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THE XX SOUTH INDIAN EDUCATION WEEK

MESSAGES

*From the Hon'ble Sri P. S. KUMARASWAMY RAJA,
Chief Minister of Madras.*

The 20th South Indian Education Week which is to be celebrated at the end of this month, is an event, in which every one interested in the cause of the spread of Education, should associate himself and actively participate. This Education Week is arranged to serve as a reminder to the parents and the general public, to evince greater interest in the cause of Education, and to co-operate intensively with the existing educational institutions and education agencies, to accelerate the spread of education among our people. The object with which this organisation to celebrate the Education Week, has been started, is one of national importance. Educational enlightenment among the masses being the foundation of Democracy, it behoves every thinking mind to see to the success of the scheme sponsored by this organisation. The noteworthy feature of this year's Education Week is the selection of such an important theme as "Children—Our Nation's Wealth" for intensive propaganda and work. For the Independent India, endeavouring to lay solid foundations for stabilising Democracy, there could be no more important factor than the physical, educational and cultural advancement of the children of today. For, they are the citizens of tomorrow. They being the very materials for evolving the machinery for the promotion of prosperity of our country, should be trained in proper educational and cultural lines, so that the dreams of today may be realised in full, tomorrow. Let us not forget that the child is the father of the man. I hope that the Education Week will be celebrated with the importance and in a manner it deserves.

*From Dr. AMARANATH JHA, President, All-India Federation of
Educational Associations, Allahabad.*

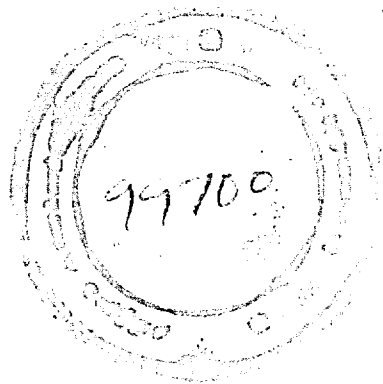
I am gratified to know that the Education Week is being planned by the South India Teachers' Union. This week has now become a regular feature of the activities of the Union. I have no doubt that the Week will focus interest in the importance of the child in our system of education. I wish the Week all success.

From Sri S. GOVINDARAJULU NAIDU, Director of Public Instruction, Madras

I wish the South India Teachers' Union every success for their 20th Education Week. They are to be congratulated on being able to run for the 20th time this annual function. I have no doubt that the subject chosen by them this year will produce valuable discussion and practical results. Among others, my personal anxiety is that parents should be educated to avoid elementary faults in the upbringing of children. The teachers have to discuss this question first to be able to pass on the knowledge to the parents. I regard this as one of the most valuable efforts we could make for the fulfilment of our ultimate object, namely, training young boys and girls to become good citizens.

From the Hon'ble Sri K. CHANDRA MOULI, Minister for Local Administration,
Government of Madras.

The Education Week which the South India Teachers' Union is to celebrate is welcome. It is indeed that our education should be started from the child itself and thus lay strong and healthy foundation for the happiness and welfare of our motherland. I wish that many more such centres are started ere long throughout our State which would tackle the problem of proper education. I wish success to your selfless work.



THE SOUTH INDIAN TEACHER

Vol. XXIII

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Nos. 8-10

INDIAN EDUCATION FOR INDIAN CHILDREN

DEWAN BAHADUR SRI K. S. RAMASWAMI SASTRI

Retired District Judge

Indian Education is at the crossroads today. India has become free and is free to mould her education as well as her life as she likes. She will profit by the experience of all the other nations but she will not be an echo of other nations. So long as the British ruled India, Indian education, like Indian life, was an echo of Western education and western life. Not only the organisation of education but also the spirit of education were coloured by the experience and outlook of the west. But that need not and will not be the case hereafter because our destinies are in our own hands. We can, while profiting by the experience of others, boldly remain true to our heritage and our vision of life.

It seems to me that what we primarily need is a new vision of life and a new philosophy of education. Having been the first nation to visualise the ultimate verities of life and probe the wonderful world of the inner life, we cannot let go that vision. Living as we do in modern times when man has conquered distance and is fighting a winning battle against disease and has acquired a deep knowledge of the secrets of nature and an increasing control over her forces and has at the same time invented the atomic bomb and proposes to invent the hydrogen bomb and other terrific means of the

destruction of his own species, we cannot afford to lag behind the other nations in such matters. We cannot live in isolation even if we desire to do so. But we will never be an aggressor nation. Nor will we allow aggression to overtake us.

At the same time the inner world and the outer world cannot be kept apart. All life is one and cannot be put into watertight compartments. All Truth is one and different aspects of Truth cannot war with one another and demolish one another. If we value Truth and non-violence and righteousness and holiness, we must order our outer life in such a way as not to violate those virtues which we value more than life, and must harmonise religion and science and spread such harmony everywhere in the world because the world we live is One World and it cannot go on while one half is violent and the other half is non-violent. Such a unitive vision of life can come about only if and when there is a unitive vision of education.

Mr. Joseph McCulley says well: "The fundamental objective of education is to develop free man for life in a free society, that is, individuals free from ignorance, free from superstition, free from slavery, economic or political—individuals realising their own potentialities and co-operating to achieve common purposes for an ever-

widening community." We are now living in a free federal sovereign democratic republican India and have to fit our education for such a life. Democracy is based on liberty and equality and fraternity and the achievement of the four freedoms declared in the Atlantic Charter. It is based also on the infinite dignity and value of every person and the equal value of all. These fundamental truths must be woven into the very texture of our thought throughout all the stages of our education if they are to be woven well into the very texture of our inner and outer national life. Democracy is not a mere nexus of rights but is a nexus of duties and responsibilities as well.

This is why we have to reorientate our views and attitudes in regard to all the stages of our education. In primary and secondary education we have not only to impart a knowledge of the subjects taught till now but to lay more stress than before on civics and economics and politics and also train the students to manage their group affairs themselves and to conduct their own courts of honour and to implant proper ideals and standards in their hearts. Democracy and autocracy can never co-exist any more than light and darkness can co-exist. Democracy is not only a mode of thought but is also a way of life. It implies mutual discussion and persuasion. It is eventually a co-operative adventure. It is well and pithily said that while dictatorship is the persuasion of force, democracy is the force of persuasion. That is why even discipline in schools will have hereafter to be not of the dictatorial type but of the democratic type. We must appeal to the better and diviner nature of the students if we desire to implant and uphold the higher standards and values of life in them. Discipline may be suggested extrinsically but must grow up intrinsically in the heart as Self-discipline. I do not think that such an endeavour is doomed to failure. I think that it will be a great success and that then we will hear no more about students' strikes or subversive activities.

The schoolmaster should be an elder brother and a guide and not a tyrant or a dictator behaving like Squeers of Do-the-boys Hall. He must take part in the curricular and extra-curricular activities of the boys without any repulsive superiority complexes or brutalities of any sort. Education was till now a merely intellectual process. It must hereafter be a training and enrichment of the human personality for a refined and civilised and happy co-operative life. The real wealth of the nation consists of its children if we make them efficient and cultured citizens and human beings. The child brain is not a vessel to be rammed in and filled but should be disciplined and sublimated for the highest tasks of life by attention being simultaneously paid to the hand and the head and the heart. Individual attention should be paid to each pupil in addition to general lessons common to the entire class. There should not be too much regimentation. The teacher should find out the natural aptitudes of the pupils and foster leadership and initiative. The aim of education should be to train leaders and also elevate the general level of the masses.

The same objectives must be pursued in University education also though at higher levels. We have to emphasise the study of the sciences without allowing the importance of the humanities to decline and decay. It is not correct to say that the University is a product of the modern Western education. The Universities of Ancient India were as popular and learned as the Universities of today. They preserved and increased and purveyed knowledge as their successors of today. But in modern times science has gone far ahead and we have laboratories, printing presses, broadcasting stations, etc. which our forefathers did not possess. Today every country has its University ideals and every University has its special stress and emphasis on this or that aspect of knowledge. It is therefore necessary that the modern Indian Universities should be modern as well as Indian and should focus and intensify and spread modern Indian

Culture. Professor W. R. Taylor rightly defines Culture as: "an integration of thought, the correlation of the vital ideas of a period, a view of the world and man which gives meaning to life and direction to vocation." University studies must lead to the enrichment of personality which implies not only knowledge but emotion and manners and morals. The Universities must not only train men and women so as to become endowed with skills and aptitudes for diverse jobs. They must foster and train the diverse talents of the different students for the enrichment of the national life as a whole and not steam-roller and macadamise them after one stereotyped pattern.

The achievement of all these aims

implies skill and vision and devotion on the part of our teachers. The mere organisation of the educational system is of far less importance than the presence of such qualities in our teachers. Mr. M. M. Kirkwood says that the teacher's function is "to open vistas and enlarge horizons, to inflame curiosity, to release and direct energy in the student, and to set goals before him." It is the teachers who have to fund and direct the nation's fund of altruism. It is the teachers who have to transform raw callous impulsive youth into disciplined intelligent moral creative spiritual human beings. It is the teachers who must train and discipline and foster the human will so as to establish the kingdom of God on the earth.

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By

Miss E. MARTYN, B.A., M.Ed.,

Assistant, Bentinck High School for Girls, Vepery, Madras.

(Written in accordance with the latest syllabus issued by the Department of Education, Madras.)

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"Children—Our Nation's Wealth"! Surely; not *our* wealth only, but the only real wealth of the whole world. For, what is the use of any other kind of wealth, if millions of the children of today do not survive to enjoy it, and if those who survive do not know how to use it wisely and well?

What are we doing to ensure the survival of the world's children, and to ensure their welfare and their wisdom? I think it is worthwhile examining ourselves on these points, especially we who are teachers, and therefore supposed to set an example to the rest of the community.

I read a very remarkable book the other day. Its title is '*Our Plundered Planet*', and its author is a distinguished American scientist. The theme of the book is that Man is using up the material resources of the earth so recklessly, and at the same time increasing the human population so rapidly, that unless there is an immediate check in both these directions, the decimation if not the total destruction of humanity on this globe is inevitable within the next hundred years! Please bear in mind that this is a book not by a propagandist, but by a scientist and a scholar. He puts forward instance after instance to show how, all over the world, including India, Man's recklessness in cutting down trees, in leaving erosion unchecked, in exploiting the soil in order to get quick returns, is resulting in the rapid expansion of desert areas and the impoverishment of the earth everywhere. And, in order to restore fertility, instead of preserving and building up the soil by natural means, men are resorting to chemical manures: it is like giving stimulants to a sick man instead of dealing with the root cause of his sickness. Why have men done these things, and why do they continue to do them? Because they want to get

rich quickly, and are blind to the evils they are leaving their children to face.

That is what may be called the agricultural side of the picture. Let us glance at the other side, which is equally dark. While men are recklessly using up the earth's resources, not caring to replace them for the use of those to come, they are at the same time increasing the number who will be dependent on those resources for their survival. The fearfully rapid increase of the world's population is not a new theme. But it is one which must be dinned into the ears of all intelligent people, whether they be so-called educated or so-called uneducated, if humanity is to survive. For it is a matter about which nearly all of us can do something, if we take it seriously. Teachers, above all, can do a great deal if they will.

It has been stated on the basis of the most careful and reliable calculations that, if the people of India continue to multiply as rapidly as at present, this continent will have to provide food for about 800,000,000 by the year 2000 A.D.! The tragedy is that the population increase is most rapid in the parts of the world that are most poverty-stricken. Of course, there are good reasons for that being so, but we are not concerned with those here. China, Indonesia, South America, are other parts of the world where the population is increasing almost as rapidly as here. Even now we are relying on other countries to meet our food deficit. It will not be long before the soils of those countries are so poor that they will be hard put to it even to feed their own populations. What is going to happen then to our half-starved millions, if their number goes on doubling every fifty years? It is idle to hope that the miracles of science will come to our rescue in time. Even if we double our food production in the next

fifty years, shall we be any better off if our population has also doubled in the same period? And how long can the doubling process go on anyhow? It is a matter of plain common sense that one of two things *must* happen; either the population increase must be checked, or millions must die of starvation, in ever-increasingly terrible famines.

What has all this to do with "Children—the World's Wealth", you may ask. I think it has a great deal to do with our children. It concerns their very existence. Shall they be brought into the world only to die of hunger? Is that the fate which you, my fellow-teacher and fellow-citizen, look forward to for *your* young family? Although I have been spending all my life so far in teaching and organizing schools, I cannot help feeling now,—and therefore I take this opportunity of saying it here,—that, at this crisis in the world's history (perhaps the crisis of the survival of mankind on this globe) it is more important for us to tackle the fundamental issues which will decide whether or not our children will be able to survive at all, rather than spend our thought on the method of their education. I do not mean that the latter is not very important. I think it is. But perhaps we may discover better methods of education in the very process of tackling the problems of food-production and population. Is it not a fact, which has been agitating all constructive thinkers on education in this country, that we failed to educate our children properly during the period of British rule because we allowed ourselves to think of education as mere book-learning, and did not educate our children to *live*, by giving them scope for constructive activity in an environment of reality? If the world situation compels the surviving members of the next generation to spend most of their time growing food and providing for other

essential needs, I do not think it will be a bad thing. Perhaps it may prove to be a short cut to a better kind of education, an education *in how to live*.

The food problem and the population problem are the most urgent problems of the world today, and of India as a part of the world. Those problems will remain until they are solved, whatever changes of government may take place. It seems to me that they are more urgent for teachers to consider, therefore, even than the political problems of the world. You and I can do little to solve the latter; we are not wholly powerless to lend a hand in solving the food problem and the population problem. Even if we are not teachers in Basic schools, we can take an intelligent interest in soil-preservation and food-production; we can help our pupils to understand why those matters are so urgent for their own survival; we can set them an example of soil-improvement and better vegetable-growing in our own gardens. (I am not preaching an arm-chair sermon: for the first time in my life, at the age of nearly sixty years, I am taking an active part in food-production with my own hands, and I am thankful not to have missed the experience!)

As regards the population problem, can we not set an example in this also? Who will do it, if not the most highly educated? This is a matter to be taken seriously, not flippantly set aside as slightly indecent or unmentionable. If we lack modern knowledge on the subject, is it not our duty as intelligent educated people to seek it out and get it? And to put it into practice and encourage others to do the same. Not to save ourselves the worry and trouble of a large family,—but to safeguard with love the future of those we have already brought into the world. They are our most precious wealth. Are they not worth preserving with the utmost of our love and care?

DR. S. R. RANGANATHAN, M.A., D.LITT., L.T., F.L.A.
President of the Indian Library Association, Professor of Library
Science, University of Delhi

"Your children are not your children.
 They are the sons and daughters
 of Life's longing for itself.
 They come thru' you but not
 from you,
 And tho' they are with you yet
 they belong not to you,
 You may give them your love but
 not your thoughts,
 For they have their own thoughts.
 You may house their bodies but
 not their souls.
 For their souls dwell in the house
 of to-morrow which
 You cannot visit, not even in
 your dreams.
 You may strive to be like them,
 but seek not to make them
 like you.
 For life goes not backward nor
 tarries with yesterday."

The physical well-being depends upon adequacy of food, clothing and shelter. Today the population pressure, in the world as a whole and in India in particular, has grown to such

As for spiritual well-being the great sages have said that one of the methods of releasing the centres of spiritual life in us is to control the mind. Controlling the mind is not the annihilation of the mind. It appears to me that the mind usually spreads itself out so as to block all the openings available for the spirit. If the mind can be made to concentrate upon a single subject and pursue it without dissipation, not only will the subject be well explored but also the openings for the spirit to shine forth will be saved from being blocked by the mind. This is one of the reasons why great thinkers like Einstein, Edington, Darwin, Dewey and Ramanujam were also exceptionally evolved in the spiritual sense. It is true that the spiritual blossoming is often apparently unconditioned by mental and physical factors and that we do not yet know the laws of spiri-

In the post-school or post-University

The externalisation of the memory is becoming a necessity on account of the plethora of facts and information which get created day after day and from which one has to draw. They are far too many for the memory of any person. The new species of book, called reference books, are indeed externalised memory. Since they are artificial entities—even more artificial than ordinary books—drawing information from out of them is not easy unless one is trained in the use of them from childhood. To use reference books profitably two factors are therefore necessary. There should be a plenty of reference books in a variety of subjects and the adults should have had adequate training in using them. In the Western countries reference books have been produced in hundreds in every conceivable subject—not only Encyclopædias, Directories and Dictionaries covering the entire field of knowledge but books of that nature covering minute regions of knowledge like advertising, cookery, machinery, nursing, poultry, rose-culture, shoe-making, typewriting, violin, wireless, etc. Such reference books are produced not only to suit adults but also to suit children so that

they can be accustomed to their use even before habits become rigid. Our languages which had been paralysed during the last 200 or 300 years are now totally lacking in such reference books—externalised memory. This is a great handicap to our children. The Long-term planning for the development of our country and the exercise of the freedom that we have now got, should give priority to the revival of our languages, the production of reference books in them and the accustoming of our children to their use before they leave school. As all matters connected with education, this also is one of deferred return, however essential it might be. It therefore fails to attract the attention of politicians who live, as it were, from day to day. I believe that our society will throw forth a sufficient number of far-sighted statesmen who will see things in proper perspective and provide for this vital matter.

With regard to the sublimation of emotion, I found some new developments in Western libraries in my recent

tour. Music is recognised to be one of the means of sublimating emotion. Accordingly gramophone records are freely lent out from public libraries. Pictures are recognised to be another means. Accordingly libraries lend framed pictures to the citizens. One can keep these books for periods of one or two years and then return them and take new pictures. Even some of the university libraries have begun to lend framed pictures to the students living in the hostels or in their own private houses. Patients are helped into a healing emotional mood by the supply of microfilms of pictures with the necessary projectors, which they can project on the ceiling so that they can enjoy them when they are lying in their beds. Here again India has to start from the very beginning. In the past, our temples served the multipurpose of libraries, art galleries and musical emporia. Either we have to restore them to this triple function or in the alternative develop our libraries along new lines.

THE SOUTH INDIA TEACHERS' UNION

Diary for September 1950

- Sept. 11. Social Studies Seminar—Sub-Committee and Conveners of Section Committees meeting.
16. Social Studies Seminar—Steering Committee meeting.
18. Teaching of English as a foreign Language—Report of the Summar Conference of the British Council—preliminary meeting to discuss the subject with the Chief of the British Council in India. Balar Kalvi—August 1950—published.
20. Social Studies Seminar—Meeting of the Section on Critical Evaluation of Syllabus.
25. Social Studies Seminar—Steering Sub-Committee meeting.
29. Report of the Summar Conference of the British Council—Discussion with Mr. L. R. Phillips.
30. Social Studies Seminar—Inauguration at the Y. M. C. A. College of Physical Education, Saidapet by Sri S. Govindarajulu Naidu, Director of Public Instruction, Madras.

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THE PRESS IN THE LIFE OF IRELAND

WALTER LEIFER

Brilon in Westfalen, Am Etzelsberge 27, Germany

History is a chain of lights and shadows. One of the forgotten parts of the historic empire is one of the most important factors of our civilisation: it is the Press and its development. The history of the press points at the formation of the modern mankind and it is notable for a new world force which marks the modern phase of our civilisation.

Thus it is always interesting for all the parts of the population to follow the development of the press. World Press will mean in our days all the publications in the world language, e.g., in English, in German, Spanish, Russian, French, etc. We will hope to read Hindi in this list in a few years, too. The history of the press will be of any interest in India especially in its Anglo-Saxon part. Here, it is the development of the Irish Press which has to say anything to the Indian reader. Like people in Bharat, people in Eire want to seek their own language through the medium of the English language. Here it is Hindi, etc., there it is Gaelic.

The history of the Irish press has never been written. Thus the material is very small, but not lost like in other regions of the troubled world. The first Irish journal was titled "An account of the General Occurrences in Ireland, together with some particulars from England" which appeared in February 1659 and ran for five numbers. This newspaper was a little quarto of four leaves and was published weekly by W. Bladen. The publisher had a good reputation as well-known King's printer in the latter part of Charles I. Here is to mention that this event happened just 39 years after the appearance of the earliest English newspaper, which was printed in the Netherlands, at Amsterdam, and per-

haps 50 years after the first newspaper of the world, which was printed in that country, where Gutenberg had invented the high printing art in the Occident, in Germany's very important commercial town of Augsburg.

The next paper on Irish soil was a weekly "Mercurius Hibernicus or the Irish Intelligencer" published in Dublin in 1663, where we find besides local and English news (and some from the European continent) only a few advertisements. The next in order of date was the really first Irish newspaper "The Dublin News Letter" which started in June of the year 1685 and was printed only on a single leaf, of small folio size, on both sides, and addressed to the public in a form of a letter. One copy of this very interesting paper for December 27th of that year exists in the newspaper collection of the Royal Dublin Society. This issue contains only one item and two advertisements.

Next to appear were the daily "Dublin Intelligence" since September 1690 and the monthly magazine "The present state of Europe or the Historical and Political Monthly Mercury giving an account of all the public occurrences" since 1692, where lots of news of continental character were given. In 1699 another periodical was edited "The Flying Post or the Post Master". Besides the "Monthly Mercury" the latter gave details on the continental European affairs, and, therefore, these two are the first, in Ireland, to suggest some agency of the day answering to the modern "Reuter".

But all these first Irish papers did not meet the modern conception of a daily publication. All the six weekly newspapers or journals and one monthly magazine appearing at irregular period: from 1660 to 1700 are not

really worthy of remembrance. In 1725 Faulkner's Dublin Journal began its career, which ended hundred years later in 1825 with number 13,671. The Freeman Journal had another famous life-time which went from 1763 until 1924—a run of 161 years. The 18th century has been the period of newspapers during Irish history. No less than 39 individual newspapers and periodicals alone in Dublin were established. The other towns followed: Cork saw the foundation of 21 newspapers and periodicals, these figures were for Waterford 8, for Limerick 5, for Belfast 3. In other places, there was the number of new publications 16. But we will not forget that most of these newspapers did not last more than one, two or three years, and many ceased publication even inside one year. We know the number of Irish newspapers of any importance during the year 1782: Dublin 7, Belfast 4, Waterford 2, Cork, Wexford, Galway, and Ennis one each as well as many provincials.... But all these newspapers were owned by the land-owning 'Ober-schicht'. There was no paper of really Irish character which lead the discussion in a Irish-Catholic way. The landed gentry, the titled nobility and the British occupation forces and authorities used to be masters of the press in Ireland. The ordinary people of the first centuries of an Irish Journalism had no interest in the newspapers because, in their eyes, the press stood on the whole for the British upper class. The real Ireland, also the Ireland of the Gaelic-speaking ones, was then unheard. This situation changed during the first years of the 19th century. There was, in 1810, more than a dozen newspapers in the capital, but only three of them supported national claims. But there was only one newspaper which could bear the right title: advocate of the national interests—the journal "Nation", founded in 1842. This paper was really new in culture and spirit in order to struggle for the restoration of Ireland's independence.

The majority of the newspapers founded in the latter years of the 19th century and the first decades of the

present were nationalist in sentiment ("nationalist" in Ireland means to be "Catholic") and thus Irish patriotism found new strength....

Today there are in Ireland including Northern Ireland, called Ulster (six counties of this ancient province form the British part, whilst three are belonging to the Irish motherland) 14 dailies and a number of approximately 120 provincials. Three of these newspapers are more than 170 years old and at least seven have celebrated their centuries....

Mention should be made of the fact that there is also a number of papers which is edited in the Celtic language of this Gaelic Irish people. This very ancient idiom was partly forgotten during the centuries of British occupation and people used to speak the language of their masters.

The Gaelic papers are the following: *Ar Aghaidh* (Forward) since 1931 at Galway, *Timthire Chroi Naomtha Iosa* (Messenger of the Sacred Heart) since 1911 at Dublin, *An t-Ultach* (the Ulsterman—the only paper in Irish published regularly in the British-occupied part of Ireland), *Comhar* (Co-operation) since 1942 at Dublin, *Feasta* (The Future) since 1948 at Dublin, *Indiu* (To-day) since 1943 at Dublin, *Gael Og* (The Young Irishman) since 1938 at Dublin and *Tir na nog* (The Land of the Youth) also published in the capital (since 1948). We see the renaissance of the really-Irish press is in our days. There have been, in the past, some attempts to publish Gaelic papers even at New York and London—e.g. *An Guodhal* (The Gael) during 1884 and 1904 at New York and *Inis Fail* (Island of Destiny) during 1904 and 1909 at London....

Ireland's press is nowadays walking a path of an independent people, but all the national problems are not yet solved—the illness and danger of the "Partition" of the British-occupied Ulster from the Southern Irish counties, Home of all the Irish, has to be solved.... Ireland's journalism and the Irish press know their hard and grand task.

"THE READING HABIT"

K. NARAYANAN

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A. NEED FOR EXTENSIVE READING: The idea that reading consisted in the mere association of symbols with sounds has been responsible for the fact that too much attention has always been paid to oral or loud reading in the classroom, and too little attention to silent reading. As Professor Sandiford has remarked: "That the final end of reading is the comprehension of what is read, was lost sight of for many years. Reading in the elementary school meant oral reading. If a pupil could read aloud, giving due emphasis to the pronunciation and articulation of the words and to the modulation of his voice, he satisfied all demands. Any test applied to him showed that he could read. That the pupil might be merely pronouncing the words without comprehending their meaning, very much in the same fashion as a beginner in German might read a difficult passage in that language and be totally ignorant of what it was all about, nobody apparently discovered. The Teachers' point of view was that if a child could pronounce the words, he could *ipso facto* understand them. Silent reading which could not be tested by any known device, was regarded either as an extra curricular activity or as solely a matter for the home. The swing of the emphasis in the school from oral to silent reading is in the right direction since probably 99 per cent of all adult reading is silent reading."¹ It is now clear that from the very beginning reading must be regarded not as a mechanical trick, but as a means of getting at ideas.²

From the standpoint of practical utility reading may be regarded as the only subject of instruction which is absolutely indispensable. Of all subjects it contributes most to the deve-

lopment of general intelligence. Books are the chief means of obtaining information, and when once the ability to read with ease has been acquired, educational progress can proceed throughout life. The extent and character of a person's reading determine the extent and character of his education; and rightly directed, a love of reading may become a powerful lever to both normal and intellectual advancement.

Reading is an unfailing source of pleasure and recreation; the child who can read loves his story book, and the adult his newspaper, work of fiction, education, travel, etc. Hence it is essential not merely to success but also to pleasure and interest in life. Silent reading has a practical value through its agency the children may develop a love of reading which they will carry throughout life.

Fifteen years hence English will no longer be the Federal language, and hence rightly does the syllabus aim at retaining the present standard of ability to read and comprehend English, whilst realising the necessity for accepting a lower standard in the ability to speak and write English. In fact we are not only to retain but considerably improve the present standard or ability to read and comprehend English.

From the above it is evident that one of the most important habits that must be built up in our pupils by us in the Teaching of English, is the habit of extensive rapid useful reading with a view to get at the thoughts and ideas expressed in books. Our primary aim in teaching a child to read should be to enable him to understand the written thoughts of others. It is hence absolutely necessary that this kind of read-

ing ability, the capacity for silent reading taking a book apart and mastering it, reading for thought, should be cultivated in our schools for it is only through English books that a person can make himself acquainted with modern knowledge of all kinds and modern addition to knowledge. In this sense reading is an intensely mental act. As the child's schooling proceeds, he should be accustomed more to read to himself; for that is the master-key that admits him to all palaces of knowledge and with which he can with perseverance unlock all doors to all the avenues of knowledge.¹ More—he has the passport to heavens unguessed. In fine as Doctor West puts it we have to cultivate in our pupils the faculty of "tearing the heart out of a book";² of getting quickly at the facts of the thoughts. Thus, the ultimate purpose of foreign language study may, in Jespersen's words, be said to be access to the best thoughts and institutions of a foreign nation, its literature, culture—in short, the spirit of the nation, in the widest sense of the word.³ Here is the real justification for as much extra reading at school as possible.

B. FOSTERING THE READING HABIT: The proper training in reading means the formation of the habit of continuous and varied readings, and it further means the technique of finding information and assimilating it. This cannot be achieved by reading a few text books. They must be accompanied by a study of the non-detailed texts, by library reading by collateral reading, and by library visits.

(a) *Rapid Reading:* If it is urged that rapid reading is superficial reading the answer is, firstly, that it suffices, nevertheless, to achieve the purpose in view; namely the creation of an interest in reading foreign works for their own sake. It results certainly in the acquisition of a considerable vocabulary by unconscious assimilation,

the same process that is responsible for much the larger part of the native vocabulary we each possess. The commoner words in fact impress themselves by repetition upon the memory, and the recurrence of each in a number of different contexts ensures the building up by accretion of its full connotation.⁴ "Some books are to be tasted, others to be swallowed and some to be chewed and digested". Bacon makes a difference between books to be read carefully with diligence and attention and others to be read in a cursory manner, read rapidly noting only the main thought. The Detailed Reader is largely the centre of language instruction. The Non-detailed reader is also for promoting language study, but it aims at proficiency in certain special skills in language acquirement. The special aim of the extensive reader is to promote rapid silent reading of the pupil independently to himself. It is thus intended to promote the habit of silent self study, silent independent reading. Text reading hardly deals with the development of adequate silent reading habits.⁵

It has to be remembered that the prescribed Non-detailed Reader is intended as an intermediate step between the Detailed Reader on the one hand and Library work or the reading of extra books, magazines, newspaper, etc., at home; on the other.

As per the revised syllabus the authority specified in the Madras Educational Rules 58 and 79 shall prescribe three or four books, interesting in subject-matter and in easy, idiomatic modern prose (of about 240 pages in all), for class Library work in Form IV, and five or six books (about 300 pages in all) for Form V.

1. *Selection of Books.* Considerable care has got to be exercised in selecting books for Non-detailed study.

There should be no language barrier between the pupils and the book he

¹ On the Art of Reading, Sir Arther Quiller Couch, Page 48.

² "Bilingualism", Page 164.

³ How to teach a Foreign Language, Page 9.

⁴ Teaching of Foreign Languages; Kirkman, Page 92.

⁵ Suggestions for the Teaching of Reading; E. W. Menzel, Page 1.

¹ Educational Psychology, Pp. 329-330.

² Teaching of English in England Board of Education. P. 80.

reads. The complaint is frequently made that the silent reading lesson fails to impel by its own intrinsic charm. It is invariably traceable to the fact that the books are generally above the heads of pupils. A non-detailed reader for Form IV must evidently be based on the vocabulary and the sentence forms taught in Forms I to III. In recreative reading the object is not to study difficulty of language but to enjoy the narrative with as few interruptions as possible. Language and grammar exercises are entirely out of place. The language should be simple and in school editions designed for recreative reading difficult words and allusions, if any, should be explained in foot notes, so that the pupil may not be delayed by having to hunt for their meaning in a dictionary.

Books should be highly interesting. Books of stories, travel, exploration, discoveries are suitable for Form III and Form IV, and books of general knowledge may be introduced in Forms V and VI. Again books should be short enough to admit of being read through in the secondary school course. In fine, books should be interesting, easy and short.

Most of the books in the market are not suitable for our pupils because they do not satisfy the three requirements. One way of solving this difficulty is to insist upon publishers of text books for detailed study to publish non-detailed readers also based upon the former. For example the publisher, publishing a detailed text-book for III Form, should be required to publish non-detailed readers for Form III based largely on the vocabulary and the sentence forms taught in Forms I and II. The author of both the readers, the detailed and the non-detailed, should be the same. This is very very important.

It is pleasant to note in this connection the publication by Macmillan's the Coromandel Reader I, and the two supplementary readers mainly based upon the vocabulary of Reader I, written by Prof. A. Rama Iyer, Former Principal, National College, Trichy.

The books are simple, short and attractive with matter suited to the age of the pupils. It is hoped that other leading publishers will follow the example of the Macmillans.

For the present to meet our immediate needs it is better to get on with adaptations of standard English Stories and works. The books for non-detailed study published by the Oxford University Press, Indian Branch, the Macmillan & Co., India, and the Longmans, Green and Co., India, may be prescribed.

2. *Formation of Reading Circles.* It is not possible for pupils to purchase all the books prescribed for rapid reading. The school can as well buy them from the Library fees collected from the pupils and lend them to the pupils.

I would suggest the formation of reading circles. If there is a plentiful supply of books, the whole class even if it be a large one, may form the circle. A large class, however, may be divided into four circles of ten in each. A class of forty may be divided into 2 or 3 circles which will be able to read 2 or 3 books in turn at the same cost as that of providing one book for the whole class. By dividing the class in this way into sections, the object of securing a greater variety of books without additional expense is to some extent attained.

Two limitations however must be observed. There must not be more sections than can be effectively controlled by the teacher who will have to spend some time with each, discussing the subject-matter of the book which is being read. Two or three sections can be managed in this way. Each section must contain enough children to make possible an effective discussion to which a number of pupils contribute their ideas. I would suggest twelve as the minimum number for a circle. In a large school with many sections of a form, all the pupils in any one section may read the same book at the same time.

3. *The Rapid Reading Lesson.—Three Stages.* As the reading is to resemble ordinary home reading for

pleasure as much as possible, it should be done as a whole silently. The book can be divided into a convenient number of portions a certain amount of time being allotted for the reading of each.

The Preparation Stage: If necessary an introductory talk may be given. Some of the special difficulties of language may be cleared at this stage. Pupils should be definitely provided with a few objectives. Before pupils begin to read the portion assigned a few broad objectives must be given to ensure meaningful reading and to serve as a guide to reading. In the Muslim High School, Abiramam, The Stories of Shakespeare, Volumes I and II in the 'Tales Retold for Easy Reading Series', Oxford University Press, India, are two of the books prescribed for rapid reading in Form V. The following questions were given on the story of "As you like it".

(1) How did the exiled Duke and his courtiers spend their time in the forest of Arden?

(2) Why did the Duke banish Rosalind?

(3) What disguise did Rosalind and Celia put on before their flight and why?

(4) Why did Orlando go to the forest of Arden?

(5) Describe the mock mock courtship of Orlando to Ganymede.

(6) How did Celia and Oliver come to love each other?

(7) Describe the happy ending.

The Presentation Stage: At this stage pupils are engaged in reading the portion assigned silently with a view to answer the objectives given above. The Teacher has to guide the pupils when they are reading to discover the impressions and ideas that they are receiving and to lead them to appreciate the right things. All this must be done tactfully and unobtrusively.

The Application Stage: At the end of the time there should be an informal discussion of the part read, the teacher acting as the leader of the circle, draw-

ing out from each child his ideas of the story and characters, amending them where things are mistaken calling attention to points missed and so on—all this not as a task-master but as a fellow reader who is enjoying the book, and wishes others to do so. In doing this he gets a good idea of the extent to which each child has understood and appreciated what he has read. Much more ground is covered by oral discussion of this kind than by two or three written answers, and it is less exacting for both teacher and children. A written composition may be set based upon the book being read, and the terminal examinations should include some questions on it; but in the main the testing should be done orally.

In Form II, the Coromandel Reader I, is studied as a Detailed Reader, and naturally the Coromandel Supplementary Readers Nos. 1 and 2 are prescribed as non-detailed readers. The procedure outlined above is followed.

(To be concluded.)

AN OFFER

[Young German author and editor wants to become "Guest Teacher" in an Indian School or University. He is 32 years old, married, without children, interested in all the Indian problems especially of cultural and religious character. His topics: German grammar, German language, German history, literature, Press History of the World, Comparative history of Asian and European movements, etc. (Languages: German, English, French.) Those interested may write to:

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MUSIC FOR CHILDREN

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There are few people who are truly indifferent to music, or uninfluenced by it. Even animals are said to be susceptible to its charms—our Puranas and the mythology of other countries provide innumerable instances of how animals were enraptured by melody. Music plays an important part in our daily lives. Right from birth till death, music marks formal occasions in our lives, and our relaxation, and is inseparably associated with our temples and other public places.

The sensory organs of children develop with their growth, and their senses also develop accordingly. Children like to look at bright, coloured objects, and to listen to musical sounds and songs. Crooning soothes them. A mother is able to quieten her child, or induce it to sleep, with lullaby. Many children sing and dance when they hear a piece of music, and some, with a sense of rhythm, clap hands, or move their heads and bodies, keeping time to the tune. There are also children who are emotionally affected by music: they grow restless, or express their feeling in doing something actively.

Children are musical by nature, as those who understand them know. It is the duty of educationists to provide scope for this musical bent in children. Education in music is as positive and enriching as instruction in any other art; in fact, with the established and great traditions of Carnatic music, it is the most positive and feasible cultural education that can be imparted in our country. We cannot make everyone a musician, but most people can be educated to appreciate good music. Life is not complete without enjoyment of music.

Children are naturally active and zestful, and fond of listening to stories and songs, and of drawing and dancing. Since their aptitudes are such, they should be given ample opportunities to

develop these trends. The few nursery schools in our State satisfy the needs of some of our children in these respects.

There is a theory that music is, in itself, a medium or method for teaching some fundamentals and vital subjects to both children and adults. All these years we have been using this method, unconsciously. High spiritual thoughts and feeling are expressed in hymns. Patriotism is roused by thrilling national songs. Music is a powerful medium of conveying feeling to an audience. In a more prosaic way, there are songs conveying the days of the week, the numerals, and accounts of animals, historical events, kings, and leaders of the past and present. We have some charming nursery rhymes, too, as in the West. These songs should be set to simple tunes and 'tala', and taught to children. It is easy to remember something when it can be sung. In the old days, when books and manuscripts were less common, people learnt literature by memorising it, and it was easy to remember because the stanzas were recited to a simple tune.

Here are some points to be remembered while choosing songs for children:

- (1) The songs should be brief, consisting of not more than about 8 lines.
- (2) They should lend themselves to 'abhinaya', or action.
- (3) They should, preferably, contain words that echo their sense (onomatopoeic words).
- (4) The theme of the songs should suit the children's experience.
- (5) The songs should be set in simple 'ragas' like Sankarabharana, Kuranji, Jhanjhuti, Navaraj, Mohana, Hamsadh-

wani, Vasanta and Mayamala-vagaula, and the 'talas' used should be simple, too, like Adi, Rupaka and Eka.

Apart from all this, it is necessary to grade the songs in order of complexity, to suit the different ages and grades of the school children. Children in Standards I and II of the elementary schools should be taught the more elementary songs. Standards III, IV and V will be interested in story-songs; selected pieces from Thevaram and Thirup-pukazh could also be taught to them. Such pieces should not be complicated in their construction, in tune, 'tala' or words. Some of Subramanya Bharati's songs, like his 'Pappa Pattu' and 'Nandalala', will be especially popular with the classes.

It is a mistake to think that little children should not be introduced, at this juncture, to classical music or technical compositions. It is at this stage that a sound foundation for music can be laid best. A few 'svara' exercises, Geetams, Thyagaraja's 'divya-namasankeertana' and some of Muthuswamy Dikshitar's compositions will be found singularly useful.

Basic education, with its stress on group activities, has become the order of the day. Music occupies an important place in this system. Community singing is a feature of the Basic method.

Prayers, sung in chorus by the children, should start the day in school. Folk songs have a real appeal to the young, and should be taught to them. We have, in Carnatic music, marching songs as in the West. Muthuswamy Dikshitar and Thyagaraja have composed devotional songs in the style and tune of western marches: for example, 'Syamale Meenakshi' and 'Vara Siva balam' (Dikshitar), and 'Ramimchuvarevarura' and 'Sara sara samarai' (Thyagaraja). Such songs and marches, could be utilised at schools.

Once a month, at least, the children should hear a really good classical concert. This is important.

Even grown-up people often lose themselves in devotional group music, especially 'Bhajana'. 'Bhajana' parties in school would provide an uplifting form of group activity.

Similarly, music plays an integral part in the following group activities, all of them valuable in the elementary school:—The school choir; simple operas; and the percussion band of the school. In the last, some of the children sing, while another group keeps time to the music with cymbals, castanets, Chipla, jingling-bells, Kanjeera, Kolatam sticks and triangles. The percussion band can be a feature of school entertainments. One or two children could be taught to dance to the tune being sung, in addition to the accompaniment of the band. Other means of providing musical items on the school programme could no doubt be devised.

From Standard IV onwards formal classical music should be introduced, and the traditional modes of teaching it be adopted. In Standards IV and V Sarali and Sthayi (octave) exercises should be taught, so that from Form I the children can begin the Saptha-tala Alankaras.

The play-way should be used during the early stages of musical education. Modern methods of teaching provide means which do not curb the enthusiasm and joy of the children in music, without sacrifice of efficiency. If a sound foundation is laid in the elementary school, as suggested above, those students who go on to advanced courses in music will benefit substantially. Even those that do not continue their musical education, would have had a real grounding, and would be equipped to appreciate and enjoy good music all through life. Since music can bring pleasure and joy to us, and stir our very souls, we should be equipped to understand it, and enjoy it. Nowhere can this education be better provided than in early schoolhood, and the people who can impart it best are the teachers of music in schools.

EDUCATION IN THE LEGISLATIVE COUNCIL

[Extract from the speech of Sri R. Suryanarayana Rao, M.L.C., on the amendment proposed to His Excellency's Address on 4th August, 1950.]

Then I come to education. A great deal has been said about the extra liability of Rs. 50 lakhs towards grant to local bodies for the spread of elementary education. His Excellency thinks that a great deal has been done by this provision. Evidently he was not appraised of the great need for the spread of elementary education and the efforts needed in that direction.

Therefore, Sir, the extra liability of Rs. 50 lakhs due to provisions of a Bill that will come up for consideration in this House is nothing if we remember that the directive principle of State policy enjoins upon the State that within a period of 10 years, it must introduce free and compulsory primary education throughout the State. It is only a drop in the ocean and much credit need not be taken by the Government for that.

Sir, what about adult education? On adult education, a grand sum of Rs. 3.14 lakhs was spent in 1949-50 and it is proposed to spend about Rs. 6.86 lakhs this year. What is this amount when we take into consideration the number of adults that have got to be educated in order to enable them to exercise their franchise under the new Constitution? It is also nothing. We need not take much pride that we have provided this amount for adult education. Sir, the problem of adult education will become much more serious when owing to the absence of adequate provision for primary education, more adults remain illiterate. So there will be more adults to be made literate later on, if we fail to tackle the question of primary education even from now.

Sir, I wish that the Hon. Minister for Education were present here. My Hon. Friend Dr. A. Lakshmanaswami Mudaliar rightly paid a compliment to the Hon. Minister for Education for having solved, in a way, the very tick-

lish problem relating to languages. I am not sure whether it is going to be a permanent solution of the problem, because, as we find in this very House, my Hon. Friend Mr. Narayana Menon was very vehemently pleading that Hindi should be made compulsory. There may be other members in this House and outside belonging to the party in power, who would urge that Hindi should be made compulsory. Therefore, I do not think we are yet out of the woods in regard to this question. We have sown the wind and we have to reap the whirl-wind. This problem of language has been raised and brought up to such a high pitch, both in public discussions and in the press, that any solution offered for it, would not please either the one or other groups belonging to this or that school of thought. I am sure, Sir, that my Hon. Friend Mr. Madhava Menon will not stick to one idea alone and say, "This is the permanent solution of the problem". Sir, ideas about education change very quickly and very frequently. One Member of Parliament recently in a discussion on the Educational Budget said, apparently jocularly "There are three things in life not worth running after, and they are, a bus, a woman and a new educational idea, because there is one running behind the other in a minute". That is to say, that education is making so quick and so rapid a progress, that educational ideas are changing either in regard to language or the contents or the method, and things are moving so fast that perhaps in India we are not able to keep pace with them. But sooner or later, India, which forms a part of one world, will be subject to the same influences that exist in the world, and therefore we cannot say that this is going to be permanent solution of even the language problem in this State. There is a tendency, on the part

of the Education Department in this State to publish certain definite syllabuses in the Gazette and to compel the teachers and institutions to follow only those syllabuses and to set apart so many periods for this subject and so many for that subject. Thus the liberty of the teaching profession to be free to adjust the courses of studies to suit modern trends and modern developments has been taken away. In fact, the Education Department is becoming more and more an autocratic body and is trying to impose its will and its views on the teaching profession. How far they are competent to do so, is a matter on which I have my own doubts. As I have said just now, educational ideas change, but our Education Department is least affected by such changes. It is perhaps the last body to yield to influences and change however desirable and necessary that may be.

Then Sir, as you are aware, I have been pleading many a time in this House for the improvement of the status and emoluments of teachers. Not a word has been mentioned regarding these poorly-paid teachers in His Excellency's address. I remember that the Hon. Minister for Education used to say, "I have every sympathy for these poorly-paid teachers and the aspirations of the teaching profession, but only finance stands in the way of any reform". Of course the Finance Department is there as a check against the vagaries of the various departments, but it is for the Minister for Education to convince them that a stage has been reached when no longer the teaching profession would be satisfied with the emoluments that the teachers are paid and that it would

lead to a complete breakdown in the educational system as a whole. Sir, this is not peculiar to this country alone. In spite of what are known as Burnham Scales, which is in vogue in England, the problem of raising the status and emoluments of teachers is as much a live issue there as it is here. That is why, in the course of a discussion the other day in Parliament, one Member got up and said, "The teacher is required to have the patience of Job, the courage of Daniel, the wisdom of Solomon and the understanding of a saint; for all this, he receives the reward of a beggar". This description of a teacher in England is equally applicable to a teacher in this country also. What is it that we pay the teachers and what is it that we expect of them? We expect them to possess all the qualifications that the Member of Parliament has mentioned but at the same time we tell them, "Yours is a noble profession and therefore please be content with what we give you—the reward of a beggar". But we do not say the same thing in the case of any other profession, which is perhaps considered equally noble. We want the teachers alone to be satisfied with the mere pittance that we give them. A lawyer is not pleased with a small fee, although he follows a noble profession. He demands more fees, because the cost of living has increased. Similarly is the doctor. But in the case of teachers alone, whatever may be the increasing cost of living, we refuse to increase their emoluments, on the plea that finances do not permit us to do so and ask them to be content with the pittance we give in order to maintain themselves and their families.

(Contributed)

With the beginning of the current school year Sri R. Srinivasa Iyengar, in his 30th year of Headmastership, retires from the teaching profession. He started his career as a teacher in June 1916 in the National High School, Negapatam, and became Headmaster of the Victoria High School, Papanasam in February, 1921. He left Tanjore



Sri R. Srinivasa Iyengar, B.A., L.T.

District and joined the Sarva Jana High School, Peelamedu in July, 1926. All these 30 years, he has been a dynamic personality, evincing unbounded zeal in all educational work and making the influence of his personality and views felt in the educational world.

As Headmaster of the Victoria High School, Papanasam, he was a pioneer in certain spheres of education. He held that even under the deadening influence of the educational system under

alien rule it is possible for each school to have a soul, a spirit, an individuality and a uniqueness that must be all its own. Reacting to the campaign of boycott of schools during the years of non-co-operation, he framed, in concurrence with the management, the School Self-Government Act and inculcated in his pupils democratic spirit and behaviour. The celebration of National days, the all-round diagnosis of pupils' faculties, physical, intellectual, aesthetic, moral and spiritual, the patrol-system in the class-room and the handicrafts-exhibition, formed the mainspring of his activities. He will be remembered as the first Headmaster in Madras Province to present pupils for the S.S.L.C. examination for answering in Tamil in such non-languages subjects as History of England and Chemistry in 1926; and he established that pupils acquired easy mastery of information-subjects without strain and that the standard of English would not be adversely affected if proper steps were taken to utilise the time saved by the mother-tongue-medium for extensive reading of English. He conceived his educational mission to be to put into practice the ideals of national education as propounded by Dr. Besant, Tilak, Dr. Rabindranath and Lala Lajpat Rai. National Education again is, for him, self-realisation, as religion was to Swami Vivekananda. National education is not a fixed commodity, the quality and quantum of which could be measured and defined in an exact manner; its essence is its variability, adaptability to the changing needs of the times. Its basic aim is National efficiency based on the all-round development of each individual child. Hence national education can be fostered only in an atmosphere generated by a living personality with an innate understanding of the requirements of national efficiency and a capacity and genius for organising and directing the wild nature of youth along channels of National genius and culture towards national efficiency. To give body and

soul to national education as he conceived it, a headmaster required utmost freedom; and he was lucky that he enjoyed the greatest freedom all the 30 years to shape the body, mind and soul of his pupils according to his ideas of national education.

He was an elected member of Tanjore District Secondary Education Board for three years, and was honoured with the Presidentship of the Provincial Elementary Education Conference held in Madras in 1924.

In July 1926, he joined the Sarva Jana High School, Peelamedu with a great reputation behind him. He spared no pains to promote its efficiency and popularity. He continued his educational experiments with greater intensity and had developed a technique of his own in the matter of administration, organisation and supervision, the technique varying from time to time to meet the changing exigencies of the situation. He has portrayed his difficulties in his definition of 'school traditions' in one of his annual reports. "School Tradition" is an undefined and indefinable thing, to be visualised by the dream of an educational artist, to be brought into play so as to be sensed by the staff and students in an atmosphere of struggle, ununderstanding and misunderstanding, requiring perseverance to give form and shape by continuous reiteration with courage and conviction of sound educational maxims; and yet its nature and form will remain, in the end, elusive of exposition and explanation. He has sketched his educational work in a number of articles contributed to educational magazines. Sri C. Rajagopalachariar wrote to him on the Silver Jubilee of his Headmastership in 1946, "You have done great work. How I wish I had done as good service these 25 years." Sir C. P. Ramaswamy Iyer wrote in the Visitors' Book of the school in August 1948, "Mr. R. Srinivasa Iyengar has been long known to me for the freshness of his ideas and his anxiety to serve the best interests of his students in the scholastic, physical and moral spheres. He has been responsible for the introduction and

implementing of many new ideals which have subsequently been adopted in the educational world." His reputation was, by the Grace of God, kept sustained till the end.

His work in the field of scouting was unique. He was Secretary of the Tanjore District Scout Council and later of the Coimbatore District Scout Council, Camp Commandant at the famous Provincial Jamboree of 1925, Assistant Commissioner, Rover Leader, Headquarters Commissioner for Rural Scouting. Not only his school scouts attained a high standard and distinguished themselves at the provincial moots and rallies; he organised training camps in both the districts for patrol-leaders, cubmasters, scout-masters and rover-leaders. He edited District Scout Gazettes, bulletins and an All-India Scout Diary. He served in the provincial executives of the Boy Scout and the Hindusthan Scout Associations and in the executive of the All-India Council of the Hindusthan Scout Association. He conducted an intense campaign against officialdom and imperialism in scouting and for nationalising the movement. He wove scouting into the fabric of the school curriculum, made the scout law, the school law and worked out the patrol-system in the school organisation. He had anticipated the present citizenship-training in his school years ago.

An outstanding part of his life-work has been his contributions to the daily Press and the magazines all over India. His writings cover a wide field, and reveal 'eternal vigilance' as the maxim of his life. He would not find peace of mind till he had typed his article on a current topic and sent it to the press. Dr. A. Lakshmanaswamy Mudaliar wrote to him that he never missed reading his articles in the daily press or the weekly and monthly magazines. He has expressed his views on almost every aspect of education and maintained an independent outlook. It requires courage of a rare type to predict in September 1942 Churchill's unfitness to handle post-war reconstruction problems and deal with India chivalrously, plead in 1944 for independ-

ence as against Dominion Status, criticise the Congress acceptance of Lord Wavell's offer or agitate to throw out the Governor's Bill to amend the Annamalai University Act during the Advisers' regime. The Rt. Hon. V. S. Srinivasa Sastriar used to compliment him, saying that he had done as much work as a full-time member of the Servants of India Society.

He feels that he has lived a very active and useful life without having had a moment's rest all these 30 years. He conceives the function of a robust intellectual to study public questions and offer his opinions on them without fear or favour in the larger interests of the nation, and hopes to exercise this function during his retirement. He has not availed himself of even half the quota of eligible casual leave in any year, and has taken no other leave. The vacations and holidays gave him more work than rest. He is proud of the fact that the institutions with which he was associated have prospered progressively; and he is still more

proud of finding many of his old pupils as industrial magnates of this generation and almost everyone of his pupils in prosperous circumstances. It was given to him the great privilege of exemplifying in his daily life high devotion to duty and impart for thirty years the great moral and spiritual truths and the patriotic utterances of our national leaders as they were made, at the Morning Prayer Assembly. Teaching is a noble profession; for here alone, he used to say, "we can put our spiritual life into our work and feed our own spiritual life from our work." He constantly reminded himself of what Matthew Arnold wrote about his father Dr. Arnold:

"And thro' thee I believe
In the noble and great who are
gone:

Pure souls honoured and blest
By former ages—souls tempered
with fire,

Fervent, heroic and good,
Helpers and friends of mankind."

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D. KRISHNAYYA

Teacher, High School, Hindupur

'Learning is nothing but mirth', is nowhere better exhibited than in the children's libraries in all the progressive nations of the World. Have we such delightful libraries for our children—the Wealth of the Nation, in our glorious Indian Republic is the frank question of the librarian. Is it not high time to open such libraries for the children to keep them on par with children all the world over is the succeeding question.

'With a heart for the future, let us be up and doing', in the words of Longfellow in this noble duty of ours in organizing uptodate libraries for our children dear. The rich result of the constant experiments in child — psychology is fully manifest in this glorious organ of Education—the library and so it is that we have to offer such libraries to our children dear so that they can study in silence, frolic and fun. As an adjunct to this library a delightful garden and an extensive playground are recommended by experience and by the scheme richly advocated by Dr. S. R. Ranganathan, M.A., L.T., F.L.A., Professor of the Library Science, the Delhi University.

A lunch-home and a play-house may also be attached to the children's library and a lady-librarian may be kept in charge of this so that she can attract the children to this centre of education with the motherly care.

The matter of selecting suitable books

for the children's library is a supreme art and librarians with profound experience in this may be appointed for this purpose. An experienced teacher knows that children like and love delightful books — gilt-edged bumper volumes full of pretty pictures in fine colours and print. The children are the artists in life and they always select their own with an artistic look as they themselves are the fanciful artists in life.

'Freedom it is that children like and love most', and so needless it is to say that children's libraries must be run on the 'open-access system', wherein the fullest freedom is allowed to use the rich contents of the library to the advantage and convenience of the reader. The new angle of vision that the library is for the reader and not the reader for the library constantly urged by Dr. S. R. Ranganathan, must be borne in mind in organizing our libraries—particularly the children's libraries as these form the basis of all education in this glorious Indian Republic of ours. Our children have come to be neglected all these years, it must be admitted, and as an apology for all the injustice we have done to them, as we were not free to determine our own education for our children, let us now at least organize such uptodate libraries for our children dear so that they may be the successful victors in life in their glorious march in the race of the children of the world.

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OUR LETTER BOX

TRAINED TAMIL PANDITS

I want to bring to your kind notice the sorry state in which several fully qualified and trained Tamil Pandits are placed when they apply for appointments in High Schools. Theoretically these Pandits are entitled to the status and scale of L.T. Assistants but in practice many managements are not willing to allow them this scale and offer only the lower scales. If the Pandits are not willing to accept the humiliating offer they cannot get appointed.

Recently two managements preferred untrained and even unqualified teachers for the posts of Tamil Pandits to a fully trained and qualified Vidwan. In one of these schools the teacher who is appointed has passed only Part I of the Vidwan course.

A more disheartening feature of this mockery of putting Tamil Pandits on a par with L.T. Assistants is seen in Government Training Schools where fully qualified Pandits are offered an initial salary of Rs. 45 simply because they are not selected by the Public Service Commission.

The Government had rightly come forward to improve the status of Tamil Pandits but their business does not end with formulating scales of pay. They should see that managements of schools appoint fully qualified Pandits wherever they are available. The District Educational Officers should not content themselves with remarks about the absence of fully qualified Tamil Pandits.

In the present state of affairs Tamil Pandits are not very eager to qualify themselves with the Training Diploma as this serves only as an impediment for their appointment. There is a feeling—a feeling of despondency and desolation—among the Tamil Pandits that they are not treated on a par with L.T. Assistants. Will the Government do something to see that their attempt to elevate the status of Pandits becomes real and effective? At any rate something should be done to check the managements from making appoint-

ments contrary to the spirit of the governmental policy.

TRL

MADRAS LEGISLATIVE COUNCIL GRADUATES AND TEACHERS' CONSTITUENCIES

From the speech of the Hon'ble Minister for Finance, Mr. B. Gopala Reddy, made in the Assembly on the 14th Sep., it is evident that the proposed constituencies both for Graduates and Teachers, comprise the entire Telugu area from Srikakulam in the east to Bellary in the west, the election being by single transferable vote and two seats in each case and this would practically eliminate all chances of any prospective Rayalaseema Candidate from ever succeeding in the elections in as much as the coastal districts claim preponderatingly greater number of voters and there have been very few opportunities especially for the teachers in the two respective areas for fraternising with each other, those in Rayalaseema having always associated themselves with S.I.T.U. while the others forming themselves into a separate Andhra Teachers' Federation have kept themselves aloof never caring to extend the hand of fellowship to us in Rayalaseema. From the time the Andhra University permitted Headmasters of Secondary Schools in the Ceded Districts to become voters and stand for its senate, on not a single occasion a Rayalaseemite has been returned till now, and similar has been the case with Registered Graduates Constituency also. One or two at least have been occasionally returned to Madras University but none to Andhra Senate. I therefore request that at least Teachers and Graduates Constituencies might be made single in Andhra area and Ceded Districts and Chittoor might be formed into a distinct constituency and in case the total number of voters in these five districts are found insufficient for such a formation, Nellore district might also be added to it. Otherwise a great and permanent injustice would have been done to the Rayalaseemites.

Yeniganna.

B. Gururaja Rao.

NEWS AND NOTES

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MADURA.

Under the presidency of Sri P. N. Chamu Nair, Divisional Inspector of Schools a special conference of teachers, Heads of Institutions and Inspecting Officers of Madura and Ramnad Districts was held on 29th August in the Madura College High School at Mathurai to consider the actual working of the Social Studies programme of the re-organised 1948 scheme. Sri A. Gopala Iyer, District Educational Officer, Ramnad evaluated the results and achievements in the last two years the scheme has been in working and looked forward to a better future for the subject. Sri S. Krishnasami Iyengar, District Educational Officer, Madura emphasised the planning out of activities aspect beforehand, and the use of reference and guide books more freely in schools.

RAMANATHAPURAM

The Fourth Annual Conference of the Ramanathapuram District Headmasters' Association was held on August 26th, 1950, in the Madhurai College High School under the presidentship of Sri P. N. Chamu Nair, Divisional Inspector of Schools, Madura, and was attended by about two hundred teachers, besides the Headmasters of the Ramnad and Madura Districts.

Sri A. Subramania Pillai, President of the Association welcomed the gathering.

MADRAS

CENTENARY OF
THE HINDU HIGH SCHOOL.

The Hindu High School, Triplicane, Madras, will be celebrating in February 1952, the completion of 100 years of service to the cause of secondary education in the State of Madras. This institution has produced distinguished young men who, in later life, have achieved success in different spheres of public activity. It has been serving the educational needs of the children of all classes in the locality. Under aided management, the school has expanded from small beginnings to its present stature.

The school has had a succession of distinguished headmasters and teachers. The late Mr. K. B. Ramanatha Ayyar, the late Rt. Hon. V. S. Srinivasa Sastri and Mr. P. A. Subramania Iyer were some of the former headmasters.

As it is proposed to celebrate the centenary in a fitting manner, the alumni of the school are requested to give their addresses to the Headmaster to enable the celebration Committee to enlist their co-operation and associate them in the celebrations.

THE A. R. C. GIRLS' HIGH SCHOOL

Anniversary and Prize Distribution

The fourth Anniversary of the above school was celebrated on . . . with Rao Bahadur Sri T. M. Chinniah Pillai, President, Hindu Religious Endowment Board, in the Chair. Sri K. Venkataswami Naidu welcomed the President, Sri Lalchand Dadha and the guests. The children of the school gave a variety of entertainment consisting of folk dances, Social Study activities and scenes from Shakuntalam. The Secretary Sri K. Ramiah Chetty presented a very brief report on the working of the School and appealed to

the parents to support the institution in all the activities and in donating liberal grants and funds to equip the school to suit modern conditions. After the distribution of prizes by Sri Lalchand Dadha, the President, in his concluding remarks, paid a tribute to Sri K. Ramiah Chetty for his services over two decades and expressed his satisfaction at the gift of the Building made by the Founder-Secretary and his wife in the cause of the Education of girls. He expressed his opinion that they have to bestow their attention more and more on Women's education as Women have to play a vital part in future in building up the country. He congratulated the actors on their good performance and appealed to the parents to donate liberally and thus help the institution that has been serving the cause of Women's education in this pettai.

PARIS

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL
ORGANIZATION*World Agreement will abolish duties on
Books, Science Equipment, Art and
Educational Films.*

Teachers and students throughout the world will be able to receive books, scientific equipment, works of art, films, sound recordings and other audio-visual aids free of customs duties under an international agreement which UNESCO is sponsoring as a means of reducing barriers to world trade in educational, scientific and cultural materials. The text of this convention, which is unprecedented in scope and importance, was approved by the 59 Member States attending UNESCO's recent General Conference in Florence.

The two World Wars led to the erection of tariff and other trade barriers which have greatly hampered the free flow of ideas and knowledge. As a result, the final cost of educational, scientific and cultural materials is often increased by 200 or 300 per cent. More than 50 countries today impose customs duties, postal taxes, licensing or other

restrictions on books from abroad. Many nations tax imported educational films by the foot and sculpture by the pound. Scientific equipment is taxed with equal severity. Educational exhibits, destined for schools and museums, languish in customs warehouses while the sponsors try to raise the heavy bond often required by the authorities.

It was to remedy this and similar situations that the UNESCO agreement has been designed.

Governments adhering to the "Agreement on the Importation of Educational, Scientific and Cultural Materials" will grant duty-free entry to books, newspapers, magazines, musical scores, maps, charts and travel literature. They will arrange licenses and foreign exchange for publications consigned to public libraries. And they will provide free entry for books and other educational material needed by the blind.

The agreement will permit the free importation of paintings, drawings and sculpture. Newsreels, educational, scientific or cultural films, filmstrips, microfilms, slides and sound recordings will likewise be freed from tariff restrictions. Duties will also be lifted from a wide range of materials consigned specifically to educational, scientific and cultural institutions. These items include: scientific instruments, apparatus and collections; objects of art; patterns, models and wall charts; and architectural, industrial or engineering plans and designs.

UNESCO is circulating the convention to all its Member States, and to members of the United Nations. It will be open for signature at Lake Success, New York, shortly and will come into force following ratification by ten countries.

The United Kingdom Government has announced that it will submit the text to Parliament for ratification. Belgium, France, Luxembourg, the Netherlands and Switzerland are among other countries which are expected to take quick action for legislative approval.

Following its adoption at Florence, the Director-General of UNESCO, Dr. Jaime Torres Bodet, said the new world pact represented a substantial contribution, in the technical field, to mutual understanding and peace. He urged swift ratification to bring it into force.

This is the second international agreement to be sponsored by UNESCO. The first, which is designed to abolish

duties, quotas and licensing restrictions on films, recordings and other audio-visual aids to education, has now been signed by 17 countries and ratified by 3 (Norway, Pakistan and Yugoslavia). Both conventions have been sponsored by UNESCO in accordance with its constitutional mandate to "recommend such international agreements as may be necessary to promote the free flow of ideas by word and image."

SECRETARY'S LETTER

1. Teachers in aided institutions will be glad to hear that the Government of Madras have passed orders that managements of aided secondary schools in our State shall be required to open service registers for the teachers under their employ. The Director of Public Instruction has been requested to arrange for the supply of uniform and standardised service registers to the managements by the Government Press at a cost of twelve annas per register. We are thankful to the government for the introduction of such a register. The form of the service register is not known to us, but we hope that before deciding its form, the authorities will consult the teachers. The service register will be highly helpful to the teachers, to the managements and to the Department of Education too.

2. We have been requesting the Government to treat as approved expenditure expenses incurred by managements in deputing teachers to refresher courses and to educational conferences organised by the District Guilds and the S.I.T. Union. On our representation the Government have passed orders that the expenditure incurred by teachers under local bodies and private managements in attending the Seminar on Social Studies conduct-

ed by the South India Teachers' Union, may be treated as an item of approved expenditure for purposes of assessment of grant. A copy of the proceedings of the Director of Public Instruction in this regard will be sent to the institutions that deputed delegates to the Seminar.

3. Now that the Government have passed orders permitting teachers in aided institutions to divert a portion of their Provident Fund deposit towards paying life insurance premia, teachers are requested to take advantage of this facility. The South India Teachers' Union Protection Fund, organised and run by the teachers, offers to the members of the teaching profession the maximum benefit and the teachers, it is earnestly hoped, would give their first preference to our Protection Fund before they think of other insurance companies.

By helping one another we raise ourselves and the members of the profession need the help and co-operation of one and all connected with the profession, as an organised association alone counts at the present moment.

T. P. SRINIVASAVARADAN,
16-10-1950. Secretary.

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FROM OUR ASSOCIATIONS

PEDANA

Report of the Secretary on the work so far turned out by The Kistna District Teachers' Guild.

(Presented to the Executive Committee Meeting, dated 16—9—1950.)

The present Office-bearers of the Guild have actually taken over the charge of the records and funds of the Guild on the 4th April 1950.

In the first Executive Meeting held at Pedana on 9—4—1950, resolutions mainly pertaining to Pandits were discussed and they were communicated to the authorities for necessary action. Subsequently on 30—4—1950, a special meeting of the Executive was convened at Gudivada in order to consider the "New Examination Scheme" published by the Government and communicated by the S.I.T.U. The opinion of the Executive of the Guild was communicated to the S.I.T.U.

On 18—5—1950, a meeting of the Executive was convened to elect representatives of the Guild to their Executive bodies of the S.I.T.U. and A.T.F. respectively and Sri M. Veerabhadra Rao, B.A., B.Ed., President of the Guild, was elected to the Executive Board of the S.I.T.U., and Sri M. Narasimha Rao, M.A., L.T., Headmaster, B. H. School, Avanigadda and member of the Senate and Academic Council of the Andhra University and President of the Andhra Headmasters' Association was elected to the Executive Committee of the A.T.F. At the same meeting a small Committee consisting of Sri M. Veerabhadra Rao, the President of the Guild, and Sri T. Ramachandramurthy, the Vice-President of the Guild and Sri V. Purushottam, M.A., L.T., member of the Executive Committee was appointed to go into the Draft Syllabus on Social Studies, prepared by the Vizagapatam District Teachers' Guild, and to report on it.

In accordance with the Circular letter of the S.I.T.U., communications were sent to the Secretaries of the Teachers' Associations in the District, requesting them to see that all the teachers in their schools, got themselves enrolled as voters to the Upper Chamber of the Legislature in the Province, in the New Constitution. I believe that teachers in all schools have availed themselves of the opportunity, and would have got themselves enrolled.

Recently, a First Aid Training Course was organised by the Guild at Masulipatam for the benefit of teachers desirous of acquiring the craft qualification. 97 Teachers underwent the training. A fee of Rs. 15 towards instruction charges was collected from each candidate, and paid to the Instructor.

I am glad to state that we are taking steps to organise a Citizenship Training course also, for about 100 teachers.

I take this opportunity to thank such of the Headmasters and Secretaries, of the Teachers' Associations as have promptly responded to our appeal for subscriptions. The result is that there is a slight improvement in the financial position of the Guild.

TRIVELLORE

The Teachers of R. B. C. C. C. Charities' Hindu High School, Trivellore gathered in the High School premises on 4—8—1950 at 4 p.m. to pay homage to late Prof. M. S. Sabhesan by participating in the Unveiling Ceremony of the portrait of the late lamented helmsman of the S.I.T.U., the accredited mouthpiece of the teaching profession in the Madras State. Sri V. G. Kannan Iyengar Avl., B.A., L.T., Headmaster presided and introduced the lecturer. Sri N. Vasudevan Avl., M.A., L.T., the District Educational Officer, Chingleput delivered the Memorial Address and unveiled the portrait of the late Prof.

He brought home to the gathering in his own study, impressive way the great traits of the Teacher-leader of South India. The lecturer called on the teachers to practise toleration and be 'good-teachers' like late Prof. Sabhesan. He emphasised on the human aspect of the Teachers' vocation and bade the teachers live democratic lives among the pupils in their charge at school and without.

Sri S. V. Krishnamachar, B.A., LITT. B.Ed., the Secretary of the Association proposed a hearty vote of thanks and promised the lecturer on behalf of the teachers gathered they would all endeavour their very best to imbibe and emulate the great traits of the late Prof. The meeting terminated with 'Janaganamana'.

KURNOOL

The 26th Annual Conference of the Kurnool District Teachers' Guild was held in Coles Memorial High School Hall under the presidency of Sri P. S. Vasudevan, B.A., Municipal Commissioner, Kurnool on Saturday, the 29th July 1950. The Conference was well attended with both men and women teachers from all over the district and a good number of visitors.

Welcoming the guests, Sri D. N. Babu Rao, the President of the Guild, said that the year under report was noteworthy for two things, namely, that the Guild had celebrated its Silver Jubilee and that the Kurnool Municipality had given a site for the construction of a Guild House.

The following persons were elected as office-bearers for the year 1950-51:

1. Sri D. N. Babu Rao, Headmaster, C. M. H. School, Kurnool.—President.
2. Sri C. G. V. Subbiah, Headmaster, M. H. School, Nandyal.—Vice-President.
3. Sri K. Parthasarathy, Headmaster, Board H. School, Kodumuri.—Vice-President.
4. Sri H. Krishnamurthy, Assistant Headmaster, M. H. School, Kurnool.—Secretary.

5. Sri S. K. Paul, Asst., M. H. School, Kurnool.—Jt. Secretary.
6. Sri M. Venkateswarlu, Asst., M. H. School, Kurnool.—Treasurer.

Resolutions passed at the 26th Annual Conference of the Kurnool District Teachers' Guild, Kurnool.

Resolution (1): This Annual Conference of the Kurnool District Teachers' Guild urges upon the Government the immediate need for removing all distinctions in the matter of pay, allowance, leave rules and other service conditions of teachers of the same cadre irrespective of the agencies they serve and reiterates its request to the Government to adopt the Central Pay Commission Scales of Pay for teachers in all educational institutions—private, local body or Government—and to ensure uniform leave rules and other service conditions in all of them.

Resolution (2): The Conference requests the Government to insist that all managements of educational institutions should adopt the Government scales of pay for teachers forthwith, with all allowances therefor pending the adoption of Central Pay Commission scales.

Resolution (3): This Conference further feels that there is a crying need for revision of pay of Secondary Grade teachers, L.T.'s Language teachers as well as teachers of art and craft and requests the Government to fix the pay scales of Secondary Grade teachers, Language and art and craft teachers of Junior Grade as Rs. 60—4—120 and those of L.T.'s and Language as well as art and craft teachers of Senior grade on Rs. 100—5—175.

Resolution (4): This Conference reiterates its former request to the Government to provide for the free education of children of teachers of all cadres in all educational institutions in all stages of education.

Resolution (5): This Conference prays that the Government be pleased to grant to all teachers under all agencies gratuity to be paid on retirement or at death the said gratuity being equivalent to the product of last pay

drawn and the total number of years of service as a teacher.

Resolution (6): This Conference reiterates the imperative need for the starting of the Rayalaseema University at the earliest opportunity to cater to the educational needs of the Rayalaseema district and requests the Government to take immediate steps for the purpose by constituting a committee to investigate the ways and means for implementing the said proposal and

Resolution (8): This Conference urges on the Government the immediate necessity for starting Service Registers for teachers in Aided institutions with particulars of number of years of service and emoluments drawn at various stages of employment, thus enabling proper consideration of seniority in matters of promotion or selection for higher posts.

TIRUNELVELI

The quarterly conference of the Tirunelveli District Teachers' Guild was held in the Bodi Mansions in Courtallam on Saturday, the 23rd September 1950 under the presidency of Sri J. Vedasiromani, M.A., B.L., Principal, St. Johns' College, Palayamcottah. About 150 delegates representing various affiliated associations were present.

Mr. E. H. Parameswaran, President of the Guild welcoming the delegates referred to the increasing strength of the Guild by the affiliation of Taluk Unions of Aided Elementary School teachers from the taluks of Tenkasi and Srivalkuntam. He pleaded for a living wage for teachers and opined that on the contentment and security of the teaching profession, depended to a large extent the future of this country. Besides pleading for freedom from want, he pointed out that teachers should have academic freedom and that there should be no unnecessary interference from political parties in academic matters.

Messages wishing the conference success were received from the President and the Secretary of the South India Teachers' Union, Messrs. K. S.

Ramaswamy Sastri, P. S. Subramania Pillai, Municipal Chairman, Palamcottah, D. S. Adhimulam, President, District Board, Prof. E. N. Subramanyam and others.

Mr. Perumal, the District Educational Officer declaring the conference open congratulated the Guild on its record of service and pointed out how the expenditure on education had steadily increased during the last ten years and how Government were spending 22% of its gross income of revenue on education. Much had been done to raise the status and emoluments of teachers of all grades and Government could be depended upon to ensure security of tenure for teachers in aided schools.

Mr. J. Vedasiromani in his presidential address, dealt with the great role of the teacher in the India to be.

Dealing with the questions of examinations he referred to the report on the reform of assessment of abilities of pupils and said that while much might be said in favour of adopting the report he was afraid that the valuable time of the teacher would be lost in preparing the record and necessary statistics. He suggested the holding of regular weekly tests throughout the High School course. Question papers must be easy and understandable and to this end there must be a reform in the examination system. Examinations gave an opportunity to the student to give expression to what the student had learned, he said. So the solution lay not in the abolition of examinations but in holding more examinations.

Mr. Perumal Mudaliar, District Educational Officer, then initiated the discussion on the reorganization of Secondary Education.

When the conference re-assembled after lunch, Mr. S. Balasubramaniam, Secretary, Tanjore District Teachers' Guild, spoke on Citizenship activities.

Mr. Kalyanasundaram, Advocate, Tiruturaipundi spoke on "The Role of the Teacher in Free India".

The following among other resolutions were passed unanimously:

RESOLUTIONS

1. This Conference urges the Government to give effect to the recommendations of the Central Pay Commission in regard to teachers' scales of salaries, provident fund, dearness allowance and other benefits to teachers under all agencies.

2. This Conference notes with regret that very few managements of aided elementary schools have complied with the Government Order No. 1154, Education, dated 5th June, 1947. It is of opinion that as managements are unable to comply with the G.O., it is the duty of the Government to take steps to ensure to the teachers the minimum salary they themselves fixed in the said G.O. It therefore urges the Government to increase their grant to teachers in aided elementary schools by Rs. 5 a month per teacher.

3. This Conference urges the Government to adopt the scale of Rs. 60-4-120 to the secondary grade teachers.

4. This Conference urges Government (i) to increase their contribution to the Teachers' Provident Fund from half-anna in the rupee to one-anna in the rupee, (ii) to insist on managements contributing a similar amount, and (iii) to ensure a decent rate of interest for the Provident Fund deposits.

5. This Conference is of opinion that the existing scheme of Provident Fund is a very inadequate provision for old age. It urges Government to take early steps to introduce a scheme of Provident Fund-cum-Insurance-cum-Gratuity and Pension for teachers. In this connection the Conference desires to suggest a compulsory scheme of insurance for teachers, either in the S.I.T.U. Protection Fund, Ltd., or in the Postal Insurance.

6. The housing problem being still very acute in urban and semi-urban areas, this Conference requests the Government to direct payment of house rent allowance to teachers and other employees under aided managements, such expenditure being treated as an approved item of expenditure for assessment of grant.

7. This Conference reiterates its resolution of the previous years that free education be given to the children of teachers of all grades in all institutions.

8. This Conference urges upon the Government to give separate allowance to Headmasters of Aided Elementary Schools in proportion to the number of pupils in the school.

9. This Conference requests the Government to fix the same scale of pay and dearness allowance to the Secondary grade teachers in Aided Elementary Schools as are adopted to teachers in secondary schools.

10. This Conference requests the Director of Public Instruction to modify the new agreement so as to ensure greater security of tenure for the teachers and make it impossible for the management to remove any of their staff without the prior approval of the District Educational Officer.

11. This Conference notes that the basis of grant to training schools has been revised to ensure the payment of 2/3rds of the net cost, but it is of opinion that Aided Training Schools and Colleges should be helped with the full net cost as they have no fee income.

Mr. H. Visvesvaran, Secretary of the Guild proposed a vote of thanks.

THE UNIQUE FEATURE OF AMERICAN EDUCATION

Addressing the Members of the Masters' Association of the Hindu Theological High School on 10-10-1950, Mr. Stanley R. Chartrand, Vice-Consul, United States Information Service, observed that the unique feature of American Education was the recognition of the right of the individual to develop his personality along his own lines. It was the concept of the sanctity of the individual that was the basis of American democracy also. The Headmaster Sri S. Balakrishna Joshi, presided over the meeting.

The function began with a show of the film, "Better To-morrow", which gave a glimpse into the different types of progressive schools in America, all

of which were devised to give opportunities to children to grow to their fullest stature. Welcoming the lecturer, the Headmaster stated that while it was good to study foreign models, we had to guard ourselves against their mechanical transplantation. The influence of the American system was visible in the recent Reorganised Scheme of Education in our land. There was a tendency either to unduly idealise the foreign model or to unnecessarily belittle it on the basis of hazy knowledge. It was upto teachers, therefore, to have a clear and correct idea of the American system by getting it interpreted by people who had first-hand knowledge.

In the course of his very interesting and instructive talk, Mr. Stanley R. Chartrand said that the system of education evolved in America was the result of the recognition of the fundamental right of every individual to grow along his own lines without any superimposition. That was responsible for the wide variety in the types of schools and for the comparative freedom that each school enjoyed. Every locality had a Schol Board, the members of which were elected. The Superintendent of the Board who shaped the educational policy, was generally the most enlightened and qualified educationist. He appointed the heads of institutions who in collaboration with their colleagues imparted instruction to suit the needs of the children of the area. Financial help of the Federal Government was not very much sought because of the desire to be free from external regulation and control. Normally a pupil had to do 12 years of schooling before he entered a technical institute or college. Even for adults who were fixed up in employments, there was scope for improvement. They could attend in their leisure hours the type of schools known as 'Opportunity Schools' and acquire knowledge and skill in the special branch of study for which they had an aptitude.

American Education was intended to train youngsters for a democracy. The

educational institutions provided situations similar to those in life and gave the scholars practical training which would stand them in good stead when they became citizens. Care was taken to instil into their minds that liberty was not licence and that it was their duty to respect the rights of others even as they desired their rights to be safeguarded. Equality of opportunity was the keystone of the American Democracy. Any individual, irrespective of his status, could aspire for the most responsible post. The feeling was also engendered in the minds of the youngsters that the spirit of accommodation was the hall-mark of a truly democratic citizen. They must give of their very best to the state and co-operate with others in contributing to the progress and prosperity of humanity as a whole.

With a vote of thanks proposed by Sri T. S. Ramaswami Aiyangar, the function came to a close.

MADURA

Proceedings of the Madura Dt. Teachers' Guild held on 2-9-1950 in the St. Mary's High School, Madura, at 2 p.m.

1. The President in his opening remarks urged the teachers to unite themselves and put their heads together to plan for the 41st Madras State Educational Conference, 1951 and make it a success. He very strongly appealed to all the affiliated associations to pay off their arrears of subscription to the Guild and strengthen the financial position of the Guild, which is very low, and co-operate with the organizers of the conference in all ways.

2. Resolved to form the 41st Madras State Educational Conference Committee with powers to co-opt.

3. Resolved to celebrate the Silver Jubilee of the Madura District Teachers' Guild after raising suitable funds for the purpose.

4. Resolved to request the managements to grant House rent allowance for teachers and Govt. Scales of pay for teachers of Aided and Local Board Secondary Schools.

5. Resolved to request the Government to enhance the scale of pay of Secondary Grade Teachers from Rs. 45-2-85 to Rs. 60-4-120 and to place the pay of the Second Grade Pandits on a par with that of the Secondary Grade Teachers as revised.

6. Resolved to form the Reception Committee for the 41st Madras State Educational Conference with powers to co-opt.

7. Resolved to collect from the teachers of the Madura District Guild, Reception Committee Membership subscription at the following rates:—

Salary Rs. 150 and above		
(including D.A.)	..	Rs. 5
Do. 100	..	Rs. 3
Do. 60	..	Rs. 2
Below 60	..	Re. 1

MADRAS LIBRARY ASSOCIATION

The President, the Madras Library Association writes:—

Ever since the foundation of this

Association in January 1928 the Association has been taking steps and moving the authorities for the enactment of a Library Act in this State so that Library service may be systematically organised by the establishment of public libraries and a comprehensive rural and urban library service. The Library Act for which we have been agitating has now been passed. Local bodies should be taking steps to implement the Act by establishing library service in conformity with this.

The Madras Library Association desires to announce that it will be glad to render such assistance, as it can, to local library authorities and others interested in the formation and organisation of libraries under the Act including any guidance that may be required in the matter of technical details such as classification cataloguing and other aspects of library administration.

Enquiries may be addressed to the Secretary, Madras Library Association, Madras 5.

THE S. I. T. U. PROPAGANDA

The Honorary Publicity Officer, Sri C. Ranganatha Aiyengar, toured in the district of Mathurai from 16th to 25th August 1950 and visited the following schools. His visit included addresses at Teachers' meetings.

1. A. R. High School, Mathurai.
2. Union Christian High School, Mathurai.
3. St. Mary's High School for Boys, Mathurai.
4. N. S. High School, Theni.

5. Board High School, Periyakulam.
6. Annakuli Mantapam and Sourashtra Secondary Schools, Mathurai.
7. Sourashtra High School, Mathurai.
8. Sethupathi High School, Mathurai.
9. American College High School, Tallakulam, Mathurai.

There was good enrolment of members to the S.I.T.U. Protection Fund.

16-10-50.

C. R. AIYENGAR.

OUR BOOK-SHELF

VILLAGE A. B. C.—by F. L. Brayne. (Oxford University Press. Price: Rs. 3.)

The author of the popular *Socrates in an Indian Village* has now come out with this very informative and suggestive book on how to improve conditions in the Indian village and to make life happy in it. At a time when the Indian Government is planning for the nation, this book will be found very useful.

THE TEACHING OF ENGLISH ABROAD: By F. G. French. (Oxford University Press. Price: Rs. 3-6-0.)

This is part III of the subject, the other two parts, I and II, of which have been reviewed in an earlier issue of this journal. This is intended for the three senior years and deals very efficiently with grammatical and composition aspects of the language.

ADVENTURES IN WRITING, BOOKS I TO IV. (Oxford University Press. Price: 9 As. each.)

These are work books intended for use with adventures in reading, so that the child may learn to use in writing the vocabulary mastered in reading. The author suggests the use of these on the second reading through the reading books.

GURUDEV OR SIKSHAKOTHAM: By M. M. Kulkarni, Teacher, N.M.V. Middle School, Poona. Price: Rs. 3-4-0.

A book written in Mahrathi on the best or ideal teacher.

MARTYN'S HOME CRAFT, BOOKS II AND III. (For Forms II and III) by Miss Emely Martin. (Macmillan & Co., Ltd. Price: Re. 1-12-0 and Re. 1-10-0 respectively.)

Written according to the Departmental syllabus for the reorganised courses of studies in the secondary

school by teachers experienced in the teaching of the subject, these may be used as useful textbooks on the subject.

LIBRARY TOUR, 1948. By Dr. S. R. Ranganathan. (Published by the Indian Library Association, Delhi. Price: Rs. 8.)

In this book, the author, who is a noted writer of several books on Library Science and Organisation, records his impressions and reflections as the result of his tour of the Western countries. Based on his study of the libraries of the West, his wishes for his own country in the field of Library are set out in a separate chapter at the end of the volume.

DELINQUENCY. T. C. E. Publications, Lucknow. Price: Re. 1-8-0.

This book is a collection of symposia on the subject by well-known experts in psychology and by UNESCO.

WORK, WEALTH AND WAGES. By Row and Wren. (K. & J. Cooper, Bombay. Price: 12 As.)

This book is written for the benefit of the future citizens of Bharat to increase their store of general knowledge and to help them to know their rights, duties and privileges as citizens of Bharat.

COMMUNITY LIFE IN SCHOOLS. By R. D. Derasari and Shewak Bhojraj. (Available from the Superintendent, Government Printing and Stationery, Bombay. Price: As. 3.)

This pamphlet is published by the Education section of the office of the Educational Adviser to Bombay Government (Publication No. 15). Very useful suggestions are given as to how schools should be made community centres and how communal life can be organised in each school.

SOCIAL STUDIES FOR VI FORM. By V. S. Sethuraman. (Available at Rajah Power Press, 16-1, Royapettah High Road, Madras-14. Price: Re. 1.)

Exhaustive questions on the contents of the syllabus for VI Form are given and answered by the author (Tamil).

TIRUKKURAL (in Tamil): By A. Ranganatha Mudaliar, Swarna Vilas, 13, Big Street, Triplicane, Madras-5.

Very few books have been written on the lines adopted by the author. This great book 'Tirukkural' is presented to the public, the youthful reader particularly, with the sayings classified and with commentaries in Tamil and English. This is the second edition, but the price is not marked. Public and Private Libraries should include this useful book in their collections of books.

ANNUAL REPORT FOR 1949-50. Hindu Theological High School, Madras.

The Managing Committee expresses satisfaction with the financial position of the school. The academic year ended with a closing balance of Rs. 41,370. The strength of the school rose from 1497 to 1530. The Jubilee Block was opened which will relieve partially the congestion and the students will enjoy better facilities than before for work and play.

Out of 177 pupils sent up for the S.S.L.C. Examination 134 came out successful, securing for the school 76% of the passes.

The seva forces combining the volunteer corps, scout troupe, the musical choir and the junior red cross group rendered valuable service to the school community.

ANNUAL REPORT, 1949-50. A. R. C. Girls' High School, Muthialpet.

The strength of the school has increased from 241 to 301, and is getting popular under the guidance of Sri K. Ramiah Chettiar, founder-Secretary. 14

out of 29 came out successful in the S.S.L.C. Examination, securing 50% for the school. Under the reorganised scheme of secondary education girls planned their own scheme of activities and exhibited their histrionic and other talents in the citizenship classes.

ANNUAL REPORT, 1949-50. C. C. C. High School, Perambur.

The strength of the school rose from 1139 to 1150. There is great rush for admission. Painting has been introduced as a hobby in Form V. Three women teachers are serving on the staff of the school, one of them being a B.T. teaching social studies in the higher forms. 76 out of 112 pupils came out successful in the S.S.L.C. Examination working out 68% for the school. The school Court of Honour consisting of three judges tried cases of irregular attendance, disputes among students and other trivial matters. In spite of the excellent work carried on by the school the Department has not granted the school permanent recognition.

ANNUAL REPORT, 1949-50. St. Paul's High School, Vepery.

This is the 233rd year of the existence of the school. The Masters set an example to the boys, worthy of imitation, by arranging the Madras Teachers' Guild Football Championship. 50% of the pupils that sat for the S.S.L.C. Examination came out successful. The following is quoted from the report:—"In our considered opinion, aided schools and State schools are both essential and complementary and each needs to learn from the other."

The receipt of the following publications and periodicals is thankfully acknowledged:—

1. *Shiksha*—a quarterly journal of the Uttara Pradesh Education Department—in Hindi and English.

2. *Board High School, Kaveripattanam*—in Tamil.

3. *Fundamental Education*—Vol. II, No. 1. (April 1950. UNESCO).

4. *Education Quarterly* — March 1950. (Ministry of Education, Central Government.)
5. *Significant results of Bank's Annual Conference*. (Reported from U.N. Bulletin, Vol. VII, No. 6, 7 and 8.)
6. *Fundamental Education* — Vol. II, No. 3. (July 1950. UNESCO.)
7. *Adult Education* — three UNESCO publications.
8. *Literacy statistics* from available census figures (UNESCO.)
9. *To-day*, Nos. 28 and 29. (Publication of the British Colonial Office.)
10. *Report on U.N.* by Rotary International, Vol. IV, No. 3.
11. *The Education Quarterly*. — June. (Ministry of Education, India.)
12. *The Indian Journal of Educational Research*, Bombay, Vol. I, No. 1. June 1950. (Editor K. G. Saiyidain.)
13. *Yogoda—Self Realization Magazine* of Yogoda Satsangh Society of India, Dakshineswar, Bengal.

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

520, HIGH ROAD, TRIPLICANE, MADRAS

Proceedings of the Meeting of the Election of Policyholders' Directors held at the Hindu High School, Triplicane, at 3 P.M. on 17—9—1950, in accordance with the provisions of Section 48 of the Insurance Act and Rules Nos. 13 and 14 framed thereunder.

A meeting of the policyholders of the Fund was held on Sunday, the 17th of September, 1950 at 3 p.m. at the Hindu High School, Triplicane, Madras, to elect three policyholders' Directors.

Twenty-two members were present.

On the President taking the Chair, the Secretary read the notice of the Meeting, dated 10—6—1950.

Ballot papers were then distributed.

337 policyholders voted by their duly constituted proxies.

Ballot papers were collected from the policyholders by Sri V. Soundararajan, B.A., Chartered Accountant of Messrs. V. Soundararajan & Co., the Fund's Auditors, who was present at the meeting. He counted the votes and announced the result as follows:—

Name of the Candidate	Votes obtained
1. Sri K. S. Chengalroya Iyer, Teacher, Board High School, Kaveripatnam, Salem District ..	354
2. „ S. Srinivasan, Teacher, Board High School, 15, Kumaran Street, Cheyyar, North Arcot District ..	256
3. „ E. N. Subramanyam, Theosophical College, Madanapalle, Chittoor Dist. ..	248
4. „ B. R. Ebenezer, 39, Achari Street, Pernambut, North Arcot District ..	140
5. „ A. Vasumalai Perumal, Teacher, B. M. Hr. Elementary School, Lalapuram, Villur P.O. Madura District ..	1

The Chairman declared the first three, Messrs. K. S. Chengalroya Iyer, S. Srinivasan and E. N. Subramanyam, elected as Policyholders' Directors.

With a vote of thanks to the Chair and the authorities of the Hindu High School, the meeting terminated.

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

Policies issued during September, 1950—District and School-war.

MADURA :		KURNOOL :	
St. Mary's High School, Madura	14	Municipal High School, Kurnool	2
NORTH ARCOT :		CHINGLEPUT :	
Board High School, Arni ..	7	D. R. Secy. School, Conjeepuram ..	1
Voorhees High School, Vellore	2	P. B. School, Mathoor ..	1
Islamiah High School, Melvisharam ..	1		2
Board High School, Polur ..	1	TINNEVELLY :	
	11	Caldwell High School Tuticorin	1
RAMNAD :		Committee Ele. School, Kadayam	1
Rahmania Ele. School, Ilayangudi	2		2
Ilayangudi High School, Ilayangudi	1	EAST GODAVARY :	
Rajah's High School, Ramnad	1	Bd. Hr. Ele. School, G. Mamidada ..	2
Nadar Hr. Ele. School, Watrap	1	CHITTOOR :	
Alagappa Trg. College, Karaikudi	1	Theosophical College, Madanapalle ..	1
	6		
TRICHINOPOLY :		SOUTH ARCOT :	
National College High School, Trichy	1	Board High School, Kattumannarkoil ..	1
E. R. High School, Trichy ..	1		
Municipal High School, Karur	2	BELLARY :	
	4	Ranganatha Ele. School, Brucepet, Bellary ..	1
MADRAS :		MISCELLANEOUS :	
N. Sama Rao Ele. School, Triplicane	2	S. I. E. S. High School, Matunga, Bombay ..	1
Hindu High School, Triplicane	1		
T. T. V. High School, Madras	1	Total	51
	4		

Triplicane, } V. B. MURTHI,
20th Sept. 1950. } Secretary.

D. THAMBUSAMI,
Chairman of the Meeting.

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THE SOUTH INDIA TEACHERS' UNION

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

SIR,

In submitting herewith the resolutions passed at the 40th Madras State Educational Conference held at Devakottai in May 1950, we desire to invite your special attention to the following resolutions relating to the salary scales and allowances of teachers in elementary and secondary schools :—

Elementary School Teachers

Resolution No. IX. This Conference notes with regret that very few managements of aided elementary schools have complied with the Government Order No. 1154, Education, dated 5th June 1947. It is of opinion that as managements are unable to comply with the G.O., it is the duty of the Government to take steps to ensure to the teachers the minimum salary they themselves fixed in the said G.O. It therefore urges Government to increase their grant to teachers in aided elementary schools by Rs. 5 a month per teacher.

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

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

A dearness allowance is also paid at Rs. 18 to the lower grade teacher and at Rs. 19 each to the other two grades of teachers.

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

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

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

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

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

The G.O. admits in principle that the initial salary of these teachers be raised by Rs. 5 a month. It makes it obligatory on the managements to find necessary funds. The managements are paid a separate grant equivalent to 15% of the grant paid on behalf of the teachers for managing the school. They need this help for the conduct of the school. Under the circumstances it is no wonder they are unable to fulfil the terms of the G.O. and are being granted

extension of time. In the meanwhile the teachers are suffering a great deal of hardship.

The number of teachers of these grades working in elementary schools are given below:—

Secondary Grade	...	6,000
Higher Ely. Grade	...	16,000
Lower Grade	...	3,000

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

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

Secondary Schools: (1) Language Teachers

Resolution No. V. This Conference is of the view that the various Government Orders in respect of the salaries of teachers of Indian Languages need a thorough re-examination and the scales of salaries of these teachers be suitably fixed so as to ensure satisfaction and contentment.

The salary scales for teachers of Indian Languages were fixed by different G.Os and there are several anomalies resulting in discontent amongst teachers of this class. Teachers who do not possess the prescribed qualifications but who were teaching in high schools for 15 years on 1-1-1948 are allowed the L.T. grade, while those who might be completing it later are denied this advantage. Also, of the other categories the conditions imposed are difficult of fulfilling and hence, this has been the cause for serious discontent. It is our suggestion that these G.Os be carefully reviewed so as to ensure satisfaction and contentment.

(2) Secondary Grade Teachers

Resolution No. VIII. This Conference urges the Government immediately to adopt the scale of Rs. 60-4-120 to the secondary grade teachers.

The secondary grade teachers in our secondary schools are now allowed a scale of salary of Rs. 45-2-35. This class of teachers have completed S. S. L. C. and a two years' training in a training school. They are generally in charge of the Middle School classes, that is, Forms I to III.

In fixing their scales no account seems to have been taken of the special professional training. The salary scales fixed for these teachers are much lower than what others of comparable qualifications and responsibilities are getting. Secondary schools are mostly in urban and semi-urban areas.

It is our request that their scales be revised to Rs. 60-4-120. There are 8000 teachers and the adoption of this scale would not mean any very considerable increase in the educational allotment. It may increase it by about six lakhs. But it would greatly help in diverting to the teaching service a higher proportion of our young men and women of ability.

(3) Physical Education Teachers

Resolution No. XVI. This Conference views with concern the shortage of qualified physical education teachers. It is of the view that vigorous steps should be taken to train an adequate number of teachers every year possibly by opening colleges of physical education or by opening physical education section in the Training Colleges. It further urges Government to revise liberally the scales of salaries of physical education teachers so as to attract the right type of men and women.

The schools are finding it difficult to secure competent physical education teachers who are required to have a completed S. S. L. C., a secondary grade training and then the special training in physical education. Their salary needs to be fixed at least at Rs. 75-5-145.

General: (1) House rent allowance

Resolution No. X. The housing problem being still very acute in urban and semi-urban areas, this Conference requests the Government to direct payment of house rent allowance to teachers and other employees under aided managements, such expenditure being treated as an approved item of expenditure for assessment of grant.

The housing problem, as Government must be aware, is becoming very acute and rental charges are going up. Teachers are finding it very hard to make ends meet. In urban areas house rent allowance is now paid to teachers employed under local bodies. The Union requests that managements of aided institutions may be permitted to pay them allowances at rates applicable to local body employees and that too in those places where such allowances are now being paid.

(2) Fee Concession to Teachers' Children

Resolution No. XI. This Conference reiterates its resolution of the previous years that free education be given to the children of teachers of all grades in all institutions.

If the means test is a criterion on which fee concessions are to be given, then nearly 90 per cent of the teachers would be eligible for such concessions for their sons and daughters as the average annual income of most of the teachers is between Rs. 500 and Rs. 1000. Teachers belonging to backward communities are now getting the concession, so also women teachers employed under local bodies are getting the concession. It will not mean a great commitment to Government but will mean a very encouraging and ennobling gesture to the poorly paid teachers. It is requested that as a first step teachers with an income of less than Rs. 1500/- per annum may be given full fee concessions.

(3) Provident Fund and Insurance

Resolution No. XII. This Conference urges Government (i) to increase their contribution to the Teachers' Provident Fund from half anna in the rupee to one anna in the rupee, (ii) to insist on managements contributing a similar amount and (iii) to ensure a decent rate of interest for the Provident Fund deposits.

Resolution No. XV. This Conference is of opinion that the existing scheme of Provident Fund is a very inadequate provision for old age. It urges Government to take early steps to introduce a scheme of Provident Fund-cum Insurance-cum Gratuity and Pension for teachers. In this

connection the Conference desires to suggest a compulsory scheme of insurance for teachers, either in the S. I. T. U. Protection Fund, Ltd. or in the Postal Insurance.

At present the Provident Fund is the only provision for old age. The teachers are grateful to Government for making it compulsory. But this provision is a meagre provision.

The Government have no doubt permitted managements to contribute more than half an anna in the rupee. Very few managements have been able to utilise the permission. The rate of interest which these deposits fetch is only $1\frac{1}{2}$ (one and a half) per cent. It is therefore requested

1. that Government should increase their contribution to one anna in the rupee,

2. that managements be required to contribute a similar sum,

3. teachers may be permitted to contribute a higher rate per rupee of their salary as in the case of local board employees,

4. that steps be taken to secure a higher rate of interest for these deposits as these are in the nature of compulsory recurring thrift deposits extending over a long period, and if the Union Government would not approve of the proposal, to explore the possibility of this State taking over the deposits and guaranteeing at least a three per cent interest, and

5. to introduce a scheme of compulsory insurance for teachers on the lines of the compulsory insurance scheme for Government employees, either in the S. I. T. U. Protection Fund, Ltd. or in the Postal Insurance.

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

We feel it unnecessary to dwell at length on the imperative need for contentment amongst teachers, who, it must be admitted, have borne with laudable patience the economic strain of these difficult years and it is our fervent hope that Government would take prompt action and thus avoid any breakdown in our educational structure of which the State may well feel justly proud.

T. P. SRINIVASAVARADAN,
Secretary,
For Deputationists.

12th August 1950.

EXTRACTS FROM THE FORT ST. GEORGE GAZETTE. PART I-B,

Amendment to rules relating to appointment of headmasters and headmistresses of high schools under local bodies.

(G.O. Ms. No. 1930, Education dated 4th July 1950.)

In exercise of the powers conferred by sections 70 and 199 (2) (a) of the Madras Local Boards Act, 1920 (Madras Act XIV of 1920) His Excellency the Governor of Madras hereby makes the following amendments to the rules relating to the appointment of headmasters and headmistresses of high schools under district boards published with the late Education and Public Health Department notification, dated the 9th December 1948, at pages 1-11 of the Rules Supplement to Part I-B of the Fort St. George Gazette dated the 22nd February 1949:—

AMENDMENTS

In the said rules—

(1) In sub-rule (1) of rule 2, for the first sentence, the following sentence shall be substituted, namely:—

“(1) The President shall send to the Divisional Inspector of Schools or the Inspectress of Girls Schools concerned, a list of all the B. T. or B. Ed. Assistants in the service of the district boards, who have put in a service of not less than ten years and whose names are not already in the panel together with the President's recommendations as to who, among such persons are in his opinion, fit for inclusion in the panel and a detailed statement of the reasons for such recommendations.”

(2) To the same sub-rule, the following note shall be added, namely:—

“Note.—For the purpose of the ten years' qualifying service for appointment as headmasters/headmistresses mentioned above, the previous service, if any, of an Assistant under private management shall be taken into account when there are no Assistants with ten years' service and the claims of no senior are affected thereby.”

In exercise of the powers conferred by section 73 and 303 (2) (a) of the Madras District Municipalities Act, 1920 (Madras Act V of 1920), His Excellency the Governor of Madras hereby makes the following amendments to the rules relating to the appointment of headmasters and headmistresses of high schools under municipal councils published with the late Education and Public Health Department notification, dated the 9th December 1948, at pages 1-11 of the Rules Supplement to Part I-B of the Fort St. George Gazette dated the 22nd February 1949:—

AMENDMENTS

In the said rules—

(1) In sub-rule (1) of rule 2, for the first sentence, the following sentence shall be substituted, namely:—

“(1) The Appointment Committee shall send to the Divisional Inspector of Schools or the Inspectress of Girls' Schools concerned a list of all the B. T. or B. Ed. Assistants in the service of the municipal council who have put in a service of not less than ten years and whose names are not already in

the panel, together with its recommendations as to who among such persons are, in its opinion, fit for inclusion in the panel and a detailed statement of the reasons for such recommendations."

(2) In the same sub-rule, the following note shall be added, namely:—

"Note.—For the purpose of the ten years' qualifying service for appointment as headmasters/headmistresses mentioned above, the previous service, if any, of an Assistant under private management shall be taken into account when there are no Assistants with ten years' service and the claims of no senior are affected thereby."

R. D. PAUL,
Secretary to Government.

Amendment to Madras Educational Rules.

(G. O. Ms. No. 2457, Education dated 1st September 1950.)

In the Madras Educational Rules in rule 60, for the first sentence, the following sentence shall be substituted, namely:—

"Instruction in all classes of a Secondary School shall ordinarily be given through the regional language. Pupils whose mother tongue is different from the regional language may be given instruction through the medium of their mother tongue or any language other than the regional language, provided that there is a minimum strength of forty-five such pupils in the three forms in the respective stages of the secondary schools, namely, Forms I to III and IV to VI."

S. A. IYENGAR,
Secretary to Government.

Amendment to Madras Educational Rules

(G. O. Ms. No. 2513, Education, dated 8th September 1950.)

Madras Educational Rules—Admission of Pupils into Secondary Schools—Appendix to Rule 33—Amendment.

In the Appendix to rule 33 of the Madras Educational Rules the form of application for admission into Secondary Schools will be amended as follows:—

- | Application for admission into | | School. |
|---|-----------------|-------------------|
| 1. Name of pupil. | | |
| 2. Date of birth. | | |
| 3. Nationality and State to which the pupil belongs. | | |
| 4. Religion. | 5. Caste. | |
| 6. Whether living with parent or guardian, and local residence if not living with parent or guardian. | | |
| 7. (a) Name of Parent. | (b) Occupation. | (c) Full address. |
| 8. (a) Name of guardian. | (b) Occupation. | (c) Full address. |
| 9. Class last studied, name of school last attended and whether qualified for promotion. | | |

10. Whether a Transfer Certificate or E.S.L.C. and (or) record sheet is attached.
11. Class into which admission is sought.
12. Mother tongue of the pupil.
13. Languages proposed to be taken under First Language—
(a) Part I. (b) Part II.
14. Whether opting for a Third Language (Hindi) or for an additional craft.
15. In the case of admission into Form IV, the course applied for.
16. In the case of admission to Form V or VI whether taking composite or ordinary mathematics.
17. Protection from small-pox, whether vaccinated or small-pox marked.
18. Previous school history of pupil.

I declare that the statement above is correct and the pupil has not attended any other school besides those mentioned above.

Station.
Date.

Signature of parent/guardian.

Examiner's remarks in the case of admissions from Elementary school or from private study (with signature, designation and date). Orders of the Headmaster (Regarding admission with signature and date).

Note.—Satisfactory evidence in regard to date of birth must be insisted upon. Headmasters will be held responsible for the accurate entry in the admission register of the date of birth. In the case of pupils presenting an E.S.L.C., the entry in regard to date of birth should be verified with particular care.

2. After admission is made, the admission number, date of admission and class on admission shall be endorsed on the application and on the Transfer Certificate or record sheet as the case may be.

Madras Educational Rules—Register of Admission and Withdrawals—Appendix to Rule 52 (1)—Amendment.

In the appendix to rule 52 of the Madras Educational Rules—

(1) A new column shall be opened between the existing columns (12) and (13) under the heading "Nationality and State to which the pupil belongs." This new column shall be numbered as (14) and the existing column (13) shall be numbered as (14).

(2) Another column shall be inserted between the existing columns (14) and (15) under the heading "Mother tongue of the Pupil" and numbered as (16). The existing columns (14) & (15) shall be renumbered as (15) & (17).

(3) The existing columns (16) to (22) shall be renumbered as (18) to (24).

S. A. IYENGAR,
Secretary to Government.

Proceedings of the Director of Public Instruction Madras

R. O. C. No. 133-D2/50, dated 10-10-1950

GOVERNMENT OF MADRAS

Abstract

GRANT—Teaching—Secondary Schools under local bodies and private managements—Expenditure incurred by certain members of the staff attending the Seminar on "Social Studies"—Proposals of the Director of Public Instruction—Approved.

EDUCATION DEPARTMENT

G. O. Ms. No. 2755, Education, Dated 4th October 1950.
Read the following:—From the Director of Public Instruction, R. O. C. No. 133-D2/50, dated 12th September 1950.

ORDER :

The Government approve the proposal of the Director of Public Instruction that the expenditure incurred by certain members of the staff of secondary schools under local bodies and private managements on attending the Seminar on "Social Studies" held by the South India Teachers' Union from 30-9-1950 to 2-10-1950 may be treated as an item of approved expenditure for purposes of assessment of teaching grants to the institutions concerned. The grant may be paid along with the teaching grant for 1950-51 payable in 1951-52. The admissible expenditure will be restricted to a membership fee of Rs 12/- and actual travelling expenses in the case of each member.

2.

K. M. UNNITHAN,
Secretary to Government.

G.O. Ms. No. 2709, Education, dated 28th September, 1950.

Schools — Secondary — Aided — Introduction of Service Registers for Teachers employed in Aided Secondary Schools — Proposals — Approved.

ORDER :

The Government accept the recommendation of the Director of Public Instruction that managements of Aided Secondary Schools in this State shall be required to open Service Registers for the teachers under their employ.

2. With a view to enable the managements to adopt uniform and standardised service registers, the Director of Public Instruction is requested to arrange for the supply of such registers to the managements by the Government Press at a cost of annas twelve per register.

(By Order of His Excellency the Governor)

K. M. UNNITHAN,
Secretary to Government.

EDITORIAL

The Seminar :

The Seminar on Social Studies organised by the South India Teachers' Union proved very useful as it brought together 150 teachers actually teaching the subject and enabled them to share their experience. The discussions were very fruitful and many suggestions in regard to modification of syllabus, teaching method, equipment and appliances, organisation of the activities and testing and assessing achievement were made. The delegates had the benefit of three inspiring talks from Prof. C. S. Srinivasachariar, Prof. Thirunarayanan and Prof. M. D. Paul. The acting Director of Public Instruction Sri S. Govindarajulu who inaugurated the Seminar was really pleased to see such a representative group of teachers gathering in an attitude of study. The presence of the Hon'ble Sri K. Madhava Menon, our Minister for Education at the inauguration was a great encouragement.

The success of the Seminar was to a considerable extent due to the thoughtful planning of it by the Director of the Seminar Rev. D. Thambuswamy and the team of workers who constituted the different sub-committees. It was indeed fortunate for the Union to have secured the active help of the authorities of the Y.M.C.A. College of Physical Education where the Seminar was held.

Plans are afoot for publishing the report of the Seminar. We desire to make it as full as possible. Social studies with its emphasis on Social activities and Social training is the corner-

stone of the curriculum and it is necessary that teachers make full use of the opportunity provided by this subject in vitalising school life. We also commend to the authorities of the Universities—Madras, Andhra and Annamalai, the resolution passed at the general assembly of the Seminar requesting these bodies to organise Special Refresher courses at as many centres as possible.

Languages in Our Schools :

The question of languages in Secondary Schools has been raised to the dignity of a debate in the Legislative Assembly. A special hour was set apart and the Hon'ble the Minister for Education made a statement surveying the whole field and explaining with reasons how the latest order was passed after taking note of all the criticisms and on the advice of the teaching profession. Though it was a thin house which discussed the situation, the debate was of a high order, all the leading members of the assembly and representatives of the different groups participating in the discussion.

Satisfaction was expressed by all on the latest Government Order, though some desired more positive action in implementing the article of the Constitution of India which required the adoption of a Federal language as the medium of administering in the place of English. 'Go slow' is a sound maxim, and the present position, when the study of Hindi in our Secondary Schools is optional, alternating though

it be with an additional craft or some other purposeful activity, will pave the way for more students volunteering with enthusiasm to study it. In language study, as in other things, compulsion is likely to impede progress and create a dislike.

What about the position of English? Some extreme nationalists may call for giving up its study in our schools but the general opinion seems to be that English ought to be a language of study for all our pupils in our Secondary Schools. It is no mere expediency that is responsible for this view. English is a language rich in its literature. It is the language spoken by the educated section of our country and as such it is with its help that we can enrich the national languages. It is therefore necessary that English should be a language of study for all pupils in our Secondary Schools and Colleges at least for the next 15 years if not more. The conference of Education Ministers of the Southern States—Hyderabad, Mysore, Madras and the United States of Travancore and Cochin and of the Vice-Chancellors of the South Indian Universities are reported to have discussed this question along with the question of Medium of Instruction in our Colleges. We understand that they expressed the view that the present provision for the study of English in our Secondary Schools should not be reduced. Nay, we would go a step further. If English has to be learnt it must be learnt well. The subject was discussed fairly thoroughly at the Summer Conference held at Maha-

baleswar in May 1950, when experienced teachers from different parts of India gathered together and had a very useful discussion. Their findings have been published by the British Council and these were considered by a large gathering of teachers at Madras last month when Dr. Philips, the Head of the British Council in India, visited the city. The discussion revealed:—

1. That English has to be taught in our schools as a Second Language.
2. That in teaching the language it should be recognised that English will not be the medium of instruction.
3. That in the High School stages it is very necessary we should have a controlled vocabulary.
4. That a minimum of about 3,000 words would be regarded as essential if English is to be used effectively for comprehension.
5. That appreciation of literature should not be an aim in the teaching of English in our Secondary Schools.

We would invite teachers to offer their suggestions for the better teaching of this language. We would put it to the authorities—the Universities and the Department of Education to organise special courses in the teaching of English in the present altered circumstances and give the necessary guidance to teachers.

