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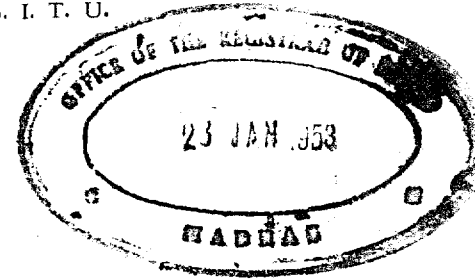
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DECEMBER 1952



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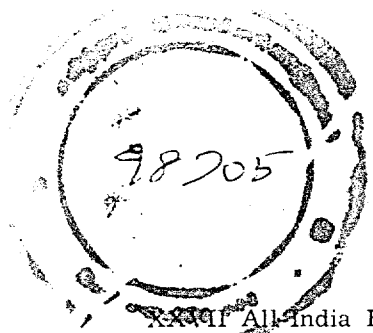
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THE SOUTH INDIAN TEACHER

Vol. XXV

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No. II

THE XXVII ALL INDIA EDUCATIONAL CONFERENCE NAGPUR

28th December, 1952

SECONDARY EDUCATION SECTION—PRESIDENTIAL ADDRESS

C. RANGANATHA IYENGAR, M.A., L.T.

THE SECONDARY EDUCATION COMMISSION

This year's session of the Secondary Education Sectional Conference acquires special importance in view of its attention to the questionnaire issued by the Commission and naturally aspects of Secondary Education covered by the questionnaire will come up for consideration and discussion in the course of the proceedings of the Conference. Reports of the earlier Commissions on Secondary Education, the most notable of which are those of the Sadler Commission and the Post-War Education Reconstruction Commission (known as the Sargent Report), contain a mine of information as to the lines along which Secondary Education in this country has to move and any Government, if it can command the necessary monetary resources, has only to implement the recommendations in these reports.

But perhaps the need for the present Commission is due to the changes that have taken place in the political structure of India and corresponding change in some of the aims and objectives of Secondary Education to fit in with

democratic trends. The Commission as constituted consists of some of the best and most experienced educationists of the country and of those countries beyond to whom we in India look for guidance in democratic practice. I am sure, that the report of this Commission, when it comes out, will receive earnest consideration and adoption by the States with suitable modifications in the States, and I hope, a larger allotment of money will be made for education in the Five Year Plan, if the plan is to be really effective. There is already considerable unsettlement in this stage of education of children in the different states and a correct and realistic approach to the whole question is necessary on the part of the Commission particularly with regard to the place that Secondary Education has to occupy in the education of the boys and girls who are to be the future citizens of this great democratic country.

DURATION OF SECONDARY EDUCATION

I take it that Secondary Education covers the age range from 10 to 16—a period of six years. In some quarters

even a 7 year course is suggested, the last year to be a sort of preparatory stage for higher academic—university degree and diploma—courses. In the present circumstances of the country a six year course is sufficient and every pupil should be given the fullest opportunity to go through this course without a break. The performance of the pupil in the class should be watched, guided and assisted by the teacher who should play the role of FRIEND PHILOSOPHER AND GUIDE. With a sympathetic teacher who realises the part he has to play in the education of the youth, it should be possible for every normal pupil to progress from class to class and complete his or her school record at the end of six years. A final examination at the end of the course is necessary and this may be of value in setting a standard.

COURSES OF STUDY

The old system of a one track course—preparing pupil for certain white collar jobs—is gone and emphasis is now laid on the education of the child in the direction of his or her aptitudes. The course should be multilateral and at the end of the course the pupil should be made to feel that he or she can take the proper place in the society and earn a living straightaway or with some more apprenticeship in the vocation, learnt in the later stage of the school course.

Pupils seeking entrance to university course or other higher professional or technical or technological course may be selected by the respective agencies either on the basis of their certificates or by an entrance examination conducted by them. At present the university degree examination dominates the course and the earlier this link is severed the better.

SYLLABUS OF STUDIES.

In trying to fulfil the objectives of Secondary Education, it is necessary to maintain a balance between the mind and the body, between the mind and the heart and among all these faculties, so that the complete personality of the

pupil may be developed in an integrated manner. There is still the tendency among the elder generation of teachers to lay too much emphasis on mind and this is evidenced in the provision of subjects of study more for the mental strain without due consideration being given to the aptitudes of the individual pupil. A pupil may not be gifted in mind but may have the abundance of heart for emotional expression and participation in social and spiritual activities. To impose a rigid monotonous curriculum on these pupils is a negation of the opportunities of right education to them.

To take one instance: There is the question of languages. One can understand the importance of the mother tongue or regional language or both to be learnt by a child. Where two languages have already been insisted on, to compel the child to learn a third language, entirely foreign, say English or Hindi in South India, is, in my opinion, educationally criminal. The average child in the secondary stage can learn only one other language besides the mother tongue or regional language. If a third language is to come in at all, it should be at a later stage, i.e., the last three years of Secondary Education. Even then only opportunities should be provided. A compulsory minimum except in the mother tongue or regional language should not be required for annual promotion. To make myself clear, I concede the importance of Hindi and English for our country. In the lower three Forms besides the mother tongue or regional language, opportunity should be provided for learning Hindi which should give place to English in the next three Forms of the school course. With the latest methods available for teaching of languages and with a zealous and enthusiastic language teacher, a pupil can be made to take interest in the new language and learn it of his or her own accord.

A majority of pupils coming out of the secondary schools will have to remain in their own State or Region and transact in their own regional language.

age. Only a few would aspire to play the larger part in the national life and still fewer in the international sphere. It is for these few that the study of Hindi and English is necessary, both for speaking and writing, and opportunities provided in the way outlined by me are sufficient for this class of future citizens.

DETERIORATION OF STANDARDS.

We hear some wailing on the part of both the public and educationists here and there on the lowering of standard of attainment of pupils of present day secondary schools. In my opinion, this is more imaginary than real. With the change in the objective of education, there will necessarily be a change in the standard of attainment in the different subjects of the school curriculum. This does not mean lowering of the standard. People who complain of low standards are still thinking of the old days, when the schools contained only a few pupils belonging to particular classes of society and who were prepared for passing examinations after severe selection with a view to entering administrative services under an alien government. They refuse to sympathise with the changes in the political set up of the country and the consequent change in the system of education.

Overcrowded classes of 45 and 50, under-nourished teacher and external influences of non-educational character, may to some extent be responsible for the fall in standards in some subjects, but this is offset by the keen interest that the pupils take in the life around them and in the activities provided for them in the school course, curricular and extra-curricular. And even this apparent fall can be made up by reducing the strength of a class or section to not more than 25 or 30 pupils and by providing for better individual attention on the part of the teacher.

COST OF SECONDARY EDUCATION.

Secondary Education is becoming more and more costly. With the increase in the tuition fees and levy of special fees of several kinds with the

high prices of books, notebooks and stationery, the average parent finds it increasingly difficult to educate his children in the secondary school. It is necessary that the tuition fees should be considerably reduced and the Government should come to the aid of these schools by compensating for the reduction in the fee income of the school. The levy of special fees in schools is in many cases out of all proportion to the facilities provided for the pupils and in some cases even these facilities do not exist. These fees form another source of income to the school and strict instructions should be issued to the school authorities to see that the moneys realised are spent usefully on the provision of facilities to pupils. Either the existing schools must be properly supported and aided by the State without the pinch of the cost on the average parent, or the State must take all such schools as are not sufficiently endowed and run them as government schools.

BASIC VERSUS SECONDARY SCHOOLS.

It is neither possible nor natural to offer the same kind of education for all. With 90 per cent of rural population, India's many ills can be successfully solved only by the Basic system of education for the rural side, so that the country side may once again attain the splendour and glory that marked its life in the past. A little urbanization of the country side with a net work of basic type of schools from prebasic to rural universities will retain the people of the village in their own homes and prevent migration to towns and contribute to village self-sufficiency.

Secondary schools in certain big centres will provide opportunities of secondary education to such of those as wish to go in for this type of education. For urban areas higher elementary schools with some of the features of the basic type in the matter of crafts and secondary schools with some rural bias (such as manual labour) will be the best system of education that the country can afford to give. I do not see any infe-

(Continued on Page 362)

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THE TRAINING OF TEACHERS FOR SECONDARY SCHOOLS

Miss K. N. BROCKWAY,

Principal, St. Christopher's Training College, Madras.

The primary responsibility of a training college is to the students who are preparing to be teachers, but it also has a responsibility towards teachers in service. A teachers' college should try to train students in the art and science of teaching and to make them think about education in its wider aspects. Considerable progress has been made in our training colleges recently in imparting the techniques of teaching, but more might be done to help students to think for themselves about education. The emphasis on practical work in the B.T. course, as revised in 1950, is all to the good, but the revised course is too full and it can only be studied in a superficial manner. The abler University students do not generally enter the teaching profession and many of the students who take this course have little idea how to study and they have little time to think. As was said of students in training in England, "They do not mature by living, they survive by hurrying!" They must pass the examination and for this end they memorize passages from books. Another defect of the course is that it is too rigid. It should be possible to modify it year by year in accordance with developments in educational thought and with changing educational needs. Suggested ways of lightening the course would be to make some of the practical work optional and to lighten the syllabuses in the theory of education. An effort should be made to base these on the students' observation and experience rather than on reading. In one respect, however, it seems desirable to add to the B.T. Course, i.e., to require one major and two subsidiary optional courses instead of two optional courses. The reason is

that the exigencies of the school timetable make it necessary for many teachers to teach English in addition to two optional subjects. It would be good if every B.T. student were given some training in methods of teaching a language.

B.T. Students are responsible for teaching high school forms, but teaching in middle school is in the hands of secondary teachers. Some would say that theirs is an even greater responsibility than that of our graduate teachers. It is therefore deplorable that the salaries of secondary teachers are so low. Our State does not compare well with some other parts of India in the matter of teachers' salaries, but it has reason for satisfaction as regards the training given to secondary teachers. Good work can be done in the two years' Secondary Course, and many unknown secondary teachers are serving children faithfully and well in schools throughout our State. The chief criticism of the secondary training course is that it is too wide in scope. Teachers who have taken this course are expected to be ready to teach any subject in any class from class I to form III in a secondary school, or from standard 6 to 8 in a Higher Elementary School. They may also be appointed as headmasters or headmistresses of primary or higher elementary schools immediately after the training course. It would seem better to train students to teach either the first five classes or middle school standards or forms. The latter group only would be required to take methods of teaching English. If such a clear cut division proved impracticable, it would seem desirable to give a middle school bias

4, FRANCIS JOSEPH STREET, MADRAS-1

to the training given to some students, and a primary school bias to others. Then all could, if necessary, teach in either type of school, though each student would be better equipped to teach in a school of one or the other type.

Basic Education has presented us all with a challenge by its emphasis on a craft and life centred curriculum rather than on what is sometimes merely the memorization of text books. This is all to the good, but freedom to criticize and modify the system as presented at the Basic training centres must be permitted. A greater variety of crafts should be encouraged, and more freedom permitted as regards the correlation of subjects. It seems unnecessary that all the crafts that are taught should be productive. It is important that our boys and girls should learn how to save money by doing things for themselves (on the analogy of the 'make do and mend' groups in war-time England) as well as to produce articles for sale. It is also important that the Indian artistic crafts should find a place in the school curriculum, and that in every case methods

of teaching these crafts as well as skill in mastering them should be taught. The importance of one aspect of the Basic Education cannot be overstressed, i.e., the need to strengthen the links between the school and the community. Many of our schools have little or no connection with the homes from which the pupils come.

A final word must be said about the training of teachers after they leave the training college. Refresher courses are of great value and are much appreciated. Of equal importance is the provision of opportunities for teachers to go on studying. The help of secondary as well as of graduate teachers should be enlisted in the cause of educational research. This would keep alive the teacher's interest in study and would help us to adapt our teaching methods more closely to India's needs. It is clear that much still needs to be done in the training of teachers, but the very greatness of the task encourages us to do our best. Let us take heart and remember the dictum "upon the quality of its teachers, the future of this country depends."

(Continued from Page 359)

riority or superiority complex in this scheme. Under the adult franchise, it is the rural population that elects our legislators in larger numbers and from these are elected our ministers and Prime Ministers. Who then are our rulers? How can the villager and the basic school pupil suffer from inferiority complex? On the other hand the urban population and the pupils of urban schools may have a sense of inferiority complex, because the administrative offices will have to be supplied

with officers and clerks educated in the Secondary Schools and thus serve under masters coming from the rural side. The contempt for the rural side engendered under the old system of education is bound to disappear in the new set up and hence there is no question of inferiority or superiority complex. There are equal opportunities for all, but aptitudes are different and talents are at varying levels and a good scheme of education should give scope for the fullest development of the personality of the child with those gifted aptitudes and talents.

THE GROWING CHILD—DISCIPLINE*

DR. H. S. S. LAWRENCE, M.A., Ed.D. (Columbia),
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The growing child is one in whom all of us are interested, whether we be parents, teachers or community members. Our interest in the growing child frequently brings us face to face with the discipline of the growing child. Here is the intricate problem of Discipline in a world where, it is said, there is so much of indiscipline. The subject of discipline is related to Ethics and Moral Education. It is Psychology, however, which tells us what is true discipline and how it should be promoted. This is a matter important in every-day life everywhere. We want in our growing child a good disciplined character, a well disciplined life, filled with happiness, health and efficiency.

To different people discipline brings back different memories and ideas. To some it is the memory of the school-master's cane. To others it is the angry father who swears by the proverb: "Spare the rod and spoil the child". To some others discipline might refer to the days of whipping and flogging. The classic example is that of Dr. Keate who once flogged a battalion of boys all night. "If you won't be pure in heart", he said, "I will flog you till you are". It is the traditional view that the child is born wicked and indiscipline. We must make him good and disciplined. This view, nevertheless, is far from the truth.

Manifold, however, are the discipline problems in children which irritate many a parent and teacher. All of us are confronted with the problem of dealing with naughty children. Parents are faced with disobedience, stealing, cheating and fighting. Teachers handle quite a few children who disturb and

make noise, who are rude and inattentive, aggressive, dishonest and disrespectful. We see here the immediate need for well-balanced and well-disciplined minds in our growing children. But what sort of discipline shall we advocate?

Is it military discipline that we look for in our children? In the army the will of the commander must be quickly obeyed by the soldier. He must acquire a most receptive mood. Or, is it the discipline of consequences which Rousseau and Spencer advocated? The child, they said, must learn from the fear of consequences of its actions. The burnt child will fear the fire. This is the law of Effect. But fear has a negative and not a positive effect. The craving for constructive work cannot be created by fear. Very often consequences are not seen by the child. They may be too severe for the child.

Do we want in our children that discipline enforced by authority through rewards and punishments? We punish children through infliction of pain, deprivation of pleasure, corporal punishment, sarcasm or anger. This idea of discipline orders the child to do something he disliked or to abstain from something he liked. When he disobeys he will suffer punishment—perhaps solitary confinement without food. This is stern discipline which threatens the spirit and subdues the inclinations of children. Intense punishment has a disruptive effect. It is not positive education. Punishment often destroys the friendly confidential relationship between child and adult. One parent remarked, "The more I whip him the worse he gets". If punishment is always the cure, a machine could have

* By Courtesy of All-India Radio, Kozhikode.

been invented to provide it and effect the change of conduct. Punishment means inhibition. Rewards, on the other hand, are good incentives for disciplined behaviour. They should not, however, go down to the level of bribery. There should be no tinge of trading at the price of a reward.

Public opinion is another factor which may enforce discipline in children. Children might discipline themselves because of praise or blame from the community. But such a discipline is not real discipline. It involves a dependence upon society. Discipline which issues from military law or the law of effect, from authority or public opinion is always external discipline. The child feels only a feeling of external compulsion. You may lead the horse to the water but you cannot make it drink. Child behaviour should be conceived as growth.

Well, then, what is real, true discipline? We must first of all recognise the close relationship between the meanings of discipline and disciple. A disciplined group of children is a group of disciples or learners. True discipline is a state of the individual child's mind. Discipline in the highest stage of moral control is personal. It is conduct regulated by personal ideals. True discipline is self-discipline. The modern view of discipline aims at self-control and self-direction in children toward worthy goals. This is the best way to build up a positive and constructive discipline. True discipline is not negative. It is not externally imposed. Our aim in modern education is to provide situations where external discipline is reduced to a minimum. True discipline comes from within. It is internal and psychological. We must provide opportunities for our children in homes and schools to develop a control of behaviour through self-discipline.

In order to promote self-discipline in our children we must understand the causes of indiscipline. There are people who almost always blame the children for indiscipline. But behaviour is a function of the situation as well as of the individual child. Both the situa-

tion and the child are involved in indiscipline. The situation includes our community, education and parents. The child must change. The situation also must change. The 'black sheep' is not born black but made black by the situation. Children are not naturally naughty. From the child's view-point conditions are not favourable for his disciplined behaviour. Here is the importance of home conditions. The influence of bad homes and of dissension between parents is adverse for children. Problem children come far more frequently from broken homes than do normal children. Easy-going discipline as well as over-severe discipline in the home are harmful for the child. The aggressive father and the clinging mother provide the climate for indiscipline. Rigid rules and formalism often produce bad discipline. Rules are important. Order is required. It must be the natural out-growth of happy activity in the home and school. Authority must be considered reasonable and necessary by the children.

Disciplinary problems may often arise due to conflict with an unsuitable school programme. Children who are defiant and who abstain from the class room often have good reasons for such behaviour. Truancy, it is said, is not always a bad boy running away from a good school but is often a good boy running away from a bad school. The teacher's attitude may frequently cause emotional stress and disciplinary difficulty. A community which does not provide facilities for healthy activities of children is the breeding ground for indisciplinary activities. Indiscipline must therefore be traced back to situations at home, school and community.

How then shall we develop the true discipline in children? One important way is to satisfy in legitimate ways the basic needs, interests and aptitudes of childhood. Indiscipline begins when there is interference with a need or interest. Parents and teachers must get a sincere understanding of the needs and motives behind child behaviour. The child should be studied in the background of his home, school and community. One can easily spot and

remove gradually the causes of misbehaviour.

A good relationship is essential between children and adults. Relationship has been called the 4th R in Education. It should provide mutual respect, confidence and friendliness. A vast amount of disciplined learning takes place within the context of interpersonal relationships. The adult should help the child individually to work out plans for the satisfaction of his needs.

Often children behave on their instinctive level as shown by self-assertion, acquisition, construction, combat, and curiosity. Their instinctive energies or innate propensities should be redirected towards constructive channels socially useful and individually uplifting. This is the process of sublimation. The first glimmerings of discipline appear as a result of creative activity, useful work, good relationships with others, service and wholesome recreation. In all these things it is advantageous to have co-operation among the school, home and community, in providing healthy activities for children.

The school should be an environment where there is no chance for indiscipline. The school tone, the personality of the teacher, the class routine, team work and school programmes should be of a high order. The school and home must respect and recognise the personality of the child and his innate potentialities. Self-control which is real discipline must be taught through a system of self-government. Under a system of self-government, discipline becomes self-discipline. Children will think and act for themselves when they are given responsibilities which they can assume. Democratic, not autocratic techniques produce socially acceptable conduct. The citizenship activity programmes promoted in Madras State are quite in keeping with modern ideas in discipline.

It may be helpful if adults make more use of satisfying consequences like

praise and reward rather than blame and punishment. Punishment might often cause the child to shift to desirable responses. Nevertheless, we must rely on positive, not negative methods. Discipline in the sense of meting out punishment from without should no longer occupy a place in the minds of parents and teachers. Praise when deserved is a source of pleasure as in the Parable of the Talents. Many men know how to flatter but few know how to praise. Reproof has a negative effect.

Above all, the growing child needs our affection, love and security. When there is lack of love, there will be germs of indiscipline and delinquency. Love urges children to develop good, disciplined characteristics. Hate destroys all social relationships. It induces anti-social conduct. Let us be humane persons before our growing children. Let us promote self-discipline in our children through the aim of self-direction and self-control toward worthy goals. True discipline is self-discipline.

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EDUCATIONAL INDIA

Edited by

Prof. M. VENKATARANGAIYA, M.A.

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MASULIPATAM (S. India)

CITIZENSHIP TRAINING IN SECONDARY SCHOOLS

T. V. NILAKANTAM

Special Officer for Citizenship Training (Retd.)

The scheme of citizenship training introduced in the secondary schools of the State in 1948 has aimed at creating a new and healthy atmosphere in the school and securing the willing co-operation of the pupils in all that the school is doing for them. The pupils are encouraged to regard the school as their own, and to realise that individually and collectively they are responsible for the well-being of the school-community and for the good name of the school itself. The teacher and the taught are brought closer together than ever, and the teacher is enabled to tackle his pupils with understanding and sympathy. The pupils are helped to realise that they have duties to perform not only within the school but outside, in their own homes and in their neighbourhood and they are encouraged to aim at making life sweeter and more pleasant for all those with whom they come in daily contact. Among themselves they aim at building a spirit of mutual co-operation and helpfulness, within the school as well as outside. Team spirit and the spirit of service are encouraged and the development of leadership is aimed at. Dignity of labour is fully appreciated, and cultivated.

For the sake of convenience, the scheme is looked upon as consisting of three parts: (1) self-government of the school-community, (2) self training of the individual so as to make himself more efficient, and (3) learning how to make the best use of leisure.

PART I—SELF-GOVERNMENT

The object of self-government by the pupils is to help them to acquire qualities that are necessary in social groups in later life. Citizenship implies a sense of social responsibility for everything that makes for social well-

being. The importance of self has to be subordinated to the importance of the social group, and one has to be thinking in terms of group welfare, and be planning for it. The best way to learn this is to "*learn by doing*". And accordingly the pupils make their experiments on a social group which is conveniently available to them, namely, the school-community. The school-community is a *micro-cosm* which provides plenty of scope for social planning. The needs of the community have to be carefully thought out, properly planned, and the plans have to be carried out. The pupils make themselves responsible for this. This leads to a simple type of self-government, conducted under the beneficent guidance and control of the headmaster and the staff. Existing amenities of the school are taken over and maintained efficiently in a spirit of service to the community; and fresh amenities are planned and carried out.

The pupils do their work in small groups, called '*squads*', and these look after the needs of their own class, as well as the needs of the school as a whole. These groups work under elected leaders to whom they extend a spirit of loyalty, and with whom they work in harmony and understanding. This is valuable training. The pupils thus learn to command as well as to obey. This leads to the development of leadership. Something tangible to do, and that done well, makes it possible for them to learn such valuable lessons. Their participation in this manner in the various school activities whether such activities are connected with their scholastic work or with their life as members of the school society, develops consideration for others and good neighbourliness. The desire to put self in the background and to subordinate it to the needs of the school is

promoted. Team spirit and mutual co-operation are developed. Tolerance and sympathy are cultivated. The dignity that is to be associated with labour is fully realised.

The school parliament consisting of elected representatives of the pupils is responsible for the well-being of the school community. It builds up traditions, and guides the public opinion among the pupils. The school parliament legislates, and it also exercises supervision over the administration by the members of the Executive, namely the "Cabinet of Ministers". The parliament gives a sense of reality to the conception of self-government by the pupils. It functions with the authority and guidance of the headmaster, who keeps a careful watch to see that it becomes an efficient educational tool, and that it does not degenerate into a purposeless "talk-shop". He will also see that the parliament does not encroach into certain aspects of school management and guidance. School finance, staff, syllabuses, examinations, promotions, etc. would naturally be outside the scope of student self-government. Affairs which concern the pupils exclusively are discussed, and the discussions are so conducted as not to create heat or antagonism, but to make every one honestly feel that he is really contributing to the common welfare. Training in calm thinking, and in speaking so as not to wound other people's feelings is thus available for the pupils. They learn to ascertain the views of the majority, and learning it they also cultivate respect for the same, however different their own individual opinion may be. They train themselves in self-restraint, and learn to appreciate the other man's point of view. Participation in parliament enables the pupil to think for oneself and not be led away by noisy propaganda. Planning for the needs of the school-community, for its good order, good health and good government, the pupils take up responsibility for the collective well-being of the school community; and this is real training in citizenship. Its lessons will be of great value and benefit to the society in the

midst of which these pupils will lead their existence in later life.

Sometimes the parliament is thoughtlessly allowed to discuss things which are not of direct interest to the school community. This is wrong. The school parliament is not a literary and debating society, nor a mock-parliament. It is a real parliament as far as the school-community is concerned. It deals with practical questions affecting the particular school community, and such discussions are based on a real sense of personal responsibility.

Concrete instances of the type of work which the pupils can undertake by themselves are: maintaining order and discipline in the class room during the absence of the teacher; collecting and keeping teaching aids ready for the teacher for the day's lessons, and looking after them and returning them to their proper place; collecting the notebooks for inspection by the teacher, and returning them afterwards to the pupils; keeping a watch over school property kept in the class room, and looking after their safety and order; keeping the class room clean and neat; keeping the adjoining verandah clean and neat, and also any portion of the compound which the class may have occasion to use as out-door class room.

The pupils can be of help in other ways also. They can for example be of assistance in the school library in the issue of books and in getting them back, and in the periodic checking of the books in the library. They can look after the school garden, the school museum, the school aquarium. They can attend to and be responsible for the arrangements at the daily assembly. They can undertake general "watch and ward" duties in the school, and be responsible for the taking in of "lost property" and for their return to the owner later on. They can act as "bell ringers". They can attend to the needs of the tiffin room. They can attend to the maintenance of proper water supply in different parts of the school building. They can attend to sanitation, and general cleanliness of

the premises, and all common areas. More work of this kind could be added.

All the above work is planned and carried out on the squad basis, that is to say, one specific squad is responsible for a particular task on a given day. The squad sees that one or more of its members carry out the duty. Squad responsibility is realised by the individual pupils, and they work so that the squad may earn a good name. Further, the tasks are not assigned by the headmaster or the staff. On the other hand the tasks are undertaken voluntarily, with the sole object of improving the environment. This leads to the formation of a desirable outlook.

The Class Pupil Leaders and the School Pupil Leader sit together and organise the various tasks. They exercise sympathetic leadership, and between themselves and the pupils who actually carry out the various duties, they build up a new and healthy tone in the institution. Performing tasks of this kind, the pupils learn what is meant by dignity of labour, and realise that nothing is too low or unworthy of them if it can in ever so small a measure improve the lot of their comrades in the school.

PART II—INDIVIDUAL EFFICIENCY

The provision of two periods every week for certain activities, and the requirement that every class should have a minimum of two day-outings and one week-end camp exclusively for itself, are made so that the pupils may learn a few useful things that will help them to be of service to others (first aid, knots, child nursing, etc.) and, through communal living in camps, develop self-help and get their angularities rubbed off. The several activities set forth under Part II of the syllabus prescribed by the Department are borrowed from the field of scouting for the most part. But it is not intended that by doing so the full benefit of scouting is being extended to the pupils of the school.

The study of the national flag, acquiring a knowledge of national heroes, and learning to sing national songs are included so that the pupils may develop a proper sense of patriotism. Health

practices and health games are for the encouragement of healthy life. First aid is learnt so that one may feel confident in an emergency, and render useful service to the people. Orderly movement in groups leads to smartness of bearing, encourages a sense of discipline, and gives scope for united action. Through such exercises pupils are enabled to learn to obey as well as to command. Tracking games and treasure hunts, and exercises involving the use of compass points are designed to take the pupils away from the physical restraint of the class room in the pursuit of something adventurous and romantic, and bring them into contact time and again with the great out-doors and incidentally with the wonders of nature. Signalling though a rather technical type of activity, has the advantage of giving training in concentration. It strengthens physical vision, because the eye is called on to function in respect of objects which are far away. It also provides adventure and romance, and it widens one's understanding. It can be useful on occasions, as when there are floods, and portions of the town are cut off. Knowledge of signalling can be of use in making citizenship work interesting, because it can be woven into any wide game that may be planned for the pupils. Verbal message gives training in concentration and analysis of thought. Road sense is useful both to the individual and to the community. It is a kind of useful training in self-discipline. It builds up circumspection. Sense training games and games for observation are interesting. They develop intelligence, and make one watchful for anything that may hurt others. Care of clothes leads to self-reliance, and develops the quality of thrift. Collection of specimens will lead to the widening of one's interests, and to the development of useful hobbies. Knots and lashings are training for the hands and fingers. They give new skills. But more than that they make us take vital interest in village life, for in the village we see how knots and lashings have always made village life possible. There is hardly an aspect of village life which does not put the rope to a proper application.

Folk songs and folk dances, as well as story telling and dramatising provide for self-expression in art. Dancing gives health and cheerfulness. Folk lore and folk songs, as also folk dances make the pupils love the simple folk of the villages, and feel one with them. Map reading practices lead to a good knowledge of one's locality, and they along with what is described as "knowledge of locality" introduce local geography to the pupils in a pleasing and eminently practical manner, and lead to human understanding of the problems of the locality. Fire lighting makes one self-reliant. And properly directed it would lead to knowledge of prevention of fires, in the homes and in the jungles, and fire-rescue work would also be properly understood. Fire-lighting coupled with a knowledge of simple cooking would make the pupils useful to themselves in camps and outings, and to others in times of need. It would lead to a sense of self-reliance. The advantages of outings and camping cannot be overstated.

Apart from the intrinsic merits of the various activities set forth above, the practice of these during the two periods set apart enables the teacher to watch his pupils when they are off their guard and are engaged in something supremely interesting which has been planned by themselves and which is being worked out under their own leaders. The teacher who is unable to get anywhere near the "real boy" in the class room because of the obsession of the moment, namely, instruction and the imparting of a piece of knowledge essential for the "examination", is now able to see through the inner make up of the boy, and can size him up in a most efficient manner. Such intimate understanding of the boy's merits as well as demerits is certainly very helpful in the task of setting the boy on the right road. And such continued outdoor exercises have the very salutary effect of making the pupils feel that their teacher is after all their comrade, and they feel a new affection for him, and extend to him the best of co-operation. Healthy teacher-pupil contact is thus established.

PART III—UTILISATION OF LEISURE

Through what is called a scheme of "Proficiency Badges", an idea borrowed from the field of scouting, the pupils are encouraged to develop some useful handicraft or train themselves for useful service. A fairly representative field is available for individual choice, and what the pupil may choose will be of some use at home or in the neighbourhood. Swimming, being a good athlete, encourages personal health. Carpentry is useful knowledge in the home. Folk dancing makes for enjoyment of oneself and also leads to sympathy for the villagers. A cyclist has easy facility to move about, and can come into contact easily with the great out-doors. His skill can also help the people of the locality in times of need. So is knowledge of pioneering, which provides special skill of use to others. A rescuer is helpful in times of danger. Knowledge of sick-nursing, handicrafts of various kinds, and nature lore all have advantages which need no telling. A pupil selects his own line of activity, and keeps himself busy during his moments of leisure, and with the help of people who are proficient he learns by his own efforts. Search for knowledge thus becomes a quest. The school issues to the pupil a token of his proficiency in the shape of a badge. A sense of achievement is his satisfaction, and it is also the main-spring of his further efforts to gather more knowledge or to acquire more skill in the same line.

The interpretation of the scheme of citizenship training is thus a matter of great importance. The significance of the entire structure has to be fully understood by each individual teacher, and right emphasis should be placed on the various aspects. The scheme is part of the scheme of education and a vital part of it. It gives new zest to school life, and the school becomes an educational force of absorbing interest to the individual pupil.

A few further remarks may be added:

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MORAL & RELIGIOUS INSTRUCTION IN SECONDARY SCHOOLS

K. BALASUBRAMANIA IYER, B.A., B.L., M.L.C.

The problem of giving moral and religious instruction in secondary schools has long engaged the attention of Government and of non-official educationists in our country. But there has been no lasting solution of the problem. The question assumes very great importance after India attained independence and I think that a proper and effective solution should not be delayed any longer. In schools under the management of Christian missionary institutions and those under the management of Muslims, religious and moral instruction is invariably given. These schools admit large number of Hindu students. While moral instruction is generally given to all students in those schools, religious instruction is confined to Christian or Muslim students. Owing to the operation of the Conscience clause, religious instruction in any particular denomination cannot be imposed upon pupils belonging to other denominations. Hence Hindu students, studying in Mission institutions and in Muslim schools, are not given religious instruction as such. Very few schools under Hindu management have made any provision for religious instruction. Schools under state management cannot according to the Constitution of India give religious instruction. Therefore the position at present is that a large number of Hindu students studying in secondary schools are without religious instruction being provided for them, while Christian and Muslim students are given efficient religious instruction in schools. An eminent educational authority like Sir Richard Livingstone is of opinion that religious instruction is necessary for boys and girls in schools for the proper building up and training of the character of pupils and for making

them fit to enter life with a proper outlook upon the problems of life. Religious instruction is specially provided in the Educational Act of Great Britain. In all catholic countries of Europe religious instruction is compulsory. In all the schools in America religious instruction is given. It may be stated without fear of contradiction that, except possibly in Russia, there is no country in the world where religious instruction is not given. India remains a notable exception to this invariable rule. So long as the British were ruling this country they adopted the principle of religious neutrality and shrank from solving the problem. But though the Government of India is a secular state, it does not mean that encouragement should not be given for the imparting of religious instruction in secondary schools to the pupils in their respective religion. It may be that any discrimination between the various religious communities is wrong. But religious instruction to be given to each one of the pupils in the religion of his parents is not all inconsistent with the principle of a secular state.

There have been some amongst Hindus who feel that religious instruction is not a practical proposition on account of the various sects and school of thoughts in, what is generally called, Hindu religion. There may be likelihood of sectarianism being developed or the danger of religious susceptibilities of particular communities being wounded. Hence they feel that religious instruction is not possible in our country so far as Hindus are concerned. But I am afraid this is a wrong view. Things have progressed so much in our country that at the present day it is possible to give religious instruction in the main tenets of Hindu religion

common to all sects and communities. Text books have also been written by competent people, which can be utilised very well for religious instruction in the main tenets of Hinduism. It may also be stated that a general knowledge of all the tenets of all the sects is also useful for the purpose of creating unity and tolerance among the future generation of our countrymen. The only thing required is a proper training for the teacher who imparts religious instruction in Hinduism. If seminars can be established for giving proper guidance and training to the teachers in schools, and if they after undergoing such training are appointed as teachers to impart religious instruction, the doubts and fears entertained by some of our own people will be entirely dispelled. I have had experience myself of giving religious instruction in the manner and spirit indicated by me and I can with boldness and confidence state that it is not at all difficult to give enlightened religious instruction in the main tenets of Hinduism without offending anyone and without inculcating any spirit of narrowness, prejudice or intolerance. The sooner that we do so, the better will be for all of us and for future generations.

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After the introduction of the scheme of citizenship training, a few salutary changes like the following are noticeable :

The pupils feel that the school belongs to them, and that they should keep the school building, the compound, etc., clean at all times, that the school furniture and other property are well looked after, that cob-webs are not allowed to settle or accumulate, that no scribbling is done on the walls or elsewhere. They also see that no one writes or carves on the furniture. The pupils as individuals and as a body feel responsibility in this matter.

They maintain order throughout the day, when moving from one class room to another, or from one activity to another.

They wish to adopt the queue system wherever it is needed.

I am firmly of opinion that the religion of our ancestors can stand the test of science and reason in the modern age and can be taught in a scientific and logical way to Hindu students. Unless we begin to give religious instruction by a band of trained teachers the suitable text books also will not be forthcoming. It is after some experience that the text books have also to be written suited for this purpose. Unless the Hindu managements of schools begin to give their attention to this question and to impart religious instruction to Hindu students the problem can never be solved. A mere discussion of the pros and cons of it will land us nowhere.

I appeal therefore, to the management of all schools to make provision for giving religious instruction and even Christian and Muslim institutions should in fairness provide religious instruction to Hindu students by Hindu teachers. In the Indian Union, Hindus, Christians and Muslims have to live together peacefully with mutual tolerance and good-will and religious instruction will go a great way to the mutual understanding of one another's religion and to the creation of a spirit of good-will and tolerance.

They help the teacher in the collection of teaching aids and in keeping them ready for the day's lesson, and in other ways extend full co-operation to him. Should he be late or should he have to leave the class temporarily, the pupils see to it that they maintain silence and keep themselves usefully engaged.

They render service in the library, museum, garden, etc.

They maintain cleanliness and order in the tiffin rooms. Neighbourhood of wells and water taps is kept neat and clean.

They help in the maintenance of drinking water supply in different parts of the school.

The pupils collectively and individually feel a sense of responsibility for everything around them.

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THE USE OF VISUAL AIDS IN TEACHING

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As long back as the time when the blackboard became an indispensable article of classroom equipment, the case for the use of visual aids in teaching was already well established. The difference between then and now lies only in the number and variety of visual aids; and these have been influenced in recent years by the inventions of the time and the consequent advance made in processes of production and reproduction, including screen projection of pictorial materials. This advance has been employed by trade interests and for purposes of entertainment much earlier than in the field of education. The slowness in the field of education in this respect has been due mainly to three reasons: firstly, the traditional visual aids like pictures, models, maps and charts are not only far more effective in proportion to their cost, than expensive aids like the motion picture and other screen projected pictures, but also more subservient to the main purposes of instruction; secondly, the older aids are much simpler to handle and within the capacity of any grade of teacher to use, and also capable of being used as often as they are found necessary without elaborate preparation and dependence on several operational conditions; and thirdly, visual material exactly and directly suitable for classroom use is extremely limited and often not readily available, with the result that the effort expended in collecting, preparing and using it is out of all proportion to the benefits arising from the use. These three reasons make up what is often regarded as a sentimental and traditional conservatism on the part of teachers to use the more modern visual aids in the classroom.

There is also another reason, not so obvious as the first three and therefore not so plainly expressed by teachers, and this is that modern visual aids tend to equate instruction with education and assign a comparatively passive

part to the children. Experiments performed before and by the children and pictures and models handled and studied by them and sometimes made by them are far more educative than the secondhand experience of seeing pictures of them.

At the same time we cannot altogether ignore the influence of the motion-picture on the everyday life of the child. In taking account of this influence, it is worth considering what part of it is due to the form of presentation—the medium as well as the several devices—and what part is due to the substance presented. We may then find that it is often the substance—the adventure and the thrill of the 'screen play'—which fascinates the school boy and girl, not quite so much the realism of the presentation, although it does contribute considerably to the substance. This conclusion will also be borne out by a survey of other kinds of visual, and even non-visual material which fascinate the young, like comic strips and penny dreadfuls.

How then shall we integrate the new Visual Aids—those 'with the capital V and the capital A', as one writer cynically calls them—with the older ones? As newer forms of visual aids, the film-strip and the educational film are undoubtedly entitled to a place in the school, but not to the exclusion nor even to a relegation to the background of the older and well-tried aids. If a school cannot afford a 16 m.m. projector or even a film-strip projector, it does not matter so much as if it does not possess enough of ordinary wall-pictures, maps, models and charts and a library of information and well-illustrated books of study and reference. The latter are far more important for a school as they are the more universal visual aids. If a school has enough of all of these and can afford to supplement them with something new and, above all, if it has the confidence that the new apparatus

can be handled without effort and strain by the teachers and put to full use, then it can go in for projectors. Among the projectors themselves, the order of priority should be the episcopes or epidiascopes first, the 35 m.m. film-strip projector next, and finally the 16 m.m. silent projector, or sound projector, if the school can afford not only the purchase price but also its maintenance costs and if the school feels assured of a sufficient and regular supply of educational films from film-libraries. But, when all is said and done, the projector can be only one among many visual aids and is not a labour-saving machine to help the teacher to dispense with the traditional and the several 'hand-made' or hand-designed aids.

What applies to many other machines, that they save labour and reduce drudgery, does not apply to the classroom movie projector, except in a very limited degree. This is said, not in disparagement of the value of the projector, but to dispel any misconception which teachers who have not used projectors may have, that once a projector and films are provided, the teacher has little to do, especially if a professional operator is also appointed by the school to operate it,—in other words, that the projector can take the place of the teacher, at least for a while. The use of the film projector requires a teaching technique of its own, as significant and important as the technique of using static daylight visual aids. In some respects, this technique is more difficult for the teacher to acquire, at least in the present generation, because it is new and unfamiliar and guidance is limited. It is therefore necessary for the teacher to understand and realise all these implications of the use of the 16 m.m. movie film projector.

In the present brief note it is not possible to discuss at length the relative merits of silent and sound projectors. The language problem in many parts of our country is in itself a sufficient argument in favour of silent projectors for classroom use so long as the large majority of classroom educational films available have only English and American sound on film commentaries. The

case is different in respect of social education among adult groups. Here a wide range of 16 m.m. editions of informational, instructional and news films produced by information departments of the Central and State Governments in the several regional languages is available and sound projectors are therefore the most suitable. That spectator audiences are large, and the size of the picture has therefore to be large, that the instruction is imparted generally at night and the projected picture is more suitable in the matter of illumination and that the process is passive, are other reasons for the use of sound projectors in social and adult education.

Apart from the traditional didactic classroom visual aids and the screen projected picture of the classroom and the field of social education, there is another group of visual aids, without at least a brief reference to which this note will not be complete. This is also a traditional group, embodying in stone and plaster, in frescoes and in metal, the cultural heritage of every country in the world. The more famous examples in this group are made accessible in the form of photographs and commentary-carrying motion pictures, to people in different parts of not only the countries in which they are situated, but also in other countries of the world. Examples smaller in size are exhibited in original or in replicas in museums and art galleries. But there are still many less known examples in almost every part of every country to which direct access is the only approach to study. For the discerning, observant and keen teacher, they open up a vast field of visual aids through excursions and explorations.

Another traditional form of visual presentation in this field of cultural heritage is the drama in its several variations and stages of development, including what is perhaps a peculiarly Indian creation, the dramatic recital, known as *Harikatha*. The other forms like dance recitals, dumbshows and pantomimes, and ballets and operas may

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THE ROLE OF THE LIBRARY IN SECONDARY SCHOOLS

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Library is a place where books and periodicals on different subjects are collected and kept, classified and catalogued. This is an institution intended for self education for all who use it. This definition holds equally good for libraries of Secondary schools also. The pupils who read in Secondary schools have to be initiated into the proper use of libraries. How is this to be achieved?

Teachers have to impress on their pupils that what is taught to them daily in their classes is only the method to acquire knowledge in different subjects and that the actual acquisition has to be done by the pupils themselves by employing the methods grasped by them in their daily classes. They should be clearly told that the knowledge in all subjects is unlimited and that it is not confined to the small number of text books that are prescribed for them for class work. In other words they should be made to realise that a vast portion of knowledge in any subject has to be acquired from outside the text book using the methods taught to them in the classroom with the aid of the text book. The study of text books is merely intended for the construction of a framework into which the great store of knowledge in different subjects can be fitted up.

Teachers while giving lessons in different subjects in the class room, have to introduce their pupils to books for further study referring them even to chapters in certain volumes, all of which can be found in the libraries attached to respective schools. Teachers while setting subjects for composition may refer their pupils to books in the

school library from which they can freely draw relevant material for the essay. Such methods adopted at schools will induce the pupils to make use of the library regularly, with the result they will acquire the systematic habit of reading library books. They will soon realise that whatever they learn from books by their own effort is far more easy for them to remember than what they hear from others. A well equipped library for every school, coupled with the devices that the teachers are expected to adopt, such as those indicated above, will enable its pupils to acquire systematic reading habits which will lead them on to pupils to acquire systematic reading.

The pupils should be taught how to use the library for which library classes should be held regularly every week. They should be given instruction how to use the catalogue and how to select books for home reading. When they see the variety of books available in the library, they will realise the vastness of knowledge and will shake off the feeling that if they are thorough with their text books there is nothing more for them to learn. They will also understand that for a mental relaxation library is the proper place, for, in it, when they are tired of reading a particular subject, they can divert themselves to some others which will be refreshing to them.

It should be understood that the care of the school library must not be a spare-time occupation for a teacher already fully engaged in the classroom. He must have a proportionate number of periods free for the duties of librarianship. He will also be res-

possible for the organisation of library periods for the upper forms if these are (as they should be) part of the school curriculum. Library periods provide an opportunity, not so much for browsing in the library as for learning the proper uses of the library and the method of employing reference works. Too many pupils are now reaching the universities entirely ignorant of this art as every university teacher knows. In the library period also the pupil will learn that other valuable lesson, which is understood by so few university students to-day, namely the art of distinguishing between the book which can safely be borrowed, and the book which must be purchased and owned. That is to say, the student must learn not merely what a library can do for him, but also what it cannot do; no public library can replace entirely the students' own library of text-books, or the general readers' own library of good companions.

We can now turn to consider the books of which the school library is composed. They will quite rightly vary in different schools. It would probably be a mistake to limit the selection too strictly to books of academic value. Roughly speaking the school library will be designed to provide the following:

- (a) Descriptive and illustrative material on all subjects, to supplement the normal text-books, the text-books themselves will not be in the library.
(b) The more important standard works of literature on Regional, National, and

English language in good edition and with clear print. (c) Reference material, encyclopaedias, dictionaries and atlases.

The selection of books in the first category will no doubt be made largely by the subject specialists on the staff. It is the duty of the school librarian to hold a fair balance between rival subjects, and to ensure that in meeting the rightful needs of the sixth form, the needs of the lower forms for books of a simpler standard are not overlooked. Room must also be left for a reasonable choice of books on sports and hobbies.

Every school must have adequate library accommodation. This means at least one room designed and equipped as a library; and used for no other purpose. The room will have chairs and tables for reading, as well as shelves for the books. An additional small room, to be used as a store and work room, is also desirable.

Secondly, the school library requires a librarian. The opportunity of obtaining a qualified librarian should be taken, and he should rank with teaching staff for salary and status. The total cost of such a school library cannot be much less than rupees five thousand a year, but in a large institution it will be money well spent.

In conclusion it has to be stated that it is very important that boys and girls should be taught at an early and impressionable age to make full use of school library books in obtaining knowledge and information.

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be universal, with variations corresponding to the genius and tradition of each country, but the *Harikatha* seems to be India's—perhaps South India's—own development and refinement of the itinerant band and ballad-singer. To the teacher, the dramatic form is of value in two ways—in respect of dramatisation as a teaching method and an aspect of pupil-activity and in respect of the technique of the graphic story-teller. Besides, dramatisation itself has two aspects—spontaneous,

classroom play-acting by children and school-play projects, the latter involving many kinds of activities.

Thus there lies before the teacher a vast field of visual aids, evolved on the one hand by the cultural traditions of the country and on the other hand by classroom traditions in school teaching. And the great thing to remember is that they are AIDs: their user is the teacher: their use and value is in proportion to the teacher's ability and genius.

BIFURCATED COURSES

REV. FR. DEVIAH, S.J.

Many have been the complaints against the system of secondary education obtaining in our country. Some have said that the whole system caters only for such as desire to go for collegiate education. Others have said that it is aimed at the mere production of clerks for Government offices. Still others have complained that the whole system is such that it can in no way prepare the country's youth to earn a living, to prepare them for a job by means of which they can earn their livelihood. Feeling that there is a certain amount of justification in such complaints, the department of education of our Madras State, has started about four years ago certain courses called bifurcated courses as distinct from the academic course. The latter prepares the candidates for entrance into a University while the former are intended to give some practical skills to the pupils who are not expected to go to College, not however debarring their entrance into a college if they get through the S.S.L.C. examination and are declared eligible to a university course.

The following is the actual list of bifurcated courses that have been opened and the number of schools teaching each course:

Name of course	No. of schools teaching the course
Secretarial Course	66
Engineering	35
Domestic Science	
(for girls only)	23
Agriculture	20
Teaching Practice	19
Music	4
Drawing and Painting	3
Dancing	1
Textile Technology	1
Total	172

The original intention of the Government was to open every successive year such bifurcated courses in 50 schools. But it was found these courses imply heavy expenses owing to the liberal grants promised to such schools as open them. Government has given $\frac{2}{3}$ of the cost of equipment and $\frac{1}{3}$ of the cost of running the course without taking into account the amount of fees collected by the school from these pupils. To induce schools to open such courses, no minimum number of pupils was fixed for starting any particular course so that a school could open one course with even four or five pupils. Due to the shortage of finances, Government is not now willing to open such courses in schools at more than ten schools per year and preference is being given to such as open them without Government grant for equipment. Besides grant, Government pays a stipend of Rs. 5 and Rs. 7 to each pupil per month in V and VI Forms respectively taking Teaching Practice. While all other courses begin in the IV Form, Teaching Practice commences in V Form only. Pupils taking this course after being declared eligible have to put in another year of training and then can appear for the Secondary Grade Teachers' Training Examination. They thus save one year since the usual course is for a duration of two years.

In a brief note like this, it is not possible to give an indication of the curriculum of these various courses and of the various subjects studied. Pupils taking these courses study in common with the others taking the academic course the following subjects: Regional Language, English, Hindi, Mathematics and in certain courses Social Studies while in others it may be General Science. In certain courses, all the five subjects of the academic course are studied and the bifurcated course is an

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ART TEACHING IN SECONDARY SCHOOLS

ISMENA R. WARREM

From time to time a letter comes to me asking for a syllabus for art teaching in a particular school. The letter usually starts something like this :

"We are most anxious to have art classes in our school, but no member of staff has any talent in that direction or any knowledge of the subject. Can you supply a syllabus which we might work at?"

If this letter were exceptional there would be no point in referring to it, but unfortunately it is typical of many. Such letters admit only one conclusion : a belief (or at least a hope) that art can be taught without personal knowledge, ability or taste. Why should any teacher imagine such a vain thing? He would not dream of supposing that any other subject could be taught under similar circumstances. A paraphrase of this letter will show the absurdity of the hope.

"We are most anxious to have Mathematics taught in our school, but no member of staff seems to have talent in that direction. We cannot add, subtract, multiply or divide. Can you suggest a syllabus we might work at?"

There is quite a good syllabus supplied by the Indian Government Educational Department for the Reorganised Secondary School Course for Forms I to III only. The aim of the course is : "to give all pupils scope for self expression through drawing, painting and allied crafts; to train expression of their imaginative ideas, their appreciation of natural beauty, sense of rhythm, harmony, line and form; to give them the joy of doing creative work; to teach them to appreciate Indian Art in painting, design and architecture; to help them to carry out their ideas by means of simple art crafts which can be easily learnt and carried out by secondary school pupils; by this means also to give them training in care and manual dexterity."

If this syllabus should be carried out in every school in India, how much happier would school days become for many? Alas, how few schools have a teacher with any taste for art or knowledge of the subject not to speak of any art training? In this great country of India there is not (to the present writer's knowledge) any Art School or College which trains teachers to teach art as a specialized subject.

There are in many city schools, artists who teach drawing and art but they themselves have to feel their way and learn how to teach by self-taught methods and experience. In time we should create a demand for trained art teachers and so open the eyes of the Government to the necessity for the facilities for the training of artists in the methods of teaching as part of a Few Years Course at the end of which they should qualify for a Certificate for Art Teaching.

The Government Syllabus allows two periods per week for Form I, and only one period for Forms II and III, and includes Free illustration (scenes from daily life, home, school, bazaar, from literature, history, etc.), Nature Study, Object Drawing Pattern work, and Art Crafts (which include cut paper work, stick printing, paste paper, clay modelling and potato printing).

At the age of ten years, which is roughly the age of children in Form I the child is at the stage of transition and the spontaneity which was characteristic of the paintings of the same child from five to ten years has begun to form itself into something quite different, may be into more advanced art or design or it may disappear for a time and reappear a few years later in a taste for music, drama or literature.

If the child of eleven years or twelve (Forms II and III) is still interested in drawing and painting we may conclude that the love of art has come to stay, and here a real sense of appreciation

of colour, form, pattern, etc., may be developed.

It seems a great pity that Forms II and III are allowed only one period a week for this subject. If possible they should have one period for painting and one for craft work. After the age of thirteen art should be optional as many children at that age and later have no desire to express themselves by means of paint and paper, whereas those who really have a strong talent in that direction should not be thwarted and frustrated, as it is positively dangerous to the mental development to have no outlet along this line.

Art may be correlated with other subjects of the curriculum and thus an intelligent interest fostered in all branches of art, especially in its relation to everyday life. Designs should be for some special object and not just a design. If craft work is continued the children should carry out their own designs and not copy one from a book or a design by a teacher. The History of Architecture should be studied and with it its relation to the Geography of each country. A sketch book of historical ornament might be used.

Memory drawing should hold an important place as it aids concentration and keener observation. A perfect memory is impossible but the beneficial result of an easily attainable memory is out of all proportion to the effort required, especially when the education is commenced at an early age and continued systematically. For example if a class of children are asked to draw any common object such as a bullock cart or a date palm, most of the children may say they cannot. If they try for a few minutes they may not get very far—but if after that they are brought outside and confronted with the object they will then take much more interest in how the shaft and wheels are fitted on to the body of the cart or how the leaves are joined to the trunk of the palm tree and the difference on the trunks of the date palm, cocoanut palm and the palmyra. Then if they should go back to class and draw from the memory of what they have observed,

the task that at first seemed impossible may be achieved with comparative ease but without much detail. Then when a drawing is made from sight all sense of difficulty will disappear.

There can be no expressive vital drawing without a mind enriched with many vivid memories.

Materials—The chief difficulty is in getting both teachers and students away from the idea that an H.B. pencil and a tiny brush and box of hard-as-nails, paints and a little painting book are all that are required.

It is best to supply the children with large sheets of paper (cheap quality will do), and if nothing else is available newsprint. Coloured paper is often best if tempoa paint is used with large brushes (nicely shaped) and soft pencil or crayons. The paper should be pinned to drawing boards.

The question of colour and its place in art teaching is an extensive one and cannot be dealt on here, but it may be remarked that the old fashioned idea that all colours can be made by mixing the three primary colours Red, Blue and Yellow has been thoroughly debunked. Red and Yellow will not make every shade of orange, or blue and yellow every shade of green, or red and blue every shade of purple, no matter how pure the colour. To get these vivid shades the colours must be bought already mixed.

No syllabus should be rigid but should allow enough elasticity for advantage to be taken of suitable local subjects or models such as the potter at work, or the fruit bazaar full of colour.

The correct balance of colour in design is a very important subject on which a lot might be said.

In autumn of the year 1938, under the auspices of the Christian Literature Society for India an Exhibition of Children's Art from most countries of the world was held in the Memorial Hall, Park Town, Madras. There before our very eyes we beheld proof enough to convince even the most hardened sceptic of the universal need for this artistic outlet for the child mind and imagina-



Exhibition of Children's Art held under the auspices of the Christian Literature Society in the Memorial Hall, Park Town, Madras, 1938.



Drawings from Prof. Cizek's Juvenile Art School, C.L.S. Children's Art Exhibition, Madras, 1938.

tion. There were drawings and paintings in paint, pencil, crayon and chalk from babies of three up to students in Training Colleges. The themes were so vividly portrayed that one could without any written description or without captions picture the chief interests, life and habits of children from all parts of the globe. Nobody who saw that exhibition could have been anything else but thrilled beyond words, and some 4,000 children and adults attended it.

Some of the loveliest of these paintings came from Professor Cizek's School in Vienna. A Principal of an Art School when being shown over the exhibition was most anxious to buy some of these

paintings done by Prof. Cizek's Austrian children. When told they were not for sale he was most disappointed and kept saying "I had no idea that children could do such paintings; they are beautiful, why, they are just like Persian Carpets."

It was true; when viewed from a short distance the colours were so rich that they gave the effect of Persian carpets. Art Education in schools is not for professional purposes (although some may become gifted painters or designers), but to fit students for life; that they may appreciate intelligently and enjoy beauty and colour. The ideal is a nation with a highly developed sense of taste.

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additional course of subjects. In due course, courses other than those given in the above list will be started to make available educated young men and women with skills in various trades and all walks of life wherein one can earn a living.

These courses will prove useful to the pupils if the teachers take an interest in their boys and closely study their aptitudes, likes and dislikes, and then advise the pupils to take such course as will find them fully absorbed and as

will be suitable to their talents and gifts. Indiscriminate thrusting in of undesirables into these courses will serve no useful purpose. Hence some sort of a board of teachers in each school in which these courses are taught should advise and choose the best fitted boys for the different courses and this will be a service done to the boy as an individual and to the country as a whole. The talents of the boys will be given a free scope and there will thus be fewer misfits in the country and a larger number of skilled useful citizens of our Motherland.

THE SOUTH INDIA TEACHERS' UNION

Diary for the month of December 1952

- December 1. Amendments to Rule 5 and Benevolent Fund Rules sent to District Teachers' Guilds for opinion.
- " 6. Education Minister addressed to reconsider the decision of Government regarding salary scales of teachers of all categories.
- " 11. Journal Committee meeting.
Balar Kalvi—November 1952—published.
- " 20. South Indian Teacher—November 1952—published.
Executive Board Meeting notice sent to members.
- " 25. The President and the representatives left Madras to attend the Council Meeting of the A. I. F. E. A. and the 27th All-India Educational Conference at Nagpur.

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TESTS, EXAMINATIONS AND SCHOOL RECORDS

M. C. SESHACHALAM, B.A., L.T.

Headmaster, Board High School, Chittoor.

"In recent years, examinations have grown to extravagant dimensions and their influence has been allowed to dominate the whole system of Education in India, with the result that instruction is confined within the rigid frame-work of prescribed course, that all forms of training which do not admit of being tested by written examinations are liable to be neglected, and that teachers and pupils are tempted to concentrate their energies not so much on genuine study as upon the questions likely to be set by the examiners."

This is an extract from the Government of India resolution in 1904 on their education policy. It is evident that the same may be said of the conditions now obtaining in 1952. Undue importance is given to academic attainments at the cost of practical and aesthetic needs of education without much attention being paid to individual and environmental needs. These examinations have demoralised teachers also who adopt questionable methods, as they fear that their reputation is at stake. In short, instead of serving as a useful tool in the cause of education, examinations have assumed the role of a dictator controlling every aspect of it, mainly because they were used by the foreign rulers to debar the so-called weaker pupils from going upwards, so that they could have a select band of educated Indians in clerical and secretarial works in Government offices.

Now in democratic free India, the system of education should not be for the 'elite' but for the people. For this purpose, there should be a common school for all based on the principle of productive and creative work and co-operative endeavour, through which children can have experiences which are meaningful and useful to them, individually and collectively. The characteristics of individual pupils are to be

considered and the methods and materials should suit their mental make up and social background. The mental qualities and exact attainments of pupils can be decided only by objective and accurate measurement. Thus examinations hereafter should lay greater emphasis on guidance to pupils than on selecting and weeding them out.

Apart from essay examinations, no other technique of evaluation has been evolved in any appreciable scale in India. A few objective tests have been developed in certain institutions, but they are not popular. They have not been systematically standardised as in other countries. There are five different forms of standardised objective tests :

(1) Intelligence tests to measure mental ability or child's power to think accurately or his ability to learn.

(2) Attainment tests to measure acquired knowledge in several subjects.

(3) Diagnostic tests to reveal difficulties in school subjects.

(4) Special aptitude tests, such as tests to reveal ability in music, art, mechanical skill, linguistic skill, laboratory work in science, etc.

(5) Prognostic tests to discover before-hand the degree of success likely to attend a pupil's efforts in studying a new subject.

By using these tests along with the estimate of teachers based on personal contacts, more effective guidance can be given to secondary school pupils in the early stages of their school course.

In addition, essay types of examinations are needed to measure the ability to organise, analyse, interpret and evaluate the materials learnt and to apply the ideas learnt to new situations. Cumulative records are to be maintained to assess the pupil's powers of socia-

bility and adjustment to groups in action. Thus the guidance given can be productive.

It is very urgent and imperative that special organisations are set up on a provincial or regional basis to evolve the techniques of evaluation and construction of tests mentioned above. They should be standardised on local populations. The technical personnel to be engaged in test construction should be both specialists in measurement and educators.

In schools the testing programme should be continuous and planned co-operatively by the entire school staff according to the needs of various grades. This requires that all present teachers should be given a short-term course in measurement at once and the prospective teachers should be trained in the methods of measurement and their use.

The Cumulative Records: We cannot over-emphasise the interdependence of cumulative records and testing programmes. Many forms of records have been evolved in other countries and they can be adapted to fit the individual school system. It is essential that any such record should contain the following as the minimum: causes for absence; intelligence quotient; scores in achievement tests; mental, emotional and physical experiences; extra-curricular activities; interest in games and sports; discipline; vocational experiences and special interests; special defects; home conditions; social behaviour.

Where cumulative records are maintained, teachers' conferences should be the basic and most important feature. For such records to be maintained, close and personal contact between the teacher and the taught is necessary. Towards this end, classes should be small and teachers should not be burdened with too much of teaching work.

Recording through charts, posters and graphs the products of work of children is a creative activity liked by them. Such records can be advertised in zonal exhibitions. This is an incentive to pupil's striving towards not only 'the

useful', but 'the beautiful' in creative work. There will be mutual emulation and healthy competition, in addition to the propaganda value it will have. By such exhibitions the public can be convinced of the efficacy of the achievement of their children and the prestige of Indian education in the eyes of the world can be enhanced.

Examinations: The examinations will continue to be used as an important method of assessing certain abilities as referred to above, which cannot otherwise be measured so effectively. The two types of examinations are: (1) school examinations given two or three times a year and (2) public examinations, used for graduation purposes. The emphasis in setting questions should be to measure the power of judgment which implies a proper grasp and understanding of subject-matter rather than memory work.

The school examinations should be controlled entirely by individual schools and administered by class teachers in as many subjects and as many times during the year as are needed. Departmental action should be immediately taken to put an end to what is called "common examinations" with external examiners even for class examinations, which has become an unfortunate feature in schools administered by the same management. The Secondary Education Commission should go into the reasons for the organisation of such common examinations and try to remove them.

The external Public Examination at the end of the secondary school course need not be imposed upon those who do not wish to continue their education further. They can be granted a school leaving certificate on the basis of their school record, and an internal examination, if considered necessary. In the case of those, who wish to carry on their education further, there can be a matriculation examination by a board of examiners consisting of representatives from schools and University. The current practice of conducting such examinations in central places under the supervision of departmental officers to spy over the superintendents must be

stopped at once. In the first place this practice creates an unnatural and unfamiliar setting for the examinees and secondly it implies a lack of confidence in the competence and professional integrity of the school staff in conducting the examinations.

In order to make these examinations more reliable and valid, questions should be based on a wide sampling of subject matter and the current practice for choice should be discontinued. Paper-setters should be school-teachers.

The result of a single external examination should not be taken solely to decide promotion or graduation. On the other hand due consideration must be shown to a pupil's entire school record in deciding his success. Though, at present, examinations are used for selection at different stages, (elementary, secondary and university), in the near future this selective function is to be replaced by that of guidance and classification of pupils according to

individual and social needs. The cumulative records are of great use for this purpose.

The teacher is the pivot on which these reforms in measurement and guidance move. He should be properly trained and given facilities, so that he can observe and guide individually his pupils, as the gurus of old who relied on their mental cumulative records to decide whether a disciple was fit to enter the world. Opposition to these changes may be from vested interests, mostly publishers of 'notes' and 'made-easies' which are a menace to the mental training of pupils. Paucity of technical personnel may impede the progress.

In conclusion, it is hoped that, in as much as we are in free India, early steps will be taken to reform the systems of testing and examining on a scientific basis, so that examinations will become a hand-maid to productive and creative education.

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THE PLACE OF ENGLISH IN THE SECONDARY SCHOOLS

JEAN FORRESTER

It is not easy in 750 words to say anything new or interesting about the place of English in the Secondary school. Readers of the *South Indian Teacher* will be familiar with all the usual arguments for the inclusion of English in the curriculum, but it is still true to say that many teachers in their classroom practice have not adapted their methods to the changed position of the subject. It is still too often treated as a knowledge subject, one through which the pupils are expected to receive information about useful matters, and not primarily as a skill subject such as mathematics or crafts. English is now treated as a foreign language and pupils are taught it for only 6 periods in the week. When it was the medium of instruction they were learning it either directly or indirectly for about 30 periods in the week. It was the medium through which they learnt the facts of Science, History, Geography, etc. This responsibility has now quite rightly been taken over by the mother tongue or regional language. We know this, but we still spend too much time in the classroom and in tests and examinations trying to find out if the pupils have remembered the information in the lessons in their readers instead of finding out if they have learnt how to use the language, and to know the words so well that they can understand them when used in different contexts.

A foreign language (any foreign language, not particularly English) is the most difficult subject in the curriculum. This has been said by various committees in both Great Britain and the United States. 'No attempt should be made to obscure the fact that it is very difficult to learn and to teach languages, ancient and modern, in schools.' 'A sound preparation for his work

makes more severe demands than in any other subject of secondary education.' 'Modern Language teaching demands a specialist, because the technique of teaching a language, especially to beginners, is so difficult that none but a specialist can cope with it.' And yet we are content to trust the first years of English teaching to teachers who have themselves learnt English for only six years, a shorter time than they have studied any other subject, and a shorter time than a Higher Grade Elementary Teacher has studied the subjects that he teaches. We cannot expect good foundations in the study of English while the beginners are taught by such poorly qualified teachers. For financial reasons it is difficult to press that the teaching of all the English should be confined to graduates, but would it not be possible to give our Secondary Grade teachers a better preparation for teaching English by doubling or trebling the time spent on the study of English in the T.S.L.C. course?

If English is the most difficult subject in the curriculum, should all be obliged to study it? What about those whom Morris calls 'the non-linguistic, hopeless' pupils which every teacher knows so well? Should not these pupils, ideally, be taken in a separate group, allowed to learn at their own rate and be allowed to concentrate on reading rather than on expression? It is a platitude to say that a knowledge of English gives access to sources of knowledge that are not yet readily available in the mother tongue of the students. It is also well-known that everybody can understand more than he can say or write. By concentrating on reading with these slower pupils would it not be possible to help them to

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FEDERAL LANGUAGE IN SECONDARY SCHOOLS

S. R. SASTRI, M.A.

Siksha Mantri, Dakshin Bharat Hindi Prachar Sabha, Madras, and Chairman, Board of Studies in Hindi, Marathi, Urdu, Burmese and Singalis, University of Madras.

By the Constitution of India, it has been accepted that Hindi, as the Federal Language, has to take the All-India role after 15 years. By then, Hindi will acquire great importance in the All-India sphere. The Central Government at Delhi will have Hindi as its official language. Deliberations of the Indian Parliament will be conducted in Hindi. For all Inter-State correspondence, Hindi will be used. Knowledge of Hindi will be a requisite qualification for Military, Postal and other All-India services. Without the knowledge of Hindi journalists will find it difficult to carry on their profession. In brief, in all the fields of All-India character, knowledge of Hindi will be indispensable. Hindi is, in one or other of its various forms like Khadiboli, Vrajbhasha, Avadhi, etc., understood by nearly 75 per cent of our population. Non-Hindi population is mainly confined to South India. Even though Bengal and Bombay States come under non-Hindi areas, the languages spoken there, i.e., Marathi, Gujerati and Bengali are all Aryan languages, akin to Hindi, and Hindi may be picked up in a short time with the least labour. If the South Indian boys and girls are not given a suitable opportunity of learning Hindi in their school days, they will be seriously handicapped in the field of All-India Services. Hence adequate provision should be made for learning Hindi in schools.

2. In the Madras State, the period of school Education is divided into three stages: (1) Elementary school—5 years. (2) Middle school—3 years. (3) High school—3 years. No one, not even the fanatic supporters of Hindi, wish that Hindi should be introduced in the Elementary stage in South India. It is absolutely essential that the

children should live and learn only in the atmosphere or surroundings of their own mother-tongue—Tamil, Telugu, Kannada or Malayalam. Minor dialects, such as Tulu, Pattunul, Konkani, etc. should be suppressed in the larger interests of the country. Only the four well developed Dravidian languages should be encouraged in Schools.

3. But while it is agreed by all that good provision for teaching Hindi should be made only in the Middle and High School stages, there exists a wide divergence of opinion whether Hindi should be taught compulsorily or optionally in these two stages. Some argue that Hindi should not be thrust on the unwilling students, who may not leave their district or province at all and hence for whom Hindi is of no practical use. They contend that Hindi is not learnt as a subject of general knowledge, but only as an additional medium for expressing the ideas or thoughts already formed through the mother tongue. Mother tongue is like our breath, it is an inseparable part of our own self. But Hindi is like the cap or turban which we use only on certain special occasions. Hence they conclude that Hindi need not be compulsorily imposed on all indiscriminately, and only those who like it or need it, or who may go out of their provinces, may be encouraged to study Hindi. But many others maintain that as Hindi is our Federal language, it is not only desirable but quite necessary that every citizen of free India must be Hindi-minded, and so, should be taught Hindi, so that he may enter any walk of life in his later life. We learn algebra or Geometry not merely with a utilitarian point of view. These fundamentals are necessary to make a student educated and cultured. Hence the curriculum of studies must include mother tongue, at

present English, Mathematics, Science and History-Geography and in Independent India Hindi also.

4. In my opinion, Hindi may be made an integral part of the school curriculum and counted for class promotion from Form I to VI. There need not be a public examination in Hindi at the end of VI Form. Hindi may be made alternative to the classical languages, such as Sanskrit, Arabic, Persian, Latin and Greek, or to the Modern Indian languages (neighbouring or contiguous) such as Telugu for Tamils and vice versa, Kannda for Malayalis and vice versa and so on, or to the modern Asiatic languages. There will be keen competition between Sanskrit and Hindi only, as Hindi is only a grand daughter of Sanskrit itself. This will be a healthy competition. From the cultural point of view, students may study Sanskrit, and those who are attracted by the utility point of view may take to the study of Hindi.

(Continued from Page 386)

read English with sufficient ease to enjoy reading stories and magazines?

When we accept the fact that English is a skill subject rather than a knowledge subject we shall also realise that the way to maximum progress for our pupils lies in grading the material and allowing them to proceed at their own rate and assimilate each step thoroughly before going on to the next. In knowledge subjects such as Science or Social Studies slower pupils are stimulated by working in the same group with more intelligent pupils. In a foreign language

5. Before finishing, I would like to make these suggestions. The pupils who study all subjects in their mother tongue and pass the S.S.L.C. examination, should be declared eligible for public service only in that area where the respective mother-tongues are spoken, i.e., Tamil or Telugu Districts and so on. But those who desire to go for All-India Service may be required to appear again for the S.S.L.C. examination with Hindi medium. One year's study after passing S.S.L.C. at first appearance with the mother tongue as the medium may be deemed sufficient for reappearing in the Hindi medium. Every District may have one Hindi medium High School for such students. The Government may give special subsidy for such schools. Students may be granted stipends. In my opinion, this is the easiest way of solving the language problem in our Secondary Schools.

and in mathematics they are confused and discouraged by competition with pupils who can understand what to them are still baffling mysteries. This fact has been to some extent recognised in mathematics by the provision of two courses. Should not something similar be attempted for English? Pupils who are going to the university need to be able to express themselves easily and correctly in English. Is this the major need of some of our pupils who are not proposing to go to College? We need to do a great deal more thinking on this question.

FINANCING EDUCATION

SRI V. NATARAJAN.

One of the chief functions of a welfare State is providing free elementary education for all. The State is still unable to get out of the tradition left by the previous foreign rule. Before laying a sound basis for elementary education, the British Government in India started expanding secondary education and stimulating college education. After five years of free India, the State is still concerned with finding adequate means for providing free elementary education for all in the age group 6-14.

No definite scheme has yet been put into operation—a scheme which would be welcomed by all as the most practicable. For the moment we are all more concerned about food production. It would appear best if we discontinue all our discussions about educational planning and concentrate on this food production drive. Even so all our existing schools can start agricultural operations. But how is this possible—more land has to be brought under cultivation, more irrigational facilities are needed especially when rains fail and water is scarce. And so after it is said and done we come back to the starting point—free elementary education for all.

Who is to provide education, how is it to be provided, and what is it that we wish to provide—these are the common questions. If we are able to arrive at some sort of commonly acceptable solutions to these questions we have made a good start. All our present talks and discussions are more centred around the third question—about the matter that we wish to teach in our schools. The first two questions are probably taken for granted as having been settled.

Elementary Education should be the sole and chief responsibility of the State. When the State has declared that the welfare and well-being of the people is its first duty, why should there

be delay in undertaking the task? This is more easily said than done.

Where can the State find sufficient money for providing free and universal elementary education? It is worthwhile considering suggested ways and means for this task. Let the State free itself of all its responsibilities for Secondary and University education and concentrate solely on elementary education. A far-seeing plan and a bold plunge into action are needed. All our elementary schools will be staffed and maintained by the State—Aided Schools (including Union Schools), and Local Board Schools will be merged to form State Schools. All our secondary schools are to be financed and maintained only by local bodies. Colleges should be left to private enterprise.

When the local bodies are relieved of the burden of elementary education, they can divert their entire elementary education fund towards secondary education. Of late a number of District Boards have started expansion of secondary education forgetting their commitments for improving elementary education. Before they could provide elementary schools for all villages, buildings for existing schools, regular monthly payment of salaries to teachers, they have opened new secondary schools. When once the charge on elementary education is taken up by the State, the local bodies will find it easy to concentrate on Secondary Education. Each local body will consolidate its resources, organise the various private endowments and charitable contributions, and work out a scheme of expansion for secondary education. The aided schools, including mission managed schools, have to be merged as schools under local bodies. This is a problem which cannot be easily solved or quietly settled.

The various aided elementary schools should be merged and consolidated by the State. There will be uniform scales

of pay for teachers. The laborious system of calculating and distributing grants can be discontinued. Labour and time can be saved. When elementary education comes under State management, each district officer will control and supervise the work in his district. He will be assisted by a District Council (consisting of teachers and non-teachers) in the conduct of the Elementary School Leaving Certificate Examination. This examination is to be entirely a district affair. If the State takes charge of elementary education, all the existing knotty problems will disappear. Of course there is the other side, that the schools, when once they become Government Schools are likely to fall into the usual routine departmental 'red tape'.

The secondary schools in each district will be under the local bodies—Municipalities and District Boards. The aided schools have to be merged with the Board Schools. It has been pointed out that in most of the aided schools the management's contribution to the expenditure is about 5 to 6 percent. It may be worthwhile considering how this can be compensated when merger is to be completed. For the sake of uniformity and in the interests of economy these schools would do well to get merged. Individual schools may be given certain temporary privileges for some years in order to facilitate easy merger with local bodies. All the teachers of secondary schools will belong to the same cadre of Local Board employees. The State will have to continue the system of Secondary School Leaving Certificate Examination. But this should not be an all State affair. The S.S.L.C. examination should be planned and conducted on the regional language basis to start with, and then each district will take charge in due course. The District Secondary Education Board has to be revived and reconstituted. It will be the function of this Board to arrange for the conduct and supervision of the School Final Examination.

The Universities will have their own entrance examination to select students who wish to join colleges for higher

education. For the sake of admission to colleges, the present S.S.L.C. examination is linked with university needs. It would be better if the S.S.L.C. examination is entirely a school affair, marking the completion of the school course. The examination fees may be decreased and each local area can make its own arrangements. After completion of the school course, those who wish to join colleges can sit for the University entrance examination. This is to be a separate examination conducted entirely by the University.

In order to solve the problem of financial burden, the above suggestions have to be considered and the implications involved, examined and discussed by Teachers' Associations and other public bodies interested in the progress of education. Then they can put forward these proposals in proper shape for consideration by the State and the legislatures.

OUR BOOK-SHELF

Receipt of the following Publications is thankfully acknowledged:—

1. Moving and Growing—Physical Education in the Primary School, Part I, prepared by the Ministry of Education and the Central Office of Information, London (with the compliments of the British Information Services).
2. Report of the Union High School, Coimbatore.
3. New Education, Volume IV No. 2, September, 1952.
4. Commonwealth—Today, No. 16.
5. The Hindu High School Magazine, Vol. XII, No. 1, November, 1952.
6. The Negro in American Life—(with the compliments of the United States Information Service).

REVIEW OF INDIAN EDUCATIONAL PERIODICALS

(By J. V.)

The Educational Review (August, 1952): The importance of vacation refresher courses for high school and intermediate college teachers as in-service education programme is stressed in the article on "Teacher growth through refresher courses." Teachers' Colleges and Universities should organise such courses in co-operation with Education Officers and professional organisations. These courses should acquaint teachers with the latest methods and improvements in the educational world. The services of teachers who had training in foreign countries and those who had carried out experiments successfully should be utilised. It should not be a mere lecture programme but must enlist the participation of those who attend. Incentives must be provided by educationists concerned so that teachers would gladly take these courses.

Educational Review (October, 1952): The existing system of education was introduced by the then ruling class on the Western model without any bearing on the philosophy of our country. It had developed in the West to answer the needs of a growing industrial society. This system was forced on a predominantly agricultural country with the result the youths who got the western education found themselves in a society which was not receptive to the new knowledge. The youths were forced to become "quill drives" in the absence of any other opportunity. Along with the expansion in education there was no corresponding expansion in opportunities. Soon unemployment spread in the educated classes and has resulted in a sense of frustration in the minds of the students. A process of industrialisation will solve the unemployment problem and create an atmosphere for expansion of technical education.

A stage has now come when our country should evolve a philosophy of education that is a true reflection of the ideals, culture and aspirations of

the country. Hence the task of a reformer is to define the aims and objectives of education especially those of the secondary stage. At present secondary education is predominantly academic in character. The secondary schools are only a means, but not an end though it marks the completion of education of a majority of pupils. It is the secondary education that supplies teachers to the elementary schools and prepares pupils to the university. Hence it should be more efficient. The Secondary Education Commission should forge a new phase more practicable and profitable in Secondary Education.

Teachers are the pivot on which education revolves. They form the hub of the wheel of national life. Unless the right type of teachers are these to implement the new schemes in the right way the reforms by themselves cannot go a long way. The teaching profession must be made more attractive to ambitious men. The Governments Central and State, should raise the degrading economic position of the teachers.

Teaching: (September): This issue which is also devoted to 'Audio Visual Aids in Education' contains an instructive article on 'Education by Radio'. The radio is one of the most valuable teaching aids at the disposal of the modern teacher. It is of most use in stimulating and widening the children's interests, in shaping their attitudes, and in extending their limited experience. It can provide a link between the home, the school, the community and the world. Broadcasts in many cases have been found to grip, and keep, the attention of the children better than oral lessons. Though radio can rouse the interest of pupils it cannot dispense with the work of the teacher namely that of consolidation. "Education" says A. N. Whitehead, "must essentially be setting in order a ferment already stirring in the mind." The radio can at best stir the imaginative ferment of the

child but only a teacher can give to this ferment a local habitation. Broadcasts are planned for mass education and hence tend to be standardised to a non-existent average pupil. The broadcast can provide the skeleton and it is the teacher who can clothe it with vitality.

The Educational India (October): The article on "The Gurukul University, Kangri", tells us of the existence of a University on the ancient Gurukul model near Hardwar, on the bank of the holy Ganga, at the foot of the Himalayas in an ideal surrounding of natural scenery. It was founded in 1902 by Swami Shradhanand, the well-known Indian leader and social reformer. The aim of the institution is to revive the ancient system of *Brahmacharya*, the teacher home method of education, to amalgamate what is best in Sanskrit learning with what is highest in modern sciences and English literature, to create a living contact between the teachers and the taught and to generate in the minds of the students a love and respect for the indigenous culture of India. Boys are recruited at the age of six and are not allowed to return home for fourteen years till they become *Snataks* (Graduates). The school course extends over ten years and the college course over four years. There is a post graduate course of two years which is optional. The standards attained in these courses correspond to the matriculation, the B.A. and the Ph.D. courses of other Universities.

Only a nominal fee is charged to meet the cost of food, clothes, books, etc. During the British rule in India it refused to accept official aid and was supported only by public contributions. Our National Government has granted some financial aid and has recognised its degrees for Government services. The strength of the Gurukul is almost six hundred pupils and about fifty teachers all living together. The annual expenditure is five lakhs of rupees. The Gurukul has its own corn fields, vegetable garden, shops, stores, electric water-power, electric printing press and pharmacy of Ayurvedic medicines. In fact it is a self-sufficient University Colony.

Secondary Education is a State subject under our Constitution. Each State is free and ought to be free to pursue its own policies on many matters affecting Secondary Education. After the Constitution of this Commission by the Centre the Governments of Orissa and Mysore have announced the appointment of similar Commissions by them to go into the same subject. This is a clear proof to show that States are not interested in the outcome of the Central Commission. Most of the questionnaire relates to facts and figures about which there is no controversy. Questions relating to facts like the duration of education, the age of admission and the subjects taught, etc. should have been addressed to Departments of Education in each State. In recent years certain aspects of Secondary Education have assumed relatively more importance. Information is lacking about those aspects in other earlier reports. Though the questionnaire contains a few questions on those aspects it does not give to those aspects the prominence they deserve. One such aspect is the growing indiscipline among students. This is to-day the fundamental issue in education. It is a much more basic issue than that of curricula and examinations. There should have been a separate section on the burning issues of the day—the medium of instruction in schools and the languages to be taught. The questionnaire has also failed to lay emphasis on Education in democratic citizenship. This is a new problem which has cropped up after we became free. How to train boys and girls in secondary schools so that they may start their lives as citizens with a firm faith in democracy is a highly important problem for us all.

Progress in Education (Nov. 1952): A leading Vernacular paper in Poona has prophesied that the present Commission, like others of its kind, would, after much financial loss to the country, give out a report, full of vague suggestions which will go the way others have gone—that of being put in cold

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EDUCATION WEEK CELEBRATIONS

TANJORE

Under the auspices of the Tanjore Secondary School Teachers' Association the Education Week was celebrated for two days on the 17th and 18th November, 1952.

On the 17th, the 'Teachers' Day' was celebrated in the Kalyanasundaram High School. Mr. Thomas Srinivasan, Professor of Politics, St. Joseph's College, Trichy presided. Mr. V. Saranganai Naidu, Headmaster and President of the Association, welcomed the President and the audience. Miss Agness Sundaram of Savithri Vidyalaya, Trichy, addressed the members in Tamil on "The Teachers in the Training of Children". Mr. Thomas Srinivasan said "Citizenship borrowed from America and England is intended to equip our children to be men and citizens to be useful to the family, to the community and be good to themselves. Sound education must aim at producing useful citizens. Though citizenship is a question of practical training, everything depends upon the personality of the teacher and the surroundings of the school"

On the 18th, the 'Pupils' Day', was celebrated. Mr. G. E. Muthirulandi, Additional District Magistrate, Tanjore, presided. A series of demonstrations by the pupils of the various local high schools were gone through. Oratorical contests in Tamil were held for boys and girls and gold medals were presented to the best.

VITTAL

Under the auspices of the Teachers' Association, Vittal High School, (South Kanara), Education Week was celebrated for the first time this year on the 15th and the 16th November, 1952. Many parents were present.

On the 15th, after flag hoisting, the School Parliament was conducted which was appreciated by the parents present. Then Sri Shankar Joshi, a Sanskrit scholar, spoke about the old

system of Gurukul Education and the qualities of that education. Mr. N. Krishna Bhat, a parent, presided. In the afternoon, Dr. B. Krishna Bhat spoke about the health of children and how they should keep themselves clean inside and outside. Mr. Subbanna Pakala presided.

On the 16th, Sri S. N. Holla, Professor of Physics, St. Aloysius College, Mangalore, spoke on "Teachers and the Training of Citizens". Mr. C. K. Shastry presided. Then there was a music performance by the girls of the school. In the afternoon, Mr. C. Krishna Sastry, Headmaster, S. N. High School, Perla, spoke on "Children—Our Citizens of Tomorrow" and "Society and Citizens". Sri M. Narayana Bhat, Headmaster, Vittal High School, spoke on "Moral and Spiritual basis of Citizenship". Sri S. N. Holla presided.

SRI K. S. CHENGALROYA IYER HONOURED

Sri K. S. Chengalroya Iyer retired from service on 15-12-1952. He has served as a teacher in the Board High Schools of Krishnagiri, Attur and Kaveripatnam for over 35 years. The Teachers Association of the Kaveripatnam High School entertained him at a Tea Party when speeches were made praising the noble qualities of the guest.

The Secretary said "Mr. K. S. C. is a teacher of provincial fame. He is retiring after a long service of over 35 years as teacher. He must be proud to belong to the teaching profession whether it is considered to be the noblest of all professions or the sorriest of all trades. Now Mr. K. S. C. can be proud he had the opportunity in life to render same service to the community.

His connection with co-operative societies is as long as his services as a teacher. He has been an office-bearer

in more than one society and has attended very many Co-operative Conferences as a delegate of some society or other. He being above wants would not have had any occasion to take a loan from any society.

Mr. K. S. C. has already taken up the Protection Fund propaganda work which will keep him well engaged. Added to this he has his own activities connected with Co-operative Societies. Even though people may say that they want rest after a strenuous service, rest after all is only change of work. I wish Mr. K. S. C. long life and happiness."

The President of the Association said that as Headmaster of the institution, he was thoroughly satisfied with the work of Mr. K. S. C., who was ever punctual, who discharged his duties to the best of his abilities. He appreciated the interest he was evincing in conducting teachers' conferences and in strengthening the Protection Fund.

Several teachers associated themselves with the Secretary and the President of the Association and expressed their admiration for the capacities of Mr. K. S. C. and praised the methodical way in which he carried out everything according to a definite programme planned in advance.

Mr. K. S. C. thanked the teachers for the honour done to him and for the very many kind words said about him. He appealed to the teachers to feel it a sacred duty to be a member of the Teachers' Association and to strengthen the hands of the District Teachers' Guild and the S.I.T.U. He made a passionate appeal to the Headmasters and Secretaries of Teachers' Associations to bring in all teachers in their localities into the Protection Fund.

The function terminated after a vote of thanks by the Secretary.

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storage. Many may not share these misgivings and it cannot be denied that the Commission has a very important work—that of laying down certain standards of attainments and of keeping a proper balance between local needs and national demands. Education is a living thing. Its planning will have to be based on considerations of cultural, social and economic factors taking account the changing and expanding environment of the individual, of the society, of the nation and of the world itself.

The Chairman of the Commission has expressed his conviction that progress in education mainly depends upon the mental happiness of the teacher. It is hoped that the Commission will emphasise the need for a better life for the teacher, will put forth in unmistakable terms, the claims of the secondary school teachers for their rights and will press for the betterment of their social, financial and academic conditions.

No improvement can be expected in Secondary Education unless and until the emphasis that is put on external examinations is removed. Heads of schools should be permitted to hold their examinations and issue Secondary School Leaving Certificates on the basis of the record of pupils in the classroom, on the playfield and on his performance in the school examination. Colleges may admit students after examining them to test their eligibility for college course. Once the standard of attainment is fixed, there is no fear of the standard being lowered. The work of the school should be judged from time to time by officers of the department. Though the change may appear drastic it will bring freedom to Heads of schools to train pupils in accordance to the courses they think most suited to their development. Should the Commission have the courage to trust teachers they will not fail those that do so.

FROM OUR ASSOCIATIONS

MANGALORE

The teachers of the South Kanara District met in Conference on Sunday 9th November at the B. E. M. High School, Mangalore. The Centenary Hall of the school was tastefully decorated by the school scouts.

The Conference met in two sessions to discuss some of the problems exercising the minds of teachers. The morning session, presided over by Rev. Fr. W. F. Sequeira, S.J., was attended by delegates from the Staff Associations affiliated to the District Teachers' Guild. It considered and passed resolutions pertaining to the working conditions of teachers, the delay in publication of S.S.L.C. Texts, the conduct of the Public Examinations etc.

At this Delegates' Session, two papers were read. One was a lucid presentation of the difficulties of adolescence and the guidance necessary during that period; the other paper detailed the re-organization of the Social Studies syllabus in order to achieve the objectives behind this very interesting subject of the curriculum. Sri K. Vasudeva Kini and Sri K. Rama Rao, who read these papers, are experienced teachers, and we have no doubt that their views deserve the most careful consideration.

The open Session of the Conference met in the afternoon with Sri B. Raghava Baliga, M.A., L.T., Principal of the Government Training College, in the chair. Among the guests from outside the District were Mr. F. L. Billows, Adviser to the Government on the teaching of English, Sri C. R. Aiyengar, Hon. Publicity Officer of the S.I.T.U. Protection Fund Ltd., and Sri K. S. Chengalroya Iyer, Director of the Fund. At the outset Sri U. Keshava Rau, Vice-President of the Teachers' Guild, welcomed the gathering. The session discussed two topics of interest both to teachers and the public—namely, the lack of suitable magazines in Kannada for students, and the vexed problem of deterioration of standards in studies in secondary schools. Papers on these two

subjects were read by Sri S. Mukunda Rao and Sri U. P. Shenoy. The importance of a careful consideration of these matters cannot be overstated.

Then followed a discussion on the problem of "deterioration" in which Sri M. S. Ekambara Rao and Sri S. Mukunda Rao participated.

The President, in his delectable address, referred to the two topics discussed at the Session, and pointed out that the New Education had come to stay. He pleaded for the "little bit extra" that would elevate teaching from a profession to the status of a Mission. The phrase deserves to be kept alive in our hearts.

The President, who had to leave the Conference at this stage on urgent work, nominated Sri H. Sunder Rao, M.A., Principal of the M.G.M. College, to conduct the deliberations.

At the request of the President, Mr. Billows addressed a few words to the gathering.

Sri H. Sunder Rao then brought the session to a close with an appeal to teachers to bring to their daily task an enthusiasm that is not daunted by difficulties and an undimmed passion to do their duty in a noble way. He hoped that all will lend their hearty co-operation to the State Educational Conference that will be held in our District in May 1953.

SOME OF THE RESOLUTIONS.

1. This Conference brings to the notice of the Government of Madras the extreme urgency of establishing uniformity in the Service Conditions of teachers in Schools and Colleges under different managements in the State. This Conference therefore urges on the Government to make it obligatory on all the Managements to give forthwith to their staff the same Scales of Pay, Allowances and Leave Rules as obtain in Government Schools and Colleges.

2. This Conference deplores the action of the Government of Madras in turning down the very moderate and reasonable demands presented by the S.I.T.U. Executive recently in regard to the Scales of Pay, and other Service Conditions of teachers of different categories. This Conference would urge on the Government to appreciate the fact that these demands represent the least that the Government should concede forthwith.
3. This Conference expresses its appreciation of the Government's action in extending the educational concessions to children of teachers under all managements and requests that free Medical Aid and House Rent Allowance which teachers in Aided Schools and Colleges have been repeatedly demanding over a long period be granted to them forthwith as to Non-Gazetted Officers.
4. In view of the fact that a teacher can save little and has no means of livelihood after retirement, this Conference urges on the Government to fix the normal Age of Retirement for teachers under all managements at 60 years. As the present instructions of the Government regarding re-employment of teachers have given rise to many anomalies, this Conference urges on the Government to replace these instructions by a rule making sixty the age of retirement as a matter of course.
5. This Conference requests the S.I.T.U. to make immediate representations to the Railway authorities to grant railway concessions to teachers travelling for educational purposes like Conferences, recognized Camps, Refresher Courses, etc.
6. This Conference welcomes the Government's reported intention to grant to the non-teaching staff working in Secondary Schools all

the Concessions and Allowances granted to the teachers working in those Schools and requests the Government to expedite orders on the subject.

TANJORE

Under the auspices of the Tanjore District Teachers' Guild there was a District Conference of Teachers in English presided over by Dr. Miss J. F. Forrester, B.A. (HONS.) London, Ph.D. on 6—12—1952 at the Kalyanasundaram High School, Tanjore. About 400 delegates from all the secondary schools in the district attended. The Conference began at 11 a.m.

Mr. J. G. Koil Pillai, B.A., L.T., the President of the Guild welcomed Dr. Miss Forrester and the delegates. He appealed to the delegates to bear in mind the importance of the English language and to teach the children under their charge with the firm conviction that they would derive immense benefit by learning it. Then he requested Dr. Miss Forrester to deliver her address.

Rising amidst cheers Dr. Miss Forrester began by saying that unlike the English child which learns the language unconsciously, the Indian child learns it rather in the midst of artificial surroundings. So it needed a lot of individual attention in the class. She asked the teachers to select carefully what they would teach their pupils, with an eye on the time the latter would get in a day to learn that language.

Discussing some of the salient points of the new syllabus in English she said that it is based on a vocabulary of 2,000 words and selected sentence patterns. She stressed the need for drilling more in language forms than words and for careful framing of questions, so as to test the knowledge of new words and structures learnt rather than facts acquired.

Learning a foreign language, she went on, being rather a formation of certain new habits, teachers should be very careful to see that their pupils

should hear only the correct form and never the incorrect, for it will be very difficult to unlearn the latter. So they should question the brighter pupils first and make the other boys repeat the correct answer.

Dealing with reading, she pointed out how the Indian child reads in a very artificial manner and said that they must be taught to read in accordance with the natural flow of the language.

Then there was a model lesson to the boys of IV Form in which the lecturer tried to evolve complex sentences with conditional clause and build up from substitution tables.

Then the Conference adjourned for lunch.

The evening session began at 2-30 p.m. with a model lesson to the girl pupils of Class V who do not know English. The lecturer confined herself completely to oral work which was very effective.

A discussion followed in which the Doctor answered some of the questions put by the delegates regarding the place of English poetry, the place of Basic English and so on.

Proposing a vote of thanks the Secretary Mr. S. Srinivasan, B.A., L.T., Assistant, Kalyanasundaram High School, Tanjore, said that the presence of such a large gathering of delegates in spite of very bad weather showed their keenness to learn and be useful to their pupils and totally disproved the cheap and mischievous criticism that teachers are gathering only to agitate for more pay and better status.

The Conference ended after Tea at 4 p.m. arranged by the teachers and correspondents of all the local schools.

MADURAI

A meeting of the Madura Teachers' Association was held on 1st December, 1952 in the Main Hall of the Sourashtra Secondary School, Madurai,

with Sri P. Harihara Iyer, B.A., L.T., in the chair. He introduced Sri G. Krishnamoorthy, M.L.C., the lecturer of the evening as one who has been working for the past twenty years for the cause of teachers.

Sri G. Krishnamoorthy, Teachers' representative in the Madras Legislative Council delivered a brilliant address on the work to be done by the teachers. He laid special emphasis on the following.

The teachers could hope for a bright future in the shape of increased emoluments and new concessions in the regime of Rajaji.

Secondly he had issued a questionnaire for the purpose of gathering relevant statistics regarding the teachers' service, emoluments and other particulars for increasing the organisational strength of the teachers.

Teachers must observe a "GRATUITY WEEK" about the first week of January, 1953 so as to impress upon the Government the need of granting a lump sum gratuity for teachers at the time of superannuation besides Provident Fund and other benefits.

He expressed the opinion that teachers must be allowed to frame the scheme and syllabus based on the Government's educational policy as it would eliminate much of the overlapping and duplication that are found in the syllabus such as Citizenship Training now.

He said that the teachers must enlist the support of the public enlightening them with regard to the work that was being done by the teachers.

Sri G. Krishnamoorthy then explained the procedure in the Council. He expressed himself against selection examination in S.S.L.C. The external influence such as cinema and cheap journals was responsible for the low standard of conduct and discipline in school.

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TIRUCHIRAPALLI DISTRICT TEACHERS' GUILD DIAMOND JUBILEE REPORT

MR. PRESIDENT, LADIES AND GENTLEMEN,

It is now my proud privilege to present to you the Diamond Jubilee Report of the Tiruchirapalli District Teachers' Guild. This Guild, with pardonable pride, may claim to be the oldest organization of its kind in the whole of our country. On this memorable occasion we have to render our heartfelt thanks to God Almighty for His manifold blessings in the past, for guiding us and making our work prosper and for the opportunities we have had of fellowship and service. On this occasion it would be of benefit to us to recount the history of this Guild and draw inspiration from the efforts of the great men who laboured for the cause of education and for the advancement of teachers.

Under the inspiring guidance of the Rev. T. H. Dodson, (Founder-President), the teachers of local colleges and schools met in the National High School on 8th December, 1890, with Professor P. Lakshminarasu Naidugaru in the chair and formed the Trichinopoly Teachers' Association. The late Sri G. Sesha Iyengar, Headmaster of the National High School, a man of vision and tireless energy was the first Secretary elected by the foundation members. This Association formed on the banks of the sacred river Cauvery for the advancement of education and for raising the status of teachers has developed into the Tiruchirapalli District Teachers' Guild of to-day with members from all over the district. The main objectives of the Association at the time were the study of the relations of the state, university and other public bodies to the work of education, the development of the mother tongue, the delivery of extension lectures for the spread of sound general knowledge and frequent representations of the views of the Association to the appropriate authorities.

From its inception, the Association had ideas of opening branch Associa-

tions in the district. This object was achieved after the formation of the Guild in 1921. It had always been the ambition of the Association to have a building of its own and this was fulfilled by the great efforts of the late Sri S. T. Ramanuja Iyengar. He secured on lease this site, raised a loan from the S. I. T. U. Protection Fund, collected donations from the public and members and had this building put up so that we can say now that ours is the only Teachers' Guild that has a House of its own where teachers can meet, exchange ideas and express views without fear or favour.

The Trichinopoly Teachers' Association had correspondence with Teachers' Associations in England and America. The first District Educational Conference was held on 28th November, 1903. Professor P. Lakshminarasu and Prof. S. S. Vyasa Rao worked for the inauguration of the South India Teachers' Union on the plan of the National Union of Teachers in England. As a result of their efforts and of others in Madras the S. I. T. U. was formed in 1908. Our Association was one of the first to be affiliated to the Provincial organization. Thus our Association may claim to be one of the parents of the S.I.T.U., the other being the Association of Madras. Trichy has had the singular honour of having conducted five Provincial Educational Conferences. The first took place in 1909 with Prof. M. Rangachariar as chairman. The second was held in 1913 when Rev. Allan F. Gardiner presided. The third was held in 1919 under the presidentship of Prof. K. V. Rangaswami Iyengar. The fourth, held in 1933, was presided over by Prof. N. S. Subba Rao. The fifth took place in 1948 with Sri R. Suryanarayana Rao as President.

The S. P. G. College provided the Association with illustrious Presidents,

the Rev. T. H. Dodson, the Rev. H. Malim, the Rev. G. H. Smith, the Rev. H. P. Walsh, the Rev. J. A. Sharrock, the Rev. A. F. Gardiner, and Prof. S. S. Vyasa Rao. After a period of comparative dormancy the Association became active once again in 1919 with the arrival of Prof. P. T. Srinivasa Iyengar and Principal K. Ramanujachari. The chain of able representatives of the Association on the S. I. T. U. Executive Board and the prominent part they took in the activities of the provincial organization restored Trichy to the front rank in the S. I. T. U. Special mention must be made of Rao Saheb S. K. Devasikamani and Sri M. M. Balakrishna Iyer. Sri Devasikamani, a veteran educationist, proved himself a never-failing supporter of the teachers' cause and presented his sane and balanced views on the topics of the day in all conferences and meetings. He was also the organiser of the North Indian Tour of the South Indian Teachers who went to attend the All Asian Conference at Benares. He contributed the WHO IS WHO in the Golden Jubilee Souvenir. Sri M. M. Balakrishna Iyer, an able teacher, an indomitable champion of the teachers' cause has always come forward to place the grievances of teachers before the S. I. T. U. and the Government. Even after his retirement and in spite of failing health, he continues to take an abiding interest in the affairs of the Guild. He and his portrait in the Guild House are sure to inspire the younger generation of members to work as strenuously as he did to improve the lot of teachers.

These two veterans were succeeded by Sri S. T. Ramanuja Iyengar who had the unique privilege of being the representative of the Guild on the S. I. T. U. executive for more than two decades. At his invitation the Trichinopoly Teachers' Association held its conference on Mahalaya Amavasai day in 1921 at Kattuputhur, when the full-fledged Trichinopoly District Teachers' Guild came into existence as a district organisation, inaugurated by Sri S. Srinivasa Iyengar the—then University member of the Legislative Council, Madras. Prof. P. T. Srinivasa Iyengar was elected President and Messrs. K. R. Krishna-

swami Iyer and S. T. Ramanuja Iyengar Joint Secretaries.

The Guild had among its main objectives the raising of the status of the teachers, the improvement of the methods of teaching, the development of Tamil, adapting it for the expression of modern thought and the spread of adult education.

The Guild has been incessantly trying to perfect the organization and enhance its prestige and influence by its periodical discussions on current educational and professional problems by fostering inter-school and inter-collegiate co-operation in the district, by making the Guild a centre for agitation for the enhancement of the emoluments of teachers of all grades and by working as a loyal limb of the S. I. T. U. Quarterly meetings and annual conferences of the Guild were held in Trichy Town and in mofussil centres, with a teachers' association playing the host on each occasion. Refresher courses were run frequently for the benefit of the teachers in elementary and secondary schools with the co-operation of the Departmental Officers and men and women of talent. The Education Week too was celebrated for several days every year in different schools of the district, with exhibitions organised in that connection.

The Silver Jubilee Provincial Educational Conference and Exhibition were held from 15th to 18th May, 1933 under the auspices of this Guild. In addition to the main and sectional conferences, a refresher course for elementary school teachers was run by Sri S. Jaganathan, Kindergarten Assistant, Teachers' College, Saidapet. A Guide Book and Directory was published, describing the places of interest in the district and giving particulars about the educational institutions and affiliated associations. Principal V. Saranathan was the President of the Guild at that time which may be called THE GOLDEN AGE of the Guild. Sri S. T. Ramanuja Iyengar, the indefatigable General Secretary and his loyal band of sectional secretaries shouldered the arduous task of the successful conduct of the conference.

The quarterly and annual conferences of the Guild discussed the Champion

scheme and the service conditions of the teachers and agitated against G.O. No. 4619 of 1934 urging the Government to revise the same. Outstanding personalities like Dr. T. S. S. Rajan, Rev. Fr. Jerome D'Souza, Sri T. M. Narayanaswami Pillai, Janab P. Kaliffulah Sahib, Sri V. Jayarama Iyer, Sri N. Halasiyam, Sri R. Srinivasa Iyer, Sri M. S. Sabesan, Sri Thomas Srinivasan, Sri S. K. Yagnanarayanan Iyer, Sri S. Natarajan, Sri T. S. Krishnamurthi Iyer, Sri V. R. Ranganatha Mudaliar, Dr. G. F. Andrews, Sri J. C. Kumarappa and Sri M. S. Srinivasa Sarma gave illuminating talks at our invitation. Requests were made to the Government to enhance the rate of interest of provident fund deposits and to expedite closure of accounts. The Guild expressed its opinion that the amended elementary education act of 1935 was a retrograde measure retarding the progress of Elementary Education in the Province and defeating the goal of free and compulsory education—the birth-right of every child. Extraordinary meetings were held at intervals to discuss important topics such as the BAJPAI circular and the 1934 S.S.L.C. scheme.

The foundation stone of The Trichy District Teachers' Guild House was laid on 26-2-1938 by Sri T. Desikachari in a special pandal erected for the purpose in the Guild site. Laying the foundation stone he congratulated the Guild on its commendable activities and expressed his joy at its endeavour to erect a teachers' temple to serve as an inspiration to the profession. Mighty efforts were made by Sri S. T. Ramanujam to collect donations from the teachers of the district and the philanthropic gentlemen and well-wishers of the Guild. These collections made the building of the Guild House possible.

The District Teachers' Guild House was opened by H. C. Papworth, Esq., Acting Director of Public Instruction, Madras, on 22nd October, 1938. In addition to the successful arrangements for the 25th Provincial Educational Conference at Trichy and the building of the Guild House at an enormous sacrifice, Mr. S. T. Ramanujam performed one more Herculean task to bring him fame. In December, 1938, he

organised an educational excursion to Madras. The party more than 400 strong consisted of more than hundred teachers and 300 students. These were drawn from 38 educational institutions in Trichy District and the Pudukottah State. The special train of ten carriages and a tourist car for the officers of the excursion party went along the main line visiting Tanjore, Chidambaram, Chingleput, Thirukalukundram, Mahabalipuram and reached Madras. The party saw all places of interest in Madras, were given a reception by the Madras Teachers' Guild and returned by the chord line direct to Trichy. It may sound unbelievable when I say that each member paid only ten rupees for railway fare to and fro, meals, bus fare and admission fees to places like the park fair and the zoo. The Railway authorities left no stone unturned to make the excursion delightful from start to finish. The leaders of the educational tour not only enabled the teachers and students to see so many places by the special train at such a small cost but also saved the substantial sum of Rs. 413-9-9 and added it to the guild's savings.

To make the Guild House a centre of attraction for teachers, the books of the Guild House Library were transferred to the Guild House and a Teachers' Club was started with provision for indoor and outdoor games.

The adult school was opened at 5 p.m. on 3rd January, 1939 by Dr. T. S. S. Rajan, Health Minister, Government of Madras. The school ceased functioning after a few years for want of attendance, during the war period.

A special course in English pronunciation and idiom was given by Sri A. Rama Iyer, President of the Guild on Saturdays between 5 and 7 p.m. The course was inaugurated on 10th October, 1940 by Sri C. Ragunathan, the then District Educational Officer. The closing function was presided over by Mr. G. L. Lobo, Divisional Inspector of Schools, on 23rd March, 1941.

The Golden Jubilee was celebrated in December, 1940. An educational exhibition was also arranged and S. T. Ramanuja Iyengar, Secretary of the Jubilee Celebration Committee has

recorded that more than 2000 exhibits were received from all institutions in the district. The celebrations took place in a grand manner in the Pandal specially erected to the east of the building under the Presidentship of the Rt. Rev. H. Pakenham Walsh, a former President of the Guild. We are happy to record that Bishop Walsh celebrated his eightieth birthday last week and the Guild sent him its good wishes. On 19th July, 1941, Sri R. M. Savoor, Divisional Inspector of Schools, delivered an interesting and thought-provoking lecture on "The Teaching Technique" and its improvements.

On 27-2-1943 the Guild resolved to form an advisory board of Managements to work in partnership with the Guild, a council of Headmasters as a limb of the guild, and Subject-councils to discuss the technique of teaching and learning and to institute a convention relating to election of Office-bearers. A District Educational Exhibition was organised in February 1943. It was declared open by Sri V. K. Raman Menon, District Educational Officer, Trichinopoly. Fifty-five institutions participated in the exhibition and sent more than 2,000 exhibits. Rev. Fr. Leguen, S.J., Rector, St. Joseph's College, presided over the closing function. At the same time a special course of training as an introduction to the Montessori Method was organised. 135 teachers attended the classes which were conducted by Sri P. S. Krishnaswami of the Beasant High School, Adayar.

During the Presidentship of the Rev. Fr. Deviah, S.J., a benefit performance was held and a sum of Rs. 850 was paid back to the S. I. T. U. T. P. F. towards the building debt. Next year another benefit performance was organised by Mr. Theodore Samuel and Mr. D. Victor, President and Secretary for the year, and a further sum of Rupees One Hundred and Fifty was paid.

In 1945 the Guild suffered a heavy loss by the untimely death of Sri S. T. Ramanujam and for the first time in many years we missed his presence at the annual General Body Meeting on 11-8-1945. Glowing tributes were paid to his inestimable services to the uplift

of the teachers in general and to members of this Guild in particular. Sri A. Rama Iyer became the President of the Guild, this time for several years at a stretch. The void created by the death of Sri S. T. Ramanujam was to a large extent filled up by Sri G. Krishnamurthi of the same E. R. High School and he has kept the flag flying in the unceasing fight for the betterment of the lot of the teachers. He has made a name for himself not only in the district but also in the province by his stirring and eloquent pleas in English and Tamil on behalf of teachers.

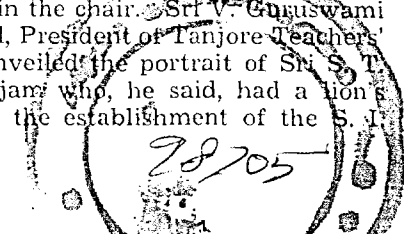
In every Conference from 1945 onwards, resolutions were passed requesting Government to grant decent scales of salaries and enhanced dearness allowances to keep the teachers above want, a more liberal contribution to their Provident Fund and Gratuity at retirement and full fee concessions to their children.

At a meeting of the Guild held on 2-12-1945 at Mannachanallur with Sri A. Rama Iyer in the chair, Sri G. Krishnamurthi made an ardent appeal to the parents and the public to be in touch with educational problems to see that their children received the proper type of education suited to their genius and to the tradition of the land and to force the Government to see that teachers in charge of their children were kept above want.

On 9th December, 1945, the rules of the Guild were revised at a meeting of the General Body when provision was made to bring in non-teachers interested in education as members and also to include distinguished persons who had done eminent service to the profession as honorary members.

Mr. G. Krishnamurthi formed the Parent-Teacher-Co-operation-Squad of the Guild and organised several meetings to bring about closer contact between parents and teachers.

The S. T. R. memorial meeting was held at the Guild House on 13-7-1946 with Sri T. V. Sadagopachariar, M.L.A., in the chair. Sri V. Guruswami Sastrigal, President of Tanjore Teachers' Guild unveiled the portrait of Sri S. T. Ramanujam who, he said, had a lion's share in the establishment of the S. I. T. U. T. P. F.



T. U. T. P. F. As the Secretary of the Vigilance Committee Mr. Ramanujam had always hastened to the aid of the oppressed teacher and fought for his cause.

A public meeting of the Guild was held at Thinnanur on the 18th of August, 1946. It was preceded by a huge procession of over 600 teachers with placards. The then Hon.'ble Minister for Education, Sri T. S. Avanasilingam Chettiar arrived on the spot and the Guild presented a memorandum stressing the needs of the teachers and the Minister promised to look into the matter and do what he could.

On 25th August, 1946, the general body of the Guild constituted a council of action to deal with the emergency that had arisen as a result of the failure of the Government to meet the teachers' demands, and to enlist the support of the public as well as that of the teachers. Steps were taken to raise an emergency fund. Educational topics and problems were also discussed side by side. The general body on 9-3-1947 resolved to give notice to the Government of a general strike if our demands were not met before 1-7-1947 to the satisfaction of the inter-district committee of action. An appeal was made for the collection of an adequate reserve fund to make the strike effective. Members were prompt in their contribution and the membership of the Guild rose to 2,000, the highest in the province. During the subsequent meetings of members and workers, Sri Krishnamurthi kept the flame of agitation aglow by his fiery speeches. On 22nd June, 1947, the members decided for various reasons to stop intensifying the agitation. Soon after, wisdom dawned upon the authorities and teachers were granted dearness allowances and enhanced scales of salaries. Yet the Guild feels that the present scales of salaries are not enough to keep the teachers above want, and hence the agitation will still be carried on for the betterment of teachers' lot. The housing of the Maithrayee Vidya-sala Girls' School in the Guild House for two years in the first instance enabled the trust board to wipe off the balance of the loan from the S.I.T.U. Protection Fund. This was another

feature that signalises the secretaryship of Sri G. Krishnamurthi.

Overwork for the Guild made him fall ill and at his suggestion Mr. Bhuvarahan became the Secretary in 1947. Since then the work of the Guild has mainly centred on academic topics. The emphasis has shifted to discussions on problems created by the introduction of the reorganised scheme of Secondary Education. In this the President Sri A. Rama Iyer was pre-eminently competent to advise and guide the Guild. Under the guidance of Sri G. Krishnamurthi the Guild has at the same time continued to reiterate the demands of the teachers.

The rent from the school housed in the Guild House has enabled us to introduce a scheme of awarding scholarships to children of teachers who are members of the Guild. After the strenuous period of agitation for a living wage, membership has fallen to a great extent, but the celebration of the Diamond Jubilee has created an occasion for the teachers of the District, to demonstrate the fact that they are all, to a man, behind the Guild. Our effective membership to-day is greater than what it was last year and on the occasion of the Golden Jubilee in 1940. During these four years regular meetings were held and Educational Week celebrations were also organised. Contests in extempore speech in Tamil and recitation in English for the pupils of the schools in the district were held early this year. Tournaments for teachers have also been conducted.

In July, 1950, Mr. A. Rama Iyer, had to leave Trichy after his retirement from service as Principal of the National College and the Guild suffered a loss. During the period of storm and stress, as President, he gave us a wise lead and his imposing presence and his prestige as an educationist always helped to keep us among the foremost of the teachers' organizations. A farewell function was arranged in the Guild house on 15th July, 1950, when Messrs. Balakrishna Iyer, Sivaramakrishna Iyer and others paid tributes to his valuable service. He has, however, decided to continue his association with the Guild by becoming a Life Member. We are

fortunate in having him here with us to deliver the Jubilee Address this evening. His place has been taken up by Sri M. P. H. Albert who has always taken a keen interest in the affairs of the Guild.

In this connection I may be pardoned if I draw your attention to a strange but happy coincidence. The Guild began its existence with a President from the S. P. G. College and a Secretary from the National High School and its Diamond Jubilee is being celebrated with similar office-bearers from the same institutions.

Before closing, I must be allowed to express our thanks to the long line of selfless and unostentatious workers who are too many to be enumerated in this brief report and who have contributed to the present status of the Guild. I must also thank the host of public-spirited gentlemen who have helped us at various periods in our history by their liberal donations for the Provincial Conferences, for our education week celebrations, for our building fund and for standing as hosts at some of our meetings.

A word as to the future. This, the oldest Guild in the State has been endeavouring to better the lot of the teachers, at the same time helping them to become better teachers. It has been carrying on a non-violent agitation for better emoluments and making fervent appeals to parents to take a live interest in educational problems. In this connection I have to refer to a criticism that has been levelled against us and sister Guilds. It is that everywhere we pass the same resolutions regarding service conditions. But so long as the service conditions are the same and so long as they are in urgent need of betterment, we and other sister organizations of teachers must go on reiterating our demands for teachers until they are conceded by the Government, which, is admittedly responsive to public opinion. We are living in a land which is said to be ruled by the people for the people and we are also part of the people, and we are therefore right in

expecting the public to co-operate with us in our efforts to better our status and to shape education in free India, as the strength and greatness of a nation depends on a sound type of Education.

The Guild is celebrating to-day its Diamond Jubilee with Janab Abdul Khadir Sahib, our popular District Educational Officer and our constant friend and guide who has kindly hoisted the Flag. We thank Sri Charles S. John, the Collector of Trichy, a gentleman deeply interested in education in general and elementary education in particular, for inaugurating the celebrations and Mr. S. Natarajan, the resourceful leader, the bold speaker and the staunch fighter for the teachers' cause, for presiding over to-day's function.

May the Guild Live Long and May God help it to be a power in the Province by its devoted service in the cause of learning.

JAI HIND

R. BHUVARAHAN,
Secretary.

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SECONDARY EDUCATION

A Memorandum based on the recommendations of the Meeting of the Presidents and Secretaries of District Teachers' Guilds and Members of the Executive Board of the South India Teachers' Union.

Secondary Education is the weakest link in the educational chain of the State. Primary Education is statutorily provided for by the Elementary Education Act of 1921 while University Education is under the control of the Universities of Madras, Andhra and Annamalai. Secondary Education in this State has been the concern of the Government through its Education Department though to a considerable extent its content has been influenced by the requirements of the Universities. It is therefore appropriate that the Government of India should have appointed a Special Commission to enquire into the problems of Secondary Education and to advise the State Governments.

While there has been during the past 15 years considerable discussion regarding the reorganisation of Secondary Education in this State, no definite step was taken till the year 1947, when the system of secondary education obtaining in this State was reorganised providing at the lower stage for a measure of practical activities including training in local crafts and in the higher stage for a diversion of some pupils from a purely academic course to a course with a technical and vocational bias. In the reorganised scheme it is sought to emphasise training in citizenship of democratic India, by making school life full of social and practical activities calculated to instil in the pupils worthwhile qualities like resourcefulness, self-reliance, tolerance, spirit of co-operation, team spirit, readiness to undertake responsibilities and willingness to discharge duties.

Still, it cannot be said that all is well with our Secondary Education. Secondary Education is understood to be a type of secular education imparted in certain schools "in conformity with the standards of efficiency and courses of study prescribed by the Department."

Secondary schools are defined as "schools whose main object is to afford a general education." These schools are of two sub-divisions :—

- (i) High Schools containing the six forms, with or without the five classes of elementary school.
- (ii) Middle Schools containing the first three forms, with or without the five classes of the elementary school.

Elementary Schools are defined as schools the bulk of whose pupils are unlikely to continue their studies beyond an elementary stage. They may contain the first five standards and in higher elementary schools, three more standards.

The foregoing definitions do not clearly indicate the aims and objectives of either secondary education or even of elementary education. Out of about 4.5 lakhs of children reading in standard V of all the elementary schools in the State in 1948-49 about 2.2 lakhs of children went to Form I and Standard VI. The number of children proceeding to Form I of secondary schools is steadily increasing, and those who leave school at the elementary school stage form a smaller fraction than those who proceed to further studies after the secondary education.

There is a growing tendency to regard Secondary Education as a stage in education than as a type of education. It is becoming necessary that all children should be educated till they reach the age of 18. If this objective should be kept in the forefront then the education of the children after the childhood year, i.e., during the period of adolescence 10+ to 17+ should receive careful attention. All children of this age group 10+ to 17+ show the same general characteristics, though they may reveal different aptitudes. It is there-

fore proper to regard education of children of this age-group as a stage in education than as a type.

At the primary stage, i.e., till the age of 10 is reached, the main pre-occupation of education is with the formation of basic habits and skills using as data the simple elements of knowledge which all children should be put into the way of acquiring. It is primarily concerned with training of the child as an individual. During adolescence children begin to display their special interests and aptitudes and the secondary stage of education has therefore to provide for such special interests and aptitudes. It may not be always that such interests and aptitudes are revealed at 10+. In a good number of cases these begin to manifest so late as 13 or even 14. It is the business of Secondary Education, first to provide opportunities for a special cast of mind to manifest itself, if it has not already manifested itself in the primary stage, and secondly, to develop special interests and aptitudes to the full by means of a curriculum and a life best calculated to this end. The child at this stage has to be trained both as an individual and a member of society.

Experience at judging definitely pupils' aptitudes and interests at 10+ has not been very favourable. A period of about two or even three years is necessary to have reliable data. The Constitution of India provides for compulsory education up to the age of 14. When this aspiration comes to be fulfilled, for many pupils, schooling may end at this age. Hence the secondary stage may have to be considered as of two stages roughly corresponding to the early adolescent stage 10+ or 11 to 13 (3 years) and later adolescence 13+ to 17+ (4 years).

Thus a seven year period is considered necessary. The four years corresponding to the later adolescent stage is a period where the task of education will be to strengthen his interests and aptitudes and making him realise that he is a member of a society and has obligations and responsibilities to that society, and thus help in securing higher standards of achievement. An earlier school leaving age has very adverse

effect on the pupils. For many of them, it means entry into occupation; for a few, admission to the university. For both, a greater maturity of mind and body will be a great asset; otherwise they are exposed to situations which they are unable to face with confidence. Hence the school leaving age has to be raised to 17+ adding an extra year to the secondary schools (7 years).

ORGANISATION AND ADMINISTRATION

Post-Primary Education or what may have to be called Secondary Education is organised on no well defined plan. Schools come into existence quite suddenly irrespective of there being felt a need and without any preparation either. The general election in 1951 was responsible for a remarkable increase in secondary schools in the beginning of this academic year, almost all of them being started by local bodies. Many schools under local bodies have only accommodation of a temporary character. Nearly 20 to 25 per cent are held in rented buildings which are dwelling houses quite unsuitable for class purposes. Even in schools with buildings of their own, the strength has outgrown the original accommodation and the extensions are mostly thatched sheds. A survey of these institutions will reveal how woefully this problem has been neglected. So too are the other needs of these schools neglected. Only a few schools under local boards could boast of a decent library of books suitable for boys. Education, to a local board, is only one of its many concerns and it, not being of a nature which can show immediate and tangible achievement, is woefully neglected. The constitution of the local boards also favours the neglect of schools. The local boards do not feel that they have a responsibility for providing educational opportunities at the secondary stage or even at the elementary stage, though in the latter case, they are definitely charged to undertake elementary education.

In the past, private enterprise, largely by Christian Mission and now to some extent by groups and committees, have been filling up the gaps. If the recent

trends in school enrolment be examined, there is a steady increase in the number of pupils, boys and girls, desiring to continue their studies beyond the elementary stage. The time has come for a very careful planning so that with all the available resources the maximum number of children could be given the benefit of education. We cannot expect many more private institutions to come into existence as it is becoming increasingly difficult to maintain secondary schools. It will be necessary to constitute for each district or for a group of two districts a local authority to be in charge of education of the area. It may be mainly an elected body with some persons nominated. It may be called the District School Board or the Local Education Authority. It must have statutory powers to raise funds by levying local rates and should be guaranteed liberal assistance by way of grants from the State and Federal Funds. It must be charged with the responsibility of providing for the education of the children of the area, both elementary and secondary.

INSPECTION

The District Educational Officers who are now responsible for the inspection of secondary schools are terribly overworked and do not have the necessary administrative staff to help them. Their work has become more a matter of administration than of academic guidance to schools, though the latter should be their main task. The District Educational Officer to-day is not in a position to plan out the educational programme of the district. At best he only supervises partially what is being done by others like the local body or the private management.

If a District School Board is constituted, then the District Educational Officer should be the Executive Officer of the District School Board and also the Educational Officer of the District. He may then be in a position to work out a planned programme, foreseeing the needs of the area well in advance and making adequate provision.

In respect of academic guidance to the schools, it will be a help if periodically commissions are set up for each area to inspect and advise the schools. Teachers of experience who have risen, for instance, to the headship of their respective department in secondary schools would prove valuable members of such a commission either permanently or for a period of years. Instead of calling them Inspectors or Commissioners, they may be called Advisers. They are 'partners from inside and not Inspectors from outside in the work of national education'. The Advisers will be able to give right guidance to schools and will be a guarantee to the public 'that the business of the schools is education and that it is being carried out in freedom according to the ideals and methods which are proper to it'. Such a commission would carry the confidence of teachers who would feel that they are receiving advice and guidance from those 'who are as expert as themselves or still more expert'.

Regulations regarding service should be so modified as to make it possible for teachers of experience and capacity to be available for this work.

SCHOOL ACCOMMODATION AND EQUIPMENT.

Government have laid down certain conditions for recognition of schools. These include among others accommodation, equipment and an endowment too. But it is unfortunate that these conditions are never rigidly enforced. A visit to the secondary schools in the districts would convince how the regulations are observed only to the minimum extent possible. These regulations again do not take note of the changing conditions. It is necessary that building code for schools for the age-group 10 to 17 should be prepared with the help of architects. Classrooms provide a bare floor space of about 10 sq. ft. per pupil. Economy in school building has taken a supreme place much to the detriment of the education and the health of the children. The size of the classroom about 23'x21' or 24'x20' is inadequate for organising an individual or group activity. Very little

wall space is provided. Eye defects of pupils are often attributed to glare in the class-room. School furniture—usually long benches and desks or dual desks—do not provide the comfort necessary for good work.

Though schools are making an earnest effort to make use of modern aids, such as the films, the filmstrips and the radio, they are not able to utilise them effectively because the class-rooms are not designed for using them during day time.

Under the existing regulations, the strength of a section in a class may be 45 and permission to exceed the number up to 50 is often granted by the authorities. This is too large a number for class work at the secondary school stage. A strength of more than 30 will not allow of that intimate contact between teacher and pupil so necessary during this stage.

TRAINING OF TEACHERS

'Upon the quality of its teachers the future of this country depends' is well worth remembering by all those who plan, not only in the sphere of education but in all spheres of national life. Yet, teaching does not attract the best type of men and women.

There are two grades of training for secondary schools. One is the secondary grade training of two years duration requiring completion of S.S.L.C. as minimum qualification for entrance. The other is the collegiate training of one year duration requiring a university degree as qualification for admission. That 33% of those who underwent training in secondary grade training schools during 1947-49 and 45% of those who underwent training in basic training schools senior grade failed to qualify themselves, is a clear indication of the poor abilities of those who seek to enter the profession. It may also be stated that the course is not even difficult. The position is not very much happier with the collegiate training course. The chief reasons for this state of affairs are,

1. Inadequate salary scales and unsatisfactory service conditions, and

2. The poor esteem of teaching as a profession.

Instead of lowering educational standard of achievement for admission to training schools and colleges, Government should insist on proper standards and assure the teachers of a decent salary scale. It is suggested (1) that during the period of training students should be given stipends of at least Rs. 40 a month, (2) that students seeking admission in training schools and colleges should have worked at least for a year as an apprentice under a senior master in a recognised secondary school and (3) that while under training, they should stay in a hostel attached to the training institution.

It will be an advantage if a Teachers' Certificate is issued after they have served a probationary period as apprentices under an experienced senior master. It is understood that during the period of apprenticeship before and after training they will be paid a salary.

The secondary grade training is now entirely controlled by the Department of Education which is responsible for prescribed courses of studies, conduct of examinations and award of certificates. It is desirable that this training, being of a post-secondary nature, be made a responsibility of the university and that the certificate issued be made a diploma. This will go a great way in enhancing the status of the teacher.

The course of training for secondary grade teachers needs some reorganisation. Should all teachers be required to learn methods of teaching English? This question has to be examined as a large number of teachers may have to work in elementary schools, where there is no provision for the teaching of English.

In respect of collegiate training, it may be necessary to increase the number of working days. It will be useful to consider whether their study of special methods in two subjects of their choice be not enlarged to cover three school subjects—say, a language plus two other subjects. Of these one may be a major option and the other two subsidiary. Training of teachers must be very closely related to the actual

practice in secondary schools. Experienced teachers from secondary schools should be employed to be teachers in special methods in training schools and colleges. Experience in teaching in Secondary Schools is preferable to an M.A. degree as qualification for lecturers in methods in training colleges.

SALARY AND SERVICE CONDITIONS

Aided institutions are required to enter into agreement with their teachers specifying the salary scale and terms of service. An appeal is provided to the appropriate educational authority. Though it has shown some improvement in conditions of service still one wonders whether the apparent improvement is not due to the shortage of teachers. The salary scales recommended by the S.I.T.U. are much lower than what obtains in some parts of India and definitely less than what the Central Pay Commission has recommended. If at least these scales are guaranteed and adequate provision is made for old age in the form of pension, provident fund and gratuity, there will be a chance for contented teachers to do their best as teachers. Any system that allows teachers to supplement their meagre salaries by private tuitions or other occupations is sure to have an unhealthy effect in respect of public esteem and standards of work.

The constitution of a Teachers' Council to decide on all matters of dispute between teachers and managements and also to decide on questions pertaining to the teachers' professional conduct will help to ensure security of tenure and standards of conduct.

Recommendations of the S.I.T.U.:—
High Schools—

Headmasters—Rs. 250—15—400.

Assistants—Grade A.

Rs. 100—10—300. (B.Ed., B.T. or L.T. and specialist teachers with qualifications prescribed for teaching in High Schools.)

Assistants—Grade B.

Rs. 60—5—150. (Secondary Grade Trained Teachers and others with

qualifications prescribed for teaching in Forms I—III of Secondary Schools or Standards VI—VIII in Higher Elementary Schools.) (An allowance of Rs. 10 to be paid for a higher academic qualification, say, passing an Intermediate.)

Assistants—Grade C.

Rs. 50—2—90. (Higher Grade Trained Teachers and others with qualifications prescribed for teaching in Classes I to V in Elementary Schools.)

In big institutions posts of responsibility should be created for two purposes:—(1) To relieve Principals and Headmasters of a certain amount of routine administrative responsibility; and (2) to act as a further incentive to the more ambitious type of teacher. To teachers holding such posts, in addition to their pay, an allowance may be paid.

House Rent Allowance—

House rent allowance should be paid to all categories of teachers at the rates applicable to government employees.

Provident Fund Contributions—

The teacher's contribution should be raised to 2½ annas in the rupee. The management and the government should each be made to contribute one anna three pies in the rupee. The government's contribution should be made at the end of each year.

Compulsory Life Insurance—

Every teacher must be compelled to take a life insurance policy.

Leave Rules—

The leave rules that are applicable to vacation departments should be applied to teachers in local bodies and in private service.

Free medical treatment to the teacher and his dependents should be provided for.

CURRICULUM.

The curriculum of secondary schools is a subject which has been receiving considerable public attention. Many subjects and topics are pressed for inclusion. Secondary education is expected to fit pupil for life. It is required to promote international understanding. It is expected to equip pupils with the ability to think and decide, to discriminate between propaganda and truth. It is called upon to equip them for an occupation. In our country, those in our secondary schools, who at the moment form a small percentage of the whole population about 1.5%, are expected to take up positions of leadership even if it be junior leadership. All these considerations must help to determine the curriculum. It is however good to remind ourselves "that the pupil must grow into an enlarged experience and that premature attempts to deal with aspects of life beyond his experience can lead only to unreality and so will defeat their own purpose."

A curriculum must help to satisfy the following elements essential to a good education. They are, (1) training of the body, (2) training of character, (3) training in habits of clear thinking and expression of thought, and (4) training him as a member of a society.

The first three years of the secondary school constitute the period when the special interests and aptitudes of the pupils would manifest themselves and hence it is necessary that the nature of work at school should be such as to allow for manifestation, while satisfying the above important elements of education. Hence it is suggested that the following basic subjects be provided for in all schools :

Mother tongue or regional language
Mathematics
General Science
Physical Education
Social Studies
Ethics or Moral or Religious instruction
Arts and Crafts, including home economics and home science.

The study of one or two additional languages like the federal language, classical language and English may be made optional. The regional language should be the medium of instruction.

But in the transition stage in which we now are, English may have to be a compulsory subject. Provision has also to be made for the study of a classical language.

It is not so much the subjects that matter as the methods of learning and the programme of activities. Activity should be the key-note during this period.

In the next stage of four years, five distinct types of curriculum may be designed. The types are distinct only in that each of them indicates a certain bias but they all have a common core. These types are to be as those we have recently introduced in this State. (1) Pre-technological; (2) Agricultural; (3) Secretarial or Commerce; (4) Aesthetic; and (5) Academic courses. They are not to be regarded as of a vocational kind. They merely make use of the student's interest or aptitude so as to give him that sense of achievement necessary to enable him to profit by a course of general education.

In all these the core subjects should be :—

1. Mother tongue or regional language.
2. English.
3. Social Studies.
4. Physical Education.
5. Arts and Crafts, including home economics and home science.
6. Religious and Moral instruction.

In the Pre-Technological and Agricultural courses pupils will have Applied Mathematics and Science.

In the Secretarial course they may have Commercial Arithmetic, Book-keeping, etc.

Fine Arts is emphasised in the Aesthetic course.

In the Academic course they may have General Mathematics, or Composite Mathematics, General Science plus one or two languages (federal, classical languages).

The language scheme provided in the Madras scheme is a fair compromise and can be worked satisfactorily. It is not contemplated that these subjects in the first three years should be rigidly taught as subjects according to a rigid timetable. The regional language should be the medium of instruction.

In this connection the following observation in the Report of the Committee of the Secondary Schools Examination Council Board of Education, United Kingdom, 1941 may be carefully considered.

"Form masters should have ample discretion to combine subject-matter as they can and wish, to pay special attention to special needs, to digress and to take advantage of special opportunities which may be presented at the moment. Syllabuses no doubt there must be, but the covering of a syllabus at a pre-conceived rate must, if necessary, give place to those considerations of sound learning and of fundamental skills such as, hand-writing and spelling. The training of a right attitude to such ideals as precision and mastery and clarity and thoroughness is more important than covering a set tract in each subject, desirable though that may be."

In the higher forms too, there should be freedom to schools to devise curricula suited to their pupils and to local needs. There is the risk, particularly in the early stages of freedom, of curricula being put into operation which may soon be found very deficient and requiring drastic change. But it is a risk which must be taken. Teachers may be trusted to give careful thought about curriculum and the right treatment of subjects. Without such thought and the liberty to carry it into practice curricula cannot be suited to the general and special needs of the pupils.

EXAMINATIONS.

External examinations as a rule are not to be welcomed. On the other hand schools should be enabled to maintain a cumulative record of the pupil's progress in all directions throughout the school course. Such a record will be of great help for guidance at the end

of the school course. The school authority should be competent to issue a certificate of completion of the secondary school course, without the necessity of the pupils having to appear for an external examination. Such a certificate will give a "record of the pupil's career at school, the course of study he had pursued and the general degree of success achieved." The record being important it is necessary that this question of maintaining a cumulative record throughout the school course should be made the subject of immediate investigation. The State and the Universities should encourage research into educational problems and help in the construction of suitable forms of tests of achievement.

However, an external examination is necessary for the purpose of providing evidence to pursue a particular line of study either at a university or in a professional or technical college. This examination would be of a purely qualifying nature. The subjects in which the examination could be taken would be limited in number and of a general nature designed to test the pupil's ability to take the appropriate branch of study at the university level.

The Board of Secondary Education, which now consists of representatives of the universities, the teaching profession and the public may well be entrusted with the responsibilities of conducting such an examination. It shall also be the duty of this Board to give advice and guidance to schools and District School Boards in regard to such matters as curriculum, methods of instruction, scrutiny of text-books, etc.

FINANCE.

Financing of secondary education is the crux of the whole problem. At present 56% of the expenditure on secondary education is met from fees, about 25% by government grants, 20% from endowments and other sources. Grants are given to schools on the basis of their net cost. It is 50% net cost to schools under local bodies and 66-2/3% net cost to private schools assessed only on approved expenditure. Special grants are given for building and equip-

ment. The award of such grants is severely controlled by the availability of funds from current revenues. There is therefore a wide divergence in school accommodation, equipment and even salary scales to teachers. Secondary Education is of great importance in the coming years of national development and if these plans are to bear fruit, secondary education has to be greatly strengthened and made available for a large number of pupils. Such great dependence upon fee income is not likely to help in achieving the desired end. It is therefore necessary that financing of secondary education should be given careful thought. It may be necessary in the near future to make education free up to the age of 14. Hence the State would have to explore the possibility of increasing its share of expenditure. The Federal Government has a responsibility to aid Secondary Education.

The Madras Grant-in-aid Code is based on fair principle, but it is old and requires change in the light of present day needs. The grant to aided institutions (schools under private managements) may have to be raised to three-fourths of the net cost (80% of the fee income at standard rates being reckoned as the income of the schools). In the case of schools under local bodies, supported as they are from rates, the whole of the net cost should be met from State funds. The State should receive at least 50% aid from the Federal Funds.

TRAINING IN CITIZENSHIP

Education at all levels—Elementary, Secondary and University—should give boys and girls a preparation for life as citizens. They should have clear conceptions of the institutions of their country, how it is governed and administered centrally and locally, of the International Organisations and of India's role in them, of the present economic and social structure of the country and above all of their rights and responsibilities as members of the different units, smaller and larger, of society to which they belong. Developing a high sense of responsibility in the boys and

girls of secondary schools is a vital task of secondary education and without it any amount of information is of little benefit. The most valuable influence for developing that sense of responsibility is "the general spirit and outlook of the school—what is sometimes called the tone of the school". The activities, often described as extra-curricular, have a great influence in building up the tone of the school. School journeys, visits, week-end camps, scouting, N.C.C., school dramatics, all should be harnessed to provide opportunities for training in citizenship. The time has come to treat these activities as seriously as the schools have been treating the traditional subjects to prepare thoroughly for them and to use them as material for enriching the content of the rest of the work in school.

SUMMARY OF RECOMMENDATIONS

1. Secondary Education is a stage in Education.
2. It relates to the education of children between the ages of 10+ and 17+.
3. Primary education is concerned with the development of basic habits and skills using as data the simple elements of knowledge—training the child as an individual.
4. At the secondary stage, the purpose is not only to train the child as an individual but as a member of society to take up positions of responsibility.
5. Secondary Education should be of seven years duration, three years lower and four years higher.
6. Local bodies, as at present constituted, are not able to devote full attention to education. Education should be entrusted to a separate authority to be called District School Boards.
7. The District School Boards may consist of elected members and some nominated members.
8. The District Educational Officer is to be the Secretary of the Board and the Chief Executive Officer.
9. The Board shall have the responsibility to plan and to make adequate

provision for the education of all children both of the primary and secondary stage.

10. In addition to schools owned and maintained directly by the District School Boards, there shall be provision for schools maintained by private agencies.

11. Secondary schools should be thoroughly inspected by a Commission or a team of educational advisers consisting of persons of proved teaching ability and experience. They may be appointed either for a period or permanently.

12. Teacher Education should receive greater attention. A year of apprenticeship under a senior master should be required as a qualification for admission to a training school or college. The students admitted for training should be given a stipend of at least Rs. 40 a month. Training schools and colleges should be residential. These institutions should utilise the services of teachers of experience for lecturing on special methods.

13. The salaries of teachers must be revised in accordance with the recommendations of the South India Teachers' Union. Their service conditions should be improved to ensure security of tenure of teachers' posts. Other amenities—old age provision, such as, provident fund, gratuity, pension, insurance, free education to their children, free medical aid to the teacher and his dependents, free quarters or house rent allowance, should be provided.

14. A Teachers' Council to enforce professional conduct and an Arbitration Board to settle all differences between teachers and managements should be established.

15. The curriculum should aim at (1) training the body, (2) training character, and (3) training in habits of clear thinking and expression of thought.

16. In the first three years there should be provision for the study of the regional language, mathematics, general science, social studies, physical edu-

cation, moral or religious instruction, arts and crafts.

17. The regional language should be the medium of instruction throughout the secondary school course.

18. In the later four years, there may be five distinct types of curriculum, distinctive in their bias, but having a common core. They are: Pre-technological, Agricultural, Commercial, Aesthetic and Academic courses. They are not vocational, but only serve to give a sense of achievement necessary for having general education.

19. All courses should have parity.

20. The schools should have freedom in drawing up and working out the courses of study. They should not be directly to conform rigidly to any external syllabus.

21. School accommodation requires investigation. The class-rooms should be designed to provide for an activity programme in teaching and for using modern aids like the radio, filmstrips, etc.

22. The size of a section of a class in charge of a teacher should not exceed 30.

23. Federal aid is necessary for secondary education.

24. State aid to schools should be on the basis of the Madras Grant-in-aid Code but with $\frac{3}{4}$ of the net cost being met from State funds.

25. For effective training in citizenship a good school tone is necessary. An effective programme of physical education, extra-curricular activities, such as, school journeys, visits and camps, dramatic activity, scouts, national cadet corps, should be organised seriously and with proper preparation.

26. There shall be no external examination at any stage of the secondary school course. The secondary schools shall issue certificates of completion at the end of the full course which shall be a record of the pupil's career in the school, the course of study he had pursued and the degree of success achieved.

28. An external examination may be held after the completion of the secondary school course. It shall be a qualifying examination for entrance to the university or for professional and technical courses or for entry into public service. Students who have completed their secondary school course

29. The number of subjects to be taken at such an examination shall be limited in number and appropriate for the particular purpose in view.

30. There shall be a Board of Secondary Education constituted for each State and it shall have representatives of the university, the teaching profession and the public. Such a Board shall give guidance and advice on matters pertaining to curriculum, methods and instruction, text-books, etc.

EDITORIAL

With this issue we are completing the 25th volume and this is the 300th number. During these twenty-five years, the Journal has played no mean part in strengthening the teachers' cause and in focussing public attention to the problems of education. On this happy occasion our hearts are full of gratitude to the two great leaders, S. K. Yegannarayana Iyer and M. S. Sabhesan, our first editors. They set the standard for the journal which, in spite of best efforts we are finding hard to maintain. We are thankful to our numerous contributors who by their articles helped to build the distinctive reputation and tone of the journal. We cannot adequately express our thanks to our subscribers who have given us steady support all these years. We are deeply beholden to our advertisers who have been using our columns for publicity and thus lending us their support.

With this issue we are entering a new era. In the wake of freedom, the country's attention is being increasingly turned to problems of education. The teacher is now regarded as one who has an important role to play—educating the future citizens. Governments, both State and Central, are conscious of the teacher's importance and are making efforts for securing the services of right men and women to be entrusted with the task of educating the nation's children and are bestowing serious thoughts at finding the resources for adequately remunerating the teacher. The coming years are particularly important to the teacher as he has a vital role to play in the nation's progress.

It is our hope that in the coming years the journal will be of great help to the teacher in his new responsibilities.

This number is issued as a souvenir of the visit of the Secondary Education Commission to Madras. We extend to them a hearty welcome to our State and we trust that the Commission would find in our secondary education system some wholesome features and we anxiously look forward to their recommendations and advice for effecting further improvements in our secondary education system.

The Memorandum on the subject of Secondary Education and the many articles on problems vitally connected with secondary education, published in this number, represent a cross section of views, which we commend to the careful consideration of the Secondary Education Commission. We offer our grateful thanks to all the ladies and gentlemen who have so readily responded to our request for help to bring out this number as souvenir volume. Our only regret is that we could not give a fuller symposium on the subject.

The age of superannuation, in spite of many Government Orders providing for the retention in service of teachers who have completed 55 years, is still rigidly followed in schools under certain managements, particularly in local boards. We are told that while the boards are willing to grant extension to the L.T. Assistants, they are un-

KAVERIPATNAM

Amount.	
Rs.	A. P.

RECEIPTS.		Amount.		
		Rs.	A.	P.
Donations from the Public		988	0	0
Do. Institutions.		140	0	0
1939 Krishnagiri Conference balance	..	50	0	0
Reception Committee membership fees	..	20	0	0
Delegate Fees—				
Affiliated Assocs.	..	110	0	0
Non-affiliated Assocs.		50	0	0
Interest received	..	6	1	0
Sale of unused articles	..	137	11	6
Total		1,501	12	6

Mess charges	..	740	3	6
Travelling expenses	..	74	8	6
Printing and Postage	..	71	14	0
Photo—Reception Committee	..	20	0	0
District Guild share of the Delegate Fees	..	27	8	0
Pandal expenses	..	78	0	0
Decorations, Garlands, Mike, Lights, etc.	..	81	13	0
Canopy for Mahatma Gandhi and Saraswathi statues in the school compound	..	382	13	0
		1,476	12	0
Transferred to the Teachers' Association Funds	..	25	0	6
Total		1,501	12	6

A. V. Subramanian,
Secretary.

willing to do so in respect of their secondary grade teachers. We consider this a very short-sighted policy. We have been urging upon government to increase the age of retirement from 55 years to 60 years. The 27th All-India Educational Conference which met at Nagpur has adopted a resolution to the effect that the age of retirement should be raised to 65. The ripe experience of teachers is a valuable asset and should not be lost. Every effort should be made to retain them in service as long as possible.

Mr. K. S. Chengalroya Iyer, a veteran worker in the cause of the Teachers' Union, has retired from service as a secondary grade teacher from the Salem District Board from the 15th of this month, having completed the age of 55. We consider that by his retirement the

Salem District Board is losing a very capable and efficient teacher. Mr. Chengalroya Iyer, affectionately known to the members of the Union as Krishnagiri Chengalroya Iyer, has been connected with the South India Teachers' Union for well over 35 years. He has been on the Executive Board for more than 25 years. He is a Director of the Board of Management of the S.I.T.U. Protection Fund ever since its inception in 1928. We are glad that the Union will have the benefit of his full time assistance hereafter. He has very kindly agreed to be the Honorary Regional Publicity Officer of the Union and the Protection Fund. In so doing he has placed the teachers of this State under a deep debt of gratitude to him. We hope that the teachers will co-operate with him and render him all assistance in strengthening the Union.

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

Details of Policies issued during the months October and November, 1952.

S. No.	POLICY No.	NAME.	ADDRESS.
OCTOBER—1952.			
1.	5966	Sri M. P. Subramanian	C. C. Ele. School, Kadayam, Tinny. Dt.
2.	5967	" M. Viswanathan	Do.
3.	5968	" S. Ranjit Singh	Do.
4.	5969	" S. Sriramamurthy	M. S. N. C. H. School, Kakinada, E.G. Dt.
5.	5970	" A. Lakshmanan	Chatram High School, Kadayam, Tinny.
6.	5971	" M. K. Natarajan	National High School, Mayuram, Tanjore.
7.	5972	" S. V. Kalyana-sundaram	Do.
8.	5973	" S. Mahadevan	Do.
9.	5974	" V. Rajagopala Iyer	Meenakshi Hr. Ele. School, Kizha Ambur, Tinny. Dt.
10.	5975	" G. Thangavelu	D. R. Secy. School, Kanchipuram.
11.	5976	" P. Pappu Reddiar	Bd. Hr. Ele. School, Gangaikondan, Tinny.
12.	5977	" Y. Bal Raj	Bd. Hr. Ele. School, Mandalamanicam, Ramnad.
13.	5978	" S. Kasiraman	Tilak Vidyalaya High School, Kallidai-kurichi, Tinny.
14.	5979	" Gnanamony Daniel	L. E. L. H. Ele. School, Purasawalkam, Madras.
15.	5980	" Immanuel B. Asirvatham	T. C. High School, Washermanpet, Madras.
16.	5981	" P. Satyam	M. S. N. C. H. School, Kakinada, E.G. Dt.
17.	5982	" K. G. Rama Rao	Do.
18.	5983	" N. Chakravarthi	Bd. High School, Polur, N.A.
19.	5984	" G. David	Municipal High School, Salem.
20.	5985	" G. M. V. Subramanyam	Do.
21.	5986	" G. P. Vedamuthu	Chatram St. Mcpl. Ele. School, Tuticorin.
22.	5987	" Davanesan Daniel Raj	Do.
23.	5988	" P. Thomas	P. M. Ornella's Middle School, Tuticorin.
24.	5989	" Yesudial Ponniah	Chatram St. Mcpl. Ele. School, Tuticorin.
25.	5990	" G. Krishnaswamy Ayyar	Chatram High School, Kadayam, Tinny.
26.	5991	" L. Surian Pillay	C. C. Ele. School, Kadayam, Tinny. Dt.
27.	5992	" A. Rajamani	Chatram High School, Kadayam, Tinny.
28.	5993	" K. Ramakrishnan	Little Flower Ele. School, Salem.
29.	5994	" D. B. Ramachandran	Bd. High School, Perundurai, CBE.
30.	5995	" P. Masoodu Meeran	T. M. Hr. Ele. School, Viravanallur, Tinny.
31.	5996	" V. P. Virashabadas Jain	Bd. High School, Arni, N.A.
32.	5997	" S. Somasundaram	Municipal High School, Mayuram, Tanjore.
33.	5998	" S. Kasirajan	Do.
34.	5999	" M. Mariappa Kalker	Bd. Hr. Ele. School, Mudradi, S.K. Dt.
35.	6000	" H. Srinivasa Acharya	Bd. Hr. Ele. School, Hebri, S.K. Dt.
36.	6001	" T. K. Chandra-sekaran	Sir S. High School, Tirukattupalli.
37.	6002	" V. V. Seetharaman	Do.
38.	6003	" V. N. Venkata-raman	Do.
39.	6004	" P. Vijiaraghavan	Vivekananda College, Mylapore, Madras.
40.	6005	" A. Ramachandra	Do.
41.	6006	" Janaki Srinivasan	Mcpl. Ele. School, Kamarasampatti, Salem.
42.	6007	" V. Masilamani	Bd. High School, Kil-Kodungalur, N.A.
43.	6008	" N. Vaidiappan	Do.
44.	6009	" C. Mallikarjunudu	M. Ct. M. High School, Madras.
45.	6010	" R. Achuthan	Hr. Ele. School, Panangatri, S. Malabar.
46.	6011	" R. Viswanathan	Do.
47.	6012	" P. A. Velu Kutty	Do.
48.	6013	" P. Meenakshi	Do.
49.	6014	" P. S. Subramanian	Do.
50.	6015	" K. Kamalam Amma	Do.
51.	6016	" K. Sreedhara Menon	Do.

S. No.	POLICY No.	NAME.	ADDRESS.
52.	6017	Sri N. Chandrasekara Menon	Hr. Ele. School, Panangatri, S. Malabar.
53.	6018	" P. Chami	Do.
54.	6019	" D. A. Robert	Municipal High School, Tiruvannamalai.
55.	6020	" V. Narayanaswamy	Kalyanasundaram High School, Tanjore.
56.	6021	" K. Subba Rao	Canara High School, Mangalore.
57.	6022	" M. Vasudeva Bhatt	Ganapathy High School, Mangalore.
58.	6023	" T. Periaswamy	P. M. Ornella's Ele. School, Tuticorin.
59.	6024	" B. Bhagavathy	Bd. Muslim Hr. Ele. School, Uthamapuram.
		Ramaraj	Madurai Dt.
60.	6025	" Wm. Martin	St. Peter's High School, Tanjore.
		Schwartz	
61.	6026	" V. Krishnan	Sivaramalingam Ele. School, Sivagiri, Tinny.
62.	6027	" U. Laxminarayana Rao	Milagres High School, Mangalore.
63.	6028	" B. P. Pokkan	Kattupuramba High School, Kattupuramba, Malabar.
64.	6029	" V. Sreedharan	Do.
65.	6030	" K. Kunhiraman	Do.
		Nambiar	
66.	6031	" M. N. Balakrishnan	Do.
		Nair	
67.	6032	" M. Govindan	Do.
68.	6033	" P. Raghavan	Do.
69.	6034	" P. M. Madhavan	Do.
70.	6035	" G. Narayanan	Do.
		Nambiar	
71.	6036	" C. Sridharan	Do.
		Nambiar	
72.	6037	" G. Meenakshy	Do.

NOVEMBER—1952.

73.	6038	" S. D'Souza	Agrar Church Hr. Ele. School, Loretto, Bantval S.K.
74.	6039	" B. A. D'Souza	Rosario High School, Mangalore.
75.	6040	" M. Vasudeva Rao	Do.
76.	6041	" P. Ramachandra Rao	Do.
77.	6042	" B. Vasudeva Varna	Do.
78.	6043	" P. Padmanabha Bhat	Do.
79.	6044	" S. R. Chambers	Do.
80.	6045	" T. J. S. Fernando	Do.
81.	6046	" Anne Onden	Do.
82.	6047	" C. J. Aranha	Milagres High School, Mangalore.
83.	6048	" V. Purushothama	Do.
84.	6049	" K. Venkataramana	Do.
85.	6050	" C. C. Fernandes	Do.
86.	6051	" K. Ramachandra	Canara High School, Urva, Mangalore.
		Pai	
87.	6052	" M. B. Anantha Bhat	Do.
88.	6053	" V. D. Nayak	Do.
89.	6054	" B. D. Madhava	Canara High School, Mangalore.
		Baliga	
90.	6055	" M. Vasudeva	Do.
91.	6056	" S. Narayana Rao	Do.
92.	6057	" H. Upendra Shenoy	Do.
93.	6058	" H. G. Hande	Ganapathy High School, Mangalore.
94.	6059	" G. Gopinath Bhat	Do.
95.	6060	" K. Shankar Rao	Do.
96.	6061	" H. Shantananda	Do.
		Bhat	
97.	6062	" U. Umanath Nayak	Do.
98.	6063	" K. Girija Bai	Besant National Girls' High School, Mangalore.
99.	6064	" M. Nalina Bai	Do.

S. No.	POLICY No.	NAME.	ADDRESS.
100.	6065	Sri K. Manorama Bai	Besant National Girls' High School,
101.	6066	" M. Jalajakshi	Do. Mangalore.
102.	6067	" P. K. Narayana	Do.
103.	6068	" P. Dayananda Nayak	S. V. S. High School, Katapadi, S.K.
104.	6069	" M. Sanjivi Bai	Aided Ele. School, Manipal, S.K.
105.	6070	" R. Subba Rao	Sir S. High School, Tirukattupalli, Tanjore.
106.	6071	" V. Kumaraswamy	Do.
107.	6072	" S. Rajagopalan	Do.
108.	6073	" P. Krishnamoorthy	Do.
109.	6074	" N. Chandrasekaran	Do.
110.	6075	" N. E. Subramanian	Municipal High School, Salem.
111.	6076	" R. Subramanian	National High School, Mayuram, Tanjore.
112.	6077	" V. Venkataraman	P. S. High School, Mylapore, Madras.
113.	6078	" N. Sethuraman	Alagappa College, Karaikudy, Ramnad.
114.	6079	" A. David	St. Peter's High School, Tanjore.
115.	6080	" B. Sivagnanam	Do.
116.	6081	" S. Rajagopalan	Do.
117.	6082	" M. Ramanathan	Do.
118.	6083	" E. Albert Chella-thurai	Do.
119.	6084	" S. Chidambaram	Do.
120.	6085	" A. Daniel	Do.
121.	6086	" S. Natesan	Do.
122.	6087	" V. Rajagopalan	Do.
123.	6088	" T. M. Syed	Do.
		Faharullah	
124.	6089	" V. B. Rajaram	Do.
125.	6090	" T. Balasubramanian	Do.
126.	6091	" M. S. Selvaraj	St. Peter's High School, Tanjore.
127.	6092	" R. Srinivasan	Do.
128.	6093	" S. Jayaraman	Do.
129.	6094	" V. Padmanabha Shenoy	Milagres High School, Mangalore.
130.	6095	" K. Girija Alva	Do.
131.	6096	" R. Appadurai	C. C. Ele. School, Kadayam, Tinny. Dt.
132.	6097	" K. Narayana Menon	Municipal High School, Ootacamund.
133.	6098	" G. Swaminatha Pillay	Annasaval, Trichinopoly.
134.	6099	" V. Doraswamy Ayyar	E. R. High School, Teppakulam, Trichy.
135.	6100	" N. S. Ramamoorthy	Little Flower High School, Salem.
136.	6101	" S. Harihara-subramanian	Chellam Free Ele. School, Minnediseri, Tenkasi, Tinny.
137.	6102	" V. N. Sundaram	Board High School, Polur, N.A.
138.	6103	" K. Alemelu	S. M. Girls' High School, Karaikudy.
139.	6104	" R. Jayalakshmi	Do.
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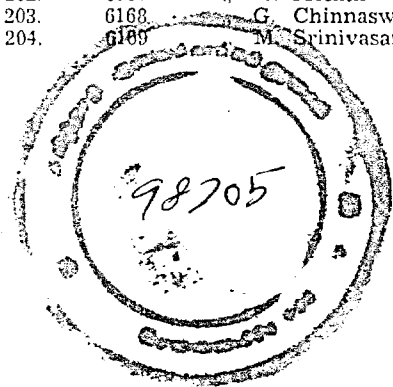
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