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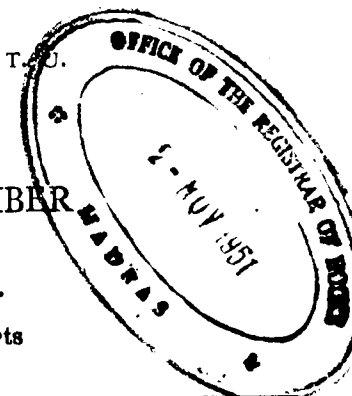
THE OFFICIAL JOURNAL OF THE S. I. T. U.

AUGUST & SEPTEMBER 1961

EDUCATION WEEK NUMBER

उद्धरेदात्मनात्मानम्.—The Gita.

Raise yourself by your own efforts



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THE SOUTH INDIAN TEACHER

Vol. XXIV

AUG. — SEP. 1951

Nos. 8 & 9

THE XXI SOUTH INDIAN EDUCATION WEEK

MESSAGES

*Dr. Sir A. LAKSHMANASWAMY MUDALIAR,
Vice-Chancellor, Madras University.*

The South India Teachers' Union has again with commendable energy and promptness undertaken the celebration of the South Indian Education Week. I am glad that on this occasion, the attention of all teachers, pupils and the general public will be concentrated on the *Children*. No subject is of such paramount importance as the proper upbringing of the children of every country, and this fact is being realised in an increasing measure as will be evident from the decision of the United Nations Educational Social and Cultural Organisation to go ahead giving top priority to the programme of fundamental education throughout the world. I hope that in this country as well, steps will be taken ere long to implement the recommendations of the UNESCO, and the celebration of the Children's Week by the South India Teachers' Union would necessarily give a fillip in this direction.

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

The South Indian Education Week has been celebrated regularly for several years and has proved to be an important event in the social and communal life in South India. The central theme for this year's Week "CHILDREN—OUR HOPE" is of supreme importance. I trust that every teacher will remember that the child is like a temple of God to be approached in an attitude of faith. I wish the celebrations all success.

The Hon'ble Sri P. S. KUMARASWAMI RAJA,

Chief Minister, Government of Madras.

I am glad that the 21st South Indian Education Week is to be celebrated from the 10th to 16th of this month, the central theme of the Week being "Children—Our Hope". The theme selected is one of great importance, indicating how vital is the children's education in any scheme of educational expansion. "Child is the father of man". Children of to-day are the future citizens of the State, the future custodians of the interests and the welfare of the country. Development of personality in the child should be the ideal of education. I am glad that this year's Education Week is focusing its attention on such an important subject as the one chosen. I wish the celebrations all success.

The Hon'ble Sri K. MADHAVA MENON,

Minister for Education and Law, Government of Madras.

The march of time and the advent of freedom have brought about a changed outlook in the field of Education, and we have accordingly been reorientating our educational schemes to suit the present day conditions. I am glad to see that as many as 14 Associations have sponsored this Education Week. Such efforts will, I am sure, serve to focus the attention of those in charge of imparting education on their heavy responsibilities, and assist in the realization of the high ideals of our new educational schemes.

I wish the Education Week every success.

The Hon'ble Sri M. BHAKTAVATSALAM,

Minister for Public Works, Madras.

Please convey to the Teachers who will be celebrating the Education Week my heartfelt felicitations. I wish the function every success.

Rev. Fr. T. N. SIQUEIRA, S. J.

Tiruchirapalli.

I am happy to see that this year's Education Week is to be dedicated to the child. We in India have not yet tried to understand the child. We know to pet and bully him alternately; most parents either let their children do what they like or let them do nothing at all by themselves. And after childhood it is almost useless to try to undo what has been wrongly done in the first two or three years of education.

I hope Madame Montessori's splendid work for the 'discovery of the child' will be duly appreciated and profitably carried into effect in our country. Her stay among us during and after the last War ought to be the beginning of a new era for the Indian child. We must begin to educate and not merely to stuff him.

With best wishes.

INDIAN CHILDREN—THE HOPE OF FREE INDIA

K. S. RAMASWAMI SASTRI

India is not only free but is changing fast. The great problems of the future are the preservation of our Independence and the building up of the prosperity of the country by quick and adequate and judicious industrialisation while increasing food production and consolidating the Indian people into a compact unified community without destroying their social and religious traditions. We must recognise that the New Age is the Age of the common man, the Age of Women and Children, the Age of Labour—the Age, in short, wherein we must show a spirit of willingness to pull up and level up the sections of the population which had been suppressed or ignored before.

All this implies a New Education—new in extensiveness as well as in intensiveness. Formerly the masses were not given literacy though they were given a taste of the general national culture. Women were not given the same facilities for culture as men. Children were treated in the realm of education as boxes to be packed with information and not as personalities to be trained and perfected. But a democracy implies general literacy and also a general permeation of society by general knowledge and national culture. Instruction was largely literacy in the past ages but has to be made today scientific and practical here as elsewhere in the modern world. Teaching should cease to be a routine or a boredom but should become interesting and delightful and creative to the pupils.

All this means a new attitude towards education by the teachers and by the public at large. The child-psychology should be studied anew. The child has its period of formation of sense-impressions, its period of emotion and imagination and its period of intellectual and moral and spiritual development.

We must give it the proper inner food suited for each of these stages without either premature overfeeding or negligent starvation. The neglect of the training of memory today is as faulty as the over-training of memory before. The indiscipline of today is as faulty as the tyrannical over-discipline of the previous eras. The total absence of correction and control today is as faulty as the Spartan control of the earlier periods. The total neglect of the formation of good habits today is as faulty as the over-insistence on the compulsory formation of good habits in the previous decades. Character based on self-control is better than character built solely on external control.

Education is today becoming craft-centred. The mother-tongue is being given adequate prominence as the medium of instruction and of examination. There is more insistence on citizenship training and social studies and nature-study and other arts than before. The importance of physical education is adequately recognised. The English language which had been for many centuries our master even more than the English people and which we without a sense of shame or impropriety or inappropriateness called as the first language has had to descend from its throne and lose its primacy. The Constitution Act of Free India has prescribed Hindi as the national language. Section 343, clause (1) of the Act says: "The official language of the Union shall be Hindi in Devanagari script." Section 343 (2) says that "however, the English language shall continue to be the official language for 15 years from the commencement of the Constitution". Section 343 (3) (a) says that Parliament may by law provide for the use of the English language to such purposes as may be specified by law even after the said period of fifteen years.

We must not be in the position of the man who could not see the word for the trees. We must not merely wander in the labyrinth of details of curriculum and method losing sight of the real objectives, and ideals of education. Democracy implies liberty and equality and fraternity and the four freedoms and hence a democratic type of education must throughout the educational course foster such ideals and build them up in the susceptible young minds of the Indian children. We must also see that each youthful personality is allowed to blossom in its own way, thus producing the rich variety of flowering minds which is the essence of the beauty of the garden of Civilisation. We should not in our craze for standardisation steam-roller them into one uniform stereotyped pattern. The really difficult problem is to combine universalism and national culture and individual creativeness and originality in a harmonious manner. The ideal of education for Citizenship is a great ideal. But the preparation for life should go hand in hand along with the preparation for superlife. A human being is not confined to his social body any more than to his individual body but he is a free joyous immortal spirit.

Education therefore could and should

never be out of relation to the national culture and the national ideals. It used to be said that the British system of education was designed to bring into existence world-leaders and world-rulers and that the American system of education was designed to bring into existence world-captains in industry and trade and commerce. Political hegemony of the whole world has disappeared. Economic hegemony of the whole world also will soon be a thing of the past. The new ideal of the world is that of free and equal and prosperous nations which will refuse to be in economic bondage or tutelage. Free India must and will be herself while being new and modern. She will strive for agricultural and economic self-sufficiency. But at the same time she will reject all schemes of education which are not based on individual and social ethics, and on the deeper things of the spirit. Sir John Woodroffe rightly called education "the seed of race". Let us not sacrifice Indianness for modernity or modernity for Indianness. The Indian mind sets ethics above economics and spirituality above both. Let our children retain their essential Indianness while mastering science and taking their due and legitimate place in the modern comity of free and equal nations.

THE SOUTH INDIA TEACHERS' UNION

Diary for the period 1st August to 7th September 1951.

- Aug. 7. The Central Education Week Committee Meeting.
 11. Conference of the Presidents and the Secretaries of District Teachers' Guilds.
 19. The Journal Secretary, Sri C. R. Aiyengar, proceeded on propaganda tour in Coimbatore Dt.
 25. Balar Kalvi—June-July 1951—published.
- Sept. 1. Informal meeting of office-bearers.
 „ The South Indian Teacher—July 1951—published.
 4. S. I. T. U. Publications, Ltd.—Memorandum and Articles of Association signed.
 6. S. I. T. U. Publications, Ltd.—Registered.
 „ Meeting of Provisional Directors.
 7. President's interview with the Chief Minister re: salaries of teachers.

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August 1951

SCOUTING AND GUIDING —THEIR EDUCATIONAL VALUE

V. S. RATNASABHAPATHY,

State Secretary, Bharat Scouts & Guides, Madras State, Madras.

Scouting and Guiding are known as the most effective Educational Methods that supplement the scholastic training of the boy and the girl and not one that supplants it. As the founder of the Movement Lord Baden Powell put it, while the Educational Institutions give training in the three R-s—Reading, Writing and Arithmetic, Scouting and Guiding give training in the fourth R—namely Responsibility. If the objective of the educational training for the boy should be one that will not merely impart information and the knowledge on many subjects of importance, but also fit him up for future life to play his part as a man of character and integrity and as a useful citizen of his country, then Scouting fulfils this objective in an ample measure. Every activity that is undertaken in Scouting or Guiding has the character training value, at every stage whether Cubbing/Bulbul (7 to 11) or Scouting/Guiding (12 to 18) or Rovering/Rangering (18 and upwards) at each stage based on the psychology of the boy or girl of that particular stage.

Learning by doing:—Learning by doing is the method adopted successfully throughout Scouting and Guiding. High ideals such as the Scout Promise, Law, motto, the Daily Good Turn, are placed before the boy and given opportunities to practise them in daily life. The boys' physical, emotional, moral and spiritual training find a place in the scheme of Scouting and Guiding. By regular physical exercises and Open Air Life he builds a healthy body, by learning to sing and stories of Heroes and Heroines and coming into contact with nature and learning to appreciate the wonders of creation, his emotional

nature is helped to grow into proper stature.

"Through camping, hiking, sports and games, arts and crafts, dramatics and programmes for home-making, public health and safety the Girl Scouts are encouraged to develop alertness, dexterity and a sense of service and comradeship."

The various tests, like Tenderfoot, Second class and First class tests are calculated to give the Scout a balanced training. Camping out, is one of the most effective ways by which, training in health, cleanliness, purity of thought, self reliance, and service for others is given.

The Patrol System:—The Patrol System which is working in small groups or gangs, taking advantage of the gang spirit in the boy, develops boy leadership, and the inculcation of the brotherly spirit.

The Court of Honour through which every activity is planned and worked out, is training in self-Government, and Democratic Citizenship.

The Badge System:—The Badge System is again an educational method by which real drawing out of the latent qualities and faculties of the individual is attempted. Every individual brings with him some special qualities, peculiar to him and it is necessary to encourage him to bring out those fine qualities by providing the necessary facilities and opportunities. This is real education. The work is done by the Proficiency badge system. What is done is to place before the Scout the many badges that represent certain amount of skill in those particular arts or crafts or other subjects represented by them. They may be for instance

Air-craft, Ambulance, Artist, Basket-worker, Bee-farming, Bird Warden, Camp-craft, Home-making, Nursing, Domestic service, Dancing, Electricity, Gardening, etc., etc., over a hundred badges of all varieties and types. The boy chooses the one for which he has a natural bent of mind, which may later on develop into a useful career for himself.

Scouting is a game for boys and all that is included in it are done through play and games. Games provide adventure and romance, and the training becomes a joy and not a drudgery.

We expect to develop the Scout's personality by individual study of him and by the close association of his elder brother the Scoutmaster or the Guide Captain in the case of the Girl, who sets the example.

The Educational Maxim to "teach Krishna Sanskrit" you should not only know Sanskrit, but also Krishna is

emphasised all through. Free growth is possible, only in an atmosphere of Freedom and Love, and Scouting and Guiding supply it in a very great measure. The sacredness of the task is kept in view always. By holding Jamborees both National and International, the Scouts are brought together to live a happy family life, and the idea of the Fatherhood of God and the Brotherhood of man, is brought home in the most practical manner possible. Rovering and Rangering deal with the way of Right living and how to prepare oneself for facing life boldly cheerfully and well. Dr. Madame Montessorie says "Scouting follows her system in a most progressive way". Scouting and Guiding take into account the spirit of reality and orders its work accordingly. True education should result in Self-discipline, Self-reliance and Service to others. Scouting and Guiding stand for these. Hence their real educational value.

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THE CHILDREN—OUR HOPE

JOY COMSTOCK.

What really lies at the roots of our troubles in this troubled world? In other words, for what do we hope? Do we hope for a world free from want and oppression? Will not many agree that we must then free the world of greed and selfishness and of the desire for power over others. Out of these roots can spring enough trouble to ruin the lives of millions to satisfy the desires of a few. Nor does such conquest ever satisfy those who employ these forms of behaviour. Never do greed and selfishness and the desire to dominate decrease by exercise. Instead these attitudes toward life grow and intensify their hold on the individual as insatiably as any habit forming narcotic which a person has learned to use.

Where is the antidote? We must look for the opposing graces of the human spirit. If unselfish sharing and the democratic spirit of co-operation become the activating forces in human relationships the results are very different indeed. Instead of fear, dishonesty, resentment and revenge filling the atmosphere with their poisonous fumes, we should find refreshing breezes to enliven and strengthen all human efforts for the good of mankind. Some may wish to take a middle of the road position with the motto, "live and let live". Such an attitude is not really a middle one but leans to the left. Something more positive is required. It is true that "he that seeketh his life shall lose it". Self-seeking is closely akin to greed and covetousness. Self-sacrifice (not to be confused with self-immolation for the sake of reward) has won the commendation of the world through the ages. It is at the heart of the Universe.

*Certainly the world we live in today is under the thrall of evil forces such as we have already mentioned. The aggressive actions of one nation against another, the exploitation of natural re-

sources of the world for the enjoyment of the few rather than the good of all, these are but large outlines in the picture. Closer inspection shows the details of individual lives motivated by greed and selfishness and the desire for power in daily contacts with other individuals. Thus we come to the focus of the infection. There is a thorn festering in the flesh of society. We cannot help being "members one of another". All that affects human society grows out of the relationship existing between individuals. The impact of one person upon another can have very far reaching effects, for good or for evil. And children are persons. Let us look, then, at the young child in our midst. Is he, essentially, a selfish creature? Do we call the infant selfish because he cries for food and wants his small being wrapped in protecting warmth and comforting love? He cannot be called selfish. He is merely self-centred knowing only his own elemental needs. True selfishness comes in only with the dawn of social awareness and that is the point at which training must begin. Unselfishness is an attitude to be learned. Who does the teaching? Everything that happens to the child teaches him something. The thing we most easily forget is the persistence of those earliest lessons, the permanence of the earliest teaching coming out of the experiences of the child's life. The child's first lessons in greed may arise from his being deprived of the very elemental physical needs of food and clothing and shelter. Or they may be the outcome of a surfeiting of these very things until an attitude is built into the fabric of his character making him look upon all things as his regardless of any outside consideration and think that they are to be possessed or fought for at any cost. Only a beginning of social consciousness, even within the confines of his own family unit, can give the child an opportunity to learn the joys and

responsibilities of sharing with others that which he already has or desires to have. Let us reiterate the truth that attitudes are learned and foundations for permanent character traits are laid from the earliest experiences of the child. Who can deny that we older folk who preach sermons, write articles for publication, teach classes in schools and colleges have the greatest difficulty in practising our own precepts. Somewhere far back in the past we were not taught how to practise the social graces. Manners—ah, yes, but sometimes very hypocritical ones at that. Or perhaps, with the very knowing eyes of childhood, inarticulate though we were at the time, we saw too many adult denials of those virtues we were urged to acquire. Yet who can deny that in many ways progress has been made by successive generations of the human race? No longer is the child of 12 hanged for committing a theft to satisfy his hunger. Juvenile courts with the purpose of early reclamation have replaced the old practices of mingling young offenders with hardened criminals in filthy prisons. Due processes of law with the right of counsel conceded by the State, recognizing the dignity of personality even when obscured by outward conditions and manners, is now the practice of all democratic civilizations. But these are only examples of a painfully slow evolution in social consciousness representing the work of enlightened minds over several generations. We need not take so long. The very children now in our care can bring forward the human race in a single generation, given the right

direction in their tender years. As already intimated, direction will come more by example than by precept. It will come in living experiences with adequate opportunity to learn at first hand how to share and how to work together in mutual respect for the rights of each other. Thus will our children of today become the hope of tomorrow. Do we want a millenium, a new golden age, free from selfishness, greed and the desire for power which overrides the rights of others, a world free from want and oppression? Then let us take heed how we guard our children from the destructive examples of our own behaviour. Let us look well at our own attitudes and motives. A woman was once relating her experience in charge of a little group of nursery school children. She spoke of the delight in seeing the children learning how to be unselfish. Then she naively related her own conversation with a little girl who had been passing the cakes around the circle. The child complained that the very one she wanted was taken by another. The advice given was, "Never mind, dearie, the next time you just put your thumb on the one you want for yourself." In this woman's defence let us state that she was not really trained for her job. But can we so defend ourselves? We cannot avoid being teachers of the young for they have their place in the lives of us all. What they learn from us is our responsibility. We are only the present trustees of the world which they will inherit and make what we have trained them to make it.

THE XXVI ALL-INDIA EDUCATIONAL CONFERENCE

The Conference will be held in Bombay from the 22nd to the 26th October 1951 under the Presidentship of Shri Acharya Narendra Deo, Vice-Chancellor of the Lucknow University. The Conference will be inaugurated by the Hon'ble Shri B. G. Kher, Chief Minister, Bombay State. There are sixteen sections of the Conference. All Teachers and those interested in Education are requested to attend the Conference. The delegation fee is Rs. 2/- per delegate to be paid early. Authorised delegates will be eligible for railway concessions. All correspondence should be addressed to

The General Secretary,

26th All-India Educational Conference, Robert Money School, Bombay-7.

THE CHILDREN'S GARDEN SCHOOL AND OUR APPROACH TOWARDS RELIGIOUS EDUCATION

DR. V. N. SHARMA,

Principal, Children's Garden School, Mylapore.

I thank you very much for your kind letter asking us to give you some idea how we are tackling the problem of religious education in our educational institutions in Madras. This is a big demand from you for the approach towards religious education in any educational institution working on *progressive* methods is a problem by itself and any theories to solve the problem cannot satisfy each and every one in whatever manner we endeavour to uphold them in the frame work of a *progressive* school in India. We have on our rolls children, between the ages 2 and 12 years belonging to many a confession, even though the majority of our children and teaching staff belong to the Hindu community. Merely adopting the so-called "moral and religious instruction" syllabus framed by the Government under their Educational Rules is of no use in any *progressive* school which desires to create a wider outlook in all things that would help the child to be a good citizen of India and at the same time to love and respect the other nations in their search for a common and universal brotherhood and understanding.

The Children's Garden School was started in Madras in 1937 after our return from Europe on the model of the Odenwaldschule, that great international school and college in Germany. Dr. Paul Geheeb, the saint and philosopher, who started the Odenwaldschule in 1910 in a forest near Heidelberg, as a purely residential institution, wanted to make his centre a School of Mankind, where children of all ages and sexes coming from the different parts of Europe, America and Asia (of course there were some children coming from Africa as well), should live together as comrades, forgetting their narrow loyalties and parochial attachments to their pet religious faiths, etc., and create

by their personal life such a world which our great poet and philosopher, Ravindra Nath Tagore in his Gitanjali places before us a world "Where the mind is without fear and the head is held high; where knowledge is free . . . where the mind is led forward by thee into ever-widening thought and action". Paul Geheeb followed in this connection the path of Tolstoy who also dreamt to create such a world for which Tagore strived all through his life. The child, according to this path of new life, should know something about his own religion, how that religious life inspired his own people to rise up from darkness to light, from ignorance to real knowledge and from death to immortality (as the ancient sages sang in the eternal *Upanishads* of India). To prepare such a path in Germany in those early days of Geheeb's work was not an easy one, for the State on one side and the man-in-the street on the other side, demanded certain sets of moral and religious code, as the indispensable rules for the life of each and every child that entered the portals of the educational institutions in Germany to become "educated and cultured" through a system of education which the rulers of the day in that country promulgated for the betterment of their subjects. The State in Germany viewed Geheeb's educational principles, Utopian and at the same time dangerous for the youth of the nation. Many of the educated parents looked at Geheeb in a similar manner—calling him a fanatic, a god-less man, etc. Yet Geheeb faced the world of his public, the State and the parents, in the way the great philosophers of the past did, doing his work silently, not minding the outside world in its criticism, for have they not strived "to break up the world into fragments by narrow domestic walls"—he boldly by his tireless

striving stretched "his arms towards perfection". It was not an easy task for Geheeb to stand on his feet—there were troubles, parents withdrawing their wards to "better schools" and the State not recognising his work when it had the Ministers of Education who wanted to sail on the easy waters. Hitler called him a disloyal subject not upholding the narrow loyalties of his fatherland—he banned Geheeb and his colleagues. Paulos, (the dear name we all give Geheeb) withstood all these whirlpools—he moved his school to that land of free-thinking, Switzerland and called it, the School of Humanity and gave protection to each and everyone who came to him for help and sympathy from tyranny from the national heroes of the day. He never wavered from his path; he wanted to see that the child to whichever nation, religious confession or culture belongs, should be a "Man" first and a man last understanding the best from his own homeland and also endeavour to look at others who might not belong to his homeland by birth or things of that kind, in a similar manner. By long suffering Paulos realised this dream of his life; he is now eighty years old, living in that mountain abode of Berneroblerland in Switzerland living and working still like a youth of sixteen years old for that cause for which he gave his life all these years.

We had the greatest privilege to work with him both in Germany as his humble colleagues during those critical years of his life's work, from 1930-34 and later on in Switzerland where he settled, as I stated above, for good. The Children's Garden School can be said to be his own daughter, as we endeavoured here to continue his educational work in this part of the world. We do believe, as Geheeb firmly believes, that religious education should not be bifurcated from secular education in any *progressive* educational plan. As such the background of any educational system should be religion in its highest and noblest form, the live wire of the experience of our great saints and philosophers, it must be lived by all without mental reservation; every work we

carry on day and night should be a part and parcel of that live wire. Our ancestors lived and worked for this ideal of life, whichever part of the world they might have emanated from. Merely setting a period or two in a week we cannot do justice to this higher aspiration of our life. The philosophical or historical data for this ideal is not so important; it is a secondary place for us if we have the courage to behold the source of all life. In all our educational plans we keep this higher ideal in front and strive to live by our own personal example in all our daily activities etc. We know from our personal experience that children can fill up the vessel of life the moment they are given facilities to catch that Fire of Fires, the Life itself. Then we have seen how the narrow walls disappear, how they move among all without any nomenclature of this confession or that confession; this race or that race, this community or that community. The real religious life can be seen in such mental atmosphere alone. We are told that the present constitution of Indian Democratic Republic of our land stands for this alone, to create a classless society, a New India where the children of all religions, of all races, of all languages, of all communities. Let the Children's Garden School, the pet daughter of that great saint Paul Geheeb, live for this object of the Indian constitution through its life and work.

I do hope I have touched the life's spark of religious education which ought to be the background of any education scheme. May we have the courage to stretch our arms constantly towards that perfection for which noble men and women in all lands lived and died from times immemorial. We can through this life's work of ours make that parable of Sri Ramakrishna Paramahansa wherein it is said that a Christian when he beholds that pond of life calls it *water*, a Hindu *jala*, a Muslim *pani* and a Buddhist *nir*—all speak of the same life however he clothes with his own pet nomenclature.

EDUCATION IN MADRAS LEGISLATIVE ASSEMBLY

Extract from the Speech delivered during the discussion on His Excellency the Governor's Address on 23rd August, 1951.

SRI R. SURYANARAYANA RAO : Sir Lakshmanaswami Mudaliar said that the provision made for Education is not adequate. We are to be given only Rs. 8 crores and that works out to Rs. 1½ to Rs. 2 crores per annum. With that sum how can you satisfy the directive principle of State Policy and make everyone below 12 or 14 years literate within ten years? That is why, Sir, I wanted all the plans of the Government to be placed before the House. I feel, Sir, it is too small a sum and there ought to be a bigger slice allotted for this purpose. Expenditure upon electricity depends upon the materials we can get from foreign countries and much of it is only in the estimate stage whereas on education you can immediately put the money to use and bring schools into existence.

Recently, Sir, the Government have decided on adopting the shift system in elementary schools. My Hon. Friend Dr. Lakshmanaswami Mudaliar is against the system altogether. I have got the G.O. on the subject and it is a very peculiar one. According to it a teacher is to be given Rs. 10 for the extra work that he does. The idea of the shift system is to use the buildings and the equipment for purposes of giving instruction to an equal number of pupils and it is not the idea that the same set of teachers should be used. The teacher is already starved and how, Sir, by the payment of an additional Rs. 10 can you expect him to discharge his duties to another set of pupils after finishing his work with one set. I feel, it is not going to do good either to the teachers or to the boys. As regards their salaries, I wish to know what proportion of this Rs. 8 crores will be allotted for improving the status and emoluments of teachers. To the extent

you improve their emoluments and status, to that extent there will be progress of education. You may have so many schools but the result can be assessed only to the extent you pay the teachers and extract work from them.

Sir, a curious thing has happened in the system of the bifurcated courses of study. I have got the G.O. here and the Government have said that a boy who goes through the Secretarial course and completes the S.S.L.C. examination will be immediately taken in as a lower division clerk. But now, Sir, they expect the boy to appear for the Public Service Commission Examination also. I submit, Sir, it is a clear breach of promise. If you are anxious to promote the course—I am not anxious because I have been against bifurcated courses—You must see that it works properly, you should provide all the inducements and incentives necessary and give the boys the privileges they are entitled to consistent with their education. You make them one promise and then contrary to it, you ask them to sit for another examination. As regards the Engineering course as well, what was the original intention and what is it that is being done. You are allowing them to be appointed as tracers in the scale of Rs. 35—1—60. Is it fair to those who have been induced to take that course? I am saying this because reference to the introduction of textile technological courses has been made in His Excellency the Governor's speech.

Then, Sir, the output of trained teachers is very low especially from the secondary training schools. I am told that the number turned out is not even enough to fill up the ordinary gaps in the secondary schools. For the elementary schools, we want people better trained to be in charge of elementary schools and I want to draw the attention of the Government to this aspect of the matter.

The XIVth International Conference on Public Education, convened by UNESCO (Paris) and the International Bureau of Education (Geneva) met from July 12 to 21 in Geneva (Switzerland). Discussions were presided over by the Belgian Secretary-General of the Ministry for Public Education, M. Julien Kuypers.

The three following points were on the agenda :

- (1) Compulsory Education and Its Prolongation.
- (2) School Meals and Clothing.
- (3) Reports of the Ministries of Education on educational developments in the past school year.

1. COMPULSORY EDUCATION AND ITS PROLONGATION.—

That complex of questions is topical for practically all countries, those which have achieved and those which have not yet achieved compulsory education. For the first, the problem lies in the form under which prolongation of schooling may be enforced in a manner adapted to present circumstances of the nation. For the others,—and the discussions were mainly focussed on that particular point—the issue consists mainly in the fight against illiteracy, a project which is presently on the way to implementation in many lands under the inspiration of, and supported by the assistance from UNESCO.

The close inter-relationship between this first point on the agenda and Articles 26 (everyone has the right to education) and 27 (everyone has the right to take part freely in the cultural life of the community) of the Declaration of Human Rights was stressed by Director-General Jaime Torres-Bodet of UNESCO in his opening speech.

An International Committee of Experts, under the Chairmanship of the French delegate Debiesse, drafted a recommendation of not less than 66 articles, which was adopted with little alteration by the Conference. This recommendation is directed to national Ministries of Public Education and in part also to United Nations and its Specialized Agencies.

2. SCHOOL MEALS AND CLOTHING.—

This matter is closely related to the proceeding one on the agenda; social service in the school must contribute in giving people with small means the possibility of sending their children to school. The Conference held the opinion that no additional burden was to be set on families by the obligation of school attendance.

The Committee of Experts on School Meals & Clothing was under the Chairmanship of the Norwegian delegate Boyesen. It drafted a recommendation of 13 articles, adopted by the Conference with a few alterations. The first ten articles are related to school meals, the other three to school clothing.

3. EDUCATIONAL REPORTS FROM MINISTRIES OF PUBLIC EDUCATION.—

Certain general aspects of present schooling conditions in the world emerge on reading the individual reports issued by the Ministries of Public Education. They would deserve a more detailed analysis; let it simply be pointed out that a serious lack of teaching staff and buildings is felt almost the world over.

49 countries have sent delegations to Geneva.

India was represented by Mr. P. N. Kirpal, Deputy Secretary to the Government of India, Ministry of Education. Mr. Kirpal has been elected Deputy Chairman of the Geneva Conference.

EDMOND BREUER, GENEVA
(SWITZERLAND.)
24, Rue St. Léger.
(Copy right.)

"LIBRARIES IN ADULT EDUCATION"

The seminar held in Sweden in summer 1950 on "The Role of Libraries in Adult Education" was an important step in the development of Unesco's programme for libraries. The success achieved at this seminar was largely due to its Director, Dr. Cyril O. Houlo, Dean of University College, University of Chicago, author of a pamphlet called "Libraries in Adult Education",

published recently by Unesco, and fourth in the series of Unesco Public Library Manuals.

The various chapters, contributed by participants of the seminar, are grouped under three headings: the fundamental role of the library in adult education and popular culture, audio-visual, methods and techniques, films, radio, exhibitions, recordings, etc., and library services in under-developed regions.

The value of the booklet for educators and librarians lies in the diversity of experience which enabled the 45 participants from 20 countries to tackle together the problems with which they were faced. As Dr. Houlo states in the first chapter of the brochure: "The culture of the world is contained in its libraries . . . If there is to be a world community, librarians in every nation must consider how their professional responsibilities may be used in building it."

A. NAGORE.

Independence Day Message.

We belong to the teaching profession. May we deserve it and be proud of it. May we give up our short sightedness, narrowness of vision, empty preaching and talk, petty religious, lingual and communal prejudices.

May we by conscious efforts grow in wisdom and vision, toleration and charity, selflessness and spirit of service which we preach to our children!

May we sacrifice our habits of smoking, chewing, snuffing, drinking, extravagance and the like for the sake of our children whom we want to be free from them. May we not be enslaved by money!

May we work for the high standards of the supreme nation-building profession to which we have the honour and fortune to belong!

May we win the esteem and love of our children by worshipping the divinity in them and by eschewing all harshness in our relationship with them!

With this heart-felt message, I SALUTE YOU on this great day of our country.

Let us strive to shine forth as the embodiment of all that is progressive and constructive, clean and pure, brisk and active, bright and beautiful. Let us not be dictated to but let us be the torch-bearers of all progress in society.

JAI HIND!

ERODE

Election of School Pupil Leader and Assistant School Pupil Leader.

In accordance with the reorganized scheme of Secondary Education, the elections, by regular polling, of the School Pupil Leader and the Assistant School Pupil Leader, were conducted on Monday, 16th July 1951. The election was conducted by the pupils themselves. The polling began at 10-30 a.m. and was over by 3-30 p.m. S. Sivaprakasam and K. N. Murugesan were elected respectively as Leader and Assistant Leader.

COIMBATORE

Under the aegis of the Department of Education, a short but intensive course in Citizenship Training for the heads of the secondary schools in the Coimbatore division was conducted at Peelamedu from August 6th to 9th under the direct supervision of Sri Nee-lakantan, the Officer-in-charge. 43 Headmasters and 17 Headmistresses from the districts of North Arcot, Salem, Coimbatore, the Nilgiris and Trichy attended it. The Managing Trustee of the Charities of the P. S. G. & Sons, Peelamedu—Sri G. R. Govindarajulu Naidu, readily agreed to the request of the Divisional Inspector to provide the necessary facilities for the trainees in the matter of boarding, lodging, conveyances, etc.

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FROM OUR ASSOCIATIONS

The Annual Conference of the Chingleput District Teachers' Guild was held at the Goudie High School, Trivellore on Saturday, the 4th August, 1951.

Sri P. K. Ranganayakulu, B.A., L.T., District Educational Officer presided over the Conference.

Sri K. Raghunathan, Chairman of the Reception Committee, welcomed the gathering.

Sri A. Padmanabham Naidu in his address referred to the importance of Physical Education in schools and explained in detail what the attitude of the members of the teaching profession ought to be towards it.

Sri John Wilson, Secretary proposed a hearty vote of thanks to the President of the Conference and to Sri A. Padmanabham Naidu for his valuable address and to the Chairman of the Reception Committee for his hospitality and kindness.

The Annual General Body Meeting held earlier was presided over by Sri A. M. Kanniappa Mudaliar, President of the District Guild.

A resolution touching the demise of Sri S. K. Yegnanarayana Iyer who was associated with the S.I.T.U. for over 25 years was passed.

It was decided that the S.I.T.U. be requested to put up candidates for the election of members to the Legislative Council from the Teachers' Constituency and the General Body promised support to the official candidates of the S.I.T.U.

The following Office-bearers were elected for the year 1951-52 :

President :—

Sri A. M. Kanniappa Mudaliar,
B.A., L.T.,
Pachaiyappa's High School,
Kancheepuram.

Vice-Presidents :—

Sri S. V. Krishnamachariar,
B.A., B.Ed.,
R. B. C. C. High School,
Trivellore.

Sri R. Mariadoss,
St. Joseph's High School,
Chingleput.

Secretary and Treasurer :—

Sri John Wilson, M.A., B.T.,
Anderson High School,
Kancheepuram.

Representative to the Executive Board of the S.I.T.U. :—

Sri D. J. Arulanandam, B.A., L.T.,
The Goudie High School,
Trivellore.

Resolutions were passed concerning teachers' salaries and allowances, etc.

KURNOOL

The Annual Conference of the Kurnool District Teachers' Guild took place on Saturday (4—8—1951) at 3 p.m. in the Coles Memorial High School. Janab Md. Ismail, Divisional Inspector of Schools, Anantapur opened the Conference while Sri D. N. Babu Rao, President of the Kurnool District Teachers' Guild presided over the proceedings in the unavoidable absence of Sri M. S. Koteeswaran, Secretary of the All India Federation of Educational Associations, Hyderabad (Dn.).

Mr. H. Krishnamurthy, Secretary of the Guild, welcomed the delegates and other guests.

The Divisional Inspector of Schools in his opening address analysed the reorganised scheme of Secondary Education and explained with practical suggestions how Citizenship Training and Social Studies classes should be dealt with. Even though schools are handicapped in the matter of equipment and other details, teachers should catch the spirit with which the Government have introduced the subjects and animate the pupils so that they become ready and exact men.

The presidential address of Sri M. S. Koteeswaran was then read by Sri R. Narayanaswamy, Secretary, Hyderabad Teachers' Federation, Secunderabad, who was deputed for the purpose.

In his address, Sri Koteeswaran stressed on the need for strengthening the All India Federation of Educational Associations which was a national organisation. He urged upon the teachers to study all educational problems thoroughly and take intelligent and active interest in pushing through the reorganised scheme of Education.

A discussion on the new English syllabus and Teaching of English in Secondary Schools was then initiated by Sri K. N. Pasupathi, Headmaster, M. H. School, Kurnool.

Then Sri P. Raju, Assistant C. M. H. School, Kurnool spoke on the place of Scouting and Red Cross in schools. Sri K. Chinnasubba Rao, Assistant Headmaster, M. H. School, Kurnool spoke on "Visual Education" explaining the scheme and appealing to the Government to allow private enterprise too in exhibiting the educational films.

The following Office-bearers were elected :—

President :—

Sri K. N. Pasupathi,
Headmaster, M. H. School,
Kurnool.

Secretary :—

Sri H. Krishnamurthy,
Assistant, M. H. School,
Kurnool.

Resolutions bearing on the salaries and allowances of teachers, etc., were passed.

AMBASAMUDRAM

The Twelfth Annual General Body Meeting of the Ambasamudram Taluk Aided Elementary Teachers' Union was held on the 28th July at Ambasamudram, Sri R. Chandrasekara Iyer, Headmaster, Saraswathi School, Kallidaikurichi presided.

The Secretary Sri Ambrose Elisha reviewed briefly the activities of the Union during the year and appealed for co-operation and unity.

The following Office-bearers were elected for 1951-52 :—

President :—

Sri R. Chandrasekara Iyer,
Headmaster, Saraswathi
School, Kallidaikurichi.

Vice-Presidents :—

Sri G. K. Lakshminarasimham,
Headmaster, Sengunthar Aided
School, Ambasamudram.

Sri Ambrose Elisha,
Headmaster, T. D. T. A.
School, Kadayam.

Secretary & Treasurer :—

Sri S. R. Narayana Rao,
Headmaster, Committee Higher
Ele. School, Shermadevi.

Representatives to the Guild Executive :—

Sri H. Venkatarama Iyer,
Headmaster,
Lakshmipathi Hr. Ele. School,
Kallidaikurichi.

Sri M. Krishnan,
Assistant,
Hindu Elementary School,
Ambasamudram.

Resolutions were passed regarding salaries and allowances to teachers.

TIRUCHIRAPALLI

The annual meeting of the Tiruchy District Teachers' Guild was held at 2 p.m., on Sunday, 12—8—1951 in the Guild House, Tiruchy with Sri M. P. H. Albert, the president in the chair. After the annual report and audited statement of accounts were adopted, the office-bearers for 1951-52 were elected :

President :—

Sri M. P. H. Albert, M.A., L.T.,
Principal, The Bishop Heber
High School, Teppakulam,
Tiruchy.

Vice-Presidents :—

Sri Theodore Samuel, M.A., L.T.,
Bishop Heber High School,
Puthur.

„ Y. Vaidyanathier, B.A., L.T.,
Headmaster, S. M. High School,
Woriur.

Sri K. Mon Singh, B.A., L.T.,
Board High School, Musiri.

„ G. Albert Gnanamuthu,
B.A., L.T.,
Municipal High School, Karur.

Town Secretary & Representative on
Ex. Board, S.I.T.U. :—

Sri R. Buvarahan, M.A., L.T.,
National College School,
Teppakulam, Tiruchy.

Mofussil Secretary :—

Sri R. Ramakrishnan, M.A., L.T.,
V. V. High School,
Tiruparathurai.

Woman Secretary :—

Miss Grace Dorairaj,
Municipal Ele. School,
Tiruchy.

Ele. School Secretary :—

Sri R. Kandaswami,
Municipal Ele. School,
Dharanallur, Tiruchy.

Joint Secretary and 2nd Representative
on the Executive Board :—

Sri J. G. Clement, B.A., L.T.,
B. H. High School,
Teppakulam.

Hon. Auditor :—

Sri S. Sivaramakrishna Iyer,
B.A., L.T.

Sri M. M. Balakrishna Iyer speaking
on the occasion deplored the fact that
the Board Schools Teachers are not

Guild minded. He appealed to the
office-bearers to make the annual meet-
ing an occasion for a broad based dis-
cussion of educational problems.

There was then a short address on
‘the Role of Teachers in the New Set-
up in our Country’ by Sri S. Ranga-
rajan, Advocate. In the course of his
address, Mr. Rangarajan regretted that
the condition of teachers was sadden-
ing. He explained the change that has
come over our society and the crisis in
culture that we all see. He wanted
that education should be based on life,
instead of our subjects and bits of in-
formation. He urged teachers to
become and to develop integrated per-
sonalities with faith in God and in
man's victory. He said that teachers
are even now a great power. But they
have to know more now than formerly.
The lecturer was against the present
type of history teaching and against all
regimentation, and the unduly large
numbers that are at present crowded
in one educational institution.

After the chairman's concluding re-
marks, the Secretary proposed a vote
of thanks. Earlier resolutions were
passed, regretting the in-action of gov-
ernment in the matter of revision of
the teachers' salaries and betterment of
service conditions, and calling upon
teachers to vote for teachers only in the
elections to the Legislative Council.

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DEARNESS ALLOWANCE AND AIDED ELE. SCHOOLS.

The Government were pleased to
enhance the teaching grant of Second-
ary Grade Teachers working in Aided
Elementary Schools by Rs. 2 from
1—1—1951, in addition to the usual in-
crements they have earned. Conse-
quently the secondary grade teachers
who have earned three and four annual
increments are assessed teaching grant
at the rate of Rs. 40 and Rs. 41 res-
pectively per month from 1—1—1951.
But they are assessed a dearness allow-
ance of only Rs. 19 per month. This
is completely not in conformity with
the undermentioned rates of Dearness
Allowance sanctioned by the Madras
Government.

Rs. 18 for salary below Rs. 20.

Rs. 19 for salary upto Rs. 39.

Rs. 21 for salary of Rs. 40.

Rs. 22 for salary of above Rs. 40.

But justice and fairness very clearly
demand that the secondary grade teach-
ers receiving a teaching grant of Rs. 40
and Rs. 41 per month should get a
dearness allowance of Rs. 21 and Rs. 22
respectively per month from 1—1—'51.

So I appeal to the authorities con-
cerned to consider and pass orders for
assessing a dearness allowance of Rs. 21
and Rs. 22 to teachers getting a monthly
teaching grant of Rs. 40 and Rs. 41.

(Sd.) R. M. GANAPATHI,
Secretary,

Teachers' Union, Tiruchendur Taluk
at Kulasekharapatnam.

VIII STD. PUBLIC EXAMINATION AND FAILED PUPILS.

A failed pupil in the S.S.L.C.
Examination is able to find out in what
subject or subjects he failed; for marks
are entered in his certificate book. He
pays special attention to such subjects
and gets through in the succeeding
examination. The Head-Teachers and
the Assistants, handling Form VI are

also able to find out how their pupils
fared in the examination and are able
to make up any deficiency noted on the
scrutiny of the marks obtained by their
pupils in the various subjects.

This facility is denied to Higher Ele-
mentary Schools under the present
system. Marks secured by pupils who
failed in the VIII Std. Public Examina-
tion are not let known either to the
pupils or to the Heads of Higher Ele-
mentary Schools. So the failed pupils
and the Heads of Higher Elementary
Schools are not able to find out in what
subject or subjects they failed. Each
teacher thinks that no pupil could have
failed in his subject. Thus in a way,
this system does not induce teachers
to work better and better year after
year.

So I suggest that marks may kindly
be entered in one more mark book and
a cutting from it may kindly be sent
to each Higher Elementary School
direct along with the certificates. I am
sure this will definitely do good to-
wards the progress of Higher Elemen-
tary Schools.

May I therefore request the authori-
ties concerned to consider my sugges-
tion and do the needful.

(Sd.) R. M. GANAPATHI,
Secretary.

Teachers' Union, Tiruchendur Taluk
at Kulasekharapatnam.

SELECTION OF CHIEF EXAMINERS FOR S. S. L. C.

Hitherto Chief Examiners for S.S.L.C.
(Paper Setters and Valuers) were
chosen mostly from among Head-
masters; but the present administration
have extended the privilege to Assis-
tants with long experience, during the
last two years. This must be deemed
a blessing and a reform in the right
direction.

But there seems to be a rule which
limits the choice only to those who

have not passed the 55th year. Why this hard and fast rule one does not understand. Does not wisdom ripen with experience and age? Since teachers can serve till the 60th year, if found physically fit, the rule must also be liberally relaxed to benefit Senior Assistants, with good record of service, for being selected as Chief of Examiners. If they can be Asst. Examiners, why not they be chosen as chiefs as well, for the S.S.L.C., if they satisfy the other conditions. Age rule must be relaxed for the selection of Chief Examiners as it has been relaxed for paucity of teachers personnel.

We trust the Board of Secondary Education or the Sub-Committee dealing with this matter would consider the demand of Senior Assistants.

(Sd.) S. SUBRAMANIAN,
Ambur.

HEADMASTERS IN MIDDLE SCHOOLS

When the scales of pay of teachers were revised in the year 1947 the Headmasters in Middle Schools were given only the scale of pay of the L.T. Assistants a starting pay of Rs. 85 plus an allowance of Rs. 10. The Headmasters of Middle Schools also are burdened with duties and responsibilities of their own and they deserve a special scale of pay.

It is below the dignity of a Headmaster to accept tuitions as other L.T. Assistants. If they accept tuitions they do not rise in the estimation of the pupils or their assistants or the parents of the pupils; the public do not respect them and to that extent the prestige and administration of the school suffer. If they do not accept tuitions poverty stares at their face.

The Educational authorities should not forget these facts. The Headmasters of Middle Schools should have been given a higher scale of pay decent enough to keep them free from the curse of tuitions. A poverty stricken headmaster of a middle school could not enhance the prestige or standard of his school.

Recently a G.O. is issued which gives Rs. 150—10—200 to the Headmasters of High Schools with 12 sections or less from I Form to VI Form.

This G.O. (M.S. 1489 Edn., dated 28—5—1951) may be amended so as to include the Headmasters of Middle Schools also to enable them to get Rs. 150—10—200 from 1—4—1951.

Or at least the second part of the time scale of the L.T. Grade teachers (viz.) Rs. 125—10—175 may be applied to them with effect from June 1951.

This is a matter for the serious and urgent consideration of the Government.
(Sd.) C. N. N. SARMA.

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4. Varada Venkataramana High School Magazine, Venkatachalapuram (March 1951.)
5. The Bombay Secondary School Teachers' Association, 27th Annual Report, 1951.
6. Statistics of Neo Public Secondary Schools, 1947-48. (U.S.A.)
7. Annual Report of the Federal Security Agency. (U.S.A.)
8. Rotary International, July 1951.
9. Asia Calling—Korea Issue, Vol. V, No. 3.
10. Columbia University—Bulletin of Information — Announcement of the School of Library Service.
11. Harijan Welfare — Madras State.
12. Agriculture in Madras.
13. Fundamental Education, Quarterly Bulletin, April, 1951.
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PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION

No. RC. 1985-J/50, DATED 13-7-1951.

GOVERNMENT OF MADRAS

Education Department

G. O. (MS) No. 1788, Education, dated 30th June 1951.

Abstract

TEACHERS PROVIDENT FUND—Withdrawal of advances for payment of first insurance premium—Amendment to Rule 12 (a)—Issued.

Read:—From the Secretary, Empire Life Club, Coimbatore, dated 18-10-50 and 13-6-51. From the Director of Public Instruction, Roc. 1965-J/50 dated 2-5-1951. Endorsement of the Accountant-General T-9A SC. II 105 dated 26-5-1951.

ORDER.

The following amendment to the rules relating to the Provident Fund for teachers in non-pensionable service will be published in the Fort St. George Gazette:—

Amendment to the Rules Relating to the Provident Fund for Teachers in Non-pensionable Service.

In the said rules:—

(1) the words "already taken by him" occurring in the first sentence of Rule 12 (a) shall be omitted;

(2) Sub-para (1) of Rule 12 (b) of the Rules shall be modified as follows:—

"(b) (1) No amount shall be withdrawn before the details of (1) the proposed policy or (2) the policy actually taken by the subscriber have been submitted to the District Educational Officer (or Inspectress) and accepted by him as suitable and an intimation to that effect is received."

(3) In sub-para (1) of clause (ii) of sub-rule (b) of Rule 12 of the following clause shall be added at the end:—

"Within three months after the first withdrawal from the Fund in respect of the policy, or such further period as may be considered necessary by the District Educational Officer."

(4) to the existing Rule 12 (c) (1) the following note shall be added namely:—

Note.—The subscriber may also be permitted to withdraw from the fund for payment of the first premium on production of the acceptance letter issued by the Insurance Company and also on the receipt of a letter from the subscriber that the policy will be assigned to Government as soon as it is issued by the Company. The subscriber should address the District Educational Officer through the Correspondent of the Institution in which he/she is serving with an application in the form prescribed in Appendix (H), and enclosing the Savings Bank Pass Book. The proposal number may be noted in the place of "policy number" against item (3) of the application."

(5) The following clause shall be inserted as clause (d) of Rule 12 the existing clause (d) being relettered clause (e).

"(d) If the policy is not assigned and submitted to the District Educational Officer within the said period of three months or such further period as the District Educational Officer may, under clause (ii) of sub-rule (b) above, have fixed, any amount withdrawn from the Fund in respect of the policy shall forthwith be paid by the subscriber to the Fund, or in case of default be ordered by the District Educational Officer to be recovered by deduction from the emoluments of the subscriber by instalments or otherwise."

(By Order of His Excellency the Governor.)

K. M. UNNITHAN,
Secretary to Government.

Copy Communicated.

N. SUBRAMANYA IYER,
For Director of Public Instruction.

Copy to the Secretary, South India Teachers' Union, Triplicane.

(True copy)

G. O. (Press) No. 2519, Education, dated 19th September 1951.

Abstract

EDUCATION—South India Teachers' Union—Teachers employed in educational institutions under Government or local bodies—Revised orders passed.

Read again:—G. O. No. 1793, Education, dated 15-6-1950.

Memorandum No. 5337-B/51-2, Edn., dated 24-5-51.

Read also:—From the Secretary, South India Teachers' Union, No. 21-117 dated 11-6-51 and No. U/119 dated 15-6-1951.

From the Director of Public Instruction, Roc. No. 1118-B 2/51, dated 20-7-51.

From the President, South India Teachers' Union, dated 8-8-1951.

ORDER:

The Government direct that, in partial modification of the orders in G. O. No. 1793, Education, dated 15-6-1950 read with Memorandum No. 5337-B/51-2, Education, dated 24-5-1951, teachers employed in educational institutions under Government or local bodies be permitted to become office-bearers of the South India Teachers' Union and of the bodies affiliated to it, provided that the permission of the authorities specified in the margin* is obtained for the purpose and that the provisions of the Government Servants' Conduct Rules and the rules regulating the personal conduct of officers and servants of local bodies, as the case may be, are complied with.

* Divisional Inspectors in the case of teachers in Government Schools.
President, District Board, in the case of teachers in District Board Schools.

Executive authority in the case of teachers in Municipal Schools.

(By order of His Excellency the Governor)

K. M. UNNITHAN,
Secretary to Government.

(True Copy)

EDITORIAL

A Great Loss

We deeply regret to have to record the demise of Prof. C. S. Srinivasachariar, affectionately called by his numerous students and friends as Chikka, on August 30, after an all too brief illness. Even his close friends did not know that he was ill. Prof. Srinivasachariar was one of the few leaders of the profession that took an abiding interest in the welfare of all the teachers and moved with them on a footing of equality. He regarded the teacher in an Elementary School as much his equal as his Colleagues in the University. He was for many years a member of the Madras Teachers' Guild and when he went to Annamalainagar as Professor of Indian History, he also became the President of The South Arcot District Teachers' Guild, which office he held till he retired from the University to take the Principalship of the newly started College at Sivaganga. The Provincial Educational Conference held at Annamalainagar in 1944 owes not a little of its success to the great Professor. In 1950, he presided over the University Education Section of the State Educational Conference at Devakotta. He was always ready to help the teachers and kept a close contact with teachers and their organisations. His participation in the Social Studies Seminar organised by the Union in 1950 greatly added to the usefulness of the Seminar and enhanced its prestige.

But alas, the hand of death had taken him away from us at a time when we

need his help most. The History of India is being re-written and the great scholar had a definite assignment in the task. It was known to all how devotedly he was applying himself to the work. Its completion will now have to be left to other hands and the nation will be denied the CHIKKA touch in the preparation of the History of the Land.

We have lost a great leader, a great friend and a great scholar. The country has lost a great historian. We offer our heartfelt sympathies to the members of the bereaved family and convey to them the assurance that their sorrow is shared by a host of friends.

Municipal Commissioners

We deplore the necessity to have to invite the attention of the authorities to the anomalous position of Headmasters of High Schools under Local Bodies. They are the servants of the Local Bodies and they have responsibilities to the Department of Education. When the Local Body concerned chooses to disregard the rules and forces the Headmaster to act contrary to the rules, the Headmaster's position becomes very difficult as is reported to have happened recently at Mayuram when the Municipal Council is alleged to have passed a resolution calling on the Headmasters of its Secondary Schools to admit pupils from the Municipal Elementary Schools into their schools without a qualifying test as is demand-

ed by the educational rules. The purpose of appointing Executive Officers is to save the administration from party influence. It is the duty of the Commissioner to invite the attention of the Council to the irregularity contained in their resolution and to tender them correct advice. But in this instance the Commissioner, it is alleged, has not only not done so, but seems to have demanded of the Headmaster's compliance with the resolution. Sri N. S. Krishnamurthi Iyer, Headmaster of the Municipal High School, Mayuram, seems to have expressed his inability to comply with such a course and also seems to have insisted on his being given the freedom to exercise the responsibility laid on him by the M.E.R. Such an attitude seems to have offended the Commissioner and resulted in a situation which compelled Sri N. S. Krishnamurthi Iyer, a Headmaster of great abilities and experience, to tender his resignation which, we understand, was quickly accepted.

We cannot for a moment agree with the contention that the Commissioners of Municipalities should be made subordinates of the Council. That would defeat the very purpose of the scheme. If the reports of administration of Municipalities contain fewer cases of maladministration nowadays than before, it is largely due to the administrative head of the Municipality being of the State Service and capable of acting independently unaffected by party leanings. But the men should be selected for this post of responsibility with great care. They should be made to understand that the Commissionership of a Municipality is not a dictatorship and an opportunity to exercise power, but a privilege for the greatest service. We too often hear of the Commissioners

of Municipalities meddling in the internal organisation of the school in matters, such as, distribution of work among the teachers, admission and promotion of pupils. Such interference would seriously affect the discipline and efficiency of the school. These are matters in which the Headmaster is responsible to the Education Department and the Commissioners, if they have anything to say, should send their remarks only through the appropriate authorities. We understand that on many occasions the Education Department have invited the attention of these Executive Officers to the need to respect the autonomy of the Headmaster in this regard. While we are sure Government would institute a thorough enquiry into the Mayuram incident and set matters right, we venture to repeat our suggestion that the Headmastership of Local Body schools should be constituted into a State service, if it is not possible at the present moment to take over under direct State control all the Secondary Schools under local bodies.

The Burden and the Crisis

It is a matter for extreme regret that the Government do not fully appreciate the gravity of the situation now facing the schools of the State. Teachers have been making heart rending appeals for a reconsideration of their salary scales and adoption of equitable scales which would assure the teachers at least the minimum of living conditions. It will be admitted by all that the salaries given to teachers in 1939 were below the subsistence level at the then measure of cost of living. Today the cost of living has increased to more than 400% and if the teacher's emoluments were increased even by 400% it would

still place the teacher in the same economic position—living below subsistence level. But with all the increase in salaries obtained after very great

agitation in 1947, the gap has only widened, increasing the distress of the teachers. This is true of all grades as can be seen from the table given below :

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It will be evident that all the increase in pay scales and dearness allowance, etc. have not in any way met the increasing economic difficulties of the teachers. No wonder, a large number of young teachers are leaving the profession and the enrolment in our training schools and colleges is so pitifully low as not to be able to meet the normal requirements due to retirement on account of age. Those who stay to teach have a great burden to bear. New schools are being opened. Additional classes are formed but no new teachers are forthcoming. Classes are becoming very large. 50 and 55 are becoming the normal size of most classes in our secondary schools. What nervous strain this would impose on the teacher, only those who understand a teacher's job can appreciate. But the authorities go about complacently. If at all they do anything, they add to the troubles by giving permission to open more schools!

The authorities seem to be obsessed only with the problem of huge expenditure involved in giving any increase

in the salaries of teachers however small it may be. They would not even consider amenities such as increased dearness allowance or free education to the teachers' children as any such act would involve several lakhs. Yet they seem to be strangely indifferent to the sufferings of nearly 150,000 teachers. Their suffering has not made them think even for a while of the possible methods of relief. The teachers, therefore, had the only course of inviting public attention to their difficulties. On the 15th of this month (September) Teachers held meetings, went in procession and prayed to the Almighty.

It is now for the public to ponder over the consequences of this deep dissatisfaction, the acute suffering and the great burden and the strain of the teachers. The morale of the teaching profession in this State is showing signs of breaking up and teachers are no longer able to retain their patience.

The consequences to the rising generations. Our Hopes for the Future will be disastrous. It is up to every

parent to see that his child is assured the benefit of education under a competent, cheerful and enthusiastic teacher free from the worries of hunger and having conditions that would help him do his best for the children. Can such teachers be had on remuneration which an unlettered, unskilled worker would not accept? If every individual in this State would only contribute One Rupee per head per annum, the total would be 40 millions, an amount sufficient to make a 100% increase in the salaries of all our teachers. Are not the people willing? Cannot the State devise some means of getting the help of the people? They can. Only the will is lacking. The prayers of the thousands of teachers on Saturday the 15th September, 1951, we trust, will be heard and 'the will to do' would be created.

Welcome News

We are glad that Government have been pleased to modify their G.O. No. 1793. Teachers employed in educational institutions under Government or Local Bodies can become members of the Union and of its affiliated associations without the prior sanction of their controlling authorities and the present Government Order [G.O. (Press) No. 2519, Education, dated 19th September 1951—published elsewhere in this issue] permits them to become office-bearers of the Union and of the bodies affiliated to it, provided that the permission of the authorities specified in the G.O. is obtained for the purpose and that the provisions of the Government servants conduct rules and the rules relating to the personal conduct of officers and servants of local bodies, as the case may be, are complied with.

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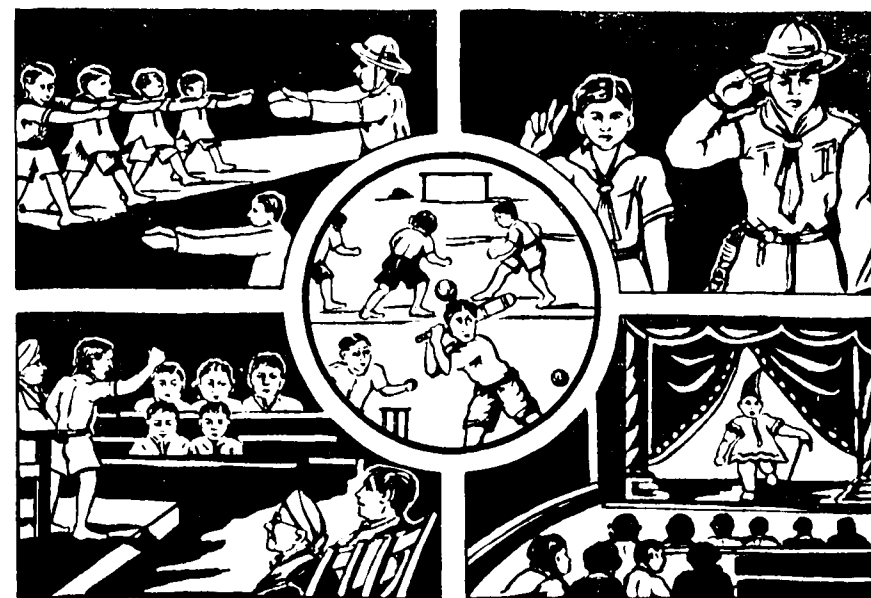
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ஆசிரியர்

கே. எஸ். மணவாள அய்யங்கார், பி.ஏ., பி.ஸி.டி.

முதல் புத்தகம்	(1-ம் பாரத்திற்கு)	அண 10
இரண்டாம் புத்தகம்	(2-ம் பாரத்திற்கு)	„ 9
மூன்றாம் புத்தகம்	(3-ம் பாரத்திற்கு)	„ 12

குடும்ப நிர்வாகக் கலை

(Domestic Science)

ஆசிரியர்கள்

எஸ். கே. கேதகி, பி. எஸ்ஸி., எல்.டி.

எஸ். கே. ஸுமதி, பி. எஸ்ஸி., எல்.டி.

முதல் புத்தகம்	(1-ம் பாரம்)	அண 14
இரண்டாம் புத்தகம்	(2-ம் பாரம்)	ரூ. 1
மூன்றாம் புத்தகம்	(3-ம் பாரம்)	அண 15

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