men and women to take to teaching are not meeting with any measure of success. The offer of stipend has not attracted as expected the abler of our youths to the teaching profession. The lowering in standards of recruitment has only succeeded in putting into the profession with official approval persons of markedly poor abilities for teaching thus adding greatly to the deterioration in professional standards.

The reasons for such unsatisfactory conditions are not far to seek. No elaborate investigation as was conducted in U. S. A., in 1947 seems to be necessary. That investigation showed that the major causes responsible for a nation-wide shortage of teachers were as follows:*

1. Lack of respect and appreciation for, as well as prestige in, teaching profession.
2. Inadequate salaries.
3. Indifference towards general welfare of teachers.
4. Unsatisfactory school buildings.

5. Unwholesome professional relations.

6. Low Teaching morale.

7. Inadequate tenure, retirement and pension provision.

8. Heavy teaching loads and crowded classes.

9. Lack of a stimulating recruitment programme;

and these are all fully applicable to our State. It cannot be that the authorities are unaware of the causes and of the malady too. The Hon'ble the Minister for Education has on more than one occasion referred to the unsatisfactory condition of many school buildings by saying that the authorities were escaping prosecution by the S. P. C. A., inasmuch as the buildings were not allowed to be used by cattle. In respect of the other causes listed, most sympathy is shown but little or no action has been taken. The authorities do not seem to realise the danger of allowing things to continue. There is widespread dissatisfaction. A feeling of frustration and bitterness is beginning to fill the minds of teachers resulting in an irreparable harm—a serious deterioration in the mental and moral outlook of the teachers. The continuance of this state of affairs any further will surely bring disaster.

The deputation of the South India Teachers' Union led by Dr. Rm. Alagappa Chettiar tried its best to appraise the Hon'ble the Chief Minister and his Colleagues the Hon'ble the Minister for Education and the Minister for Finance, of the seriousness of the situation. It is now for the Government to act and quickly too. They should immediately increase the Dearness Allowance paid to Teachers to the level of what the Union Government is paying its employees. The Government should increase their rates of Grants towards the salaries of teachers in our Elementary Schools. The Scales of Salaries fixed for the Secondary Grade Teachers and the Physical Education Teachers should be forthwith raised to

* Educational Research Bulletin Vol. 27, No. 3, March 48.

the level recommended by the Union. Their other requests—House rent allowance and free education for their children have been too long under consideration. We warn the authorities that delay in considering these very modest requests of teachers will drive the teacher to despair and bring about a crisis in education. We hope that the Union will not be compelled to invite public attention to the disaster that is threatening.

A great loss

We deeply regret to have to report the demise of Sri A. Ramaswamy Gounder, Principal of the Municipal College, Salem at the comparatively

young age of 50 years. He took an active interest in Teachers' Organisations and was for some time, the President of the Salem District Teachers' Guild. As Vice-Chairman of the Reception Committee that organised the Provincial Educational Conference, he took a keen interest in the conduct of the Conference. It was due to his great efforts that the Salem Municipal College was raised to the status of a First Grade College. In his sudden demise we have lost an able administrator, an erudite scholar and a great educationist. We offer our sympathies to the members of his family in the sad and irreparable loss sustained by them.

S. I. T. U. VICE-PRESIDENT FELICITATED

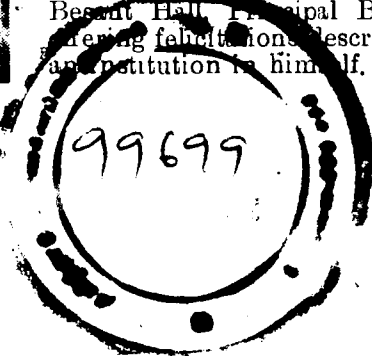


Prof. E. N. Subrahmanyam, M.A., B.L.,
Theosophical College, Madanapalle.

Prof. E. N. Subrahmanyam, Head of the Department of Economics and History of Besant Theosophical College, Madanapalle, was warmly felicitated on his completing 50 years on July 5, 1950 and on his election as Vice-President of the S. I. T. U. at a party held in the College Canteen Recreation Hall.

Messrs. P. Ramachandran and M. Krishnaswami of the College and Messrs. C. Rami Reddi and R. Krishnasastri of the local Bar paid tributes to Prof. Subrahmanyam as an efficient teacher, eloquent speaker and ardent enthusiastic Social worker. Prof. Subrahmanyam thanked his colleagues and his lawyer friends for their felicitations and good wishes.

Earlier in the day at the joint general Assembly of the Staff and Students in Besant Hall, Principal B. R. Kumar offering felicitations described E. N. as an institution in himself.



OUR LETTER BOX

Teachers' Service—Agreements

After considerable agitation, service-agreements with managements have been instituted to safeguard the security of tenure of qualified teachers in aided secondary schools. The agreement laid down in M. E. R. provides for three months' notice or salary in lieu thereof in the case of permanent teachers and of two months' notice or salary in the case of teachers on probation. The appointment of untrained teachers from year to year has become a virtual necessity in almost every institution in recent years. Some managements do not enter into agreements at all with untrained teachers; and others again pay the first month's salary after the untrained teacher signs the agreement binding himself to 2 or 3 months' notice or salary. This, I believe, is irregular; for in the absence of definite specification, the normal law of contract, namely for one month, should prevail.

An untrained graduate joins service in a school early in June, gets late in July orders of the Principal of the Training College to join the college forthwith, on vacancies arising. Relief is refused; and he is threatened with disciplinary action. It is forgotten that the phrase "in lieu of" is provided for as a way of action for necessitated

immediate leaving of service. It is not considered morally obligatory on the part of managements and the Department to do everything possible to promote or aid the supply of trained teachers. No consideration is given to the untrained graduate's laudable ambition to qualify himself by joining the Training College. The management demands "the full pound of flesh" from the untrained graduate; and the department directs the untrained graduate to pay the penalty of two months' salary. Is it equity? Is it proper on the part of the Educational Department to penalise the seeking of admission into the Training College?

The Government should give a ruling on whether service agreements should be enforced on untrained teachers; if so, whether they should be put on the same footing as the trained teachers on probation; whether one month's notice or salary in lieu thereof would not be adequate in the case of untrained teachers; and lastly whether this should not be waived for teachers joining the Training College. I would appeal to the Government to grant redress to the aggrieved in this matter; for, as W. Kenneth Richmunds says, the State's role is one of "trusteeship" for the teaching service.

R. SRINIVASA IYENGAR.

the level recommended by the Union. Their other requests—House rent allowance and free education for their children have been too long under consideration. We warn the authorities that delay in considering these very modest requests of teachers will drive the teacher to despair and bring about a crisis in education. We hope that the Union will not be compelled to invite public attention to the disaster that is threatening.

A great loss

We deeply regret to have to report the demise of Sri A. Ramaswamy Gounder, Principal of the Municipal College, Salem at the comparatively

young age of 50 years. He took an active interest in Teachers' Organisations and was for some time, the President of the Salem District Teachers' Guild. As Vice-Chairman of the Reception Committee that organised the Provincial Educational Conference, he took a keen interest in the conduct of the Conference. It was due to his great efforts that the Salem Municipal College was raised to the status of a First Grade College. In his sudden demise we have lost an able administrator, an erudite scholar and a great educationist. We offer our sympathies to the members of his family in the sad and irreparable loss sustained by them.

S. I. T. U. VICE-PRESIDENT FELICITATED

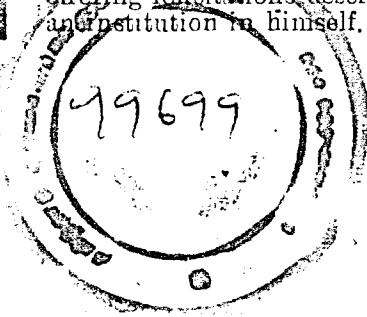


Prof. E. N. Subrahmanyam, M.A., B.L.,
Theosophical College, Madanapalle.

Prof. E. N. Subrahmanyam, Head of the Department of Economics and History of Besant Theosophical College, Madanapalle, was warmly felicitated on his completing 50 years on July 5, 1950 and on his election as Vice-President of the S. I. T. U. at a party held in the College Canteen Recreation Hall.

Messrs. P. Ramachandran and M. Krishnaswami of the College and Messrs. C. Rami Reddi and R. Krishnasastri of the local Bar paid tributes to Prof. Subrahmanyam as an efficient teacher, eloquent speaker and ardent enthusiastic Social worker. Prof. Subrahmanyam thanked his colleagues and his lawyer friends for their felicitations and good wishes.

Earlier in the day at the joint general Assembly of the Staff and Students in Besant Hall, Principal B. R. Kumar offering felicitations described E. N. as an institution in himself.



OUR LETTER BOX

Teachers' Service—Agreements

After considerable agitation, service-agreements with managements have been instituted to safeguard the security of tenure of qualified teachers in aided secondary schools. The agreement laid down in M. E. R. provides for three months' notice or salary in lieu thereof in the case of permanent teachers and of two months' notice or salary in the case of teachers on probation. The appointment of untrained teachers from year to year has become a virtual necessity in almost every institution in recent years. Some managements do not enter into agreements at all with untrained teachers; and others again pay the first month's salary after the untrained teacher signs the agreement binding himself to 2 or 3 months' notice or salary. This, I believe, is irregular; for in the absence of definite specification, the normal law of contract, namely for one month, should prevail.

An untrained graduate joins service in a school early in June, gets late in July orders of the Principal of the Training College to join the college forthwith, on vacancies arising. Relief is refused; and he is threatened with disciplinary action. It is forgotten that the phrase "in lieu of" is provided for as a way of action for necessitated

immediate leaving of service. It is not considered morally obligatory on the part of managements and the Department to do everything possible to promote or aid the supply of trained teachers. No consideration is given to the untrained graduate's laudable ambition to qualify himself by joining the Training College. The management demands "the full pound of flesh" from the untrained graduate; and the department directs the untrained graduate to pay the penalty of two months' salary. Is it equity? Is it proper on the part of the Educational Department to penalise the seeking of admission into the Training College?

The Government should give a ruling on whether service agreements should be enforced on untrained teachers; if so, whether they should be put on the same footing as the trained teachers on probation; whether one month's notice or salary in lieu thereof would not be adequate in the case of untrained teachers; and lastly whether this should not be waived for teachers joining the Training College. I would appeal to the Government to grant redress to the aggrieved in this matter; for, as W. Kenneth Richmonds says, the State's role is one of "trusteeship" for the teaching service.

R. SRINIVASA IYENGAR.

Teachers ! Here is good news for you.

Banish your anxiety about the future.

The Government have permitted Teachers in Aided Educational Institutions to divert a part of their Provident Fund for payment of Insurance Premia.

You can now safely obtain a policy with the S. I. T. U. Protection Fund, Ltd. and pay the premia from your Provident Fund Account, if you so desire.

The maximum amount of insurance has also been raised to Rs. 2250 (i.e. six units.)

Be **steady** and **loyal** to your **professional organisation**. Insure first in the S. I. T. U. Protection Fund.

For further particulars apply to the Secretary,

The S. I. T. U. Protection Fund, Ltd.,
520, High Road, Triplicane, MADRAS-5.

V. B. MURTHI,
Secretary.