

103

The South Indian Teacher

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JULY-AUGUST 1952

उद्धरेदात्मनात्मानम्.—The Gita.

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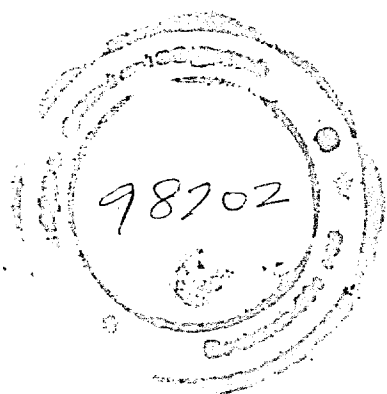
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THE SOUTH INDIAN TEACHER

Vol. XXV

JULY & AUGUST 1952

No. 7

“Old College House,”
HUNGAMBAKKAM, MADRAS.
13th June 1952.

My dear Natarajan,

I wish to convey to you and through you to the South India Teachers' Union my grateful thanks for the friendly co-operation that I have received throughout my tenure of office as Director of Public Instruction in this State. I have endeavoured throughout to justify the casual remark that was made by you or by some other headmaster that I was not merely the Director of Public Instruction but the Head of the teaching profession. I know that I have not been fortunate enough to achieve complete success, but it is my consolation that, apart from the small achievement we have made, we have at last succeeded in our efforts to arouse the public conscience. It is my hope that whoever succeeds me, would be able to continue the good work. Besides I also hope that he will continue to maintain the same friendly relations with the entire teaching profession that it has been my good fortune to establish.

With all good wishes to you and all the teachers whom you represent,

Yours sincerely,
D. S. REDDI.

THE TEACHERS' PROFESSIONAL EDUCATION*

By

K. V. NARAYANASWAMI AYYAR, B.A., B.L.,
(Correspondent, Suburban High School, Coimbatore.)

Educational reorganisation on a national scale and in the national interests is our urgent need; a reorganisation which would co-ordinate the different grades and types of education, the Elementary, the Secondary, the University, the Academic, the Industrial and the Technical. And any plan evolved should be implemented with determination and faith. The determination with which the policy of prohibition is implemented by our State is the type of determination that is needed. Education is at least as important an item of responsibility of the Welfare State as prohibition. Indeed, there are many who think that education should have had precedence over prohibition and that education may pave the way for the success of prohibition. The State Government may well re-examine their prohibition policy in this light.

The poor emoluments allowed to a teacher is the main reason why more men are not attracted to the teaching profession. While their emoluments have to be placed on a par with those of the other professions, the period of their training for the profession should also be extended. The Engineer or the

Doctor or the Lawyer have all to put in a 5 years course after the intermediate, including one year of apprenticeship, as against the 2 years degree course and one year teacher training course taken by the teacher. This is to a large extent responsible for the lowering of standards of attainment of the "Teacher" and therefore the "Taught". One year of service as a teacher before admission to a training college and another year of service as a teacher after the B.T. course, and the passing of an apprenticeship examination to be conducted by a Teachers' Council, a body to be constituted on the model of the Bar Council would go a great way to raise the standard of teaching to a proper level. After such training a teacher should be put on the scale of salary fixed for the Engineering profession, there being no standard of comparison with the legal or medical profession. One year of service before admission into the Training College will also solve to a certain extent the immediate problem of shortage of teachers and help in the determination of the aptitude and suitability of the candidate for the profession.

SELECTION AND TRAINING OF TEACHERS

By

D. T. CHIRANJIVI, M.A., M.Ed.

The need to provide a large number of qualified teachers every year in this State has been often mentioned by the Minister for Education and others. It is universal in its nature and all progressive countries are finding it difficult to attract sufficient number of suitable persons to the teaching profession to maintain staffing ratio in every educational institution. Therefore the Educational Department is faced with the task of forecasting teachers 'supply and demand' for future years. It is now fully realised that "the fundamental requirement in any comprehensive development in the educational system is the provision of adequate establishment of teachers and the necessary institutions for training them".

With a view to increase the number of men and women teachers, the Government has encouraged private agencies to start new Training Colleges. In the State of Madras seven new Training Colleges have been opened during 1950-51. In addition, the Government is conducting 'Collegiate Trained Teachers' Certificate Examination' for Secondary Trained Teachers for the last five years. In spite of the increase in the number of Colleges from 6 to 14 (4 for Women and 10 for Men) the supply is far short of the demand. The opening of new Training Colleges is a great step forward in meeting the demand for more teachers.

Between the outbreak of the last war and end of the hostilities, the Secondary School population by doubling itself, enlarged the field for the recruitment of teachers. The problem of recruitment for the Secondary School teaching is therefore one of urgency, if fully qualified teachers are to be provided for all the pupils. Thus the task of training teachers has become virtually unlimited.

Therefore, through the press and platform several short cuts to teacher training have been suggested. These different methods of training teachers aim mass production of teachers and within a short period. Already we perceive falling standards at all levels of education. Such steps would be ruinous to the child, to the profession and to the nation. The department should commit itself to the policy of eliminating the unqualified teachers and in due course of requiring all candidates for the status of qualified teacher to be trained. Our ancient system of education demanded of the Guru—the teacher—greater qualities of character and intellect. Gurus were men of learning, integrity and wisdom. Some of them were the finest teachers in the world, then known and now. Teachers have in their hands the making or marring of each rising generation. Therefore, the general standard of the teaching profession should be pushed up. Every teacher needs to be an expert in his profession—not necessarily be the geniuses but the normal first rate teachers.

Toward the realisation of this end, selection is necessary. "In order to secure right teachers, selection must, of course, be made amongst those who propose to become teachers. All such cannot be presumed to possess adequate ability and promise and above all right personality. Consequently, institutions where teachers are prepared ought to develop effective techniques of selection and apply them with vigour. Selection should be a continuous process, cumulative evidence being used as a basis for periodical reconsideration of earlier decisions. Furthermore, the students themselves should be given some responsibility in the selective process: they should be helped to interpret the evidence bear-

* Address of Chairman of the Educational Organisation and Teachers' Education Sectional Conference of the 42nd Madras State Educational Conference held at Peela-medu, Coimbatore on 15-5-1952.

ing upon the question of their suitability for the teaching profession; and joint rather than unilateral decisions, shall be sought." It should also be recognised that in the process of selection emphasis should be laid upon sound motives. The strength of one's motives, other things being equal, may easily be the deciding factor in one's success in a chosen vocation.

A candidate for the 'Master of Education Degree' submitted a thesis on 'An inquiry into the reason for the choice of the teaching profession by students in Training Colleges'. This is a revelation to us as to the many reasons why young people take up teaching. Some of the important motives mentioned are as follows:—(1) noble profession, (2) desire to continue education, (3) most peaceful profession, (4) Parents' wish or compulsion, (5) fondness for teaching, (6) no prospective of any alternative career, (7) Good holidays, long vacation, (8) Social service, etc.

According to the inquiry, the motive which was listed first was 'Noble profession' (both by men and women). The second remarkable point is that, in general, the men and women are motivated not by a few select motives but by several motives.

The most important motives to influence men and women are the same. They are—

- (1) Noble profession.
- (2) Desire to continue own education.
- (3) No prospect of any alternative career.
- (4) Most peaceful profession.
- (5) Fondness for teaching.

(From the thesis)

This inquiry should lead to one main purpose, as the book 'To be teacher' by H. C. Dent "that to take up teaching is by no means the same thing as to become a teacher". There is a tendency for too many people to 'take up teaching' and, what is worse, to remain in the teaching profession throughout their working life, who haven't the ghost of a chance of ever

becoming teachers in even the palest sense of the word. On the other hand, lots of people who would make admirable teachers—in the fullest and most modern sense of the word—are for various reasons, some valid, others not, debarred or prevented from entering the profession. Consequently, one principal aim of selection should be to discharge as many people of the first kind from 'taking up teaching' and a second to encourage a great many people as otherwise who might never have been thought of becoming teachers to consider it seriously and take the right decision. According to Dent that, 'despite the clouds of uplift which emanate from the public platforms about the dignity, nobility, high value and so on and so forth of the teachers' work, in fact far too low an estimate is put upon it by society in general and politicians in particular'. Hence the difficulty in attracting a sufficient number of suitable persons to the teaching profession. The MacNair Committee says—"Nothing but drastic reforms will secure what the Schools need and what children and young people deserve".

Suggestions for selection of students for teaching.

1. Training College admission application forms should contain a *blank page* on which the prospective teacher is requested to state his reasons for choosing 'teaching' as his profession. This would enable us to know some of his motives which actuated him to become a teacher.

2. There should be an *all-round drive* for the recruitment of teachers. This may be similar to the recruitment of soldiers during war period. There should be plenty of practical wisdom in showing through illustrated materials that teaching in Secondary Schools is a highly desirable career. This campaign should be shared by all—the State, the Colleges, the Teachers' Associations.

3. Teachers have a special responsibility in selection and recruitment of teachers. They should *stimulate* interest in the teaching profession.

4. Just as Headmasters and Correspondents send out letters to the Principals of Training Colleges at the close of the year for teachers in various subjects, Principals of Training Colleges should send out letters to the Principals of Arts Colleges to get into direct touch with as many college students as possible who might be interested in teaching as a career.

5. The profession needs to be made more *attractive*. The teaching profession has suffered on account of inadequate emoluments, unsatisfactory conditions of service and the failure of managements and the public to give teachers the status which is their due.

6. Finally, the teachers be given a share in the administration. The teachers should have a say in bringing changes in educational policies. Their advice should be sought and respected. It should be on the basis of 'shared responsibility'. This would give the teachers confidence and enable the Government, the managements and the public to treat them with consideration, trust and respect.

Training of Teachers:

At the 'First Conference of Training Colleges in India' held in Bombay in October, 1950 that problems connected with organisation and administration of Training Colleges in India were considered for the first time on an all-India basis. This augurs well for the education in India. The B.T., B.Ed., Dip. Ed. courses of different Universities were discussed and commented on. The discussions were continued at the Second Conference which was held in Mysore, 1951.

In a message to the First Conference, Shri Narendra Deva, Vice-Chancellor stated that "Education has to be adjusted to suit the needs of the Indian Society. Our educational programme should be in consonance with the spirit of the age and should lay emphasis on those social and moral values which constitute the foundation of the world culture. Amongst other things our system of education should inculcate amongst students a democratic spirit.

Much would, therefore, depend on the *quality of our teachers*. From this point of view a proper vocational training becomes of paramount importance. The teacher should be *well equipped for the task* that he is called upon to perform."

The ideal of *Nai Talim*, it may be said, is that far-reaching revolutionary social ideal of 'each for all and all for each' in both its parts. Miss Sykes in an article on the 'Training of Teachers in India' pleads for practical experience and to build up its practical experience around five types of activities which cover between them every important aspect of social life.

Thus we see in India the old and traditional aims of education under a foreign rule rapidly giving place to higher and nobler ideals of education. The teachers are called upon to have personal efficiency, a high sense of devotedness to duty and a spirit of self-sacrifice in the service of scholars and nation. The training of teachers is closely connected with the aims and values of education. These in turn depend upon the kind of society we want to see built up.

In the re-organized scheme of secondary education, the emphasis is on the word 'practice'. The programme of studies is completely different from the conventional syllabus in content, spirit and emphasis. The new programme demands real experiences of actual life. It has now been recognized that the central problem of education is not merely training the intellect, but development of the human personality as a whole.

Now, we find ourselves in a set-up altogether different and new. The situation demands new type of teachers and consequently a new approach to 'teacher training'.

In the past, there was not sufficient emphasis on the aspect of 'practice' whereas in the United Kingdom, United States of America and in other Continental countries considerable attention was given to 'teacher training'. At one time, in this State there were only two Training Colleges. The fact that

teachers might be all the better for a course of training or preparation before they began teaching was not sufficiently recognized. Today no one would dispute as to the usefulness of teacher training. It has been recognized that teaching is both an art and a science. Though each may have his own art or special skill, teachers concede that like any other art, some kind of apprenticeship is necessary. The word 'apprenticeship' is familiar to all of us. It reminds us of 'Guilds' in the Middle Ages. It gives us the idea of a 'Master Craftsman'. It points to the fact that observation of good teaching by experienced teachers and working under their guidance lead to excellent ways of preparing for the teaching profession.

No doubt, there are a few teachers who may be described as 'born teachers', but all who are good or even brilliant students do not necessarily become successful teachers. They need to learn the art of teaching by study, observation and practice under the guidance of those who have proved to be masters of the art. These are the essentials of teacher training—study, observation and practice.

In an article on 'The meaning and importance of In-service Teacher Education', Dr. H. S. S. Lawrence made a useful survey of teacher education. He used the term 'In-Service Teacher Education' to mean the education a teacher receives after he has entered the teaching profession and after he has had his education in a Teachers' College. I think, that 'teacher education' is a better and proper substitute for 'teacher training'. The former emphasises the fact that 'teacher is ever a student', and it is a life-time job. In our country this aspect of teacher training or education after a teacher leaves the training College is almost neglected. What we should remember is that the education of teachers does not end with their graduation from a teacher training institution. According to Dr. Lawrence, "Teachers can never be finished products. The educational process is a growth process which is

in the operation throughout life. 'In-Service' education helps teachers to keep pace with the increasing number and kinds of responsibilities thrust upon them."

Therefore, 'In-Service' education should supplement the teacher training. The former aims at to make education previously received all the more effective and meaningful. Those who assess the teaching ability of students in training should recognize the fact that most teachers learn more in the first few years of teaching than in the one year of preparation in a Training College. The training period seems indeed inadequate to disclose all his abilities and problems. Hence, I would plead for abolition of awarding classes—first, second and third—in teaching practice, for each teacher has to be educated further and watched.

Under the revised regulation of the B.T. Degree examination of the Madras University, provision has been made for supervised practice-teaching. Provision has been made for continuous teaching and single lessons. In this aspect of teaching practice, full co-operation of the practising school is very essential and is coming forth in great measure. Student teachers need to be apprenticed to real able and experienced teachers. According to the present scheme—"Every teacher under training should be required to do continuous teaching (i.e. he should be considered to be a member of the staff and undertake all such curricular and extra-curricular duties as may be assigned to him) for a period of three weeks (Madras University) or may be two weeks. During this period the student-teacher will be under the general supervision of the teacher to whom he is apprenticed (as in M.U.) or Head of the school in which he is giving the lessons. The members of the staff of the Training College would visit his classes, note his work and give such criticism and guidance as may be necessary. In addition each student may be asked to give special lessons.

This is a field in which there is a great scope of experiments. The Train-

ing Colleges, Students of M.Ed. Degree course in co-operation with high schools discuss the problems from time to time, carry on research and publish the results.

Practice work other than practice teaching:—

1. Arts and Crafts—in general and related to each special subject. (M.U.)
2. Educational Measurement — administration of individual and group tests. (M.U.)
3. Audio-Visual Education — use of Projector, Epidiascope, a Film-strip and Wireless set. (M.U.)
4. Preparation of teaching aids in connection with lessons actually given. (M.U.)
5. Tutorial and Library Work—individual and group. (M.U.)

Scheme of Examination Parts I and II:—

- (1) Total marks assigned to theory.
- (2) Marks assigned to practice—
 - (a) Practice teaching.
 - (b) Practice work other than teaching.

Method of Practical Examination:—

It is advisable that a teacher's work in Practical Examination should be assessed by equal number of internal and external examiners. This suggestion needs to be observed by the Universities while appointing examiners in teaching practice. Some of the items under 'practice' other than 'teaching practice' need not be examined. Some of the items are just meant to introduce the students to their usefulness but proficiency.

Standard of passing:—

- (1) Separate passing should be required in theory with minimum marks—say 40% in each paper.
- (2) Separate passing should be required in practical examination with a minimum each different from the other.
 - (a) Teaching practice—60%.
 - (b) 'Practice' other than 'teaching practice'—40%.

In the reorganized scheme of syllabus for the B.T. Degree Examination of Madras University several of the above suggestions are incorporated.

What should be the period of training? Should it be one year or two. In most of the Western countries, the period of training ranges from 2 to 4 years. It is desirable to raise the period of training to two years. But it is not a practical suggestion under the present conditions. But to work out the syllabus, in full, of certain universities—like Madras, I am afraid, will need more time than at present. Therefore, a revision of the syllabuses with due consideration to theory and practice should be considered.

In conclusion, I would like to suggest that the question of 'selection and training of teachers' is vital to the progress of right type of education and creation of qualified teachers.

Approved by all the State Governments.

EDUCATIONAL INDIA

Edited by

Prof. M. VENKATARANGAIYA, M.A.

"I have always found 'Educational India' to be lively and interesting reading and its approach to educational problems is generally enlightened and progressive."

—Prof. K. G. Saiyidain.

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Madras,
6th August 1952. }

V. B. MURTHY,
Secretary.

IN-SERVICE EDUCATION OF TEACHERS

By

S. SIVARAMAN, M.A., L.T., Professor,
Teachers' College, Sri Ramakrishna Vidyalaya P.O. (Coimbatore Dt.)

TEACHING AN ART AND A SCIENCE :

While it is universally acknowledged that the lawyer, the doctor and the engineer have to be adequately trained, it is still not widely recognised that the teacher has to be well trained for satisfactorily discharging his onerous duties. The sub-conscious idea of the common man is that education is the mere presentation of what one has picked up in one's own school or college life. It is, however, dawning upon the intelligentsia of our country that education is not the mere exposing of one's mental wares before the young. That even the intellectual part of education has to be fulfilled by effecting the growth of the pupil's mental powers in accordance with sound methods which advance in technique day by day is now admitted by wider and wider sections of the population. That the intellectual growth of the pupil is only one aspect of education, and that education comprises the training and development of the physical, moral, cultural and civic aspects of life as comprehensively as the intellectual is slowly being appreciated. With such an appreciation, it is concomitantly acknowledged by teachers and parents that teaching is an art as well as an ever-growing science and that the education of the teacher is of paramount importance. It is high time that the death-knell is rung over the concept 'Any man in the street can be a teacher'.

PRE-SERVICE EDUCATION OF TEACHERS :

Thanks to the regulations of the Government, a pre-service training for teachership is insisted on, and schools comply with the requirements, although a few do not out of free and voluntary conviction. Students with or without previous experience enter the training colleges, and it is an open secret that at the beginning some of them, if not many, are sceptical of the necessity for such a course. But before they com-

plete the course, with all the teaching practice involved, they, almost without exception, realize what an asset the teacher-education received by them is for the effective performance of their life-work. They come face to face with the sum-total of wisdom acquired in different ages and climes through the labours of the foremost educationists; and most vain and swollen-headed must be the person who does not think he can benefit by that accumulated wealth for his own guidance.

THE NECESSITY FOR IN-SERVICE EDUCATION OF TEACHERS :

(1) *The aspect of methods and techniques of instruction :*

It is gradually conceded that even after the completion of training in the Teachers' College and employment in a school, there is necessity for In-Service Education of teachers. The reasons for this are not far to seek, although, at first sight, any education of teachers in service after a regular training may seem to be a superfluity. Firstly, the fact that the teacher-in-training attends a course of lectures and studies some books on teaching does not imply that he has acquired everything that will be of use to him in his life-mission, although he secures the hall-mark of a diploma at the end. Many a gap must inevitably exist in going through any course, however sincere and painstaking one may be. Secondly, every person ought to be a student all his life; studentship ought to end only with the last breath of life. Here we may recollect the admirable attitude of the wisest man of olden times in the West, Socrates, who humbly said that what he knew best was that he knew little. Thirdly, it must be acknowledged that in this modern age of scientific advancement by leaps and bounds, the science of teaching too takes rapid strides for-

ward through research and reflection. To give a few examples, in the field of English, in the first decades of this century in our country, the fanaticism of the Direct Methodists would not allow a syllable of the mother-tongue to be whispered so as to mar the solemnity of their English atmosphere. But sanity has now come into its own; and in the advanced concept of integrated education, reason sees no harm in the judicious and discriminating use of the mother-tongue to aid the acquisition of a foreign one. Again, the evolution of the system of Basic English was but in its infancy in the early decades, but now it challenges our attention and respectful consideration as a time-and-energy-saving means of learning English in the earlier stages. For teachers who had been trained before 1919, the Dalton Plan could not have been a feature of the syllabus for the simple reason that it was not then born. The grand concept of Gandhiji in our own land regarding the centring of education in a living craft-activity could not have been dreamed of by one who had had his training in the twenties. As a crowning instance, it may be said that the ever-growing literature on new-type tests and examinations must be a novelty for those who have been trained in the simple old days.

(2) *The aspect of changing objectives in the world in general and in India in particular :*

So much for intellectual education. Much more significant is the evolution in the total outlook of the education of the young in the world in general, and in India in particular. With every stride that the world takes towards fruitful democracy, the need for training the young ones of a nation so that they may become efficient citizens discharging their duties to themselves, to the society of which they are elements and to the state which they make and which re-makes them in turn is obvious. The trend of education all over the world is to shift the emphasis from the individual betterment of the pupil to the social betterment through the

individual contribution. In particular, our country is passing through an epoch-making change in the objectives of education. As long as the British ruled over us, it was, in practice, the rule for our educational institutions, to send out clerks and other similar workers, the hewers of wood and drawers of water for the national life. Now with the in-coming of freedom, we realise that our institutions should supply all the personnel, from top to bottom, that are needed to make a nation live and grow towards prosperity and greatness. We can no more be content with producing young men whose only training is to receive and return a talent for a talent, burying it in the earth for a greater or lesser extent of time. As Wells visualises a world-state wherein universal peace will help humanity to fish for talent and genius from every stratum of society through universal education, we too must visualise an education for our youth, which will help to discover and develop the geniuses among our children in every field. The herd-methods of education in our land are dwarfing and stunting all genius. It is the urgent need of our country that we should so change our systems and methods of education as to nurture genius, for woe unto a country which has none but the mediocre. Again, we urgently need systems and techniques of education which will divert the young from merely literary courses and sedentary careers. We want our youths to become inventors, discoverers, soldiers, sailors, airmen—saviours of our nation. We want our youths to be prepared to take their due share in making renaissance India happy and glorious in every sphere of life. Such changed objectives are sure to lead to changing concepts, systems and techniques of education in our country. It is not at all unlikely that the best diplomat of a Training College in a year may become a back-number in a very few years. The remedy lies in in-service education of teachers, which keeps abreast of the times. Without it, the teacher-world would become a world of bearded Rip Van Winkles.

THE OBJECTIVES OF IN-SERVICE EDUCATION FOR TEACHERS :

(1) *Refreshing the memory :*

It is a psychological truism that what is learnt is forgotten, unless there is a repetition of learning at judicious intervals. There are many elements in the methods and techniques of teaching which, by their comparatively low frequency of application in the classroom and the school, tend to vanish from the conscious mind. But yet they are not without their uses in their proper place. One of the aims of the in-service education of teachers, therefore, is to refresh the memory of all that is useful for their art, although it might once have been learnt, so that it may ever be legible in memory's page. Take, for instance, the technique of questioning in the class-room. Everyone must admit that in the humdrum daily routine, there is a tendency on the part of the teacher to carve a narrow rut for himself. In-service education alone will lift him out of that cramping rut.

(2) *Making good deficiencies in pre-service education :*

If we are to make a clean breast of our attitudes, practically most of us must admit that we do not put forth our very best in any learning course. Some are content with scraping just enough for a pass. A few may even labour for a high class; but yet none can venture to claim that he has mastered all that is essential for his profession. Gaps are bound to exist in the knowledge gained by anyone in a course. Let us consider, for instance, the Project Method and the Dalton Plan. Most of us must confess that during the training course they have gleaned just the minimum that will help them to escape the claws of the examination. Such a scanty knowledge will hardly be an equipment for exploring the possibilities of these two precious methods of education in our schools. We shall require a hundred details of information which are all absent from our hazy mental picture. It is in-service education that must come to our rescue.

(3) *Acquaintance with new experiments and discoveries :*

Advancing still further in our objectives, we have to cognize the fact that educational science never stands still at the point which it had reached when anyone completed his pre-service education. Thanks to the ceaseless activity of the human mind, the bounds of knowledge are spreading every day, and the conquest of the unknown is ever going on in the eternal warfare between knowledge and ignorance. Are we to deny ourselves the right and privilege of sharing in this eternal victory of Man? Participating in the common fruits of that victory, every teacher can be a better teacher. Does not every work-man seek and use newer and better tools? Does not every soldier use newer and better weapons? Why, then, should the teacher lag behind in the effort to replace an older and less efficient method by a newer and more efficient one?

Let us consider a few instances. Every one of us should be eager to learn about the epoch-making new concept of Basic Education inspired by Mahatma Gandhi—what advantages it has over traditional methods, what limitations, if any, are involved in it, and how the best elements of the old can be conserved and harmonized with the new concept. Again, every one of us should have an avidity to learn all about the New Type Examination which aims at rectifying the inherent defects of the Old Type. It is a new exploration, with fresh literature added on to the existing stock, day by day. Truth is ever advancing: Should we not like to be in the vanguard of it, so that we may be the most efficient workmen in our profession? Let us try to excel ourselves every hour of our existence. There is no nobler ideal for a man than to overcome and outstrip himself with every breath. This can be achieved only by an education which is concurrent with life.

(4) *An aid for healthy experiment :*
A country, in order to progress, must never cease to experiment in healthy directions. The moment the experi-

mental attitude ceases, that very moment a people will be sunk in the foul depths of stagnation. The old order must ever change, yielding place to new. The one proviso is that the new order must be a better one, and it can be ascertained only by experiment. We, of the teaching world, must not shrink from the adventures of experimenting upon newer methods of education. Mother India expects no less at our hands. With the urgent need for genius in every field, with the democratic necessity for making the best out of every individual, with the national problem of building a strong and happy country, we teachers have to conduct experiments as to how best we can achieve the ideals. But new experiments ought not to be conducted in ignorance of all that has already been discovered in a particular sphere. The experimenter must master the known in order to push into the unknown. He must not merely be discovering for himself what has already been discovered. An up-to-date knowledge, therefore, is the starting point of experiment and research. Every one of us, humble or great, can be an experimenter in his own domain, so that his work may improve day by day, by his findings. It behoves us, therefore, to be ceaselessly educating ourselves in service.

WAYS AND MEANS OF IN-SERVICE EDUCATION :

(1) Books :

One of the most useful and handy means of in-service education is afforded by books on teaching. Every school, in the interests of its own efficiency, must build up a library of valuable books on education, and ever be adding to it the latest literature in that field. It needs no saying that such a library must be used and taken advantage of by the teachers. With the initial equipment of pre-service education and the added powers due to experience, teachers can certainly educate themselves effectively by the aid of a library which contains not only the classics of teaching, but also books

dealing with the latest researches and trends of theory and practice.

In connection with libraries, it may be observed that in every large town, where there are more than one school, the teachers and managements can combine together, pool their resources, and maintain a common library for the benefit of all the teachers of the town. At present, different schools may buy the same books even though they are only for rare reference, and they may not be able to buy very costly books. Where a common library is maintained, unnecessary duplication of the less important books may be avoided, on the one hand, and even costly books may be purchased on the other. Various schools of a District Board may have a central library at the headquarters of the district. Every District Teachers' Guild may build up a library to cater to the needs of its members, and similarly the S.I.T.U. a comprehensive provincial library.

(2) Refresher-courses :

A more direct means of in-service education is provided by refresher-courses. Any refresher course must have a clear aim in order to be effective. The possible aims are (1) to refresh the memory of the teachers regarding the learning gained in pre-service education, (2) to fill the gaps and lacunae that are likely to exist in pre-service education, (3) to familiarise the teachers with new objectives, systems, methods and techniques of education, (4) to give practical demonstrations regarding commendable new systems and methods and techniques. Of these aims, mere revision and supplementation can be had by the teachers even in their own arm-chairs through books, and the costly paraphernalia of extension-courses cannot be quite justified. But the aims of acquainting teachers with advances in the teaching science theoretically and practically can well justify a refresher course. For this purpose, however, it is desirable that those who convey instruction in the refresher courses are fairly good authorities in their respective spheres. Above all, it is desi-

able to give a practical bias to the refresher courses, since the teachers are to be active practitioners, not arm-chair theorists.

Some material considerations regarding Refresher courses :

- A Refresher Course must not tax the monetary capacity of the teacher, otherwise it cannot be a welcome feature. The teacher, who, on account of his poor income, is forced to observe many a Lent in the course of the year, cannot find the wherewithal for a refresher course. It is the duty of every management to come forward with the necessary monetary help to the teachers so that they may equip themselves better in the interests of the institution. It is perhaps superfluous to add that the refresher course had better be held in a vacation, so that the school might not suffer serious dislocation or break in its work.

(3) Round-Table Conferences and Camps :

It is really astonishing to note how much one teacher can learn from another. There is, however, no inevitable implication that one is superior to another, although the juniors may not grudge to acknowledge the ripper experience and wisdom of the seniors. The more universal truth is that every honest and sincere teacher gains some precious and unique experience which is worth communicating to his fellows in the profession. Thus teachers can learn from one another. Such a learning can be effected by the holding of periodical round-table conferences or camps.

(4) Visits to Institutions where educational experiments are carried on :

A large majority of the educational institutions of our country are quite alike and indistinguishable from one another, inasmuch as they are content to carry on the routine methods and cover the departmental syllabuses and lead the pupils to the goal of the public examination. But yet there are a few institutions which strive to realise an ideal of education, which follow new ways and methods of training, mental and moral, which place emphasis on

the soul of education rather than on the mere form or the trappings. It will surely be a wholesome eye-opener for teachers to visit such institutions and observe the possibilities of the educative process in helping the young ones to grow to their utmost stature in mind and heart. Thanks to the efforts of several noble sons and daughters of our land, such institutions are growing in number. They are the salt of the educational life of the nation, and their achievements must be made known to all the teaching world through personal contacts.

(5) Tours for historical, geographical, scientific and civic education :

Educational tours are of value to children, in the first place, as a potent means of education. They do not cease to be of value to the teacher in service. Surely, for instance, there are many historical relics and monuments, many places of geographical interest, many factories and science institutes, which a teacher has not visited. Visits to such places and institutions are of inestimable value in equipping the teacher with a living knowledge which he can communicate to his pupils. If an inland boy has not seen the sea, it does not matter much, since the limitation is confined to him and him only. But if an inland teacher has not seen the sea, set after set of students will suffer, since he can hardly teach anything relating to the sea vividly or precisely.

(6) University Extension Lectures :

The Universities of the present-day have realised that their work should not be confined within their four walls, but that they should carry the torch of learning to those who are not fortunate enough to have the benefits of university education. Hence all Universities at the present day are arranging for extension lectures in select centres. It may well be the aim of the universities to confer on teachers also the benefit of extension lectures designed to help them in their profession.

(7) The Radio :

Just as the Radio is used for the purpose of educating the students, it

can be used also for the purpose of educating teachers in service. The radio offers the unique advantage of hearing experts of all countries, if the world has a radio programme for in-service teacher-education.

(8) *Teacher-contact with Training Institutions :*

At present it is the rule for every trainee to bid good-bye to the Training College or School for ever at the end of the course. Such a break of relations between the teachers in service and the training institutions is not healthy either for the teaching world or for the cause of education. There should be facilities for the renewal of contacts between the training institution and its old alumni so that (i) the expert knowledge of the former may be at the disposal of the latter for solving their practical difficulties, and (ii) the intricate problems and fresh data of actual school-life may suggest to the training institution new lines of investigation and research.

(9) *Inspection :*

Not seldom is the school inspection a bug-bear, and the visit of the Inspecting authority is looked upon rather as a visitation. This is inevitably so in cases where inspecting officers are imbued with the mentality of dictatorialism and fault-finding having its main-springs in a superiority-complex. Occasionally schools have to alter the methods and techniques to suit the whims and fancies of the inspecting officers. Gradually, however, a change for the better is coming about. If rightly conceived and rightly conducted, the school inspection is a powerful means of in-service education of teachers. The Inspector's function, according to advanced concepts, is not to scatter praise or blame on the teacher by observing him for a few minutes. After all, the teacher has successfully completed a general course of education and then a professional education for his avocation. The Headmaster is there to supervise the work of the assistants. What the Inspector can most usefully do is to have a family-conference with the staff of each school,

try to find out the special features as well as the normal ways of work in that school, and suggest additions, alterations and omissions in the light of his more comprehensive experience arising from his study of scores of institutions. Conceived thus, the school inspection can prove to be a remarkable means of in-service education. In fact, such a change in the function of the Inspector has already come about in advanced countries of the West.

ESSENTIAL CONDITIONS FOR IN-SERVICE EDUCATION.

(1) *Pecuniary sufficiency :*

In-service Education can hardly thrive unless there are congenial circumstances favouring its growth. Though teaching is the noblest of professions, the teacher cannot subsist upon more nobility. He needs solid lucre to help him keep his pot boiling for himself and his family. Without material contentment, no teacher can think of additional self-equipment through in-service education : after all it should be pleaded on our behalf that we too are human beings, subject to the limitations which flesh is heir to. Decent salaries, allowances and scales of pay form the basic condition for self-improvement in peace and leisure.

(2) *Stability :*

Next only to material sufficiency, comes stability. The teacher who is uncertain of the morrow, who runs the risk of being sent out at the end of a school year, who has always the Damocle's sword hanging over his head, can have neither the inclination nor the energy to gain additional capacity for his work by means of in-service education. The evil effect of instability will certainly be the development of the mentality of 'Sufficient for the day is the evil thereof' in its most pragmatic sense. Stability, therefore, is one of the essential conditions for engendering in the teacher an avidity for in-service education.

(3) *Freedom for healthy experiment :*

The human mind is naturally averse to learning anything for which it will never find a use. Hence certainly

teachers will have an indifferent attitude towards in-service education through refresher courses and other agencies if they do not enjoy the freedom to put into practice one title of the new methods and techniques they have learnt. If a thing is to be acquired only to rust and be a piece of lumber, then why should one acquire it at all ? The schools, therefore, and the Education Department should allow, nay, encourage the Headmaster and the assistants to try new ways of educating the pupils physically, mentally and morally. The ways, however, should not be risky for the students. Then what is play to the teacher is death — educational death — to the taught. Teachers, during their experiments, should largely rely on methods and techniques that have been tried and found successful in reliable experimental centres. At times, a teacher may try to put into effect an idea of his own, inspired by his sum-total of education and experience. Then he

must be given the freedom to try it, provided that no pupil suffers thereby in his educational progress.

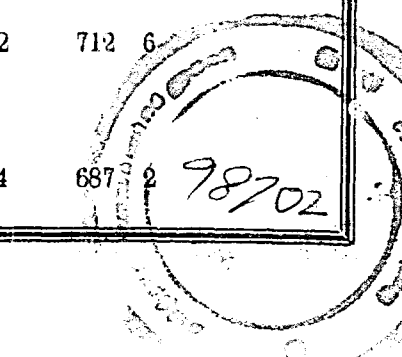
CONCLUSION

It is sad to think how inadequate our actual educational methods and systems are for the grand ideals and objectives of Free India. It is the teachers and the educationists that the country looks up to for rescuing it from this state. Ours is a noble privilege ; it is nothing less than saving the youth of the land and imparting to them an education which will make them stalwarts capable of making the nation prosperous and great. For fulfilling this great function we must never rest on our oars. We must ceaselessly equip and re-equip ourselves with the most efficient and up-to-date methods and ideals through in-service education. May we achieve it and prove to be worthy descendants of the most worthy line of educators of our venerable land, starting from the beginnings of our great civilization !

OBITUARY

We regret to have to announce the death of the undermentioned Policy-holders, intimation of which was received in July '52. The claim amounts noted below will be paid to the nominees on receipt of the claim papers in order.

Policy No.	Name & Address	Units	Amount paid by Member	Claim Amount due	Remarks
1.	Mr. A. S. Varadaraja Iyer, Rajah's High School, Kollengode.	2	Rs. 218	Rs. A. 591 8	
2.	„ V. Venkatakrishna Iyer, Headmaster, Swaraja High School, Srivaikuntam.	2	452	712 6	
3.	„ Hakim Syed Sultan Mohideen Hussain Sahib, L. M. High School, Goody.	2	414	687 2	



IN-SERVICE TEACHER EDUCATION THROUGH REFRESHER COURSES

By

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INTRODUCTION :

The Department of Public Instruction, Madras, while introducing the New Syllabuses of the Reorganised Scheme of Secondary Education, points out :—

It is most important that the teacher should realise that the scheme embodies a new spirit, a new evaluation of values and a new approach. The infusion of a new spirit is more important than the imparting of fresh items of information. New syllabuses taught with the old values and approach in mind will be little, if any improvement on the present system. They may indeed be worse.¹

The above passage clearly shows that the scheme for the reorganization of Secondary Education in Madras makes a new demand upon teachers in service. The Department of Public Instruction looks forward essentially to a change on the part of the teachers in their outlook on education, that should bring about the best in our children and youth. Teachers should develop the new spirit of growth demanded of them. The stimulus provided by the changed political conditions in India requires growing and better equipped teachers in service to serve youth in a free and democratic nation. When a culture is on a forward march, the teachers cannot lag behind. Teachers are expected to become better teachers day after day and to educate themselves from more to more while in service. The hall-mark of a good teacher, like a good doctor, lawyer or trader, is that he always grows in the teaching profession.

IN-SERVICE TEACHER EDUCATION :

Teacher education or teacher training is not merely pre-service education or

that education which is provided in teacher training institutions. Teacher education certainly includes this but it also includes the education a teacher receives after he has had his training and while he is in service. The latter is what is called In-Service Teacher Education. It refers to the education a teacher receives while he is a trained teacher in the teaching profession. It includes all the programmes, educational, social or others, in which the teacher takes a vital part, all the extra education which he receives at different institutions from time to time and all the travel and visits which he undertakes. All these things enlarge the teacher's experience and vision. All these things provide for and help teacher growth in service. In-service education is vitally important in the growth of teachers, in the improvement of teaching and consequently in the progress of education.

REFRESHER COURSES—A PART OF IN-SERVICE EDUCATION :

Refresher Courses are a means towards providing for teacher growth in service in different ways. It must be recognized, however, that refresher courses alone do not contribute enough to the professional growth of teachers. Refresher Courses cannot be regarded as synonymous with in-service education of teachers. While indeed more and better refresher courses are necessary, there is definitely the need for varied in-service education programmes of other sorts as well.

The Teachers' Colleges are primarily concerned with the provision of pre-service education and have done little towards the growth of teachers working in the schools after graduation, and

training. They have not assumed responsibility for providing programmes for the in-service education of teachers. A study of a few subjects including practice teaching at a training college cannot make a teacher good for life. The teachers college should be the centre where in-service education of all types and sorts is provided for the teachers working in the areas around.

The only idea which has found a place in the recommendations of different Committees as regards in-service education is the one relating to the introduction of refresher courses. The Central Advisory Board of Education in 1944, the Madras University Reorganising Committee in 1945 and the National Planning Committee in 1948 rightly emphasised the importance of refresher courses in keeping trained teachers up-to-date. In spite of these recommendations and though there is the great need for bringing up-to-date the vast number of teachers who have been in service for some years, few are the refresher courses actually provided. The ones offered are indeed inadequate for the large number of teachers in service. Often, they are offered only when some Professors volunteer to give them or when a new specialist is available.

The latest position is analysed by the University Education Commission appointed by the Government of India :

An urgent reform is the institution of vacation refresher courses for High School and Intermediate College teachers. At present neither students nor teachers utilise their vacation—for most of them vacation is a period of want of occupation . . . The Madras Government used to have vacation courses at Ootacamund for some years, but we were told that they have also been discontinued.²

ORGANIZATION AND ADMINISTRATION OF REFRESHER COURSES :

In England the use of Refresher Courses for teachers is well stressed.

The Board of Education, in calling for systematic arrangements so that teachers may attend Refresher Courses, says :—

These courses are conducted by Training Colleges and University Training Departments, by local education authorities and by independent organizations. The Board also through the agency of H. M. Inspectors hold a number of courses . . . The courses may be full-time lasting two or three weeks or even a full term; or they may be part-time courses held in the evenings or at week-ends. In 1938 approximately 7,000 teachers attended short full-time courses, 700 attended term courses and 47,000 part-time courses.³

In the Organization and Administration of Refresher Courses for teachers in Madras State the following suggestions are made in general :

(1) The Teachers' Colleges should provide leadership along with Government Education Officers and professional organisations in the planning and operation of short-term courses for teachers of high schools. Such courses should be much more than and different from just refresher courses as provided in the past. They should be *real professional courses*. This will require that the faculty be alive to progress made in educational theory and practice; that they also take full cognizance of the needs and demands of the teachers themselves.

(2) The Universities too should provide short-term courses for teachers in the schools and colleges. This is not the job of the Teachers' Colleges alone. Indeed the Universities have a special responsibility towards those of their graduates who become school teachers. The University Education Commission in recommending this observes : "The University can thus become a real intellectual and spiritual home to which its teacher alumni would

¹ Department of Public Instruction, Madras, The Central Art Press, 1949, p. 1.

General Introduction to the New Syllabuses,

² The Report of the University Education Commission, Government Printing Press, Delhi, 1949, Vol. I, p. 95.

³ Board of Education, Teachers and Youth Leaders, London, H. M. Stationery Office, 1944, p. 17.

love to come back for nutriment of mind and spirit."

(3) Where and when should such professional courses be provided? They could well be given in the teachers colleges themselves where facilities by way of libraries and equipment are available during the holidays. However, several hill stations and other healthy places can be used for professional study and recreation. The best time for conducting Refresher Courses will be the holidays when teachers have no class-room work.

(4) The contents of short-term professional courses should be well planned. Some of the important aspects of Vacation Courses are explained as follows :—

- (a) Teachers should be made acquainted with developments in educational psychology and sociology, child guidance, mental hygiene, etc.
- (b) Training in tests and measurements.
- (c) An understanding of the results of research and experiments.
- (d) An understanding of Educational Plans and Schemes supported or introduced by Government, and other agencies.
- (e) Demonstrations, practical work, group living, discussions and visitations.

(5) Who should teach such short-term courses for teachers in service? The faculty of teachers colleges and especially those who have had extensive training in foreign countries are well fitted for the job. Nevertheless, the services of headmasters and experienced teachers who have carried out experiments successfully in school systems should be utilised.

(6) Refresher Courses should not be mere lecture programmes. They must enlist the full participation of the teachers and deal with their felt needs.

PROVISION OF INCENTIVES :

It is highly important that educators and administrators should recognise more and more the importance of and

the need for proper incentives and provisions for teacher growth in service. Incentives are essential if teachers should decide about taking Refresher and Professional Courses. Of course, there is the prime incentive to serve India well in this great formative period of independence. Teachers should work well with a spirit of service to the motherland. Special emphasis should indeed be placed on what teachers can and should do as persons, citizens and professional workers by reason of the challenge of India's needs and opportunities today. The incentive must undoubtedly come from within.

But the inherent motivations must be supported by rewards for effort and quality of service. Modern India should be realistic enough to provide better salaries which will attract and hold superior teachers. There should be a "ladder" of increasing salaries and promotions for high school teachers to climb step by step. The salary incentive must not be an end; it must be a means to in-service education and better teaching. The incentive for teachers to undertake further education through Refresher Courses must be strengthened by giving higher salaries and promotions to those who take such courses. If teachers are to be encouraged to take Refresher Courses and other studies, they must be given necessary leaves of absence with pay, travelling allowances and other conveniences. Provision of regular refresher and other short-term professional courses at Teachers Colleges and Universities is essential. It is also important that on return to school after taking refresher courses the teachers should have chances to put into practice new ideas gained and to spread new knowledge and skills learned.

The University Commission in India was also concerned with this important problem of providing incentives for teacher growth in service. The Commission recommended :

In order that the scheme of Refresher Courses may become a real success, the authorities of schools and intermediate colleges and the

Government Education Departments should make certified attendance at a University Refresher Course once every four or five years a qualification for promotion. Some such stimulus would be necessary until attendance at such refresher courses becomes a tradition

Alternatively, teachers may be given leave of absence for six months after every five years of service and asked to attend advanced courses at their own or any other university and obtain a certificate of attendance and good work from the head of the department of the university.¹

CONCLUSION :

In India to-day teachers should grow as persons, citizens and as professional workers. They must keep up with educational improvement. In its wider

sense education is self-culture and self-improvement and the process should go on to the end of one's life. A teacher, while he is in service after training, should undertake further education. In-service teacher education helps the teacher to maintain the spirit of the learner and to develop the new spirit of growth demanded of him. Refresher Courses are parts of the in-service education programme. But they form an important means whereby teachers can improve themselves. They should acquaint teachers with the latest methods and improvements in the educational world. But most important of all, the educationists concerned should provide the incentives necessary so that teachers would freely take refresher courses and be benefited by them.

¹ The Report of the University Education Commission, op cit., p. 96.

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EDUCATIONAL ORGANISATION—IN-SERVICE EDUCATION OF TEACHERS

By

K. N. PASUPATHI, Kurnool.

The success of educational programmes and projects, it is only too well known, depends very largely on the efficiency of the teaching personnel and the knowledge and equipment teachers bring to bear on the task of teaching. Teachers are born and not made—is only a half truth which emphasises certain innate traits of intellectual and moral character so necessary for successful work with pupils. No one can doubt, however, that teachers are really made by the opportunities of which they avail themselves while entering the profession and during their service in it for increasing their knowledge and efficiency. The training courses young teachers go through in training colleges cannot equip them fully for obvious reasons. The period of training is very short. (The note of the training college and) Teaching is a very exacting calling and without one being in constant touch with the content of subject taught and the practical methods of imparting knowledge of them to pupils, one cannot discharge one's duties as a teacher with any degree of success.

Moreover, vast changes have taken place in scheme of education during recent years. Curricula and syllabuses of the subject taught have undergone great modifications. Even now such a thing as finality is not reached in respect of them. Teachers already in service have felt the need for undergoing refresher courses in new subjects such as, citizenship training and social studies. The Education Department being fully alive to this need has during the past four years organised numerous refresher courses and training camps for the benefit of teachers in service. Our Teachers' Union has lent a helping hand in this regard by doing everything to promote in-service education of teachers. Some District

Guilds have also contributed to the promotion of this object. Thus what may one characterise as "the teaching of the teacher" has been systematically organised in our State and already several hundreds of teachers throughout the State have benefited by the refresher courses.

These courses create in the teachers already in service a new attitude and outlook in return to the subject they teach, a practical turn to the methods they adopt in their handling in the classroom.

Besides arranging refresher courses in the new subject introduced in the curriculum of studies recently, there is a growing need for organising from time to time refresher courses in subjects like teaching of the regional languages and of English. As for regional languages, it will be an excellent idea to make our Pandits take short refresher courses during vacations so that their methods of teaching the language, grammar and composition may be brought up-to-date. Our Pandits are no doubt well learned in the languages they handle; their scholarship is deep. But there may be room for such of them as have not undergone any training in the methods of imparting instruction in training colleges to have the benefit of short refresher courses.

So far as English is concerned, it is a subject which it is often supposed, any teacher of any grade knows to teach. Nothing can be more erroneous a notion. English is to-day the weakest subject in the school curriculum. It is generally ill-taught; the average pupil from I to VI Form is found unable to derive the full benefit of the work done in the English classes. Standards

(Continued on Page 234)

BASIC PRINCIPLES OF PHYSICAL EDUCATION*

By

K. G. SAIYIDAIN,

(Joint Secretary, Ministry of Education, Government of India.)

I am keenly interested in all aspects of education, including physical education, and, not long ago, I was associated with the United Nations Youth Welfare Seminar that was held at Simla at which problems of physical education also came in for a good deal of attention and discussion. All the delegates were unanimously of the view that no programme of Youth Welfare could be either complete or effective unless it provided for a *comprehensive* and *imaginatively planned* scheme of physical activities. I would like to tarry for a moment, if I may, on these two adjectives that I have used to define the nature of the scheme and ask you to ponder over them. This scheme must be comprehensive i.e. it should not be narrow or one-sided confined only to physical exercises or gymnastics or games or any particular brand of physical activities but it should include within its scope all the different types of activities which cater directly to the development of the physical aspect of man's personality—not, however, mind you, only the physical aspect as I propose to discuss presently. It is essential that this programme should be as varied as possible so that it may be suited to different types of youth and evoke their responses naturally and spontaneously, without the need of resorting to unwelcome compulsion. Closely connected with this first qualification is the other one i.e., it should be *imaginatively planned* so as to appeal to the peculiar psychology of the adolescent—his instincts and impulses, his interests and enthusiasm, his desire for self-expression and service, his creative urges and his social tendencies. Does that sound to you as expecting too much of Physi-

cal Education? Not at all. Most of our schemes suffer unfortunately for want of imagination both in planning and in implementation. I have not the least doubt that if intelligent imagination was allowed full play, physical education—in its wider sense—could be so planned and oriented that it could irradiate many aspects of youth's personality and tap his or her energies at many levels. You see, there are always two ways of approaching any problem—the mechanical, routine-bound, lifeless, academic, bureaucratic way which is mainly concerned with a tame compliance with rules, filling of forms, following a time-table and compiling reports and statistics. It is devoted to the letter that Killeth and rather suspicious of the spirit that Keepeth alive! It can even take a vital and lively movement like Scouting and tie it up into a variety of lifeless knots!

I have actually seen scouting reduced in some schools to the training in the tying of knots. . . . There is, on the other hand, the vital, the vigorous, the inspiring approach which considers the human individual—his personality, his growth, his joy—as far more important than anything else in the way of rules or neat classifications or completion of routine procedures. It is this approach which infuses life into every activity, including education whether physical or intellectual or social or moral which can take Scouting, for instance, and make it a magnificent and throbbingly significant experience for children and youth, catering to their many sided, budding interests and giving them new dimensions of joy and activity. I have taken scouting as only a handy example—the principle applies right

* Address to the closing session of the Conference of Principals of Training Institutions of Physical Education held at the College of Physical Education in Bombay on May 19, 1952.

through to all types of physical activities and all phases and stages of education. It is upto the teachers and the educational administrators either to make them contribute to the fullness and the richness of life or only to solve their conscience by introducing them in the syllabus and forcing them on the children without doing them any appreciable good. I have taken the liberty of stressing this point because it will be up to you, those of you who are in charge of Physical Training Institutions, to give the right orientation to teachers and officers who are to be responsible for implementing soundly conceived schemes of Physical Education.

What I have said so far applies just as much to children and adults as to youth and our plans of Physical Education must be comprehensive also in the sense of embracing the various age groups. We are often apt to forget that the whole of life is bound up in by an iron law of unity which we dare not break except at our peril. If we ignore proper physical care and training at the stage of infancy, the individual remains handicapped all his life. If the period of childhood is not catered for properly, the child grows into a physically maladjusted adolescent and no amount of training at that stage can atone for what he has suffered at the preceding stage. Again, if we fail in our duty towards the adults and, either through neglect of physical education or bad working conditions, allow their health and physical well-being to suffer, we are hit by a boomerang because these adults are the parents of the next generation and their sins—or, more properly speaking, their deprivations—will be visited unto their children. Thus we see forcefully the truth of what may be a commonplace in theory but is a fact which is blatantly ignored in practice—namely, that good physical education is a life-long process, beginning with the parents of the unborn child and covering the whole period of his infancy, childhood and adolescence—thus linking up the successive generations into a new law of Karma which I would request you

to ponder over at your leisure. In the past, educationists have often tended to think that they were mainly, if not exclusively, concerned with the education of children and youth and that adult education (or what we call Social Education, now) was not their primary concern! That attitude is now being happily abandoned and Social Education is beginning to receive its due measure of attention. I hope and trust that in your special sphere of education, you will give proper attention to the needs of adult education, not only incorporating its principles and practices in your curricula but also taking upon yourselves the responsibility of educating public opinion to the realization of the urgent, national importance of this issue.

There is yet another and deeper sense in which the principle of unity to which I have just referred is applicable to this question. Education is an *integral whole*—not a patch work of bits and pieces catering to separate, water-tight compartments of the psychophysical organism called man: physical movements developing the body, books and abstract ideas feeding and nurturing the mind, arts and music educating the emotions . . . No, it does not fan out that way. Man's personality is a single, indivisible whole and all that is good and worthy enriches it all-round and all that is unworthy or unhealthy in any sense lowers its total value and vitality. Speaking for myself, I would say without hesitation—even in this gathering of "physical educationists", if there can be such a term at all!—that I am not interested in the mere development of the body. I have no great respect for the man who is only an expert athlete or a good wrestler and nothing more, even as I am not greatly impressed with a book-worm or a man who can play with ideas but feels lost in the world of social action and living realities. If I may use a well-worn phrase, I am interested in the sound body because it is the seat of the sound mind, because it is the vehicle through which the spirit of man expresses itself, because, in the fascinating words of the

Bible, it is the "temple of the Holy Ghost". All modern advances in physiology, psychology and related sciences have brought out more and more vividly the intimate relationship between the body and the mind, even though they may not have been able to throw any decisive light on the nature and the *modus operandi* of that relationship. Mental deficiencies and handicaps have been cured, in numerous cases, through suitable physical and constructive activities which have had a cathartic effect. Similarly, cases of shell shock, nervous paralysis and many other apparently physical diseases have been successfully tackled by the adoption of psychological methods of treatment which have sought to approach the mind through the body. This means that you have to take a much wider and deeper view of your work than the one traditionally taken-off old drill master of my school days who put children through a certain number of limb contortions and marching orders! You are a valued and indispensable ally in the great process of education which makes the body the willing and efficient servant of the mind and makes the trained mind, in co-operation with the body, an instrument for the service of worthy social purposes. This is the spirit which should permeate your aims and objectives, your curricula and your techniques of training, your corporate activities and your entire programme of work. And the point of departure for breaking this new ground is obviously in the Training Colleges of Physical Education where not only this new ideology has to be made real to teachers but appropriate techniques have to be worked out and carried over from the laboratory, as it were, into the field.

You will, no doubt, have noticed that in my remarks I have confined myself—wisely, I hope!—to drawing your attention to what I regard as the basic principles of physical education and training because I can speak about them with a certain measure of confidence. I have resisted the temptation of talking about matters of detail about which every one of you is a better ex-

pert than I can ever claim or hope to be. I should, however, like to point out one or two practical implications and corollaries of what I have been discussing with you. If physical education is envisaged in these terms, it follows that it should be taken out of its rather narrow groove and brought into vital contact with life needs and life situations. Much greater emphasis must, for instance, be placed on activities like hiking, camping, scouting, mountaineering, organization of work camps, youth hostels than has been the case hitherto. These are activities which, no doubt, promote physical welfare but they do so in a wider social context and make better health and bodily development a valuable by-product of intrinsically worth-while projects, rather than the direct, avowed end. There may be much to be said for certain prescribed forms of physical drill and games, particularly when we are dealing with children and youth suffering from certain physical defects, but the other type of activities that I have mentioned make a greater and wider appeal to their mind and emotions and are more powerful instruments of what I may call total education. In this connection, I would like to make a special mention of the need for developing what are internationally known as "work-camps" in which young men—and women—belonging to schools and colleges come together to carry out projects of manual labour and construction which are useful for the community. They may do so either during the long vacation or during week-ends or even during work days by groups of students taking their turns according to a planned programme. Under many national and international organizations like the World University Service, the International Voluntary Service for Peace, the UNESCO, etc., student groups have carried out such projects—building roads and bridges, school houses, hostels and hospitals in war-torn countries or making their own school playgrounds and gardens and other physical amenities which could not be given to them. In Yugo-

slavia, the youth made a fifty mile long railway line in a very difficult region of which some of you may have seen a stirring film documentary. . . . In our country there are numerous things that need to be done to make life bearable for our people living in villages and cities. We are just now launching on what may become a very momentous programme—the Community Development Projects for rebuilding the countryside. Now, there are many small but important projects in each Project area which need to be completed but either money or personnel or both are lacking and it occurs to me that there is no reason why our young men and women should not participate in such work camps

and make their own effective contribution to the building up of the countryside which is as surely in need of service as any country ravaged by war. This they can only do if the trained teachers that you send out of your institutions have the vision, the competence, and the understanding to organize and supervise such camps and realize their social importance. It will keep the students engaged in healthy physical activity—under proper conditions and intelligent direction, wielding the hammer or the pick-axe can be as good an exercise as working with dumb-bells or on the parallel bars and it will be of infinitely greater social and educational significance.

(Continued from Page 230)

of attainment have fallen steeply; the average sixth form pupil makes a helpless struggle with himself to compose a few sentences in English with thought coherence and correct expression. College teachers of English throw the blame for students' poor English knowledge on us, High School Teachers; we shift the blame to our Secondary Grade Colleges. All this is well known to you. What is the remedy? The number of periods of work given to English teaching is 6 out of 35. In some schools head teachers manage to give 7 periods to English by exercising their discretion as regards allotment of periods. Yet there is one factor to reckon with; the proper equipment of us teachers imparting instruction in English to pupils. We have to react successfully to the changed conditions and re-equip ourselves with modern ways and methods of imparting knowledge. We have to devote considerable time to the subject of teaching English and in the light of latest devices and ideas on teaching English and our own experience, re-orientate our methods. I

would suggest that experienced teachers of English and those considered successful teachers in handling the subject, should extend a helping hand to their brethren and organise short camps and refresher courses on the subject. Most up-to-date and modern books on teaching of English—and there are a good lot of them worth our study—should be made available to schools. I feel that the level of teaching of English in schools can be raised and pupils' attainments improved by means of well conducted refresher courses.

What is true with regard to English may also apply, in a lesser degree, to subjects like, Composite Mathematics, Social Studies, etc. While we teachers find little difficulty in our work with pupils in these subjects, none of us may deny the fact that our contact with fellow teachers teaching these subjects in conferences at school may pave the way for a thorough clarification of the new syllabuses introduced by the Department.

In conclusion, we teachers have ever to be teaching ourselves in order to be efficient.

By

M. J. SARGUNAM, M.A., L.T.,

Headmaster and Correspondent, Union High School, Coimbatore.

Finance is not our major problem, although India is a very poor country. Yet when we seek to blot out illiteracy, politicians and legislators have said, "Where is the money for dealing with that problem in so poor a country?" Our poverty is not only in the material world; it is rather our lack of vision and more the lack of courage to follow the vision that has left us in this dire poverty.

Let us realize that finance is only one of the forces necessary for the education of our land. In any case and at any cost, education must be given to all and right now.

How is the money to be raised for, say, a ten year plan of national education? Given the right men, money has always been forthcoming. A grand, noble plan has always so captured the minds, the imagination of men that the means have been found. All the vast sums of Income Tax evaded to the tune of many crores—a shameful tale of deceit and robbery,—would then be poured into the national plan for education. One citizen of Pittsburgh determined to build a magnificent Cathedral of Learning, big enough to house 15,000 young men and women, and fitted it with halls, library, museum, theatre, etc. That is a notable example of private philanthropy. It is the result of national character. India's citizens should put an end to all wasteful and vain expenditure on marriages and social functions and be enthusiastic in acts of charity without seeking a name or merit or recognition or reward.

There should be a revolutionary attitude on the part of the Government and the people towards the value and importance of education such as the Pilgrim Fathers of U.S.A. had when they enforced so rigidly the condition of granting a charter for a township; namely, that 1 sq. mile space be set apart for education, so that 1/15 of the U.S.A. is now available for educational purpose. So that I repeat, it is not finance, but vision that is needed most

of all. A nation that values purity of mind, high standards of character and integrity, noble cultured minds, will find the required resources for implementing the great plan of national education.

All the income from the Railways, all the income from Income Tax are too small for our plan and purpose. If society stopped ticketless travel, and Income Tax evasions, smuggling, illicit traffic, etc., the revenue from these sources alone will go far towards financing our education. No one can calculate the actual loss to national income from Taxes evaded or ticketless travel and these are only a few examples.

Do we have faith in creative life? Do we aspire for the Aristotlean Good Life? Are we prepared to make any sacrifice for the fullest development of every child of India? In that faith and with high character, we can surely achieve our purpose.

Let me indicate how education might be financed.

1. Elementary Education—free; and therefore wholly by the State.
2. Secondary Education—State to be responsible for deficit; . . . fees to be levied.
3. University Education—mainly by voluntary agencies and fee income and State aid.
4. Professional and Technical—to be financed by organizations of trade, industry, commerce, etc.

Mahatma Gandhi in his historic address to the educationalists who met in October, 1937, at Wardha, said:—

"Higher education should be left to private enterprise and should be to meet national requirements whether in the various industries, technical arts, belles-letters or fine arts.

"The State Universities should be purely examining bodies, self-supporting through the fees charged for examinations.

"Universities will look after the whole field of education and will pre-

pare and approve courses of studies in the various departments of education. No private school should be run without the previous sanction of the respective Universities. University charters should be given liberally to any body of persons of proved worth and integrity; it being always understood that the Universities will not cost the State anything except the cost of running a Central Education Department."

Also as Lord Hailey said, "There are many who will readily agree that the conduct of education is one of the less happy features of our rule in India. Britain's mistake lay in the wide expansion of academic Secondary Education, before she had laid a sound basis for primary education".

The Post-War Committee estimated that in 1944 many crores and now, three times the sum, were needed. The figures were so staggering that one felt there was no other alternative but the Wardha Scheme which aimed at self-sufficiency and self-support. Elementary education in Madras costs to-day only Rs. 6 crores whereas for the implementing of the full plan Rs. 60 crores will be needed; and if teachers are to receive a fair deal at least 5 times that sum is required.

In all India, the Government expenditure on Elementary education in 1927 for boys was only Rs. 3 crores roughly i.e. Rupee 1/- per pupil, in 1944 for boys was only Rs. 9 crores roughly, per month since pupils left in the middle of the course. To-day it is Re. 1-13-4 only. Compare against this what is spent, in say, U.S.A. On that basis India will need not less than Rs. 1,000 crores annually and Madras will need Rs. 100 crores annually.

It was estimated in 1927 that to make every boy and girl literate i.e. keep them in school for 4 years, the Government of India should spend about Rs. 30 crores only. This was from the stand-point of compulsion as against the voluntary system which required Rs. 60 crores!

Madras spent on education in 1927 about 13% of its revenue; it must raise it to 50% before it can adequately finance the entire educational scheme.

It is now spending less than 20% only.

If India of 250 million people in 1927 spent about £9/- millions the city of London with 7 million in 1931 spent about £13/- millions i.e. about As. 8 per head in India and about Rs. 28/- per head in Britain (1:56).

In recent years there has been an expansion of revenues and increase in expenditure on education; see below:—

Amount spent on Elementary education:

1949	1950	1951
590 lakhs.	589 lakhs.	610 lakhs.

It must be borne in mind that in 1947, not even 50% of the school-going children were in school and therefore provision for the remaining 50% of the children has to be made as also for the expenditure on equipment, buildings, suitable salaries etc.

NOW TO TURN TO SECONDARY SCHOOLS.

If the expenditure on primary education is so inadequate that on Secondary education is even more meagre and unsatisfactory.

The high schools maintained by Government cost more than Rs. 40/- per pupil, while in those of Local Boards the cost is Rs. 24/- per pupil and in private schools about Rs. 11/-. Therefore I suggest that Government institutions should be abolished in the interest of economy; for if all existing schools be taken by Government the cost to the Government after deducting fees from pupils, will roughly amount to Rs. 10/- million as against Rs. 5 lakhs or Rs. ½ million under private management (in 1930)—i.e. 20 times more! Through private effort they are far more economically and efficiently carried on. To-day the number of schools has increased by leaps and bounds but they are functioning without staff, equipment or accommodation. In Madras there are more than 1,500 schools to-day as against 1/3, in 1927.

It is said that in a democratic State, education should be free and so no fees should be levied. Yet it is too drastic a change that I am not advocating it at present. The Government is called upon to spend, on Secondary education only a small portion of the total expen-

diture. In a school where the fee income i.e. where the parents share is 70%, the Government share is only 15—20% and the balance is met by the management. The parents' share has in recent years increased and yet not in proportion to the general rise in prices.

It is notorious that education is still fairly cheap as compared to food, clothing or house rents, etc. In 1930 an L.T. received a salary of Rs. 80/- to Rs. 100/- and in 1950 when prices have trebled and in some cases 'quintupled', the L.T., still receives practically the same basic salary and his D.A., and H.R. allowance are the only extra which amount to less than 30% increase as against the 300 or 400 rise in the cost of living index figure!

The Ministry have constantly patted themselves on the back by stating that the cost to the Government has increased enormously but the fact that is ignored is,—it is quantitative increase; not in per capita! It is still less than Rs. 2/- per pupil. But in U.S.A., educational expenditure has increased enormously and the increase per pupil is fivefold!

If in India such increase is to be planned and budgeted for, our finance would need to be astronomical in dimensions like that of U.S.A.

It costs a parent £300/- or £400/- i.e. 4000 p.a. to educate a pupil in Eton or Harrow and practically the same in Oxford or Cambridge Universities.

These schools receive no Grant-in-Aid from Government nor have they any Government control. They are the foremost Public Schools in Great Britain and there are 1,000 pupils in Eton and about 600 in Harrow. That is the scale of educational finance, which signifies the value set on education by the parent and the entire society.

It is time that Secondary education is financed both by the parent and the Government without depending on public philanthropy which is welcome; but it should be mainly reserved for the higher, technical, University, research work. I suggest that the Government should be willing to share up to 50% i.e. practically double that of

its present commitments, while the parents be called upon to increase the share to at least double that of what they paid say in 1930, so that the salaries of teachers may be raised to at least double that of what they received in 1930.

Reforms in Secondary education will further increase the cost; e.g. a very urgent reform is the question of total strength of each class and the number of pupils with reference to the staff. In U.K., there is one teacher for every 25 pupils while in India there is not 1 for every 30 pupils.

The Ministry of Education, Great Britain voted 65 millions in 1945 and over £100/- millions in 1946 and 1949-50 asked for 182 millions and if they indicate anything, these figures clearly prove what value the Government and people set on education.

Also most countries in the West have as their ideal, "A free education for all". What will that involve to educational finances for this our poor country? "So great is the American people's faith in 'Schooling' that in most communities the largest proportion of all the money collected in taxes is used for public schools."

The value of Elementary school property for each pupil in U.S.A., had increased from Rs. 600/- in 1920 to Rs. 1,800/- in 1940, and the annual expenditure for individual pupil from Rs. 100/- to Rs. 500/- in 1940.

Their educational buildings are the finest buildings in any town. They clearly reflect the ideas or views of what the people can and want to spend for education. They spend not millions of dollars but billions!

Then too the scale of their expenditure on the Colleges, Universities, Research Institutes, laboratories, libraries, museums, culture centres, and the like, is very generous and adequate.

The Parliamentary Grant to the Universities of Great Britain was £9 millions in 1947 and £12 millions in 1952 (and for schools over 180 millions). Consider the vast sums of money spent on Libraries in U.K., and U.S.A. The number of books lost in a certain library (U.S.A.) one particular year was

35,000 volumes and that being so, how much would be spent each year? How many volumes would there be?

As against the 25 Universities in India there are 1,700 or so in U.S.A., and if facilities on the same scale are to be provided in the Universities of India, we shall need to spend 100 times the sum now spent! (i.e.) roughly 300 crores.

The Government Grant to Madras University was Rs. 6,20,600 in 1951 and the entire budget was for Rs. 25,37,000. In Western countries, in addition to this, there are private benefactors--Nuffield Trust, Andrew Carnegie Trusts, Rockefeller, Ford etc., which match in munificence the magnificent vision and greatness of the national educational needs of those countries.

Then there are the technical and special institutions, professional colleges of Commerce, Forestry, Engineering, Medical, Veterinary etc., Youth Movements, Hostels, Scouting, Visual Education, theatres etc., have to be provided for.

Our national Government aims at spending about 10% of central revenues and 20% of State revenues (Provincial). It is clear from what has been stated above regarding the urgency and magnitude of the task, that we shall have to copy the U.S.A., in spending more than 50% of the central and provincial revenues for many years with a view to achieving within a reasonable period, say 10 years, 100% literacy and all round educational progress.

On the national scale, it is estimated to cost Rs. 45 crores a year to the Central Government for introducing compulsion in Elementary education! The poorest of the States of U.S.A. spends about 240 rupees per pupil.

In India, the parent is called on to pay fees and being poor, he is not prepared to pay adequately with full appreciation of the invaluable benefits that education confers on his son or daughter. That is why one feels that it is better that the State should make all education upto Secondary stage free and compulsory to all and provide adequate funds by taxation.

Yet it is a mooted question: should the State provide the resources or should the individual parent pay for his son's or daughter's education? Do we want public schools like Eton and Harrow or the schools of the U.S.A.?

Grant-in-Aid Code Revision: The Department should adopt a more open, liberal and uniform method of assessing grants and remove all secret codes or formulas, all differences between management and management, school and school; instances are known where Government Grant varies from 2 or 3 times between school and school; one school situated in Madras City receives a grant of Rs. 3-8 per pupil as against Rs. 1-8-0 per pupil to a school of the same size in the mofussil!

The result is teachers and others tend to concentrate in the City of Madras which is quite unhealthy and unsatisfactory from the stand-point of the educational advance of the State as a whole.

At present there is a large number of schools, Elementary, Secondary and Colleges run by private managements in Madras State and should the State take over the entire education, the cost will be more than five times that of the present. Aided managements, mission and non-mission have made notable progress in the education of the Madras State and the State would be much poorer without their contribution during the last 100 years and more. It looks as though for a long period, the State cannot take over the aided institutions, whether Elementary, Secondary or Collegiate.

Summary of Points for Consideration: Finally (1) the problem of educational finance, can't be solved unless and until, to the service of education the very best men and women are drawn and not only by pure idealism, patriotism or citizenship, but by adequate salaries. Even the recommendations of the Central Pay Commission are not high enough to attract suitable men and retain their service.

(2) Seeing Government institutions cost so heavily without yielding

corresponding or proportionate educational benefits to the tax payer, Government may hand over all institutions to private managements and even Local Board and Municipal Institutions and Colleges may be handed over to private managements after making suitable safeguards for continuance and efficiency of the institutions. While the cost of running a College of 1,000 students by the Government amounts to roughly Rs. 140 per pupil; a private institution is able to train 7 times as many students for that sum (as shown from the figures in 1927). This is not suggested as a measure of economy so much as a necessary reform for maintaining uniform, higher, academic standards in the State.

(3) The State should frame its educational policy not on the basis how much finance is available, or how much can be spared in the budget, but how all the millions of children should be educated, by co-ordinated effort and a total mobilization of all the resources of finance, and personnel; focussing all attention to the most pressing national problem of achieving a high standard of social education, stimulating and canalising and accelerating all activity and energy and power in the direction of winning the goal of universal and compulsory education.

(4) A vision of our needs and a comprehensive plan. The most urgent task in education is a clear vision of our goal. What are we after? Without a clear aim and objective, we tend to drift towards the morass of menacing materialism that confronts the whole of mankind. We need 'to see life, and to see it whole'. If we see our needs, then we shall feel compelled to overcome them. No sacrifice will be too great to meet them. "Without vision the people perish". We have in the past been spiritually famished by the emphasis on finances, when we should have striven to discover our educational obligations and responsibilities.

(5) It is high time that the State Government put its trust in the teacher

and realized and recognized that he is an essential worker, that he is fighting for the economical salvation of the country and that educational investment is a prelude to industrial development.

(6) Since State control does not fit in with the democratic ideal of life, nor with private effort, endowments and voluntary gifts on a scale adequate to meet the colossal need, we might consider as a temporary experimental measure say, for 5 years, mobilization of human labour and voluntary service of every able bodied person, man and woman in lieu of taxes. This might savour of the slave labour of the past. Yet without the costly sacrificial service cheerfully rendered in a spirit of self-help, educational task of the pyramidal dimensions can't be fulfilled. What else can a poor country give when further taxation is almost impossible?

Conclusion: The State is a true partner, promoter and a pioneer in the cause of education, not a mere controller, director or manager in the business. The educational efforts and enterprise of private agencies in the State have received warm praise and therefore let the State assist in building up a comprehensive national system and let all agencies take their fullest share according to the needs of the people.

The task is high and the need is great. Will the State Governments rise equal to the task? Will the people respond to the need? The talents of the nation, the mental powers of the people must be fully developed and harnessed for the building up of great Republic. That grand edifice requires the maximum effort. That mighty plan calls for marshalling all the national resources which are now frittered away in defence, Rehabilitation and the like. By supreme self-denial, and utmost sacrifice the educational task has to be achieved without any more delay and the wealth and vitality of the great and ancient nation be regained.

THE SOUTH INDIA TEACHERS' UNION

THE ANNUAL GENERAL BODY MEETING.

The Annual General Body Meeting of the South India Teachers' Union was held at 2-30 p.m. on Friday, the 16th May, 1952 in the Conference Hall at Peelamedu, Coimbatore, Sri S. Natarajan, President of the Union, presiding.

At the outset the President welcomed the delegates and made a brief statement of the work done by the Union and the recognition of the Union by the Government as a State Organisation. He also informed them of the recognition granted to the Andhra Teachers' Federation. He appealed to the members to stand united.

The Secretary read the minutes of the last General Body meeting which was unanimously approved.

The Annual Report and the Financial Statements were considered. Mr. M. K. Ramamurthy said that the report be taken as read.

Mr. H. Krishnamurthy of Kurnool moved that the Report be adopted. This was duly seconded.

There was then a lively discussion in which Messrs. Lakshmiopathi, G. Srinivasachary, L. Mariapragasam, J. Vaidyanathan, S. Srinivasan and S. S. Avadhaniyar took part.

The Secretary made suitable replies.

The Report was then adopted unanimously.

ELECTION OF OFFICE-BEARERS FOR 1952-53.

The following were the nominations for the respective posts :—

President :

1. Sri G. Srinivasachari.
2. „ S. Natarajan.

Vice-Presidents :

1. Sri E. N. Subramanyam.
2. „ K. R. Chandrasekharan.
3. „ E. H. Parameswaran.

Secretary :

1. Sri T. P. Srinivasavaradan.
2. „ J. Vaidyanathan.

Joint Secretary :

1. Sri G. Krishnamurthy.
2. „ K. S. Chengalroya Iyer.
3. „ A. S. Narayana Iyer.
4. „ S. Venkataramanan.

Treasurer :

1. Sri L. Mariapragasam.
2. „ S. Swaminathan.

Convener, Vigilance Committee : Sri Albert Philip.

Sri E. H. Parameswaran and Sri G. Krishnamurthy withdrew.

As there were only two nominations for the two offices of the Vice-Presidentship, the President declared Sri E. N. Subramanyam and Sri K. R. Chandrasekharan elected.

As there was only one nomination for the Convenership of the Vigilance Committee, Sri Albert Philip was declared elected.

Sri K. M. Ramaswamy Gounder was appointed polling officer.

The following were the results of polling :—

President :

Sri S. Natarajan.

Secretary :

Sri T. P. Srinivasavaradan.

Joint Secretary :

Sri S. Venkataramanan.

Treasurer :

Sri S. Swaminathan.

AMENDMENTS TO THE RULES.

The Secretary, on behalf of the Executive Board, moved that under Rule 9-C Delegates and Visitors, the delegation fee for each delegate shall be raised from eight annas to one rupee.

This was put to vote and was lost.

Mr. R. Vaidyanathan moved the following amendment :

1. In the Memorandum of Association, under 3 Objects item (1), 'Conferring titles on distinguished persons' should be deleted.

The Secretary opposed it on behalf of the Executive Board.

When put to vote it was lost.

Then Mr. Vaidyanathan moved the second amendment.

2. Under 4. Control, for the words 'Protection Fund Secretary' the words 'Protection Fund President' should be substituted.

The Secretary opposed it on behalf of the Executive Board.

When put to vote it was lost.

Then Mr. Vaidyanathan moved the third amendment.

3. In the Rules under 1. Membership, item (a) (v) 'Persons other than teachers connected with education' should be deleted.

The Secretary opposed it on behalf of the Executive Board.

When put to vote it was lost.

4. Rule 5. Office-bearers, etc.

When the amendment to this rule was moved, one of the delegates pro-

posed that all the amendments to this rule be referred to the District Teachers' Guilds and that with their approval and if necessary suitable amendments be brought by the Executive Board, at the next General Body Meeting.

The Secretary then formally moved that all amendments to rule 5 be referred to the Executive Board for consulting the District Guilds.

The house approved of this proposal.

Mr. R. Vaidyanathan then moved the amendment, "under Rule 9-F. Subjects Committee, for the words 'Working Committee' the words 'Executive Board' should be substituted". This was rejected by the General Body.

Mr. R. Vaidyanathan then stated that he would not move the other two amendments given notice of by him.

BENEVOLENT FUND FOR THE MEMBERS OF THE S. I. T. U.

The President explained the principles of the Fund and these were accepted by the General Body. The Rules of the Fund were asked to be circulated to the District Teachers' Guilds.

Sri G. Srinivasachari congratulated the newly elected office-bearers for their success in the elections.

Mr. J. G. Clement proposed that the General Body do record its thanks to the retiring members Sri K. S. Swaminathan and Sri G. Krishnamurthy for their valuable services to the Union.

The President thanked the members for re-electing him as President and the meeting terminated.

T. P. SRINIVASAVARADAN,
1st June, 1952. Secretary.

S. K. YEGNANARAYANA IYER MEMORIAL

(TEACHERS' RECREATION CLUB) FUND

CONTRIBUTIONS RECEIVED

		Rs.	A.	P.
1. Sri E. N. Subrahmanyam	...	10	0	0
2. Sri R. Mahadevan	...	10	0	0

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD.

A meeting of the Executive Board of The South India Teachers' Union was held at 1 p.m. on Saturday, the 5th July, 1952 in the Hindu High School, Triplicane, Madras, with Sri S. Natarajan, President of the Union, in the Chair:—

MEMBERS PRESENT:

Messrs. P. Swarnapandian (Tinnevely); K. Narayanan (Ramnad); C. Ranganatha Aiyengar (*Journal Secretary*); G. V. Ramana Rao (North Arcot); Y. Srinivasan (Coimbatore); S. Venkataramanan (*Joint Secretary*); R. Mahadevan (Tanjore); J. G. Clement (Tiruchy); K. S. Soundararaja Rao (Nellore); E. N. Subrahmanyam (*Vice-President*); A. S. Narayanan (Malabar); S. S. Narayanaswamy (Ramnad); R. Bhuvarahan (Trichy); S. Swaminathan (*Treasurer*); D. J. Arulanandam (Chingleput); R. Vaidyanathan (Madras); L. Mariapragasam (Madras); V. B. Murthy (*Secretary, Protection Fund*); and T. P. Srinivasavaradan (*Secretary*).

Letters pleading inability to attend the meeting were received from Messrs. K. Karunakaran (Malabar), P. Subba Reddy (Krishna), P. R. Swaminathan (South Arcot), M. Subramaniam (Tinnevely), U. Srinivasa Kini (South Kanara), H. Krishnamurthy (Kurnool), S. Krishna Iyengar (Madurai) and K. R. Chandrasekharan (*Vice-President*).

1. The minutes of the last meeting were taken as read and approved. In the list of members present it was asked to include the name of Mr. K. Karunakaran, which had been omitted.

2. The Secretary made a statement that the Resolutions of the Conference were sent to the Department, that the Minister of Education was addressed to receive a deputation for representing the resolutions of the Conference, that the Government had sent a reply to a

previous representation with regard to salary, etc., and that with the permission of the Working Committee the Union was a member of the Committee of Hosts to the Farewell to Mr. D. S. Reddy, Retiring Director of Public Instruction and that a sum of Rs. 50 was contributed.

The reply from Government was read out to the members. The members felt that the age of retirement should be fixed at 60.

The Board then passed the following resolution:—

The Board while thanking the Government for granting fee concessions to children of teachers in aided elementary and secondary schools, noted with regret the turning down of all the requests made by the Union. The Board, though it was told by the Government that the question of supplemental pay of Rs. 3/- to teachers in aided elementary schools was being examined and that the question of relief to teachers in other directions would be explored, noted with regret that the Government could not see its way to grant the other requests, such as the revision of the scales of pay of teachers, payment of house rent allowance and raising the age of retirement to 60. While the Board was aware of the financial stringency that confronted the Government, the Board was anxious that Government should realise the urgency and the justice of the Teachers' claims for improved conditions of service and salary scales. Pending the general revision of the scales of salaries as recommended at the last Conference, the Board requested that at least the concessions which the S. I. T. U. was made to expect by the previous government should be given immediate effect. They were: (1) Adopting Government scales of salaries for teachers in aided

institutions and for those under local bodies; (2) Providing for a first grade L.T. cadre in all secondary schools; (3) Raising the scale of salary of secondary grade teachers working in elementary and secondary schools; (4) Treating house rent allowance as an approved item of expenditure; and (5) Giving special allowance to Physical Education Instructors. In regard to the age of retirement, the Board was of opinion that the present instructions regarding re-employment of teachers had given rise to many anomalies and therefore, it requested the Government to raise it to 60 under all agencies. Regarding fee concession to children of teachers, the Board felt that certain classes of teachers were left out and therefore it requested that the concession be extended to children of teachers working in all recognised educational institutions including colleges.

CO-OPTION OF MEMBERS:

The Secretary was authorised to co-opt the Secretaries of the affiliated Teachers' Associations from the districts where there are no affiliated District Guilds.

ELECTION TO THE WORKING

COMMITTEE:

The following members were elected to the Working Committee:—

1. Sri U. Srinivasa Kini
(South Kanara).
2. „ K. Narayanan (Ramnad).
3. „ H. Krishnamurthy
(Kurnool).
4. „ A. S. Narayanan
(Malabar).
5. „ R. Mahadevan (Tanjore).

ELECTION OF AN AUDITOR:

The Board elected Messrs. V. Soundararajan & Co., as Auditors to audit the accounts of the year 1952-53 and their remuneration was fixed at Rs. 75.

INTERNAL AUDITORS:

Messrs. Y. Srinivasan and A. M. Kannappa Mudaliar were elected Internal Auditors for the year 1952-53.

5.

PROGRAMME OF WORK FOR THE YEAR:

1. The Board resolved to observe the XXII South Indian Education Week from 20th to 26th October, 1952 and authorised the Secretary to constitute a Central Education Week Committee as usual and sanctioned a sum of Rs. 100 towards its expenses.

2. The President appealed that the District Guilds should hold Conferences at least twice a year and to start study circles and to conduct educational camps.

3. On the motion of Sri E. N. Subrahmanyam the Board authorised the Working Committee to appoint a commission to study the working of the Guilds and Associations with a view to revitalising the work of the Union and its affiliated bodies.

4. The Board appointed the following Advisory Committees with powers to co-opt:—

(a) Basic Education Committee:

1. Mrs. Saraswathi Srinivasan.
2. Sri A. M. Sathya.
3. Miss R. Oliver.
4. Sri V. B. Murthy.
5. G. Srinivasachari.

(b) Adult Education Committee:

1. Sri L. Mariapragasam.
2. „ C. Ranganatha Aiyengar.
3. „ V. B. Murthy.

(c) Secondary Education Committee:

1. Sri R. Vaidyanathan.
2. „ S. S. Narayanaswamy.
3. „ G. V. Ramana Rao.
4. „ P. Swarnapandian.

(d) Bifurcated Course Committee:

1. Rev. D. Thambusamy.
2. Sri P. Doraikannu Mudaliar.
3. „ M. K. Ramamurthi.

(e) University Education Committee:

1. Sri M. Sreeramulu.
2. „ E. N. Subrahmanyam.
3. „ R. Krishnamurthi Iyer.

(f) *Grant-in-aid Code and Educational Finance Committee :*

1. Sri S. Swaminathan.
2. „ R. Mahadevan.
3. „ S. Venkataramanan.
4. „ V. S. Gopalakrishna Iyer.

(g) *Teacher Education Committee :*

1. Sri K. Narayanan.
2. „ S. Srinivasan.
3. „ D. T. Chiranjeevi.

(h) *Administration and Organisation Committee :*

1. Rev. D. Thambusamy.
2. Sri P. Doraikannu Mudaliar.
3. „ Y. Srinivasan.

(i) *Tests and Examinations Committee :*

1. Sri V. Arunajatai.
2. „ M. K. Ramamurthy.
3. „ P. Swarnapandian.
4. „ R. Bhuvarahan.
5. „ S. Venkataramanan.

(j) *Physical Education Committee :*

1. Sri J. G. Clement.
2. „ A. S. Narayanan.

With regard to the journals the President suggested that each member of the Executive Board should subscribe for it.

The Executive Board was At Home to the Hon'ble Dr. M. V. Krishna Rao, Minister for Education, and Sri S. Govindarajulu Naidu, Director of Public Instruction. The members were introduced to the distinguished guests.

Sri S. Natarajan welcoming the guests said that the Government should take up seriously the question of revision of the scales of salaries of teachers.

Sri T. P. Srinivasavaradan in thanking the guests requested that the Education Department should take immediate action to give effect to the concession that teachers in aided secondary schools may contribute to the Teachers' Provident Fund up to two and a half annas in the rupee.

T. P. SRINIVASAVARADAN,
20th July, 1952. Secretary.

WORKING COMMITTEE

The Working Committee of the South India Teachers' Union met at 6 p.m. on Saturday, the 5th July, 1952 in the Hindu High School, Triplicane. Sri S. Natarajan, President of the Union, presided.

The following members were present :

Messrs. S. Swaminathan, E. N. Subrahmanyam, A. S. Narayanan, V. B. Murthi, K. Narayanan, S. Venkataramanan, C. Ranganatha Aiyengar, R. Mahadevan and T. P. Srinivasavaradan.

The Budget for the year 1952-53 as presented by the Treasurer was passed with slight modifications.

Sri C. Ranganatha Aiyengar was elected Journal Secretary. The President

was authorised to appoint a small Committee to assist the Journal Secretary in his work.

The Working Committee recorded its thanks to the Reception Committee of the 42nd Madras State Educational Conference and particularly to Sri G. R. Damodaran and the members of the P. S. G. family, and to Dr. R. K. Shanmukham Chettiar, for the successful session of the Conference.

The Working Committee recorded its thanks to the retiring members of the Working Committee and to Mr. G. Srinivasachari for their valuable services.

T. P. SRINIVASAVARADAN,
20th July, 1952. Secretary.

NEWS AND NOTES

BELLARY.

Resolutions passed by the Executive Committee of the Bellary Taluk Teachers' Union at its meeting held on 21-6-1952.

1. This meeting of The Bellary Taluk Aided Elementary Teachers Union Executive Committee offers its heart-felt thanks to The Government of Madras for having extended the fee concessions to the children of the teachers employed in Aided Schools.
2. This meeting brings to the notice of the Government that on account of direct admissions into the 1st Form of Secondary Schools, the strength in Elementary Schools is being systematically depleted as several students of Elementary Schools secure admission in the 1st Form without completing the fifth class course and hence it is requested that the Government might kindly devise some measure to restrict the number of direct admissions in Secondary schools.
3. This meeting requests the Government to so modify the existing leave rules as to permit the teachers of an Aided Elementary School to accumulate the leave accruing to his credit without any restriction.

HINDUPUR.

Sri S. Ramakrishnayya, M.L.C., visited the High School Association on the 12th June 1952. A social was arranged

in honour of the member, Sri P. M. Mathew, B.A., L.T., Headmaster, presided over the meeting. Welcome addresses from this Association and different centres in the Taluk were presented to the member who promised his solid support for the profession in this Council. The President exhorted the audience on the sacredness of duty. The Secretary proposed a vote of thanks.

MAYURAM.

Sri N. Sundaram, B.A., an old boy of the Municipal High School, Mayuram and Director of Free India Theatricals, Madras presented Shakespeare's Julius Caesar by mono-acting on July 7, 1952 in the Municipal High School, Mayuram. A few pupils of the school also participated in the play. Sri S. Sundaraman proposed a vote of thanks.

GREAT BRITAIN

Great Demand for further Education in Britain.

More people in Britain want further education after leaving school, says the report of the Ministry of Education for 1951.

During the years immediately after the war many more people than ever were attending all types of courses of further education. At the time it was believed that this encouraging development might only be temporary—possibly due to the gaps in education caused by the war—but during 1951 statistics began to show that a permanent expansion had been achieved. Figures revealed that the number of students in adult classes had increased

from 60,000 before the war to a stable total of 160,000.

Students in technical colleges also showed an encouraging increase. The number of part-time day students rose by 10 per cent to over 264,000 and the pressure for more places continued. Further, great interest in the education of young workers was shown by employers.

Arithmetic Without Tears.

A "kiddies" calculator, designed to teach children arithmetic 'without tears', will figure in the wide range of educational toys to be exhibited at this year's British Industries Fair.

The calculator consists of a large board with an easel on which is placed a chart for multiplication, subtraction, addition or division. By the board stands the toy figure of a boy holding a large pencil which acts as a pointer. The boy's legs move in gear with the movements of the pencil. When the base chart—which is numbered 1 to 10

with sub-divisions—is set, for instance, to multiply 2 by 7, the pencil automatically points to the multiplied answer, 14.

The charts on the easel are loose and can be changed according to the nature of the sum—whether an addition or division, and so on.

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Geography of the Southern States.

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S. I. T. U. PROPAGANDA

Mr. C. Ranganatha Aiyengar, Honorary Publicity Officer and Sri K. S. Chengalroya Iyer, Director of the S.I.T.U. Protection Fund, visited in July the following institutions in the Salem District and explained to the teachers the advantages of the Protection Fund Scheme. A good number of teachers joined the Fund.

1. Board High School, Namakkal.
2. K. K. High School, Velur.
3. Board High School, Mohanur.
4. Board High School, Sendamangalam.

5. Little Flower High School, Salem.
6. Municipal High School, Salem.
7. G. H. M. High School, Salem.
8. London Mission High School, Salem.
9. Bharathi Vidyalaya High School, Salem.

* * *

Sri R. Mahadevan, Member, Working Committee addressed a meeting of the Headmasters and Teachers in the Tanjore District on July 19, 1952 at Tiruvarur on the South India Teachers' Union Protection Fund and the S.I.T.U. Publications Ltd.

FROM OUR ASSOCIATIONS

MADURAI.

Sri C. Raghunathan, Divisional Inspector of Schools, Madurai delivered the inaugural address of the Secondary Schools Teachers' Association, Mayuram on July 16, 1952 in the Municipal High School, Mayuram. Sri S. Seshagiri Iyer, Headmaster, Municipal High School, Mayuram welcomed the gathering and explained the aims and objects of the Association. Sri Raghunathan in the course of his address dwelt at length on the various problems connected with Secondary Education and pleaded for the individual study of pupils and the maintenance of cumulative records. Sri R. Mahadevan, Secretary, proposed a vote of thanks.

KUMBAKONAM.

An extraordinary meeting of the Kumbakonam Educational Society was held on 14—7—1952 in the premises of the Town High School when Sri A. Gopalan, B.A., L.T., District Educational Officer, Tanjore West, addressed the members. Speaking on the Reorganized Scheme of Secondary Education, he suggested methods for the successful implementation of the programme of social activities under Social Studies and Citizenship and for the avoidance of over-lapping between Citizenship and Scouting. Incidentally he referred to the five-point scale of assessment of pupils' attainments in the place of the present numerical assessment. Most of the teachers from the local High Schools and a few respectable members of the local public attended the meeting. Sri V. Raghava Ayyangar, Vice-President of the Society presided. With a vote of thanks by Sri S. Ramamurti, Secretary, the function came to a successful close.

TANJORE.

An ordinary meeting of the Tanjore Guild Council was held in the premises

of the Findlay High School, Mannargudi at 2 P.M. on Saturday the 12th of April 1952, with the president Sri J. Amaladasan, B.A., L.T., in the chair. 21 members were present.

The Council next accepted the proposal from the Secretary, to hold an Educational Conference of the District early in July 1952 at Tirukkattupalli, to facilitate participation by all the members of the Guild. The Secretary next read the communication from the Divisional Inspector of Schools, Mathurai, on organising a Course in Citizenship Training for Teachers under the auspices of the Guild.

After the deliberations of the Guild Council were over, a lecture meeting of the Guild was held in the Findlay High School hall with the President, Sri J. Amaladasan in the chair. Professor S. Tiruvenkatachari, M.A., L.T., M.Ed., Vice-Principal, Doctor Alagappa Chettiar Training College, Karaikudi delivered a thoughtful and inspiring address on "The Teaching of Social Studies". Messrs. M. R. Rengasami Ayyengar, A. Paul, S. R. Pandian, N. Gopala Ayyar and N. Vaideeswaran participated in the discussion that followed. The meeting came to a close at 6 P.M. with a vote of thanks by the Secretary.

KALLIDAIKURICHI.

A conference of the Ambasamudram Aided Elementary School Teachers was held in the Lakshmipathi Higher Elementary School, Kallidaikurichi on Thursday, 1st May 1952 under the presidency of Sri R. Chandrasekhara Iyer. Nearly 200 delegates from all parts of the Taluk were present. Sri E. H. Parameswaran, M.A., L.T., M.L.C., opening the Conference thanked the Union for its moral support. He appealed to the teachers to remain united and strong under the banner of the

S.I.T.U. He made a reference to his recent interview with the Chief Minister of Madras who promised to consider their request of full fee concession to the children of teachers sympathetically. In this connection he referred to Article 45 of the Directive Principles of State Policy of the Indian Constitution which guaranteed free and compulsory education for all children upto the age of 14 within a period of 10 years from the commencement of this Constitution. Mr. Parameswaran observed that the Madras Government under the leadership of Rajaji was one of the first States to think in terms of implementing Article 45 of our Constitution. He hoped that very soon teachers' children would be granted the same concession. He also pleaded for voting rights for the Elementary School Teachers.

Speeches were made felicitating Mr. E. H. Parameswaran on his election to the Madras Legislative Council from the Teachers' Constituency by Messrs. S. R. Narayana Rao, H. Visvesvara Iyer, C. S. Ramalingam, H. Venkatarama Iyer, M. Krishnan and A. M. Subramania Pillai.

Resolutions were passed regarding scales of salaries, etc.

MANGALORE.

The Teachers' Council of the South Kanara District Guild met on 20th July, 1952, and adopted a resolution of condolence on the death of Rev. Fr. F. Pais, who was the Guild President last year.

The meeting nominated Rev. Mother M. Vera A.C. as Vice-President in the place of Rev. Mother M. Clarissa A.C. who has been transferred out of our District.

The Council approved certain steps to be taken in order to bring together

closer the constituent units of the Teachers' Guild.

It was resolved to organise a Study Group in English in Mangalore. Sri H. G. Hande was requested to be Convener of the Group.

It resolved to request the S.I.T.U. to continue to press on the Government

(a) The extension of "N.G.O. fee concessions" to the children of the staff of colleges and all other educational institutions, and

(b) The revision of scales of salaries recently turned down by the Government. The plea advanced by Government that relief in other directions is being considered is only a way of sheltering the question.

It was resolved to hold a District Conference in 1952, and to recommend to every school that during Education Week, parents should be invited to see the school at work.

To form the Reception Committee of the 1953 State Educational Conference proposed to be held in our District, a Provisional Committee consisting of the following persons was formed:

The President, District Board, South Kanara; the Chairmen of the Mangalore and Udipi Municipalities; the President and the Secretary of the District Secondary School Headmasters' Association; the President and the Secretary of the District Secondary School Managers' Association; Sri U. Kannappa, President, Local Library Authority; Sri M. S. Ekambara Rao; the President of the District Teachers' Guild; Sri U. Keshava Rau, Vice-President of the District Teachers' Guild; and the General Secretary of the Teachers' Guild who will be the Convener of the Committee.

OUR LETTER BOX

HINDI TEACHERS' PLIGHT.

Sir,

Schools are being re-opened after summer recess and this year the Hindi teachers are looking forward to the most unpleasant job of teaching Hindi from I to V Forms, more or less on compulsory basis, but as a non-examination subject for promotions, the only alternative being craft. In this new era of independence, the Hindi teachers on whose shoulders has fallen the thankless job of forging the unity of the nation by teaching the national language, are face to face with the most tragic plight, as they find their students utterly indifferent to the study of Hindi. The students are concentrating more on other subjects, like English, Mother-tongue, Mathematics, Social Studies, etc., in which minimum marks are insisted on for promotion, while Hindi is completely neglected. The Hindi teachers find it very difficult even to maintain normal discipline in their class, notwithstanding the sound knowledge they possess of Child Psychology and modern methods of teaching Hindi which they studied in the Hindi Pracharak Training Course. Using the rod to maintain discipline is against modern methods of teaching, which recommend only the psychological way of teaching. But psychologically, Hindi as a non-examination subject has brought with it such indifference and aversion in the minds of the students, which are not at all favourable for teaching Hindi.

Teaching of Hindi in schools will mean nothing but a sad mockery if it is not made examination subject necessary for promotion. It would be better if Hindi were not given any place in the school curriculum, but if given, let it be made a subject for examination for promotion. The Government may encourage the study of Hindi purely on voluntary basis, as in the case of short-

hand, type-writing, etc., instead of allowing the present degrading position of Hindi to continue which should be either mended or ended. This would ease the sad plight of Hindi teachers in this State. It is hoped that this important matter will engage the immediate attention of the new Education Ministry.

S. R. SASTRI, M.A., B.O.L.

12, Thanikachalam
Chetty Road,
Madras-17.
June 23, 1952.

From a perusal of the recent announcement regarding the affiliation of the Collegiate Teachers' Course, conducted for the benefit of Secondary Grade Trained Graduates, to the Madras University, it is learnt that only teachers who undergo training in the aforesaid course in future will be permitted to appear for the B.T. degree examination privately. This is an unfair and invidious discrimination against those who have already undergone the course and hold the Government Certificate. It is hoped that the University will be generous enough to amend the rules, if necessary, to give retrospective effect to the affiliation so as to permit those who have already undergone the course to appear for the B.T. degree examination without production of attendance certificates.

V. GOVINDARAJA RAO, B.A.

K. K. High School,
Velur (Salem).
13-6-1952.

DIARY FOR THE MONTH OF JULY, 1952.

5th Executive Board Meeting.

28th Balar Kalvi, May 1952—published.

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OUR BOOK-SHELF

CHANGES IN BURMA'S EDUCATIONAL SYSTEM RECOMMENDED IN UNESCO REPORT. (Unesco—Price : 5 sh.)

A thorough revision of the curriculum of Burma's public schools in order to make them better suit the practical needs of the vast majority of the school population is recommended in the "Report of the Mission to Burma", a 92-page brochure just published by Unesco, which presents the observations and recommendations of a three-man educational mission sent by Unesco, on the request of the Burmese Government.

The mission, which was appointed in November 1950, was headed by Richard R. Tisinger, Area Supervisor, Indian Education, Bureau of Indian Affairs, U.S.A., and also included Professor L. Hernandez C., Federal Director of Education in the State of Chihuahua, Mexico, and Francis T. Fairey, Deputy Minister of Education, Province of British Columbia, Canada. It began its work in December 1950, and its report, now made public, is dated May 1951.

In suggesting that the public school curriculum be broadened to include such subjects as health, general science, agriculture, home economics, shopwork, art and music, the mission asserts that the present system is too dominated by the needs of students who have the desire or capacity to profit by university training. Therefore greater emphasis should be placed on practical training for specific tasks facing the many students who need urgently a more technical kind of education.

"The children of Burma will one day be the workers and man the country's industries, its farms, its workshops, its offices and its commercial establishments", the report points out. "Their future is to work for themselves, their families and for Burma. The schools should fit them for the life they are to lead".

The mission also recommends that the Department of Education should be reorganized so that all forms of educa-

tion, such as mass, adult, technical and vocational education, may be brought within the scope of activity of the Ministry of Education. The report explains that "education has to do with human beings from childhood and throughout life and takes many forms, some of which tradition has placed in a special group". Hence, "if education is all embracing, the policy of separating so called special groups from the regular school system, as though the individuals in these groups were in some way peculiar, should be abandoned".

The members of the mission pay tribute to the intelligence, vigour and courage with which the Burmese educational authorities have faced the enormous task of rehabilitating the educational system after the great damage suffered during the war. On the basis of visits to schools in most parts of the country, which are described in the report, the mission makes a series of recommendation for possible improvements in such fields as teacher training, inspection of schools, examinations, finance, guidance, local responsibility, the relation between private and public schools, and the question of languages.

HENTIETTA'S ADVENTURE : By John Haddon. (Price : 11 d.)

THE BOUNCING BABY : By John Haddon. (Price : 11 d.)

BENJAMIN BEAR AND THE RAG DOLL : By Muriel Holland. (Price : 11 d.)

MORE TALES FROM A BAMBOO HUT : By A. H. Mathews. (Price : 1 s. 2 d.) (Thomas Nelson & Sons, Edinburgh.)

These four books are Nos. 12, 13, 14 and 15 of the speed-well reading series and prove very useful and interesting books for study by children of the age group 9 to 11 learning English in the primary classes.

FOLK TALES OF YORKSHIRE: By H. L. Gee. (Price: 2 s. 9 d.)

FOLK TALES OF DEVON: By V. Day Sharman. (Price: 2 s. 9 d.) (Thomas Nelson & Sons, Edinburgh.)

These two neatly bound and illustrated books Nos. 252 and 253 of the Teaching of English series are suitable for the age group 11 to 13. Vocabulary and questions based on each lesson are given at the end of each book.

ARITHMETIC PROGRESS PAPERS: By H. H. Thomas. (Thomas Nelson & Sons, Edinburgh. Price: 2 s. 6 d.)

This is the third of the three books of Progress Papers, the first two, English and General Progress Papers, having been reviewed in the earlier issues of the South Indian Teacher. Each paper consists of two sections, written and mental, to be completed in 45 minutes and offers a good exercise to the pupil of the standard covered by these papers.

SIX SHORT PLAYS: By W. Turner. (K. & J. Cooper, Bombay. Price: Re. 1.)

The plays in this volume are intended to be staged by pupils of schools and colleges as part of their educational activities and according to the author have been tried in a number of schools and colleges in Great Britain and India.

THE OXFORD SCHOOL ATLAS: By John Bartholomew. Price: Rs. 3-4-0.

Intended for use in schools in India, Pakistan, Burma and Ceylon, the present edition is brought up-to-date conforming to political divisions.

PUNARMILAN (Hindi): By Ramananda Sharma. (Kanyakumari Prashan, 32, Neelakanta Mehta Road, T'Nagar, Madras. Price: Rs. 3/-.)

This is a social novel in Hindi and is suitable for libraries and extra reading in schools.

A GUIDE TO GENERAL MATHEMATICS (Tamil): By N. Venkatasubramanian. (Bell & Co., Sunkurama Chetty Street, Madras-1. Price: Re.1)

The guide book for S.S.L.C. pupils has been prepared very carefully and is the outcome of years of teaching experience in the high school classes. For rapid revision just before the Public Examination this book will be found useful.

TEACHING. June 1952. (Oxford University Press. Price: Re. 1.)

This issue for the quarter ending June 1952 is devoted to Audio-Visual Education and School Broadcasts. Six well-thought out articles have been contributed by experts in the subjects.

NAY-I-THALIM, VOLUME I; No. 1. (Hindustani.)

A monthly journal in Hindustani issued by the Hindustan Talimi Sangh, Sevagram is intended to offer practical suggestions and a forum for exchange of experience in the development of Basic Education at all levels. Annual subscription Rs. 3 and single copy 4 annas.

List of Publications thankfully received:—

1. Education Abstract, May and June 1952 (UNESCO).
2. International Federation of Teachers' Associations—Bulletin No. 10.
3. The First South Indian Seminar on Adult Education (Regional) Official Report—Price: Rs. 2-8-0. (South Indian Adult Education Association.)
4. Commonwealth To-day, Nos. 12 and 13. (From British Information Services.)
5. The Bombay Secondary Teachers' Association, 78th Annual Report, 1952.
6. Coronet Films—Catalogue of 16 mm. sound instructional motion pictures (From the National Education and Information Films, Ltd., Bombay).

—C.R.

EDITORIAL

The Secondary Education Commission:

We are glad that after two years of hesitation the Government of India have decided upon setting up a Secondary Education Commission. Though the proposal was made following the publication of the Radhakrishnan Committee Report and a sum of Rupees two lakhs was provided in the Budget in 1949 the proposal had to be dropped on financial grounds. Much time has been lost already and during these years, the various States have had their Schemes of Reorganisation of Secondary Education. This has resulted in a wide variation as between States, such variation being noticed not only in respect of courses and curricula but even in respect of standards. It has therefore become necessary that the problems of Secondary Education should be examined on an all India basis, so as to ensure to the Secondary School Leaving Certificates of different States a measure of equality of standards. We are glad to find that the Commission will have for its terms of reference the formulation of the aims and objects of Secondary Education, consideration of the questions of diversification of Secondary Education, the relationship of Secondary Education to Primary or Basic Education and the University Education, selection to Secondary Schools and the duration of the Secondary School Course. It will also examine the course and the curricula and make suitable recommendations. The terms of reference judged from press reports are comprehensive and we may well hope that the findings of this Commission would be of great help in establishing Secondary Education on a sound footing. To-day it is the weakest link in the Education System. Its financing seems to be nobody's concern and while it is called upon to undertake every conceivable task, it is not given either the facility or the opportunity to prepare its main purpose.

We are very glad that Dr. A. Lakshmanaswamy Mudaliar, our distinguished

Vice-Chancellor, has very kindly agreed to be its Chairman. His masterly grasp over educational problems, his intimate acquaintance with the problems of Secondary and University Education, and his vision and courage would be of invaluable help and we may look forward to constructive and helpful suggestions from the Commission, which we understand will include Dr. Kenneth Williams, Secondary Education expert from the U.S. and Mr. John Christie, a British Educationist of great standing and experience.

We have as yet no information about the other Indian members of the Commission but we do hope that they will be persons of considerable experience in the field of Secondary Education.

A questionnaire has already been issued on behalf of the Commission. It is wide and comprehensive and covers all the important aspects of the problems including the selection and training of teachers and their salaries and service conditions. District Teachers' Guilds and Teachers' Associations are requested to get copies of the Questionnaire from the Secretary, Ministry of Education, New Delhi, if they have not already received it and send their replies.

We wish the Commission success in its great task and assure the members thereof that teachers concerned with Secondary Education in this part of the Country will extend to them their full measure of co-operation in their arduous task.

The Education Week:

For the 22nd year in succession, The South India Teachers' Union in co-operation with many associations interested in the promotion of Education has planned the observance of The South Indian Education Week. A Central Education Week Committee has been constituted and Sri Sanjeeva Naidu, the President of the Association of Managements of Secondary Schools

has been requested to be its Chairman. The central theme of the Week is CHILDREN—OUR CITIZENS OF TOMORROW. It is the desire of the Central Education Week Committee that there should be a State wide observance during the week October 20 to 26. The safety and the well-being of a democracy depends upon its people and it is the task of Education in a democracy to provide the Children with the necessary training and experience to become efficient citizens. Schools have therefore a great responsibility and in the discharge of this responsibility they must have the appreciation and generous support of the public. The Education Week affords a unique opportunity for schools to make themselves known to the public; "Know your School and its needs" may well be the key word of this movement.

The Central Committee has prepared a booklet of suggestions and a colour poster for display. Teachers' Associations are expected to take the initiative and organise local Education Week Committees with representatives of the public and plan a programme of lectures, exhibitions and demonstrations giving ample opportunities for parents to visit schools and learn for themselves how the teachers are striving hard to educate their children.

Educational Broadcasts :

The programme of Educational Broadcasts for the year 1952-53 prepared by the A.I.R., Madras, Tiruchi and Vijayawada reveal considerable forethought and a great effort to make the broadcasts really useful to the students. The broadcasts are of three grades—for the Elementary Schools, Middle Schools and High Schools. The talks are generally by teachers actually engaged in teaching in these departments; and from reports received, we are glad to say that there has been great improvement in these talks with reference to their suitability and lan-

guage. A pamphlet containing details of the programme for each quarter is issued by the A.I.R. This pamphlet contains brief notes about the scope of the series of talks on any subject. It is expected that teachers would take advantage of this valuable teaching aid. On their part the A.I.R. has done and continues to do its best to make these broadcasts as useful as possible. The licence fee for a radio set installed in a school for *bona fide* listening to school broadcasts is only Rupees Three. The timings of these broadcasts have been arranged in consultation with school authorities. In drawing up the programme, the syllabuses have been kept in mind and in respect of the talks themselves, care is taken that it is only supplementary to class teaching. The programme pamphlets not only help to give an idea of each individual broadcast but serve to provide a good background.

It is therefore for the teachers and the school authorities to make effective use of this aid. At present, we regret to have to say it, school broadcasting is something which is a foreign element in the ordinary work of the school. It is not an integral part. Often times the radio is switched on to keep a class engaged in the absence of its teacher. Listening to school broadcasts has to become a part of the learning process and in this the teacher has a great responsibility. While a certain amount of preliminary work may or may not be necessary 'follow-up work' is essential if the broadcast is to be effective. School authorities have therefore to give the teachers all facilities to enable them to use the broadcast as a teaching aid and to follow-up the broadcast.

We shall be glad to publish in these columns teacher's comments on the talks listened to by them and if possible an outline of the follow-up work done by them.

FOR PUPILS

VISUAL HISTORY OF MANKIND

Honorary Editor: LANCELOT HOGBEN. Prepared by OTTO and MARIE NEURATH & J. H. LAUWERYS

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In these books the social history of the world is represented by means of a series of charts. Isotype symbols and colour are used in the charts, which call for an active mental attitude on the part of the child.

The charts are very attractively produced and clearly printed. Each chart tells us different stories in a different way, using pictures instead of words. The clear and informative charts make very interesting reading.

—South Indian Teacher

VISUAL SCIENCE

Honorary Editor: LANCELOT HOGBEN. Prepared by MARIE NEURATH & J. A. LAUWERYS

First Book	Rs. 2-14
Second Book	Rs. 2-14
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Book IV: Plants and Animals	Rs. 2-14
Book V: Moving About	Rs. 2-14
First & Second Teachers' Books	Rs. 3-11

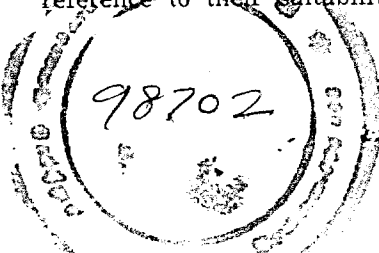
The first two books deal with Nature Study, but in accordance with modern educational views, that concept is broadened to include inanimate as well as animate nature. The use of the Isotype visual method ensures maximum clarity. Large double-page charts carry an educational message accurately and simply. Bright colouring assists the pictorial statements; questions enrich the visual message.

FOR TEACHERS

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TEACHING SOCIAL STUDIES IN HIGH SCHOOLS. By E. B. Wesley	Rs. 20-5
EDUCATION FOR CITIZENSHIP IN SECONDARY SCHOOLS	
With a Foreword by the Right Hon Oliver Stanley	Rs. 4-14
SIXTH-FORM CITIZENS: An Inquiry of the Schools' Committee of the Association for Education in Citizenship into the Social content of Sixth-Form Curricula	Rs. 8-9
INDIAN CHILD ART: A Handbook for Teachers. By Gay Hellier	Rs. 5
INDIAN TEMPLES	
Chosen and annotated by O. Monod-Bruhl. With a Preface by Sylvain Levi. Second edition, with 135 photographs	Rs. 15
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