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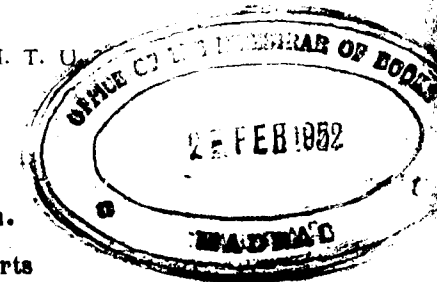
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South Indian Teacher

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

DECEMBER 1951

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THE SOUTH INDIAN TEACHER

Vol. XXIV

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No. 12

UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANIZATION

*Message from Mr. Jaime Torres Bodet, Director-General of UNESCO, on the
occasion of Human Rights Day, 10th December, 1951.*

Three years have passed since the memorable tenth of December, 1948, the day on which the General Assembly of the United Nations adopted the Universal Declaration of Human Rights. This declaration, which solemnly proclaimed the dignity of the individual human being and affirmed the right of every man, woman, and child, without distinction, to enjoy a life free from fear and want, signified for the governments a great promise, and for the peoples of the world a vital hope.

During these three years, hope and anxiety have constantly alternated in our hearts. Not only has humanity been obliged to fight against its traditional enemies—poverty, hunger, and disease: it has also had to wage war against suspicion, ignorance, and hatred. Among so many foes the most difficult to overcome, perhaps, because it is to be found within us, is lack of faith in man's worth and in his ability to rise above circumstance and to control the course of events. Worse still is his lack of faith in his ability to understand, help, and love his fellows. We cannot accept this dangerous state of affairs as inevitable. A world without hope would be doomed to destruction.

Peace, of itself, does not satisfy all a man's desires. Peace, once secured,

must open up new horizons for his endeavour. In other words, real peace is *active* peace. The mere cessation of hostilities does not restore real peace, which is not simply the absence of violence. Real peace cannot be won without great effort. Indeed, it can be maintained only if individuals and communities follow the paths of justice and prosperity. The supreme merit of the Declaration of Human Rights is precisely that it maps out those paths for us. In proclaiming a right, the Declaration does not guarantee that we shall immediately obtain it, but it indicates the direction we should follow if we are one day to possess it in reality. Real peace is thus to be found at the end of the road, in the harmonious synthesis of all the human rights recognized and applied. Hence the tremendous, vital, justifiable hope which the Universal Declaration we are celebrating to-day holds out to the world.

Faced with the uncertainties and vicissitudes of the present, Unesco asks that all the peoples of the world should give their allegiance to the Declaration of 10 December, 1948. The clauses of this declaration do not formulate any particular system of philosophy or way of life. They are compatible with all creeds and doctrines except those, if

such there be, which deny the worth of human personality. Every one of the rights I have mentioned represents a human aspiration, but also lays upon us all the acceptance of a duty. Indeed, no right can exist without a corresponding duty.

If it is to concentrate on life and not on death, the world needs a hope which will enable it to strengthen its moral unity. Such a hope is provided by the Universal Declaration of 10 December, because the conceptions which inspire it are an invitation to progress and an encouragement to us to create an active peace. One of its merits is that it proclaims, in addition to general principles of equality and freedom—and the civil and political rights which are a feature of other declarations—the right of all men to economic and social security, as well as to the benefits of science and culture.

But in an economically inter-dependent world, with a rapidly increasing population, no social group can expand at the cost of others. The betterment of one, if it is to last, must lead to the betterment of all, just as the abasement

of one imperils the stability of all. If we do not want the prosperity we are striving for to be merely a sudden blaze which, in dying out, leaves fresh ashes on the world, we must unite to ensure a well-being that all can enjoy.

That is why the United Nations and the Specialized Agencies, with the co-operation of their Member States, are dedicated to the task of propagating the Declaration of Human Rights throughout the world. That is why, in their daily work, they all endeavour to make human society an ever more genuine example of the principles laid down on 10 December. We are raising hopes but we mean to justify them, not by words, but by deeds.

The Universal Declaration is not merely a legal monument: it is a programme for living. All who approve it in their hearts must feel that they are our collaborators in carrying out the tasks which devolve upon us. For peace in the twentieth century will be only a dream unless we succeed in establishing an international order dedicated to the progressive realization of Human Rights.

ENGLISH IN UNIVERSITY EDUCATION

M. SRIRAMULU

Theagaraya College, Madras

In dealing with this subject I would like to consider the present position of English and the ultimate position of English when we have adjusted ourselves to the new set-up in all respects. At present English is the medium of instruction in the vast majority of Indian Universities. So a very high standard of attainment in English is necessary for students so that they might profit by the instruction offered to them. Naturally English is a subject for compulsory study not only in the Intermediate stage but also for the Degree courses in arts and to a limited extent in the Degree courses in Science. Thus English is doing the very essential duty of conveying to our students all the instruction they receive from their teachers and placing before them all the accumulated treasures of knowledge and wisdom stored up in books all through the ages. In other words English has given our students the 'Open Sesame' to the cave of knowledge. Again it has to be remembered that after the second Great World War English has become a greater world language than ever before. So almost any work of importance in any language whatsoever has been translated into English. This obvious fact enables our University students to get acquainted with any important work published in any part of the world if they are so inclined. The importance of English in helping our students to keep abreast of all the remarkable changes taking place in the Scientific world cannot be over-emphasised. The conclusion that I would arrive at, therefore, is that so long as English continues to be the medium of instruction in our Universities and so long as we do not have suitable books in our own languages, the study of English must be made compulsory right up to the Degree courses, not only in Arts but also in Science.

With regard to the question of parity between the B.A. and B.Sc. courses I would like to suggest that the standard of attainment in English must be the same for both. There might be a slight lowering of standards to suit the changed circumstances but both the B.A., and the B.Sc., students must be trained to come up to the same level of attainment in English.

I would now like to consider the ultimate position of English when we have adjusted ourselves to the new set-up in all respects. It is admitted on all hands that the Mother-tongue must be the medium of instruction in all stages of education. In the India of to-morrow English would lose its place as the medium of instruction in educational institutions. But even then its position as a non-Indian language to be studied and mastered by us would continue to remain unchallenged. It would not merely be a foreign language, it would be an international language or a world language if you would like to call it so. No system of education would be worthy to be called a liberal education if it does not provide ample opportunities for those trained under it to get acquainted with the latest developments taking place in the world around them. And what language would serve the purpose better than English? English would be given the pride of place by all those who are not blindly led away by so-called patriotic motives. While the usefulness of English cannot be challenged in the fields of letters and thought, the importance of English would be all the greater to the students of Science. No other language could place before them all the latest developments taking place in the scientific world. So even if English is not the medium of instruction our students would do well to acquire a good knowledge of English so

THE SOUTH INDIA TEACHERS' UNION

Diary for the month of December 1951

8. The President of the Union presided over the Kurumbarnad Taluk Aided Ely. Teachers' Union Conference at Vattoli.
15. Balar Kalvi—November 1951—published.
20. The South Indian Teacher—November 1951—published.
21. Informal meeting of Office-bearers.
26. 42nd Madras State Educational Conference circulars and voting papers for the election of President to the Conference and the circular regarding Pledge from political parties for elections were sent to all affiliated associations.

that they might call themselves truly educated gentlemen.

Again the concept of one world is no longer the dream of a visionary but has come within the region of practical politics. We have become the partakers of an intellectual inheritance which belongs to the whole world. Not only in the realm of thought but also in the field of organisation has this concept of one world come to stay. This one world idea has begun to affect out inter-statal or international relations. The UNO with all its defects is the nearest approach to the idea of a World State dreamt of by poets and philosophers of yore. Disputes arising between sovereign states can no longer be settled by the concerned parties by an appeal to arms. They are taken before the Security Council for settlement. The Hyderabad, the Kashmir, the Palestine and the Korean problems are quite fresh in our minds. English is the language most commonly used by the parties in explaining their respective viewpoints. Who can deny that a mastery of that language would enable us to present our cases more cogently and more persuasively than through any other language? I am aware that we can argue our cases in our own national language as the Russians or the Arabs do. But it is not improbable that our presentation may be mutilated in the process of translation. I have stressed this point not on emotional grounds but out of a realisation of the logic of it. This is one more instance of the utilisation value of the English language.

I would therefore suggest that even when we have changed over to the Mother-tongue as the medium of instruction in all stages of education, English must be a compulsory subject of study right up to the Degree course in Arts as well as in the Sciences.

Apart from all these considerations English has got a place of its own in

University Education on account of the unparalleled literature it possesses. I have been talking so far about the literature of knowledge but let us not forget that English has got a marvellous literature of power as well. The plays of Shakespeare and Shaw, the novels of Dickens and Hardy, the poems of Milton and Shelley, the speeches of Gladstone and Lincoln and the essays of Paine and Burke would be worthy of the closest study of any young gentleman who really wishes to acquire a liberal education. I am quite conscious of the wave of feeling sweeping over certain parts of the country with regard to the position to be accorded to the English language in the Indian Republic. Left to themselves the people of these parts would break away completely from English not knowing that thereby they would be drifting into isolation, bereft of all connections with the modern civilised world. Ladies and gentlemen, I am not here singing a paean in praise of English. I am only stating a plain fact. Sad indeed would be our position if we decide to make English an optional subject of study in our Universities. Let us not be moved by any blind motives of patriotism. Let us remember that our rulers have gone leaving behind them the rich legacy of their language. English is no longer the language of our Emperor. The Emperor's English is gone for ever but the King's English remains with us and must remain with us if we wish to keep in touch with the developments taking place in the world around us. Let not our quarrel with our rulers in the past make us forgetful of the obvious cultural value of their language. I would therefore suggest that even after a complete change over has been effected in our Universities, English must be studied as a compulsory subject by all our students right up to the Degree courses.

UNIVERSITY AND SOCIAL SERVICE

T. DHANAKOTY

Theagaraya College, Madras

Before I take up the subject for discussion I should like to dispose of a criticism usually levelled against activities of this type. Critics are not wanting who deride conferences as periodical "tamashas" and to whom speeches and resolutions are mere intellectual exercises, full of fury and sound, signifying nothing. According to them, word and deed, thought and action are incompatible and irreconcilable. But on closer analysis, it will be found that they are the obverse and reverse of a coin. Each is a complement of the other. Any purposive action must be preceded by intelligent action. As Pericles said in his immortal funeral oration, "The great impediment to action is not discussion, but the want of that knowledge which is gained by discussion preparatory to action. For we (the Athenians) have a peculiar power of thinking before we act, whereas other men are courageous from ignorance but hesitate upon reflection". Only facile critics would think of ridiculing the conference method. Truth to tell, a conference is at once an intellectual clearing-house, a fact-finding crusade and a blue-print for action. Its usefulness cannot be overemphasised.

I propose to divide the topic into two sections, viz., the ideological and the methodological. Under the former, I would attempt to show *why* Universities should participate in Social Service. Under the latter I would explain *how* Universities are to play this part. The first is concerned with aims and objects and the second with methods.

Let me first take up the ideological aspect. After centuries of economic servitude and political subjection, the India of Sakhya Muni and Sankara, Panini and Patanjali, Valmiki and Valluvar, Aryabhatta and Varahamihira

has become an independent, sovereign democratic State. Our fight for freedom under the matchless leadership of Mahatma Gandhi forms one of the great sagas of history. To achieve freedom is one thing, and to preserve it another. The great symphony of our national state can be kept up only by the tuning-fork of social service. Only by service to others can a man or a nation become god-like. The profound words of Jesus Christ, "Whosoever will be great among you shall be servant of all," are as true to-day as ever. A University stands for many noble ideals, the ideal service being one of them. In service alone can knowledge acquired within the portals of a University find its highest fulfilment. Service without knowledge has no root; knowledge without service has no fruit. Under the British rule our education was subservient to the needs of an alien imperialism. Now it must be consecrated for the service of renaissance, dynamic and pulsating India. It is but proper that a student, while he is engaged in the pursuit of knowledge, should at the same time be enabled to imbibe the spirit of service. Is there a nobler mode of service for a student than to carry the torch of knowledge to his less fortunate brethren? Such a labour of love is doubly blessed; it blesses him that gives and him that receives.

A second reason for the participation of Universities in social service may be given. We are not only free, but have given to ourselves a democratic constitution. Democracy is the most difficult form of government and all our mental and moral resources will have to be mobilised towards its successful functioning. The pillars on which a democratic State rests are deep reverence for law, an upright ministry, an independent and incorruptible judiciary, a well-

regulated party system, an efficient Civil Service and an enlightened and assertive electorate. One of the fundamental requirements of a Democratic State is thus the existence of an enlightened electorate. A noteworthy feature of our Constitution is the introduction of Adult Franchise. This means that the adult population has become the political sovereign of India. But the bulk of that population is steeped in illiteracy and ignorance, only ten per cent of it being literate. Universal suffrage without Universal enlightenment is a big joke. That will be a prelude to a farce or a tragedy or both. Government by the ignorant is a contradiction in terms. An AI democracy cannot flourish in the midst of a C3 electorate. Legislative injustice, executive tyranny and administrative inefficiency will be the order of the day. The unlettered masses will become mere pawns on the chess-board of scheming demagogues and subtle politicians. An uneducated and therefore uncritical electorate inevitably calls into being pressure-groups and Oligarchic cliques. This is what George Bernard Shaw evidently meant when he said: If electors are fools, legislators are rascals. The whole position boils down to this. If the freedom which we have won after so much blood, toil, sweat and tears is not to become a myth and a mirage, a snare and a delusion. Our first and foremost resolve should be to banish illiteracy from the land and create an intelligent and assertive citizenbody. Promotion of adult education is one of the noblest modes of social service. Surely, there is no agency more qualified and more competent for this mission than a University.

Thirdly, one of the functions of a University is to supply leaders to the country. It is very essential that the future leaders of a country should, even as they are students, come into intimate contact with the joys and sorrows, hopes and fears of their countrymen and become imbued with a passionate zeal for social service. Such contacts establish a fellowship between the high and the low, the classes and the masses,

demolish the barriers separating the different layers of society and establish social harmony which is a *sine qua non* for the successful working of Democracy.

Fourthly, freedom, to be real, must be the possession of the many and not the monopoly of a few. Economic inequalities have been the most potent cause for all revolutions, from the PLEBIAN rising in ancient Rome to the Russian Revolution of 1917. As Disraeli rightly observed, the palace is not safe when the cottage is in danger. The common man will not feel the glow of freedom if he is not assured of the minimum essentials of life. Freedom from want is certainly as important as freedom to vote. Though we are politically free, we are far, far away from the millennium we had toiled after, because the social and economic inequalities, the legacy of an ugly past are of such a frightful magnitude as to stifle our new-found freedom. The State must bestir itself to ring out the old and ring in the new. State activity by itself cannot create a new social order. If legislation is the first string to the bow of the State, social service is the second string. What legislation begins must be completed and enriched by social service. University students who, by virtue of the liberal education they have received, have a vivid sense of social justice, can be harnessed for the great work of national redemption.

I have given only a few reasons why Universities should participate in Social Service. I have also tried to show that those who have had the benefit of University education are in a position to play a decisive role in shaping the destiny of their country. When I say this, I do not mean to suggest that all those great leaders who have appeared on the scene of human affairs from time to time have been the products of Universities. It will be interesting to recall the wise words of Cardinal Newman uttered in this context. "If then a practical end must be assigned to a University course I say it is that of training good members of Society. Its art is the art of social life and its end

is fitness for the World. It neither confines its views to particular professions on the one hand, nor creates heroes or inspires genius on the other. Works indeed of genius fall under no art; heroic minds come under no rule: a University is not the birth-place of poets or of immortal authors, or founders of schools, or leaders of colonies or conquerors of nations. It does not promise a generation of Aristotles or Newtons or Napoleons or Washingtons or Shakespeares, though such miracles of nature it has before now contained within its precincts. But a University training is the great ordinary means to a great but ordinary end: it aims at raising the intellectual tone or society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspiration."

I have digressed. I have so far been dealing with the question why Universities should take part in Social Service. I shall now examine the methods to be adopted in this behalf. Limited as my experience is, I am unable to offer any comprehensive plan. I can offer only a few suggestions. Ideals to be effective must be given an institutional shape. The ideals referred to will remain only pious hopes unless a suitable mechanism is evolved to implement them. It is here the Universities and Governments can play a decisive role.

A University should aim at endowing the persons who pass through its portals with a personality. Human personality is the sum total of the powers of the body, mind and spirit. A University offers instruction in Humanities and Sciences and such instruction develops the mind and sharpens the intellect. Bodily efficiency is also aimed at and physical training is compulsory in Colleges. Unfortunately, while the mind is developed and the body strengthened, precious little is done to awaken the spirit in man. In such a pattern, the unfoldment of the human personality is incomplete. It is this lop-sided development that is responsible for the miscarriage of our civiliza-

tion. Global wars which threaten the fabric of our life and civilization are ultimately traceable to the lack of spiritual content in our education. As the U.N.E.S.C.O. rightly stresses, since war begins in the minds of men, it is in the minds of men that the defences of peace should be constructed. A right beginning can be made in this direction only in educational institutions. In pursuance of this great task of strengthening the defences of peace, training in social service should be part and parcel of the University courses or study. The orthodox among us may not feel happy over this suggestion. But when did the orthodox welcome intelligent changes gracefully and willingly? Training in social service should become as compulsory as physical training. Instruction may be offered for two hours in a week. Simultaneously with this, the University should also insist on every College, art and professional, starting a Social Service League of which all students should be members. For, such a league should enable them to put to practical use the instructions they have received in the class rooms. As that weighty report of the University Inspection Commission of 1947 says, Adult Education, Dissemination of Current Knowledge, maintenance of night schools, improvement of slums, encouragement of cottage industries, economic survey of villages, propaganda lectures on sanitation and environmental hygiene are some of the modes of social service suitable for students. In the interests alike of efficiency and administrative convenience, members of the League may be divided into groups, each group being placed under the charge of a Lecturer and being assigned a specific type of work, viz., Adult Education, maintenance of night schools, improvement of slums, etc. A University may also start periodical training camps to train College Lecturers in Social Service work, so as to enable them not only to offer instruction in class rooms but also take out batches of students for field work. Attendance in class rooms

and participation in field work should be made a condition precedent for the award of degrees. Starting of College Students' Settlements to enable them to do social service during summer vacation would be another important link in the chain of social service. The Universities may also institute a diploma course in Social Service for the benefit of those who are employed. I venture to think that if action is taken on the lines suggested, Universities will be making a significant contribution towards the creation of an army of social workers which India so badly needs to-day.

Ibsen, the great dramatist, congratulated a Russian revolutionary on his having had a magnificent tyranny to fight against. That was a strange compliment. If Ibsen were alive now, he would congratulate us in a similar manner. Prior to the 15th August, 1947 we had a most magnificent tyranny to fight against. Now we have to wage a relentless war, not against the tyranny of the English race, but against a more vicious and a more insidious tyranny, viz., the tyranny of ignorance and poverty. We are passing through very stirring times. As I remarked in the beginning, Social Service is the panacea of all the evils we suffer from. It is an exacting ideal; it demands from us not only intellectual appreciation but also emotional awareness of the needs of our new social order. Of course, I recognise that all of us cannot rise to the sublime heights of a Father Damien who dedicated his life to the cause of lepers

in far off Honolulu; or of a Florence Nightingale who was a ministering angel to the sick and disabled in the hospitals at Scutari; or of a Mahatma Gandhi who, in utter disregard of his own life, toiled in the hamlets of Noakhali to restore the reign of law and love in places seared by hate and strife. But what the smallest and humblest amongst us can do is to endeavour to remove a blemish here, a defect there and a stain elsewhere, so that India may, through such silent, sincere services of her children, occupy a place of honour, dignity and prestige in the comity of nations.

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UNIVERSITY EDUCATION SECTION

MORAL AND RELIGIOUS EDUCATION

S. SRINIVASAN. *Board High School, Cheyyar*

The recurrence of this topic at our conferences reminds us that in spite of the great progress of science we have not yet got the scientific temper or attitude of mind. There was need for religious instruction when discipline was rigid, and curriculum was formalised courses of study. Our notions of these have completely changed by the modern behaviourist psychology. To-day we believe in free discipline and pupil-responsibility. We propose to educate the youth by making him feel the thrills of self-expression through creative activities. The whole curriculum as it is conceived to-day aims at an integrated personality. This is achieved by synthesising all experience and learning. The spirit of religion will pervade the entire programme of activities. Daily prayer, assembly, games, activities, music, drama and dance all have the spirit of religion in them. If we have no faith in these things, then we have no faith in youth

and religion. In all college and school activities the laws of life must guide us and strict obedience to them means reverence to their maker. Obedience to law amounts to reverence to law-maker. It may be urged that college students, being more mature in mind can profit by theoretical instruction in religion. True. But this can be done better by a comparative study of religions rather than by exclusive instruction in a particular religion. In the modern context stress on sectarian religions create social tensions. International contacts on global level are very frequent, and it is safe in the interest of world peace to avoid such tensions. The spirit of modern religion is revealed by the expression that the "Cross of Christ is more to us than all his miracles". Belief and conduct are closely related, some may argue. But it can be replaced by faith in ideals or what is aptly said a habitual vision of greatness.

ADVERTISEMENT

G. KRISHNAMURTHY

Joint Secretary

SOUTH INDIA TEACHERS' UNION

CONTESTS

THE ELECTIONS

TO THE LEGISLATIVE COUNCIL

FROM THE

TEACHERS' CONSTITUENCY



Mr. G. KRISHNAMURTHY

"THE READING HABIT"

K. NARAYANAN

Lecturer in English, Dr. A. C. Training College, Karaikudy

(Continued from Page 116)

A. *Class Library* : The only satisfactory organisation of the pupils' private reading is the formation of class libraries. For the present the class library list of books published by Macmillans, Longmans, and Oxford University Press, may be followed as guides. The Headmaster in consultation with his staff must organise class libraries in Forms III, IV and V. A pupil should read at least sixty books in his Secondary School course. The class Teacher should maintain with the help of the Class Pupil Leader a register which should show what books have been read by each pupil. Pupils should be encouraged to maintain a brief record of their library reading, silent independent reading. The records may be scrutinised by the Teacher at stated intervals. There should be no compulsion whatsoever as the main object of library reading is for pleasure. The Teacher by his own example, and by his resourcefulness, should make the pupils take to library reading of their own accord.

Pupils may come across difficult expressions the comprehension of which is vital to get at the thoughts of the books. Hence pupils must be trained in the use of a dictionary in the Higher Forms. The Little Oxford Dictionary and the A. L. Scholar's Dictionary published by Macmillans will be found very useful.

B. *Librarianship Courses* : The success of the Class Library system entirely depends on the Teacher who should act as friend, Philosopher and Guide. It is very distressing to note school libraries are not being run on proper lines. The causes are not far

to seek. Every year a new teacher is asked to be the teacher-in-charge of the library. The inevitable off-shoot of this policy is that there is no continuity in the work, no pride in the library or interest in building it up, and little care of books. Secondly the teacher in charge of the library is not generally trained for Librarianship. Very few schools can boast of full-time librarians. A large number of schools can ill-afford to have full-time librarians on account of financial difficulties. The only remedy for this state of affairs is that a qualified part-time teacher librarian should be appointed in all schools. Needless to say he should be given extra payment for a position of special responsibility, and a number of free periods each week for library duties.

In England the Ministry of Education has resumed its short courses in School Librarianship. There courses are held periodically and no wonder that school libraries are well-organised and utilised with the result that the reading habit is fostered and a stimulus for greater knowledge is created. In our own Province, the Department of Education can very well conduct courses in School Librarianship. To begin with, such courses can be organised and conducted every May at Madras and at select mofussil centres with the active co-operation of the Madras University Library Authorities. The South Indian Teachers' Union, the District Teachers' Guilds and the Headmasters' Association can usefully help the Government in doing their bit in this field of activity in a spirit of service and sacrifice.

C. *Collateral Reading* is to extend the pupil's information about selected

topics dealt with in text books thereby enabling him to understand the text fully. Part of education should consist in familiarity and practice with the looking up of details. The function of the teacher is to stimulate interest and to choose books properly. He must read out in the class some attractive passages with all possible acting in such a way that the pupils would rush into the library to secure the books. For example while teaching the prose lesson "The Merchant of Venice" the teacher can as well read out the "Trial scene" in such a forceful manner that some advanced pupils at least may be inclined to read the original themselves and enjoy the original. While teaching "On the way to Manor Farm" by Dickens, a lesson in the S.S.L.C. English Text, 1950, the Teacher may encourage the advanced pupils to read the whole book "The pickwick papers". In this way the Teacher can introduce the pupils, at any rate the advanced pupils of Forms V and VI into the rich realm of English literature.

D. Library trips to local public library, if any, may be usefully arranged. In the Mosely Education Commission Report it is stated that :—

A separate department for children has existed in the Boston Public Library since 1895. It occupies two rooms, one for recreative reading and the other for study, both furnished with low tables, chairs, and book-cases. Children over the age of 10 years can be card-holders and may draw two books at a time. In the reference room (study room) lessons are studied, compositions written, and other preparations for school are done. One feature of the room which is constantly proving its value is the collection of text books used in the Boston Public Schools. Teachers are invited to come to the Library with classes and themselves to give instruction or make use of books reserved for them as they may request. Books are sent to the schools by the branch department, which has a special collec-

tion for deposit. Complete freedom is allowed for teachers to make their own choice of books, no record of circulation is required, and the books may be kept weeks or months as desired.

Such a plan would be of even greater value in this country, where the school-boy has very slight facilities for home study, both in respect of accommodation and of materials.*

Conclusion : To sum up 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. Hence we have to cultivate in our pupils the faculty of tearing the heart out of a book, of getting quickly at the thoughts.

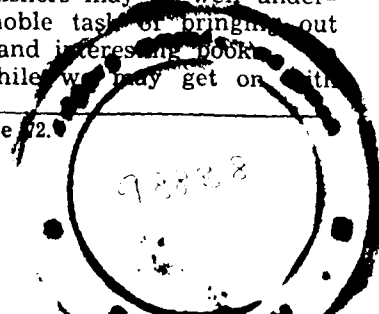
The reading habit can be fostered by rapid reading, by library reading, by collateral reading and by library visits.

Text reading hardly deals with the development of adequate silent reading habits. Considerable care has got to be exercised in selecting books for non-detailed study. Books should be simple and interesting and suited to Indian genius. Publishers publishing text books should be made to publish non-detailed readers for rapid reading based mainly upon the vocabulary and sentence forms of the detailed reader. The Authors of the Detailed Readers and the Non-Detailed Readers must be the same. Difficult expressions, if any, must be explained in the foot-note.

It is better to form reading circles of 12 or 13 each in a class of forty. Broad objectives should be given before the lesson and these should be cleared at the end.

There should be plenty of oral discussion at the application stage.

As regards library reading what is most vital is the publication of juvenile literature suited to Indian pupils. Indian publishers may as well undertake this noble task of bringing out short easy and interesting books. The meanwhile we may get on with



books published by the Oxford University Press, Macmillans and Longmans. Class Libraries must be better organised and utilised. Teachers should be trained in the art of librarianship and School Librarianship courses may as well be conducted by the Department just in the same way as the Citizenship Training Courses were conducted or the proposed Visual Education Courses are to be conducted.

Collateral reading should be encouraged. Visits to local public libraries should be undertaken.

Above all, when everything is said and done, everything depends upon the personality of the Teacher of English and the practice of non-detailed study

in the Vernacular. He must be ever a student of English Literature. He must have a thorough knowledge of the books available in the class library and school library. He must serve as a model to the pupils. And as Dr. M. West rightly observes "If the teaching of the vernacular is organised on a scientific basis silent reading ability would be attempted and established in the vernacular long before it is attempted in the foreign language. Experiments have proved that there is a positive correlation between silent reading ability in the vernacular and silent reading ability in a foreign language and that the skill in this field of work carries over from the Vernacular to English".

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UNDERSTAND THE CHILD

DR. V. N. SHARMA

The Children's Garden School, Mylapore

To understand the child and guide it on the proper lines is EDUCATION by ITSELF. That is why one of the pioneers of modern education in India, the late revered George Arundale, my master under whom I had the greatest privilege to study the first steps in EDUCATION, said, in one of his talks to the pupil teachers under training, that TO TEACH KRISHNA, Sanskrit you should not only master the language but also understand the full personality of KRISHNA himself. The Greek educationalists based their UTOPIA on this truth. Rousseau, Froebel, Pestolozzi, Montessori and other exponents of children's education and psychology have worked their plans on this fundamental truth. This truth is not alien to The East in general and to India in particular. But in practice, our parents and teachers have entirely forgotten this truth of truths. To these educators of the child, the child is a physical entity—only they feel it is their duty to educate the child on the lines which they think right and suitable. Hence we find so many books written on this problem. If we go through these books—whether they touch the problems relating to child education or child psychology, we meet with very impressive and attractive titles, such as "How to Understand the Child", "The Unknown World of the Child", "Problems of Childhood", "Troubles of Children and Parents", "The Child is Right . . .". All these books criticise the wrong path we are treading. They ask us to behold the other side, the right side. What does this mean? They lay stress on the education of the parents and teacher, as a first step to understand the child, rather than of the child. The parents must be helped to understand the child

and the teacher must be shown how to study a child if the child should grow up happy, strong, self-reliant, responsible, truthful—instead of obeying you, whether you happen to be a parent or a teacher without reservation—psychological or mental. Yes, they touch more than this. They say it is grown-ups, first of all who ought to be educated, to understand and study themselves; it is they who must be changed, their attitude towards children, if there is any hope for the little ones in their path of life here. Let us admit, parents do love their children and want only their very best—yes what they consider the very best, for their own children? Do they know what is this very best? And by what means can we prepare to achieve this aim?

Parents think, for instance, strict discipline is a necessary educational means. So, if your child tells a lie, you punish. You do not ask, why did he tell this lie—is this play of phantasy? Is it caused by fear to hide some mishap? Is it a means to get some thing otherwise denied? No, you simply punish—the easiest way to get rid of your responsibility or your disappointment about your child. What is the idea of punishment? Punishment should make good what has been spoiled, should repair, should teach not to repeat a mistake, punishment does not mean to pay back.

The child lies out of fear, then you beat so that out of fear he should not lie in the future. The child will be more afraid. Yes, you are right. But it can lie cleverer than before. Thus our pious wish to have a truthful child will be utterly frustrated because the relationship between us, the parents and teachers, and the child is spoiled,

because the chance for gaining his confidence, his truthfulness removed.

The next time the child lies, the parent thinks, he must be more strict, "BEATING DID NOT HELP". He locks the child in a dark room and leaves him to unimaginable fears. A child who never minded to be alone may now become a coward, who will fear darkness; is afraid of being left alone because anger and emotions changed a familiar natural condition into a forced unnatural one. If the child is strong he will develop hatred and the growing wish to revenge himself. Unfortunately our parents find more means to punish their children, destroying perhaps for ever, dearest and nearest relationship to their most beloved ones. There are some parents—do not deny it please, who put salt, who put chilli powder in the eyes, into these delicate, precious instruments of their children. There are some mothers who burn their children's legs with glowing iron rods, who cut the hands with knives. Teachers, in their ignorance go ahead at first, to show that they are better than the parents in the education of the child. They forget that anything they do to injure the child will retard the complete growth of the child itself. Body injuries might make the child becoming deaf—more than this, some cases of punishment will lead to the deformation of the brain, of the spinal column—, perhaps deform the legs, or eyes. I am laying stress on this foolishness of our educators, both parents at home and teachers in the school, as there are many dangerous psychological effects also which these kinds of physical punishments lead to, often—perhaps educators might not visualise this but—the children are made to suffer in their own lives for the sins of their elders.

Cruelty to animals is often seen condemned, even punished. For cruelty to children only the teacher is punished not the parents as if they could have a right to treat their child as they like. The child is not an instrument, a possession, a thing. He has a personality of his own, following his own laws, ful-

filling his own individual destiny. (In Western countries parents will be punished if they are cruel, and children will be taken away from them and put in special homes.)

Has cruel punishment ever helped? Has not your child become a coward, a chidden, sly person? Do you know what is going on in him? Can you trust him?

Perhaps you would have had the patience to find out why your child has told you a lie. Perhaps he lost or broke his new costly pen. You could have explained that it costs much, that you are not able to buy another one now—but it does happen that one loses or breaks valuable things, that if he would have told at once what happened you could have helped perhaps searching or repairing. Now, because of his hiding the fact and telling false things it is too late. In future he must write with the steel-pen till you have got the money to buy a new fountain-pen. Is that not punishment enough?

Or, he has taken your watch, perhaps tried to sell it. Show how unhappy you are, how precious the watch was to you. The child will feel pity with you. He will try to make off for it. How many children cry over a torn dress "mother will beat". They will put it secretly amongst the dirty things, will leave the blame to the person who washes it. Why? Because she fears you, perhaps the girl who hid the spoiled things before her mother, will cheat her husband one day. The boy who fears the father will not own up before a mistake when he is grown up.

Children do change their marks in their monthly school reports, they imitate the signature of the parent. Why? Because the parents will punish. Will they not forge signature when they are older?

Parents in their ignorant eagerness to educate their children through too strict and blind discipline do not know which seeds of wrong behaviour they

(Continued on Page 381)

(Re-approved for Class Use by the Madras Textbook Committee.)

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THE PLACE OF INSTINCTS IN EDUCATION

D. PURUSHOTHAM, *Chittoor*

All living organisms come into the world, with certain tendencies or interests, in other words, which are characteristic of the species to which the organism belongs. These tendencies are to be educated, modified and developed by every educationist.

The native tendencies of the human beings have been recognised by the eminent educationists. What is an instinct if not an inherited or innate thing which determines the possessor to perceive, to pay attention to and to experience an excitement of a particular quality and to act in a particular manner.

The instincts are part of child's natural endowment and cannot be so much the results of nature. They represent the social heritage of every individual. The possessor should be aware of them when they appear either early or late, partially or fully.

The perception of any object arouses in the perceiver a specific emotion and causes him to act in a definite way. In other words, the perception of a situation is *Cognition*, the feeling that accompanies it is *Affect* and the action that results is *Conation*. But these don't exist separately. The educationists should know these human instincts since they are like bricks out of which the whole structure is to be developed.

There are some fourteen main tendencies working in the living organism. There are the biological ends—the preservation of individual life, the perpetuation of the species and their maintenance. Further dividing, we have the self, sex and social instincts. So the educator must work with the brain after knowing how the grain lies. That is why, these tendencies should not be repressed, but guided into right channels.

If the teacher can present his matter in a way that will appeal to the pupil's curiosity, the problem of obtaining attention is solved. The child is for ever reaching, poking and pounding which is physical curiosity. Then the pupil supplements it by asking irritating queries 'why and how', which is social curiosity. From social curiosity the child passes on to intellectual curiosity when we should adopt the latest approved methods of imparting education.

There is the instinct of combat or fight which shows its existence in games and sports. In hill climbing this instinct can be well directed. That is why, we should have social service, races, excursions and debates.

The instinct of fear can be made use of by a teacher in developing in a child's mind a kind of moral sensitiveness.

The teacher should bring about the co-operation between head and hand by introducing clay modelling and other hand work. Through these the child should be made to feel that he is an inventor as well as an executor.

The teacher should introduce history and geography by making the former a living object and the latter a human object. So the pupils should be directed to make old castles, pillars, caves, etc.

The instinct of acquisitiveness helps the pupils to develop hobbies in their leisure hours in a desirable and profitable way.

The present more of intellectual education develops a disgust and a distaste for things in general. Let the pupils be guided to be proud of their appearance, then the appearance of their books, then of their surroundings and so on.

The sex instinct matures comparatively later. The older plan leaving a child to the chance of getting the required knowledge stealthily is unhealthy and undesirable. There is a division of opinion as to when it should be imparted, what should be instilled, how it ought to be done, who should be given and by whom. Many admit that the parents are best fitted to solve this problem. But are the Indian parents so far advanced, is the question. Adolescence is the period when his sex instinct develops. It is a period of stress and strain bringing changes in outlook and thought in humdrum routine and religious doubts. So during this period a teacher must follow a less rigid discipline and to cultivate noble sentiments and high ideals. Music, drama, painting, oratory will help the adolescent to give expression to his imagination and emotion.

School authorities should organise class clubs, societies and school journeys

to make the boys feel as though they belong to a group or community. This herd instinct should be given a free scope.

The function of a school is not to cram as much knowledge as possible, but to create love and appetite for knowledge. This can be done if the teacher takes into account the instinctive tendencies with their feeling tones (emotions) which the pupils possess even before they come to school.

In short, the work of a teacher is ultimately to bring out the human faculties that are already dormant in pupils, in such a way that the orderliness is blended with enthusiasm, severity the grace and valuable advice with immediate action. After all love is the lynch-pin of educational system and it will easily become the only link, in future, between human existence and the divine consciousness.

(Continued from Page 378)

sow in the tender souls of the young ones. Delinquency in the young is too often interpreted as caused by hunger and want. But hunger and want of food and clothing could be faced. Hunger and want of understanding and love and trust drives the young ones astray. The feeling of insecurity and neglect at home caused by the various tempers of the parents forces the child elsewhere and exposes

him to uncontrollable influences. Soon mental sufferings will do greater harm than the physical sufferings.

It is not only the ignorant and blind cruelty of the parent, it can be as well that of a teacher that harrasses a child. The teachers' attitude towards the child too must be entirely changed. His education gives him the means to study and understand the child, to co-operate with the parents in the proper guidance and bringing up of the young ones.

ACTIVITIES AS A MEANS OF BETTER LEARNING IN SOCIAL STUDIES

S. MARIA JOSEPH,

Christian College High School, Madras-10.

(A comprehensive graded list of Activities and Outcomes.)

Activities.	Outcomes.
1. Picture collection, News clippings and charts and preparation of riddle booklets and scrap books	Increase interest, understanding retention and meaningfulness of pupils' concepts and stimulate imagination.
2. Current Events	Furnish background to news and intelligent information.
3. Dramatization	Aid pupils in better understanding develop imagination and appreciation and artistic self-expression.
4. Excursions and Visits	Study at first-hand, co-operative planning, group and individual responsibility, cosmopolitan spirit.
5. Discussions and Debates	Stimulate imagination, co-operative planning, training in sensible talk.
6. Celebration of main festivals of principal religions	Help to take responsibility for various activities, tolerance for other religions, teacher-pupil social contact.
7. Folk songs and folk dances	Appreciation of art, and expression through art activities and tasteful dressing.
8. Use of Library	Selection and evaluation of material, reference to sources, development of interest, discovery and use of sources of information.
9. Group Study	Develop initiative and leadership, team work and co-operation.
10. Class Council and Parliament	Help governing themselves, criticizing intelligently, and tolerance of other points of view.
11. Projects	Group planning and thinking initiative, closer understanding of community, first-hand information, increased interest, experimental learning by research and breaking down the barrier between school and community.

GLEANINGS

STUDENT-DIRECTED ACTIVITIES SUPPLEMENT U.S. CLASSROOM EDUCATION

Not all secondary-school education in the United States is from textbooks or under the formal instruction of teachers. Student-directed activities within the school that offer opportunity for democratic participation in group effort are encouraged. Training for community living is a primary objective of this programme.

For many years secondary schools have had student-government associations, debating societies, glee clubs, publication staffs and similar groups. These are mainly after-school activities, sanctioned by school officials and sponsored by teachers, but operated independently of the regular class schedule.

Now many schools provide for such group projects during the school day. The projects are carried on at a time known as the activity period. Educators believe that student-guided activities, supplementing formal classroom learning, are a valuable part of the educational experiences of young people.

This is a week's activity period schedule in one large secondary school :

First day—Meeting of Student Council, members of which help make school rules and plan student activities in general.

Second day—Club meetings. Clubs may be devoted to botany, foreign languages, newspapers, photography, stamp collecting, or other subjects.

Third day—Separate assemblies for girls and boys, with talks by citizens of the community, invited by the student group to address them. The boys may hear a business firm's personnel director talk about "Getting a Job", or a church minister discuss "The Scriptures and Everyday Life". A Girl Scout official or a woman bank official may talk to the girls.

Fourth and Fifth days—Separate meetings of the classes—first year, second year, third year and fourth year. At the meetings, members of these classes may elect class officers or hear reports from them. Or members of the class may discuss and decide by vote what class functions should be undertaken. If a student does not choose to participate in club or class sessions he may join a separate group during the activity period or use the time for study.

Students in the clubs and classes carry out many projects. They may decide to help a charity, then engage in a campaign to raise the needed funds. They plan and organise social events, working out all details, including financing. If a group trip to a point of historic, civic or scientific interest is undertaken, they decide when the trip will be made and arrange transportation. Those on the staffs of student publications solve editorial and production problems. These activities give the students many opportunities to express their views and to learn the values of democratic co-operation.

In some schools officials have gone a step further in encouraging student activity. They have related such activities to certain studies, usually literature and U.S. history. Student discussions, motion pictures, concerts, dramatic productions and visits to museums are scheduled. Because all this provides experiences that prepare students for active parts in community living, it is sometimes referred to as a "slice of life" programme.

In one school the activities and studies of the first-year student revolve around his position in the school and community. He begins to think about choosing a vocation and gains greater understanding of life through his studies in literature and history. The second-year student considers international problems and his responsibilities towards meeting them. The third-

year student concentrates on American life, culture, government and economic system. And in the final year, students study such personal problems as marriage and family living.

"A school activity programme should grow out of the life of the school and not be imposed by the faculty", says one secondary school official. "The objective is, of course, to develop intelligent student opinion. Through their discussions students come to know and understand the problems of the whole school and to feel a responsibility for their solution. They come to recognise the pupil's rights, duties, privileges and obligations as a citizen of the school."

—From *American Education*,
December 3, 1951.

Extracts from the Seventh Report of the Bombay Provincial Headmasters' Conference, dated 22nd and 23rd October, 1951.

INTER-SCHOOL CO-OPERATION

Some of the difficulties under which we are labouring can be removed if schools, particularly those that are situated in the same locality, combine for mutual benefit and in the interest of students. It is found that in spite of the fact that the S. S. C. Examination is catering to the needs of the pupils that offer subjects like drawing, music, carpentry, very few schools can make suitable arrangements for their teaching. Just as in economics, so in education, co-operation and planning should now be our watchword. If schools come together and chalk out a plan in which each provides for the teaching of one of the subjects, according to its convenience, it will not only benefit the pupils but help the schools economically. If a school has a big library, another, a good laboratory, the third, a large play-ground, why should they not co-operate and allow children to make the best use of what they have, irrespective of the schools they belong to? Joint school-activities can be undertaken and lectures and visits can be arranged as common functions.

Occasional exchange of teachers will be a further step in this co-operative project and if it could be effected, not only in schools in the same locality but those in different places, each trying to supply the need of the other, it will be a helpful factor in promoting a spirit of healthy co-operation, and removing the wall that separates one school from another, thus encouraging every school to make its maximum contribution. If the schools combine, they can avail themselves of the services of a common Vocational and Career Guidance Department and, if possible, start a common Health Service. This does not mean that the schools should lose their individuality and fail to develop their special features. I am aware that there are many practical difficulties in the working out of these projects; still if we will try to pursue them in the right spirit, the effort will not be in vain. Moreover, in so co-operating and pooling the resources for the benefit of the country, we will be setting a worthy example in citizenship to our pupils.

I strongly think that the time has come when we have to emphasise and accept the attitude of co-operative life in education and organise our efforts in this direction. Schools cannot fight out singlehanded the forces working against them, and face the complex problems that the changing times are creating, except by practical co-operation and efficient organisation.

EFFICIENCY IN SCHOOLS

One of the subjects that is to be discussed in our Conference is that of efficiency in schools and how to raise it. In press as well as on public platforms schools are criticised for their low standards and the 'inefficient' products they turn out. The examiners' reports tell the same tale of the poverty of the attainments of our pupils. Without going into the details of the subject, discussing what efficiency means, how it is to be judged, either by the examination results or by the tone and discipline of the school, in what way outside influences affect it and what factors contribute to its low-

ering or raising, I would only point out that it is our bounden duty to take steps to explore new avenues for reforming our work and bringing more light and life into our schools. Serious efforts to raise efficiency at all points is the urgent need of the day.

The best form of efficiency is the result of spontaneous co-operation of willing and free persons that are engaged in common activities. If so, the school in which teachers and students work for a common goal intelligently, freely and fully can be called an efficient school, vigorous but flexible. If we take a realistic view of things, we find it would be very difficult for our schools to reach such an ideal state. However, we can, in as many ways as possible, try to realise the ideal and idealise the real, believing that 'not failure, but low aim is crime'. We can make the best use of our resources and create for students and teachers an atmosphere wherein they will grow to their full height.

SOME SUGGESTIONS

Here are a few suggestions which might be tried, as they have been done in some schools and found useful. We Headmasters have often to consult—and are often consulted by—the guardians; and the starting of a Parent-Teacher Association and making the school a centre for community life will be a welcome activity. Such a step will help us to understand the difficulties of parents and also check indiscipline on the part of their wards. Time has come when we can gradually introduce self-government in our schools and try to teach sense of responsibility to the future citizens of our country. We can even invite political leaders asking them to tell the students what their party stands for. Talks on the principles of different religions and their contribution to the pro-

gress of mankind can be arranged. Giving due weight to curricular activities, that should lead to intellectual discipline and that should be systematically planned and correlated, we can introduce such of the co-curricular activities as will be in tune with the surroundings and the needs of the locality. We can start with the help of teachers Study Circles or English, History and Geography Associations and thus encourage the pupils to attain proficiency and scholarship. The introduction of the cumulative progress records, of new examination methods suited to the needs and abilities of the pupils, can be welcome features of some of our schools. With the help of pupils, the schools can run 'co-operative' shops and start Saving Banks. There are so many ways in which schools can provide opportunities for pupils to know the social life of which they form a part, and give them not only information but a sense of true community life. Such sincere efforts, though 'in small measures', yet well planned and well executed, are sure to raise the school to a higher level of achievement.

The necessity of personal guidance is becoming more manifest at this critical time when the youth is confronted with the bewildering complex problems of life. Home and family relationships are becoming loose and there are so many influences that distract his mind and disturb his emotional poise. The purpose of such a guidance is to assist the pupil through occasional counsel to make the right choice, to make proper adjustment, and to help him to grow in the ability for self-direction. I know that the school 'world is too much with us'; still in these days of storm and stress, we have to guide those who, because of maladjustments at home, are tending towards delinquency and try to reclaim them to a state of normality and balance.

OUR LETTER BOX

SIR,

The Inter-Trained Teachers' Association wishes to bring to your kind notice the following few points for your sympathetic consideration and favourable early orders.

The recent revision of salaries has not done justice to teachers in general and the Secondary Grade Teachers in particular are the hardest hit. The Inter-Trained teachers, hustled in between the Secondary Grade Teachers and the Graduate Trained Teachers have no place and status at all in the present set up on the classification of teachers.

The Inter-Trained Teachers have had the benefit of University Education for 2 years and though their academic qualifications are not recognised in the matter of pay scales, are preferred in High Schools to the Secondary Grade Teachers. The present syllabus in the various forms and especially in the lower forms demand higher general qualification from teachers and it is recognised all over by the heads of Secondary schools that the Inter-Trained Teachers are best fitted for teaching 2nd and 3rd Forms.

There was a time when Inter-Trained Teachers were given separate scales of pay in the Local Board Schools and they were given Rs. 50, Rs. 60 to Rs. 120 when the S.S.L.Cs. were given Rs. 35 to Rs. 60. But the Bobbili Ministry did away with this. And many managements of Secondary Schools also took this lead and the separate scales of pay for Inter-Trained Teachers were abolished once for all.

Now-a-days where there is an acute dearth of Graduate Trained Teachers and in consequence many Secondary Schools utilise the services of the Inter-Trained Teachers for work in 4th Form. Some schools pay them a monthly allowance of Rs. 10 or Rs. 15 and some schools do not pay them anything at all though they do not fail to take advantage of the services of these teach-

ers. To avoid giving the benefit of some remuneration to the Inter-Trained Teachers, some managements refuse to give work in 4th Form even though there is a lot of difficulty in getting a Trained Graduate Teacher. The Government themselves have granted them in their G.O. No. 2000, dated 13—9—'47 in the case of North Arcot District, an allowance of Rs. 15 per mensem and permitted them to handle 4th Form. We submit the application that the said G.O. be extended to all the Secondary Schools in the State instead of leaving these unfortunate teachers to the whims and fancies of individual managements.

As the Hon'ble Minister rightly put in Kozhikode the untrained Graduate Teachers are "Birds of Passage" in our High Schools and they take the profession only as a stop gap waiting for a favourable opportunity and hop to higher remunerative vocations. The Inter-Trained Teachers who are tied down to the profession by rules and regulations take to their work in 4th Form with earnestness and zeal as are expected of them. The harm to the pupils as a result of the frequent changes in the personnel of untrained Graduate Teachers in the middle of the term and the absence of teachers more often would be done away with.

Again L.T. or B.T. teachers are now only permitted to be Headmasters of Middle Schools. There are about 300 and more such teachers in Middle Schools. The Middle Schools do not afford them sufficient attraction in the matter of scales of pay, status, chance of promotion, etc., while Inter-Trained Teachers are given work in IIIrd and IVth Forms in Secondary Schools and while they are Headmasters of Higher Elementary Schools, one cannot comprehend what harm may be done if they are appointed as Headmasters of Middle Schools. Instead the Inter-Trained Teachers would take up this work with earnestness and great plea-

(Continued on Page 392)

These books that served you in the past—

Cooper's English Course, Books I & II.

Martin's New Study Primer and Readers I to V.

- „ A Primer of Grammar and Composition.
- „ First-Step Grammar and Composition.
- „ Second-Step Grammar and Composition.
- „ Third-Step Grammar and Composition.
- „ A Simple Course of Gram. & Composition.
- „ An Explanatory Dictionary.
- „ Dictionary of English Usage.

Wren's Simpler Parts of Speech.

- „ A Simple English Grammar.
- „ Elementary Grammar on Modern Lines.
- „ High School English Grammar.
- „ Progressive English Composition.

Wren & Martin's High School English Grammar and Composition.

Row and Wren's Work, Wealth and Wages.

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—will continue to serve you in future too.

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Sole Selling Agents for South India :—

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

NEWS AND NOTES

KOLLENGODE

'Dikshithar Day' was celebrated and Brahmasri Muthuswamy Dikshithar's portrait was unveiled in the Rajah's High School, Kollengode on the evening of December 9 in the presence of a large and distinguished gathering. Mr. P. R. Swami Iyer, Advocate, Alatur presided over the function which was organised by the students of the Bifurcated Course (Music). The Senior Rani of Kollengode was present.

TINDIVANAM

A Play Festival for the children of Elementary Schools in Tindivanam town was held at the St. Anne's High School grounds on 27—11—1951. Sri John Savarinathan, D.E.O., S.A., presided. Sri K. V. Sivasubramaniam, Dy. Inspector of Schools welcomed the President and other visitors. Rev. Fr. Becker, Manager of St. Anne's High and Training Schools, hoisted the National Flag.

HINDUPUR

The staff and students of the local E. C. Municipal High School celebrated the Birthday of our Prime Minister, Sri Pandit Nehru in a fitting manner under the auspices of the Social and Citizenship activities of the school on 14—11—1951. The programme began in the Prayer Assembly class with the Flag hoisting by Sri P. M. Mathew, Headmaster. Sri S. Subbaramayya, Citizenship Master exhorted the pupils and the gathering to live up to the noble ideals and principles for which our flag stands.

GREAT BRITAIN

Comprehensive Display
Arranged

London is showing its educational system to the world and especially to "Mr. & Mrs. London".

Every aspect of the school service will be on display for over a week at

the end of this month, from the nursery school up to the careers guidance given to children leaving at 15 and on to youth and adult institutions, attendance at which proves that the Londoner is never tired of learning.

Students from 200 schools, colleges and institutes will take part in one of the most ambitious programmes of amateur drama, opera and music. The scope of plays chosen is worldwide and of all ages, ranging from Greek to modern times.

Many examples of handiwork will be on view. These will include a television set made by boys of one institution, and the model of a farm run by the boys of another. The 9,000 children who need special methods of education because they are crippled or backward will show that London does not forget them but helps them towards a fuller life.

British Educationist's visit to
India

Mr. Sydney H. Wood, the British educationist who is undertaking a nine-week lecture tour of India and Pakistan for the British Council, is best known in the sub-continent as co-author of the 1937 Abbott-Wood Report on Vocational and General Education in India.

Mr. Wood, who is scheduled to leave London on November 23, is expected to arrive in India early in January after completing his engagements in Pakistan. In India he is likely to visit Delhi, Calcutta, Patna, Benares, Nagpur, Madras and Bombay. As well as lecturing, he will hold discussions with the Ministry of Education and School and University authorities.

A Reader's Digest of Articles of Interest from current educational journals.

What the candidates said before the general elections in the United Kingdom (from the Schoolmaster and

Woman Teacher's Chronicle, dated 1—11—1951).

The Executive of the National Union of Teachers sent out correspondents who sought personal interviews with the candidates and though frequently individual opinions were expressed a careful analysis revealed that they were influenced by advice from party headquarters. These were the replies on six matters of educational and professional policy :

1. New school buildings were recognised to be essential ; some placed them second in the list, giving priority only to houses ; others placed them after defence, housing and in some cases factories. All agreed that primary schools should have priority and that finance, labour and materials should be provided for school building.

2. The need was felt for smaller classes, the maximum number being 25.

3. Better remuneration and conditions of service were advocated to stimulate recruitment of teachers.

4. The abolition of purchase tax on school materials was supported by candidates of both parties.

5. The principle of equal pay for men and women teachers was accepted in principle but few were in favour of putting into practice at once.

6. Many promised support for allowances for widows, orphans and dependants of deceased teachers.

What do our candidates say ?

Highlights of 'Spotlight on the class teacher' (from *Schoolmaster* . . . dated 8—11—1951).

(Some practical suggestions for the smooth running of the young teacher's vitally important job.)

Many young teachers usually look ahead to the time when they will become heads of their own schools. But headships are not so easy to obtain as they once were. Some of the factors which are responsible for this are :

Centralization of the Secondary School to cover extensive areas, tendency to build one large school instead of several small ones and the fact that high academic qualifications as well as successful teaching experience tend to count more and more with selection committees.

The class teacher's place in the field of education is a highly important one. In many cases a child's education is just as good or as bad as purposeful or desultory as the class teacher makes it.

The class teacher should be the real leader of his own class. Every child should recognise in his own teacher a friend who is prepared to stand by him if circumstances require it and help is deserved.

The class teacher should always be ready to assist when necessary in the general discipline of the school by giving really valuable help by being in the right place at the right time and taking his share in encouraging orderly procedure.

The cultivation of good professional manners should be the concern of every teacher.

The good school is one where the head and the assistants work in real accord one with another and the good class teacher will try to give him that help and backing which will make his task easier and more pleasant.

In the sphere of human relationships the value of the class teacher is greatest. To the children he is not only a teacher, but above all a person and it is as such that he is to be remembered by his pupils for long years.

Receipt of the following Publications are thankfully acknowledged :—

1. Dr. Guruswamy Mudaliar's Tondaimandalam Tuluva Vellala High School Souvenir, dated 25—10—1951.
2. Fundamental Education, Vol. III, Nos. 3, 4 and 11 (October, 1951).
3. The Hindu High School Magazine, Vol. XI, No. 1 (November, 1951).
4. Compulsory Education in Thailand—UNESCO.

—EDITOR.

FROM OUR ASSOCIATIONS

MADURAI

An Executive Committee meeting of the Madura District Teachers' Guild was held on 15—12—1951.

(1) Resolved that Sri V. Maria Ratnam, B.A., L.T., Assistant, St. Mary's High School, Madurai and Secretary of the Madura District Teachers' Guild, be adopted as the official candidate of the Madura District Teachers' Guild for election to the Madras Legislative Council from the Teachers' Constituency.

(2) Resolved to request the Minister in charge of elections of the State of Madras to issue orders considering the heads of institutions competent to attest the declaration of voters from the Graduates and Teachers' Constituencies in the same way as a Magistrate as it will be difficult for all teachers to get their declarations attested by Magistrates, if it is not possible for the Government to drop the question of attestation altogether.

(3) Resolved to communicate the Resolutions 1 and 2 above to all the affiliated Associations for necessary action to enlist popular support for the official candidates.

TIRUCHIRAPALLI

The General Body of the Tiruchirappalli District Teachers' Guild met on 25—11—1951 and took the final decision to set up a candidate for one of the four seats in the Legislative Council from the Teachers' Constituency. Its resolution on 11—11—1951 was only tentative as the Guild did not want to prejudge the issue before the meeting of the S.I.T.U. Executive Board.

The Guild has elected Sri G. Krishnamurthy, Jt. Secretary of the S.I.T.U., as its candidate and it has also decided to start a Special Election Fund to help its candidate financially.

TANJORE

A special meeting of the Tanjore District Teachers' Guild Council was held

in the premises of the Board High School, Tiruvarur on the 8th of December, 1951, with Sri J. Amaladason, B.A., L.T., in the Chair. It was unanimously decided to adopt Sri S. Balasubramanian, B.A., L.T., National High School, Negapatam, as the official candidate of the Guild for election to the Legislative Council from the Teachers' Constituency, South Madras. The Guild representatives on the Executive Board of the S.I.T.U. gave a report of the meeting held at Vellore.

KARAIKUDI

The Education Week was celebrated for this year, on the 11th, 12th and 13th November in the S. M. S. Vidyasala, High School, Karaikudi.

All the Headmasters and Teachers of the High Schools and all the Elementary Schools participated in the function. On the first day Sri K. R. Srinivasa Ayyar, Headmaster of the S. M. S. Vidyasala High School and the President of the Committee, welcomed the visitors who came in large numbers. Then Sri I. N. Menon, M.A., B.LITT. (Oxon.), Principal, Dr. Alagappa Chettiar Training College, Karaikudi, opened the celebrations and delivered a very instructive address on 'Children, Our Hope' and Janab K. Abdul Rahim, M.A., the Municipal Commissioner opened the Educational Exhibition which was very much appreciated by the public and which has become a regular annual affair along with the Education Week celebrations. On the 2nd day, (*Teachers' Day*) Sri K. Narayanan, M.A., L.T., M.E.D. of Dr. Alagappa Chettiar Training College, presided and the President and Messrs. Prof. Tiruvenkatachari, M.A., L.T., M.E.D., and P. Anthoniswami, M.A., L.T., Headmaster of the Municipal High School, Karaikudi, delivered lectures on Impression of the All-India Educational Conference, the Teachers' New Outlook and the Teacher—'A Research Student' respectively.

On the 3rd day (*Parents' and Children's Day*) Sri Chokkalingam Chettiar,

the Municipal Chairman presided. Messrs. Major T. D. Gowri Shankar, Subbayya Mudaliar (Sub-Registrar) Deivanayagam and Ramachandra Sarma, spoke on Adult Education, the teachers' responsibilities and students' duties.

There were entertainments by the pupils (from all schools) on all 3 days. Medals, books and certificates were given away by the President for the best exhibits, extempore speeches, elocution and for histrionic talents. With a vote of thanks by Sri R. Subrahmaniam, Secretary of the Committee and with the National Song, the celebrations came to an end.

COIMBATORE

The 26th Annual Conference of the District Teachers' Guild, Coimbatore and The Nilgiris, was held at Udumalpet on Saturday, the 29th September, 1951 with Rev. Father F. K. Deviah, S. J., Superior and Headmaster, St. Mary's High School, Dindigul, in the Chair.

Sri G. R. Damodaran, Principal, P. S. G. College of Technology, Peelamedu, hoisted the National Flag.

Sri P. R. Ramakrishnan, M.Sc., M.I.T., inaugurated the proceedings of the Conference.

The President of the Guild, Sri K. M. Ramaswami, in a brief survey of the activities of the Guild, described how the guild had been discharging its duties by the profession and the State, by arranging Citizenship Training Courses for the teachers, by waiting on deputation on the District Collector to request for improved ration facilities for the teachers in rural areas, and by its efforts to strengthen the hands of the S. I. T. U. in their attempts to urge the Government to sanction uniform service conditions for teachers under different agencies and in keeping with the very high cost of living of the present times.

Rev. Father F. K. Deviah, in his Presidential Address, spoke at length on the conditions of teachers, past and present, and described how the strain on the modern teacher has greatly in-

creased in the recent years beyond bearable limits, and referred to the apathy of the parents and the administrators to the distressing conditions under which the teacher had to work. He contrasted the teachers' status in Society with the status of persons with the same or even lesser qualifications in other walks of life and argued that the teacher in his present state of economic distress cannot be expected to do what the rising generation badly needs.

Sri C. Ranganatha Ayyengar, representative of the S. I. T. U. then addressed the teachers on the need for establishing solidarity in the profession and presenting a united front in backing up our minimum rightful demands on the Society and the State.

During the afternoon session, Sri H. Rama Rao, M.A., L.T., District Educational Officer, Coimbatore, appealed to the teachers in the Secondary Schools in the Districts to apply themselves in all earnestness in working the Re-organized Scheme of Secondary Education, and particularly the Social Studies and the Citizenship Training part of the Scheme.

Sri N. Chinnaswami Naidu, M.A., L.T., Headmaster, Board High School, Perundurai, spoke on the Theory and Practice of the Reorganized Scheme, and desired that the teaching of English in our schools should on no account be neglected and that our students in the High Schools should not be deprived of the opportunities for tasting the charm of the English Literature.

"Education for All Times" was the subject on which Sri K. N. Ramamurthi Iyer, Headmaster, Board High School, Udumalpet, waxed eloquent giving recitals from the Gita and the Upanishads. He emphasised how the cultivation of the proper virtues in the younger generation will be the real achievement of the "Education for All Times".

The Chairman of the Reception Committee was at home to more than 500 teachers and invitees who had assembled.

The General Body of the District Teachers' Guild met at 7-30 p.m. the

same day at the Conference Pandal. Sri K. M. Ramaswami, President of the Guild, presided. The Annual Report and the audited statement of accounts for the year ending June 1951 were read and adopted.

RESOLUTIONS

The following Resolutions were passed at the Conference :—

- (1) This Conference places on record its deep sense of sorrow at the demise of Sri S. K. Yegnanarayana Iyer, Sri C. S. Srinivasachariar, Sri Va Ra, and Sri R. Seshadri Iyer of Coimbatore.
- (2) This Conference requests the Government to permit the District Board, Coimbatore, and such other Local Bodies and Private Managements as have not granted Government Scales of pay to the teachers under their employ to do so without any further delay.
- (2) This Conference requests that teachers under all agencies be allotted houses by the House Rent Controller as is done in the case of Government servants, now that the teaching profession has been recognized as an essential service.
- (4) This Conference requests the Government to allow full fee

concessions to at least children of teachers drawing Rs. 100 and less.

- (5) This Conference requests the Government to treat all teachers alike in the matter of eligibility for leave on medical grounds with full average pay, and to make no distinction between the pre-1933 and the post-1933 entrants into the service.
- (6) This Conference requests the Government to sanction House Rent Allowances for teachers residing within Municipal limits and within a radius of five miles thereof.
- (7) This Conference urges the Government to immediately adopt the scales of pay recommended by the S. I. T. U. for the several grades of teachers.

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

President :

Sri K. M. Ramaswami, B.A., L.T.,
Headmaster, Diamond Jubilee
High School, Gobichetti-
palayam.

Secretary :

Sri Y. Srinivasa Iyer, M.A., L.T.,
Headmaster, Municipal High
School, Ramanathapuram,
Coimbatore.

(Continued from Page 386)

sure and ways would be opened to them to exhibit their powers of organisation and administration. Besides such an arrangement would relieve B.T. and L.T. teachers for service in High Schools which suffer an acute shortage of such teachers now.

In fine the Association prays :—

- (1) To fix a separate scale of pay for Inter-Trained Teachers pending the consideration of which to grant them an immediate interim allowance of Rs. 15 per mensem.
- (2) To extend the application of G.O. No. 2,000 to all schools

and permit Inter-Trained Teachers to work in IV Form.

- (3) To appoint Inter-Trained Teachers as Headmasters of Middle Schools.

We remain,
Sir,

Yours faithfully,

Members of the Tanjore
Inter-Trained Teachers' Association,
Tanjore.

(Sd.) V. RAMASWAMY,
Secretary.

TANJORE,
3—12—1951.

OUR BOOK-SHELF

COMPULSORY EDUCATION IN AUSTRALIA (UNESCO). Price : 6 sh.

The history of the development of a modern school system in what was one of the 19th Century's "under-developed regions" is told in "Compulsory Education in Australia," a study just published by the United Nations Educational Scientific and Cultural Organization in Paris.

This study, compiled by leading educators on the initiative of the Australian National Commission for Unesco, is part of a series designed to present various solutions—which have proven successful—to the problem of providing schools for all.

Australia's approach is of particular interest to many educators who, today, are faced with the same problem of setting up a smooth-running school system in areas isolated by distance or poor communications from a central authority.

The study traces Australian education back to the days when the idealistic chairman of the South Australian Company announced that "I consider it a duty before even a tent be set up in the new province, to provide for education."

But, too often, history did not march that way. It was the schools which remained in tents with low standards of teaching while hard-working settlers concentrated on what appeared to them to be more immediate problems.

Out of this, however, has grown a unique system of education in which each of the six Australian States is responsible for the schools in its area. There is no centralization such as in France. On the other hand, there is more State control than in the United States where school problems are often in the hands of local boards.

The advantages and disadvantages of the Australian system are frankly

evaluated in this study. Its authors point out that the State system has proven advantageous to children in "rural areas" (Australians are used to distances—their State laws provide that a child of ten years, for example, must attend school if his classroom is not more than a three-mile walk from his home, or two miles if he is under ten). At the same time, the authors state, more local participation in school affairs might ease school financing problems, and they approve of a growing trend along these lines.

The study ends with a clear warning against "direct copying of method from one country to another". Australia's solutions, the authors state, "are more likely to be of use as guides and suggestions—both negative and positive—to any country with roughly the same economic and social background which has a firm belief in making education universal and compulsory".

BALAKEYA KANNADA READERS, NOS. 1 TO 5. By S. Mukunda Rao, M.A., L.T. (Macmillan & Co., Ltd. Price : Annas 7½, 9, 11, 11 and 12 respectively.)

These Readers are intended for use as Text Books in Canarese for pupils of Secondary and Elementary Schools and are prepared in accordance with the latest syllabus.

STORIES OF OUR CLAN, BOOK III. By C. A. Parkhurst. (Macmillan & Co., Ltd. Price : Re. 1.)

There are fourteen historical stories covering the period from the decline of the Moghuls to the present day. The book is intended for class V of Anglo-Indian schools in India and endeavours to give briefly a picture of life and important events in the period covered by the stories.

A GUIDE TO GENERAL MATHEMATICS (TAMIL). By Sri Ram. (Leela-vathi Publishing House, Agraharam, Salem. Price: Re. 1.)

The book is useful for pupils of IV, V and VI Forms, containing latest type questions, S.S.L.C. questions and exercises for practical work in Geometry and Graph with complete solutions.

CITIZENS OF FREE INDIA. By W. M. Ryburn. (Uttarchand Kapur & Sons, Delhi.)

The ten lessons in English given in this book seek to instil into the minds and hearts of citizens certain essential qualities of true citizenship. They are: Torch-bearers, Co-operation, Honesty, A sense of responsibility, Loyalty, Neighbourliness, Self-sacrifice, Vocation, An Ideal Citizen. Each lesson has an exercise on grammar and composition.

CHILDREN'S ARITHMETIC, Book I (TAMIL). By A. Ramanujachari. (Macmillan & Co., Ltd. Price: As. 8.) Suitable for class I of Elementary schools.

CHEMISTRY AT A GLANCE. By R. S. RAJAN, B.A., L.T. (The Progressive Publishers, Madras 11. Price: Re. 1.)

This book contains a summary of important facts in chemistry useful for matriculation examination in particular.

EDUCATIONAL TOUR. S. K. P. D. Boys High School, Madras.

This brochure contains all the information about the educational tour to Trivandrum, Cape Comorin and Madurai conducted by the staff and students of the School in November, 1951 and also messages from sympathisers on the eve of the tour.

RURAL UNIVERSITIES FOR INDIA. By Dr. K. N. Kini, M.A., Ph.D., Adviser, Gandhi Rural University, Sardarshahr, Rajasthan.

In this pamphlet the author, who was the Director of Education in Jodhpur,

writes on the conception and work of Rural Universities a subject which has recently assumed importance in the educational enterprise of Free India.

ENGLISH PROGRESS PAPERS. By H. H. Thomas. (Thomas Nelson and Sons, Edinburgh. Price: 2 sh.)

These papers offer very good exercise in comprehension and composition to pupils of lower stages of Secondary Schools and English Elementary Schools.

ENGLISH COMPOSITION, BOOKS I AND II. By A. F. Scott. (Macmillan & Co., Ltd., Cambridge University Press. Price: Rs. 3-4-0.)

These two beautifully got up books provide good exercises in comprehension and composition for pupils of upper forms of secondary schools.

MORE ADVENTURES IN WRITING, BOOKS 1 TO 6. (Oxford University Press. Price: 10 As. each.)

There are exercises to be used with More Adventures in Reading Books 1 to 6.

C.R.

(Continued from Cover Page 3)

RAMANATHAPURAM—		
Rajah's High School,		
Ramanathapuram ..	3	
SALEM.—		
Bd. Ele. S., Pavitrampudur	1	
Board High School,		
Thammampatti ..	1	
	—	2
CHINGLEPUT.—		
Ramakrishna School,		
Karukku, Ambathur ..	1	
MADURAI.—		
V. V. High School,		
V. C. Puram ..	1	
Total ..	136	

EDITORIAL

1951

The year 1951, though it began with some hopes for a betterment in the teachers' lot is ending with that hope still unfulfilled. Early in the year, Government were pleased to pass orders increasing the minimum of the scale grant to teachers in aided elementary schools by Rupees Two and by a determined statement that they would ensure the payment of an additional three rupees a month to every teacher. But at the end of the year, what with the election and other pre-occupations, we find there are managements that have not given their share and we also learn that some of these managements are threatening to close down the schools and notifying their teachers that they could not be retained in service. We hope that Government would take steps to see that their assurances to teachers would be kept up.

In regard to Secondary Grade Teachers, Government informed the Union that the revision of their salary scales was under active consideration and an early decision was awaited. A similar reply was received in respect of the grant of house rent allowance to teachers in aided educational institutions. The year has ended and Government have yet to reach a decision. No wonder that the year ends gathering greater gloom around teachers and filling them with a deeper sense of dissatisfaction, and what is worse, of frustration. The Executive of the Union was compelled to declare to say that "the time is coming when they may have to declare their inability to maintain the right morale of the teaching

profession". We understand that the President of the Union has, as directed by the Executive appraised His Excellency the Governor of Madras of the hardships of the teachers.

Fortunately the birth of a New Year, closes the old and begins a new chapter, and with it new hopes. The election experiences bring home to the people the need for effective education and with it the realisation that the Country needs the services of good teachers. We may therefore hope that the authorities would not be slow in taking steps to improve the situation and that 1952 will be a better year than 1951. With that hope we offer the Season's Greetings to all our readers and wish them all prosperity and happiness.

Schools and Freedom

With this issue we are completing 24 years and in January 1952 we commence the first number of the 25th Volume. During these 24 years the Journal may with pride claim to have helped to some extent in strengthening the teachers' movement in this State and in enabling the teachers' voice to be heard in the Councils of the State in respect of educational matters. But there is a great deal more to do. Education is still a neglected subject and when sometimes some interest is shown, education is made the plaything of political parties. At other times, the desire for administrative efficiency and simplicity is alert to seize every opportunity to tighten the reins as it were by imposing rules and regulations that make schooling a regimented pattern, leaving little or no freedom for the exercise of initiative

on the part of the teacher in the class-room. A dictatorship is insidiously creeping into the atmosphere of our schools and colleges, a situation at once undesirable and unhealthy inasmuch as it will affect the very foundations of democracy which we all so ardently cherish in our political and social life. A greater awareness on the part of teachers is therefore called for. Teachers have to realise that the present urgent need of the Country is to train up our youth in principles of democracy and help them to live the democratic way of life. Our Schools and Colleges have really to be nurseries of democracies. To ensure such a condition each educational institution has to enjoy a

reasonable measure of autonomy and freedom and must be actuated by the highest sense of responsibility. Teachers in the discharge of their daily task have to show high professional ability combined with a sense of high moral purpose and to enable them to do so, they must have freedom and should not be given conditions of work in which, tormented by the fear of insecurity and the worry of want and privation they allow themselves to be driven like regimented workmen to do a schedule of work drawn up for them by somebody. People must understand that you cannot prepare for a healthy democracy if you do not enjoy freedom.

ELECTION TO THE MADRAS STATE LEGISLATIVE COUNCIL

AN APPEAL

V. BHUVARAHAMURTHI, M. A., Dip. Econ.

Asst., P. S. High School, Mylapore

Madras,

6-1-1952.

Dear Friend,

TEACHERS' CONSTITUENCY (Madras South)

I beg to inform you that I am seeking election to the Legislative Council from the Teachers' Constituency.

I have been a member of the Madras Teachers' Guild and of the S. I. T. Union for nearly 30 years. I have served the teaching profession as Treasurer of the Madras Teachers' Guild, as Director of the M. T. G. Co-operative Society and as member of the Guild Council.

I have also been serving the cause of teachers by giving my time and energy doing service as Treasurer of the S. I. T. U., as member of the Working Committee and as Hon. Secretary of the Protection Fund. If I am returned to the Council I pledge to devote my time to further the cause of Teachers and secure for them satisfying conditions of service and adequate salary scales.

I earnestly request you to give me your first Vote or as high a preference as you can.

Yours in the cause of the Teaching Profession,

V. BHUVARAHAMURTHI.

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

Details of Policies issued in October to December, 1951, District & School War.

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Municipal High School, North Coimbatore ..	3
City Municipal High School, Coimbatore ..	3
Sengunthar H. S., Erode ..	2
The Suburban High School, Coimbatore ..	13
College of Technology, Coimbatore ..	1
Board High School, Avanashi. ..	1
D. J. High School, Gobichettipalayam ..	2
Board H. S., Dharapuram ..	1

TIRUNELVELI—

T. D. T. A. Ele. School, Tuticorin ..	3
Free Ele. School, Meenakshipuram, Tuticorin ..	1
P. M. Ornellas Middle School, Tuticorin ..	1
Subbiah Vidyalayam, Tuticorin ..	1
Shanmugapuram Hr. Ele. School, Tuticorin ..	1
Pynthamizhpalli, Viravanallur ..	3
Hindu High School, Viravanallur ..	2
Ramaseshier High School, Pattamadai ..	3
George Hr. Ele. School, Kadambur ..	1
Nelliappar Sec. School, Sankarankoil ..	1

NORTH MALABAR—

Mowancheri Hr. Ele. School, Mowancheri ..	5
Thillanore Hr. Ele. School, Chowwa ..	3
Thillanore School, Kappad ..	2
Varam Hr. Ele. School, Varam ..	1
Puratheel New Mopila School, Varam ..	1

Kannayanore Mopila School, Mowancheri ..	1
Muzhappala School, Mowancheri ..	1
Chellora School, Kappad, (via) Chowwa ..	1

NORTH ARCOT—

Board Middle School, Vettavalam ..	5
Abdul Hakim Sahib High School, Arcot ..	5
Municipal High School, Vellore ..	1
Municipal High School, Tiruppattur ..	1
Board H. School, Pallikonda ..	1

KURNOOL—

Municipal H. S., Kurnool ..	2
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CUDDAPAH—

S. B. V. D. S. High School, Pullampet ..	10
Aided Ele. School, Ramanapalle ..	1
Aided Ele. School, Mundlapalle ..	1
Board H. S., Kondapuram ..	1

EAST GODAVARY—

M. S. N. C. High School, Jagannaickpur, Kakinada ..	10
Narayanamurthy Sr. Basic School, Palivela ..	1

MADRAS—

T. T. V. High School, Madras ..	1
Corporation Boys' School, Nungambakkam ..	1
Corporation Boys' School, Chindatripet ..	1
Corporation Boys' School, Krishnampet ..	1
St. Joseph's Boys' School, Vepery ..	1

TANJORE—

Municipal High School, Kumbakonam ..	2
Municipal High School, Mayuram ..	1

(Continued on Page 394)

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

Details of Claim Payments during the year ended 31-12-1951.

No.	Name & Address	Policy No.	Age at Death	Premium Amount paid by member	Benefit Amount	Date of Receipt of claim papers	Date of Payment	Units
1	Sri V. Venkatasubramanian, P. S. High School, Mylapore.	1738	37	Rs. 530	Rs. & 1,245 0 10	2-51	14-2-51	4
2	" S. Ragunathan, Board High School, Kandakur, Nellore.	876	54	713	1,098 12 28	3-51	4-4-51	-
3	" K. S. Srinivasa Thathachary, Hindu High School, Triplicane	1154	48	638	1,297 0 28	4-51	2-5-51	
4	" C. Arumugham, National College High School, Tiruchi.	1914	39	492	1,219 0 16	6-51	25-6-51	4
5	" P. Desikachari, Hindu Theological High School, Madras.	4363	37	62	255 0 14	6-51	"	"
6	" S. Kailasam, Banadurai High School, Kumbakonam.	2331	37	370	1,163 8 24	7-51	10-8-51	
7	" A. Ramiah, Municipal Hindu Boys' School, Nellore.	4031	37	109	520 0 3	8-51	14-8-51	
8	" T. D. Subramanyam, P. S. High School, Mylapore, Madras.	1982	37	466	1,215 8 20	8-51	24-8-51	4
9	" S. Maria Susai, Board School, Veerappan Chatram, Erode.	1307	50	392	676 6 27	8-51	29-8-51	.
10	" R. Seshadri Iyer, Municipal High School, Coimbatore.	467	56	298	381 4 14	9-51	18-9-51	1
11	" C. S. Krishnaswamy Iyer, Retd. Teacher, Board High School, Rasipuram, Salem.	45	60	332	391 4 20	9-51	25-9-51	1
12	" P. G. Md. Yakub, Bd. High School, Namakkal, Salem.	1421	39	163	151 0 15	9-51	"	1 Paid up
13	" V. Appa Rao Sarma, R. Ch. High School, Pithapuram.	720	58	514	742 8 18	10-51	31-10-51	2
14	" S. K. Yegnanarayana Iyer, Retd. Professor, Madras.	16	68	530	782 8 31	10-51	2-11-51	2
15	" V. Pichu Iyer, E. R. High School, Tiruchi.	1474	48	499	987 6 15	12-51	28-12-51	3
16	" R. Rangarajan, Rtd. Headmaster, S. M. High School Worur.	236	59	316	386 4	Outstanding		1
17	" C. Hanumanthachar, E. C. M. High School, Hindupur.	1294	52	568	1,016 4	do		3
18	" R. Swaminatha Iyer, Rtd. Headmaster, Municipal High School, Cuddalore.	1124	57	460	716 14	do		2