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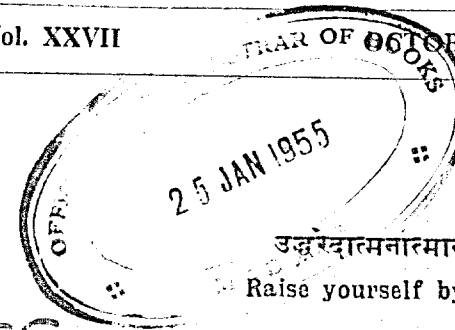
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THE SOUTH INDIAN TEACHER

Vol. XXVII

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SOUND SECONDARY EDUCATION IN A WELFARE STATE

By

SRI K. S. RAMASWAMI SASTRI

In the recent Secondary Education Commission's Report the Commission says: "In a changing world problems of education are also likely to change". Nay, they are certain to change. Nay, they have changed in modern independent democratic federal India which is eager to become a Welfare State in the best sense of the phrase. It is hence necessary to adapt Indian Education to New India so that we may recombine order and progress and welfare and happiness in a new manner and in a new measure, hereafter. The educational pattern must follow the new pattern of life and must in its turn, create a newer pattern of life.

became immensely popular among the intelligentsia in the land. But education ceased to be national. The Indian languages were neglected. It was largely literary and did not give much prominence to science. It was not practical except to a very slight extent. There was no provision for vocational or technical courses. In fact university education dominated secondary education which in its turn dominated elementary education.

Everybody knows what Macaulay did to establish not only the Indian Penal Code but also to establish the modern system of Indian Education. English was made the medium of instruction. We know also in what contempt he held Indian Literature and Culture. The British rulers decided to spread European literature and science among the natives of India. The meagre funds devoted by them for the purpose of education were utilised for that purpose alone. The English rulers wanted Indian clerks to help them in the task of the administration of the country. As the new education became a passport for entry into government service, it

The S.S.L.C. came in to supplement and largely supplant the old matriculation. But there was no effective diversification of courses and the Indian languages still stayed out of the classroom. English having been made the medium of instruction and examination, secondary education has continued to be too bookish and literary and unadapted to the varied aptitudes of the students. It did not lead to the diverse forms of skill needed for the diverse forms of employment which should exist in a modern civilised society. The university colleges had more students seeking admission than seats for them. The result was frustration ending in indiscipline. In short education was not well related to life nor was life well related to modernity. Neither education nor life fostered initiative and individuality, and neither was a joyous

adventure. We cannot have a political and economic reflowering without a cultural reflowering. Real education should be for a living life and for super-life. What should be imparted must not be mere bookish instruction but should be cultivated taste and also eagerness and fitness and capacity to acquire more and more knowledge all through life.

This is why the recent Commission takes its stand on democratic citizenship and vocational efficiency and development of personality and education for leadership. But the snag will arise when an endeavour is made to relate secondary education to the new basic education which is the accepted pattern of primary education and to the new pattern of university education. Education must be conceived as a unity and must be related to life wisely and well.

The Report of the Secondary Education Commission has accurately summed up the defects of the present system of secondary education. It mentions the unilinear nature of education, the dominant role of universities in the control of secondary education, the lack of practical work, the failure to cater to the varying aptitudes and interests of the student population, the meagre facilities for technical education at varying levels, the lack of proper co-operation with industry and commerce, and the need for greater co-ordination between the different ministries at the Centre as well as in the States. The Commission's report has given us valuable suggestions about the removal of such defects. It has recommended diversified courses at the higher secondary stage and the starting of multi-purpose high schools. It has also emphasised the importance of agricultural schools and technical schools and schools of commerce besides the usual types of studies. The reorientation of the objectives of rural schools and their impact on rural life have also been clearly defined in the report.

Let me take first of all the harmonisation of elementary education and secondary education. Mahatma Gan-

dhi's scheme of basic education has been accepted in principle by India and Article 45 of the Indian Constitution lays down as a directive principle of State Policy that all children between the ages of 6 and 14 should get free education. The pre-basic or nursery schools need not be considered here. As a matter of fact the number of basic schools in the country is small mainly owing to the paucity of basically trained teachers. One gets confused by the clash of the old and the new terminologies. We hear about pre-basic, junior basic, senior basic and post-basic schools, and we hear also about primary or elementary schools, middle schools or lower secondary schools and high schools or higher secondary schools. Even at the earliest stage the idea of teaching everything round a craft is really not workable. In practice the so-called basic crafts are only spinning, weaving and carpentry which in many cases have nothing to do with the later lives and careers of a large percentage of the students. Let us resolve to speak only of basic education, secondary education and university education, discarding all the other terms which clog and confuse our thinking and our discussion. Though we all agree about the dignity of manual labour and about the training of the hand and the head and the heart (some may add also the soul) going together hand-in-hand, we must perforce realise that it is vain to imagine that all knowledge could and should be taught round a craft. Basic education should therefore be child-centred and culture-centred and craft-centred. We cannot explain Alexander's invasion of India by seeking to explain it in terms of carpentry. What should be the basic crafts in rural basic schools and what should be the basic crafts in the urban basic schools should be settled suitably in the light of local knowledge and experience. The fact is that standards 6 to 8 in basic schools and Forms I to III in secondary schools are parallel, except in the fact that English is not given as much prominence in the former. Now that the new Secondary Education Commission visualises a higher secondary stage of four years and

a degree course of three years and Dr. Radhakrishnan's University Commission Report has taken a similar view, we should be able to have basic education up to the fourteenth year, secondary education for four years and collegiate education for three years on a uniform pattern all over India. Let us, however, never forget that the bulk of our children will leave school at the age of eleven corresponding to the junior basic stage.

The Commission has done well in recommending the introduction of multi-lateral or multi-purpose schools, in which there will be common subjects (such as languages, social studies such as history and geography and economics and civics, general science, mathematics, etc.) as well as diversified courses such as academic, secretarial, artistic and technical. In such schools, the most important work to be done by teachers is to study the natural bias and aptitude and skill of each student and turn him into the particular diversified course suited to him. Of course the parents also must be consulted in the matter. The Commission's report points out also that in such multi-purpose schools it would be easier to transfer a wrongly classified pupil to his proper course than to send him to another school altogether. It rightly points out also that while there should be a certain number of such multi-purpose schools, there will also be uni-lateral schools where intensive training will be provided in particular types of vocational courses according to the occupational needs of the community and the locality.

In my view the new scheme of secondary education will succeed or fail according as the diversified courses are wisely planned and worked or unwisely planned and worked. At the end of it a majority of students must take up various vocational pursuits while a minority will go into the universities. For the former there must be higher technological institutions which will enable the country to have skilled technicians with diverse forms of technical ability. Agriculture being the most

important of all industries, there must be provision for education in agriculture and horticulture and animal husbandry especially in the secondary schools in rural areas. Under the new scheme of elementary education in the Madras State—known as Rajaji's scheme—an endeavour was made to relate rural elementary education to rural crafts and bring into living touch the home and the school besides increasing the number of students under the double shift system. But that system has now been given by the Madras State. We have to plan anew the diversified courses in our secondary schools so that secondary education may be a natural flowering and fulfilment of elementary education. Modern technical instruction of a diversified and fruitful type is a costly affair and will not succeed unless and until the State spends larger sums for such a fruition.

But technical education in a wisely diversified form will lead nowhere and will certainly not lead to employment unless the new technicians are absorbed in new industries and in modernised progressive old industries. Mere technical education will not solve the problem of unemployment but will increase and accentuate it. The attempt to expand industries and make existing industries more modern and up-to-date and efficient must be the primary and co-operative endeavour of the State and the leading industrialists who must jointly decide the respective public and private sectors in industry, having in view industrial progress and the welfare of the people. The best utilisation of the natural resources of our motherland and an ever-increasing demand for skilled technicians for such a high national purpose and the improvement of our educational system so as to provide such skilled technicians must keep pace with one another and must go hand-in-hand.

In regard to women's education, we must see to it that every type of education open to men should also be open to women. The Indian Constitution has provided that all citizens shall have equal opportunities for work and em-

ployment and appointment to office and that there should not be any discrimination against any citizen on account of religion, race, caste, creed, sex or place of birth. But the education of girls should have a home bias for obvious reasons. Further, woman is the guardian of emotional and artistic and spiritual elements in human nature. The education given to women must enlarge their minds without warping her nature in the abovesaid directions. It is also commonsense to avoid co-education of boys and girls at the secondary stage and to have separate colleges for women, if we wish to keep up high moral and spiritual standards. Special provision should be made to teach home craft, music, drawing, painting, etc. for girls. Home craft will include home economics, household management, nutrition and cookery, mother-craft and child-care, home nursing, etc.

In regard to languages the Commission recommends (1) that during the middle school stage every child should be taught at least two languages and that English and Hindi should be introduced at the end of the junior basic stage, subject to the principle that no two languages should be introduced in the same year; (2) that at the high and higher secondary stage at least two languages should be studied, one of which being the mother-tongue or the regional language. It must be taken as settled that the medium of instruction should be the regional language. In each linguistic area culture hinges on language and the deepest affections of the people cling round their mother-tongue. Where in the case of a student the mother-tongue and the regional language differ, it is commonsense that the latter also must be learnt and will be the medium of instruction as it will be the language of the large majority in the area. If the regional language is not made the medium of instruction and examination, it will never become modernised and grow in power and flexibility. Hindi also will have to be studied as it is our *lingua franca* and is the federal language and the official lan-

guage of the centre and as it is the language spoken by the biggest linguistic group among Indians. English also must be studied as it is the international language and the language of science and commerce. We may well remember that in the U.S.S.R. a foreign language is a compulsory subject of study in the Soviet Middle and Secondary schools.

Nor must we forget the importance of the classical languages. The Commission rightly says that "the classical language (Sanskrit) is being completely ignored". So long as the boys who take up Sanskrit have to attend four periods of instruction in the regional language and so long as Sanskrit is bracketed as is done now, with the more boosted and popular Hindi for purposes of selection, Sanskrit will be taken by fewer and fewer students and this will take away the bread from the mouth of Sanskrit Pundits who will hence become fewer and fewer in numbers—which fact will in its turn adversely affect Sanskrit even more than before. The old rule which made a student to take the regional language or Sanskrit was far better. Now that the regional language is the medium of instruction for all the subjects in our high schools, where is the need for asking Sanskrit students to read Tamil for four periods a week? I requested a former Minister for Education (Mr. Avinashilingam Chettiar) to reduce the number of periods to one or two but he did not agree.

But all the abovesaid wise changes will not take us far without discipline and character and without physical culture. Both these aspects were neglected before and are largely neglected even now. The former will never be secured without proper religious and moral education. Nor will the latter be secured without a proper correlation of yoga-asana discipline and of extra-curricular activities such as scouting, national cadet corps, first aid, excursions, debates, dramas, drawing and painting, rowing, swimming, gardening, etc. The medical examination of all the

children in schools is vital. The modern stress on audio-visual education is an equally vital factor in modern Indian education. Equally important it will be to reduce the domination of external examination tests and to make the external examination tests and the internal school tests and the school records of pupils real factors in the evaluation of education. The Commission says well that there should be only one public examination at the completion of the secondary school course and that the system of compartmental examinations should be introduced at the final public examination.

In short the secondary school must be a community centre and we must make the education given therein national and scientific and practical and capable of fitting our children for livelihood and life and super life.

Bearing the abovesaid aspects in mind and realising the need for a self-contained secondary education and a proper type of university education which will conduce to leadership and originality and research which are urgently needed in a modern democracy, I am in favour of the abolition of the intermediate course and the institution of a three-year degree course along with the addition of one year in the higher secondary stage. Some years ago I moved a resolution to this effect in the Senate of the Madras University but I did not succeed in that endeavour. I am glad that Dr. S. Radhakrishnan Commission's University Education Report and Dr. A. Lakshmanaswamy Mudaliar Commission's Secondary Education Report have envisaged this long-needed and salutary reform. The intermediate course did not fit in well with the secondary course or the degree course. Hereafter, if the change envisaged above is effectuated, there will be higher secondary schools which will incorporate an additional year of study at the school stage. Further, the candidates who wish to join the professional courses in the Faculties of Medicine, Engineering, Veterinary Science, Agriculture, etc. will be required to undergo a

pre-professional course of one year subsequent to the pre-university course; and this pre-professional course will be such as would lead in an integrated manner to the professional studies required for the particular branch. The first degree course in the Faculties of Arts, Science, Oriental Learning and Commerce would be of three years' duration. The Honours Course will be of four years' duration subsequent to the pre-university course. I feel that this scheme will give to us an ideal scheme of secondary education and an ideal scheme of university education. But its success will depend on how the scheme is going to be implemented and worked. I do not like the additional year at the conclusion of the S.S.L.C. examination to be a mere seventh form merely copying and continuing and slightly augmenting and improving the S.S.L.C. scheme of studies. As the medium of instruction in all the subjects in the S.S.L.C. course is the regional language, the standard of English has gone down, whereas the medium of instruction in the colleges is even now in English. Further, there is a craze to have the glossary of the scientific terms in each linguistic area in that regional language. The result is that India is fast becoming a Tower of Babel in that respect. We must adopt in all linguistic areas the English scientific and technical words while explaining the scientific subjects in the regional languages. In the pre-university class, the medium of instruction should be in English till we reach a time when the medium of instruction at the university stage can be the regional language English being a compulsory subject of study throughout. In the pre-university classes the university should prescribe the syllabuses and the courses of study and should also conduct an examination at the end of the year. The main question is whether the administrative control should be with the university or the Education Department of the Government. There are advantages and disadvantages in both controls. But on the whole it is better to have control by

the university as the pre-university course is to fit the students for the university. The best solution will be for the second grade colleges to become pre-university schools. The present matriculation examination should become the university entrance examination and the latter should be held twice a year by the university. The pre-university schools should prepare the students therein for such examination and teach the pre-university subjects through the medium of the English language. Such subjects should include modern English literature, Indian history, basic economics, Indian Constitution and Physiology.

The aim of modern education is a combination of culture and expert knowledge in some field of activity. Education means both acquisition and utilisation of knowledge. But the knowledge should be inter-connected and harmonised knowledge capable of being applied to modern life and not disconnected and unblended and unpragmatic knowledge. Quality should dominate quantity. Professor A. N. Whitehead says well: "The whole period of growth from infancy to manhood forms one grand cycle." In this cycle he clearly demarcates the stage of romance and the stage of precision and the stage of generalisation and synthesis. Freedom and discipline must be interfused. Liberal education and

technical education should not be foes but should be friends and comrades. We must test theory by practice and sublimate practice by theory. The stimulation of the imagination by literature and art, the stimulation of the precision of thought and reason by science, and the stimulation of joy in productive work must go together. We must aim in our schools and colleges and universities at the simultaneous organisation of thought and will and happiness. There must be a continuous widening of the horizon of the mind. The human mind must be regarded as an imprisoned artisan fountain and not as a mere machine. The new educational technique needed in and for Free India hereafter is an inter-relation and harmonisation and synthesis of elementary education of the basic type which should be modified so as to become culture-centred, diversified courses of secondary education fitting some students for university education and equipping others with diverse forms of agricultural and industrial and commercial ability to be fitted into an agriculturally and industrially and commercially prosperous modern India, and an intensified and amplified form of university education which will fit students for the learned professions and produce the leaders of the nation and create a passion for research and stimulate inventiveness and originality.

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| 1. | Board High School, Dharmapuri on | 26—8—1954. |
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| 4. | do. Harur on | 15—9—1954. |

SOUND EDUCATION—WELFARE STATE

Every child is entitled to good and healthy upbringing, medical attention, and nursing and plenty of joyful active life so that it may have chance to grow to its full stature. But lack of knowledge on the part of parents about child rearing is wide spread in our country and most of the children are born and brought up under conditions not conducive to their full growth. The State also is slow to recognise its obligations to the child. A child that is handicapped physically, socially and economically is a challenge to education. The purpose of education is to aid life's opportunities and eliminate its obstacles. The handicapped child is unable to take full advantage of the opportunities education affords and the damage done to it is unfortunately irreparable. Most parents have no proper conception of their responsibilities to their children and their development. It is the task of true education to make the parents realise them. In this connection it is worthwhile to understand the spirit and the significance of the following special features of the rights of children prepared by the Balkanji Bari :—

1. The child shall live in a free land, in a free atmosphere and in a free environment. Every opportunity for the all-round development shall be available to him, unhampered by any limitations of caste or creed.

2. The child shall be provided with a happy home environment, free from fear and chastisement. It shall be adequately fed and clothed and brought up with love and understanding.

3. The child and its mother shall be assured proper pre-natal, natal and post-natal care.

4. The child shall receive, at all stages of the growth up to adolescence, adequate medical aid. Its health and well-being shall be the prime concern of its parents or guardians and of the State.

5. The child shall receive the best education to which its talent entitles

him—education that is both liberal and useful and that prepares for good citizenship and service. Its education shall be a first charge on the revenues of the State.

6. The child has a right to play and recreation, and sufficient facilities for the purpose must be provided for it by schools and the local authorities.

7. The child shall be protected by legislation from exploitation in any form for the benefit of parents and guardians.

8. The child who is backward or defective shall be provided with special institutions for its care and education.

9. The child in the village shall have the same privileges and facilities that are assured to the city child.

The following principles are intended for the guidance of the State :—

The State shall strive to promote the welfare of the whole people by securing and protecting as effectively as it may a social order in which justice—social, economic and political—shall inspire all the institutions of national life.

The State shall, in particular, direct its policy towards securing :—

That the strength and health of workers, men and women and the tender age of children shall not be abused and that citizens shall not be forced by economic necessity to enter avocations unsuited to their age and strength.

That childhood and youth are protected against exploitation and against moral and material abandonment.

Every citizen is entitled to free primary education and it shall be the duty of the State to provide free and compulsory primary education for all children until they complete the age of 14 years.

EDUCATION, THE CONCERN OF ALL

By

S. R. VENKATARAMAN, B.A., B.L.,
Secretary, Servants of India Society, Madras-14.

If the educational system is to function effectively in a democratic State, it must be decentralised allowing a good deal of latitude and freedom for citizens to run schools consistent with the resources and needs of the community. In all educational effort, the co-operation of the Government, the public, the teacher and the pupils is both explicit and implicit. There must be perfect harmony, mutual trust, understanding and unity of action between the four agencies in the discharge of their obligations and responsibilities towards schools. Now let us take the responsibility of the Government :

(a) First and foremost, it must broadly lay down the fundamental principles of a sound educational system which should be capable of application for meeting the varying needs of every situation that may arise from time to time.

(b) Such an educational system should never be the handmaid of any political party in power. The main consideration should be the spread of education along sound lines among all sections of people and in all branches of knowledge without distinction of race, culture, creed or religion. Here rests the great responsibility of a democratic government to hold the balance even, undisturbed and uninfluenced by politics, racialism and communalism. Every section in the community must have the freedom, liberty, independence and security to serve the cause of education according to its own light provided it does not go against the broad principles laid down by Government.

(c) Liberal and sustained financial aid to educational institutions is the prime responsibility of Government. The rich heritage of the community

which invests the recipient of it with intellectual and moral distinction must be available to every one in the country and not to the elect. The test of a truly democratic society is that it should continuously concern itself with equalising the opportunities of education, to every one in the community, so that each member of the community may grow up to his or her full stature as a human being, with all those qualities that the term connotes. It is the imperative duty of every democratic government to financially aid such institutions to the maximum extent possible.

(d) A trained personnel is the *sine quo non* of an efficient system of education. The selection of first class men—we cannot afford to have second best—to run our schools and their proper training is a matter of vital importance for the success of all educational institutions. The teachers must not only be imbued with idealism and impelled by the urge to foster and spread the great human heritage and all that is implied in the term and also be fully familiar with the technique of imparting the lessons of that heritage to his pupils. In this difficult task, namely the discharge of the heavy social obligation of the teacher, the parents and the community in general have a great part to play. In fact they must be invaluable and indispensable allies of the school and the teacher and *vice versa*.

(e) There is a tendency in some quarters to treat the teacher with scant courtesy. It is the primary obligation and duty of the Government to safeguard the integrity and the interest of teacher. Economic security, reasonable tenure, opportunities for continued study, protection from the assaults of busy bodies and pressure groups which seek to impose on schools their own

peculiar brand of morals and patriotism, the right to share and shape the educational policy and lastly enlightened citizenship should be assured to every teacher by Government. It should also set up a Tribunal to adjudicate the disputes arising between the teacher and other interests. All these are necessary in the interest of free education in a democracy.

There is a saying that “a good Government governs the least”. This is very necessary in the field of education. Too much meddlesome interference and too often by Government should be discouraged and resisted. It should take power to bring to book those who misuse the school funds and the buildings for personal or narrow private and political ends. It should resist the temptation to extend to an undesirable extent its authority over educational institutions, by trying to pass on to teachers untried and unscientific methods of teaching and usurp the function and responsibility of the teaching profession. Democratic Government cannot thrive in a straight jacket. It thrives best where there is freedom, trust and confidence. While trying to safeguard the interest of educational institutions, it should not play the Dictator.

The teacher is the pivot on which the entire educational system moves.

(a) The teacher must be one possessed of a steadfast loyalty to the democratic way of life, an abiding interest in the welfare of the children entrusted to his care, and an awareness of the social, political and moral implications and consequences of all that he undertakes. He must be vigilant and alert to sense the violations of these democratic principles, extend them to neglected fields and help the lamp of reason to burn brightly, to champion the cause of the lowliest and the last and to combat every force, totalitarian, communal and credal that is foreign and opposed to democracy.

(b) The teacher must maintain a high level of professional competence. It is not enough if he is technically

qualified as a teacher. He must have discriminating understanding of the impact of the challenges to democracy and must have the moral courage and tact to resist them and not to allow others to exploit him or his institution. He must have a proper appreciation of the teaching profession as an opportunity to achieve high moral purpose in his own life. To fight for the maintenance of human freedom for enriching the social life of the community by inspiring and undertaking and directing social welfare activities are equally the responsibilities of the teacher.

(c) The teacher's responsibility is also to shape the educational policy along right lines. It implies keeping himself informed of the latest educational methods evolved in other countries and examining those methods in the light of Indian conditions. It also means that he should constantly endeavour to enrich the educational programme of the school and thus avoid the dull routine of formal instruction or the formal three R's.

In conclusion, the teacher should establish mutual understanding and trust with the people and the community at large. He should be neither a recluse nor be vulgar, but be familiar with all those who count in the community. He should be above narrow cliques and parties. By virtue of his knowledge, experience and understanding of the ways of the world, he should be in a position to render proper advice to people without identifying himself, with, or lending his support to any party. He must not be a snob and parade himself as the ‘Know All’.

Public co-operation in this field can take different ways. The public are the basic source and final judge of the school programme. Their obligations to the school, are also equally great. The public generally speaking, everywhere take a complacent view, namely that so long as children attend school and the fees are the same, they do not very much bother themselves about the present day curriculum, however un-

suited and outmoded it be. Their opinions about educational matters are mostly shaped by politicians. They rarely consider new schemes dispassionately and arrive at an independent judgment. This is a matter to be deeply deplored. There is need therefore, for each parent and member of the public to keep himself properly informed of the history of education in the world and the century of experience of the great experts in the field.

The public should not be actuated by narrow loyalties either provincial or communal. Schools must guard against the in-roads from these vested interests and this could be effectively done if the public realise that in a temple of learning like the school such corrupting influences have no place whatsoever. They must keep themselves in day to day touch with the school, the problem of their boys, the needs of the school etc. and try to contribute their best to the solution of the

difficulties so that the content and quality of education do not deteriorate.

The public have to respect and repose trust in the teacher. There must be perfect understanding between the teacher and the public. Where this is lacking, the teacher feels disconsolate, forlorn and an alien affecting his efficiency and quality of education imparted to the students. Ultimately, it is the children of the community that suffer and the public which is vitally interested in the educational progress of their children. At least from this point of view the public must consider their obligation towards the teacher and the school as the most paramount one cast on them. It may be asserted without any fear of contradiction, that the public which do nothing else but discharge their obligations and responsibilities to the school and the teacher can be considered to have made its greatest contribution to the advancement of the community.

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EDUCATION AND SCHOOL ACTIVITIES

In the old days, when the school was thought of primarily as the place of learning, children went there every day and acquired a certain quantum of knowledge. But in modern times a larger conception demands that the schools should be an institution in which something more than knowledge is imparted; education is more than knowledge and life is more than learning.

All activities belong to play. No longer do we look upon play as a useless activity of childhood to be discarded when grown up. On the other hand, we understand and appreciate its educative value and function. To us play no longer suggests antagonism to work.

The co-curricular activities seem to be partly in human nature and partly in modern educational philosophy. Wherever human beings gather together the desire to unite and do certain things, the desire to organise themselves for certain purposes seems inevitable. So it is in school life also. The effective performance of school duties and the cultivation of desirable habits and attitudes are best secured through group motivation and group activity. The learning is done under the pleasantest conditions.

A greater impetus to these activities was given with the introduction of the Reorganised Secondary Education curriculum, and a further encouragement during the past two or three years with the departmental instructions in the matter of collecting and administering various special fees such as Audio-visual education fee, Scouting and Excursion fee, Literary Association fee, craft and practical activities fee and the like.

In general the success of every activity depends largely and mainly on the headmaster of the school on the enthusiastic measure of co-operation he gets from the members of his staff. If teachers guide the pupils, enthuse them by their own infectious enthusiasm and stimulate their work, the purpose of the school activities will be fully realised. So it is hardly an exaggeration to say that to the extent the teachers give their personal attention and guide the pupils, to that extent success is assured.

The National Cadet Corps is now functioning in about 100 schools in our State. In a country like ours, in the context of events today, the importance of N.C.C. training to high school boys in their formative period of life is supreme. Physically they have the benefit of parade drill in the open air which does them a lot of good by keeping them fit and helping the development of their physique. Mentally and morally they learn to cultivate a sense of cleanliness and smartness of appearance, of courtesy and consideration in dealing with their fellows and above all a strong sense of discipline and proper behaviour.

Activities such as Scouting have now become common in every school, but herein too the fullest support of enthusiastic scout-minded teachers trained in scout craft is absolutely needed to make the scout movement or scout activities really live and useful and properly functioning.

Regarding school excursions, it is found that the school children enjoy being taken on educational excursions and even the lower middle class parents are not only willing but are prepared to pay extra money to their boys and girls to join the school excursion trips. They occupy a powerful force in the education of boys enabling them to see and learn many facts of great educational value.

The working of the school debating societies and literary and aesthetic activities, the running of school magazines—these afford excellent opportunities for boys for training in self-expression. Pupils should be associated with them as much as possible. It is a wonder to see lots of our boys working hard with a sense of joy during school-day celebrations and other school functions in several ways to make the function a success as a result of their training in aesthetic sense.

In the administration of special fee funds intended to support these activities, it is necessary to give the largest measure of freedom and initiative to headmasters who choose a committee of assistants for each kind of activity.

The following is a list of activities and their outcomes :—

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

EDUCATION AND MORAL AND SPIRITUAL VALUES

The question of religious instruction in schools and colleges has been agitating the public mind, in all provinces, for a long time and leaders of thought everywhere in India have deplored from time to time, the Godless education which boys and girls are receiving in our educational institutions and the consequent deficiency in their make-up to shoulder the responsibilities of life in the right manner.

An eminent Hindu thinker has said that "true education consists not only in imparting knowledge but also inculcating a sense of devotion to God and a sense of discrimination between right and wrong, between good and bad, and between the just and unjust, which is an essential requisite for social life.

A high placed Muslim parent deplored that "his one grievance against modern education has been that it grievously lacked the religious background".

Equally emphatic was the assertion of His Grace the Archbishop of Madras. While saying that "the Godless education that the public schools in India have imparted during the past 100 years has much to account for indiscipline, the disorder and the anarchy in the individual and social lives of the young men of India", he stressed that religion must form an important part of the education of the youth of India, that public schools, should provide for it and that "religious neutrality which is the policy of the Indian Government does not connote religious indifference".

A Zoroastrian writer says as follows : Fundamental principles of ethics common to all religions, viz., brotherhood of all mankind, plainness and simplicity of life, emptiness of riches, kindness to animals, temperance, sobriety,

humility, piety, truthfulness, honesty and just dealing with fellowmen of whatever caste, colour or creed, in every common life, in business, in politics, in national and international affairs, for peace and prosperity of all nations living on God's fair earth, white, black or brown".

Religious instruction should be on broad principles the most important of which are common to all religious systems. Broad religious ideas which are consistent with reason and conscience, without laying stress on meaningless superstitions and ceremonies, have to be taught—"essential religious truths of an universal and all-embracing character."

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EDUCATION — HEALTHY LIVING

Health is not merely the absence of illness. Positive health or dynamic health is necessary for a full life. Physical fitness cannot be secured without health; neither can the mind develop and work efficiently without it. Physical fitness does not consist only in a muscular and well developed body. The body may be well developed but that depends also on the functional efficiency of the vital organs.

To lead a healthy life, we have to observe certain hygienic rules of life: (1) to practise personal cleanliness; (2) to live in clean surroundings; (3) to breath clean air; (4) to drink clean water; (5) to proper use of sun light; (6) to engage ourselves in healthy and useful occupations which interest us; (7) to think clean thought and follow the paths of righteous conduct; and (8) to eat with moderation food of the right kind and quality.

The science of nutrition and dietetic deals with what kinds, quantities and combinations of food substances will exactly meet the requirements of the body.

The essential facts of the science of nutrition should be made widely known among the public and especially among the students in the schools and colleges. A nutritional defect in the diet involves a double danger to health. Firstly, it may lead to a deficiency disease and secondly, to an increased susceptibility to infection.

The essentials of a chemically adequate food supply are:—(1) a sufficient amount of the energy giving food—carbohydrates and fats in an easily digestible form; (2) protein, animal or vegetable, sufficient in amount and appropriate in kind; (3) sufficiency of the required mineral elements; and (4) a sufficient quantity of the essential vitamins.

The essential ingredients of food are therefore of five kinds—carbohydrates, fats, proteins, mineral salts and vitamins. Every food article which we obtain from nature contains some of

these essential ingredients but no single food contains them all in just the right amount for human consumption. We have, therefore, to learn how to mix them, so that our daily food contains all these five essential substances of the right quantity in the correct proportion.

The scientific preparation of foods can be very briefly stated in three simple rules:—

(1) Food should be eaten as far as possible in its natural state and in its fresh state.

(2) Conservative methods of preparation should be employed so that the mineral elements and vitamins are not lost.

(3) Heating of foods should be limited to make them palatable and digestible because undue heating destroys the vitamins.

The lesson which is learnt from the science of nutrition for the choice of food articles is that we should choose a larger quantity of them from among the protective foods; milk, fruits, vegetables including green-leaves and eggs.

The use of too many articles of apparel is unsuited to a hot country like ours. The dress should be very simple, light and airy and capable of absorbing perspiration. In our country, it is not a pleasure to dress. The body does not feel at ease inside thick or heavy clothing. When the body is not at ease, the mind cannot concentrate in studies.

Above all, the teacher could interest himself in the development of sound school health programme, which goes a long way to promote physical education. Health is recognized educational objective, and hence the school has a responsibility for health promotion. It is high time we ensured the following benefits to the boy at school:—

(a) Systematized health concepts, which will serve as ideals to be followed.

(b) Interesting talks on health matters such as : respect for the stomach ; care of eyes, teeth, feet and fingers ; cleanliness of environment ; effect of cinemas on physical and mental health ; and above all, the futility of clinging unreasonably and blindly to quackery and superstition in matters of health. These talks will help to develop in the pupils a sense of personal responsibility, without creating morbidness or hypersensitiveness in regard to themselves.

(c) Knowledge of infectious diseases and of disease prevention.

(d) Provision of sanitary facilities such as well-drained water closets, rubbish bins and spittoons ; and effective supervision of their proper utilization. These will lead ultimately to sound health habits and civic virtues.

In short, the school day affords ample chances to learn and apply the laws of health and hygiene ; and the teacher in charge of a small class is in a favourable

position to guide his pupils into wholesome health behaviour.

There are a few other directions in which the teacher could profitably engage his attention, such as care and improvement of the playground and equipment, teaching of First Aid measures and Massage, treatment of minor athletic injuries, preparation, and maintenance of the School Honour Roll in sport, publicity of school achievements in Physical Education etc. No matter which of these you devote your attention to, the job you have is one of creating interest where little or none yet exists. It will be a proud claim indeed for a school if it can honestly boast of having on its staff teachers who are not content merely with serving as ornamental figure-heads on the School Sports Committee, but contribute in some way or other to the physical and health efficiency of the school children that they may better shape themselves for life.

EDUCATION — VOCATIONAL EFFICIENCY

Contemporary India is profoundly dissatisfied with the existing system of education. From the press and the platform University Convocations and Educational Conferences, political leaders and educational thinkers, teachers and administrators, comes the pressing call for the immediate reconstruction of the education to adjust it to the life of the country and to the requirements of the changing time in which we live. All over the country the weaknesses and defects of the education system are being exposed and remedies suggested. The increasing unemployment among the educated classes points to the need for revision even more strongly. No aspect of education escapes criticism to-day.

The High School is par excellence an institution for the education of all adolescents ; in other words, its function is broader than that usually connoted by the term secondary education, and covers not only the work that ends with

matriculation, but also that provides in trade, industrial, commercial, technical and domestic science schools. The aim of secondary education ought chiefly to be the cultivation of (1) civic-social-moral responsibility ; (2) recreational and aesthetic participation and appreciation ; (3) occupational efficiency (including preparation for higher institution) and (4) Physical efficiency.

There should also be a selective type of school for children between 11 and 15 or 16. The school should take in pupils who are especially above the average in intelligence and it should have definite vocational "bias". It should not be regarded as a trade or technical school nor as general school preparing its pupils for entry into university. Its curriculum would be less academic and should offer a variety of subjects and craft work including agriculture, business training, printing, book-binding, cookery, needle-work, metal work etc. These should be a

common "core" of subjects of general education, namely, English, Mathematics, History, Geography, and Elementary Science with several optional subjects. All these would be given a "bias vocational and commercial". A school like this would be the training ground for future entrants into various types of trade, technical and technological institutions.

In order that such a scheme of vocational instruction at the secondary school stage may succeed it is essential that certain important considerations should be kept in mind.

(1) There must be a close integration with the economic system of the country. Education must prepare for avenues of work open and available, for vocations demanded by society. It would be foolish to prepare students for work for which there would be no demand. Such a remedy for educated unemployment would render it even worse.

(2) There should be no compromise with the essentials of culture, that is, by vocationalising the secondary school itself or by unduly vocationalising the course. The system should guard against the division of both of subjects and pupils into vocational goats and cultural sheep, in such a way that those pupils who are labelled "vocational" are encouraged to sniff at so-called cultural pursuits as being in some way highbrow and unpractical, while those labelled 'cultural' are contemptuous, to their own loss, of activities which are really involved in adequate culture but now happen to be called 'vocational'.

(3) The whole scheme should be flexible. Pupils should be free to move from the vocational activity to another until they settle down to the one they like most and show the best aptitude for. The exploratory function of junior stages is of paramount importance. No

pupil should have the choice of this vocational activity dictated to him irrevocably. Promise of future talent is not easily discoverable and can be best formed by actual trial. Hence the scheme should permit reasonable flexibility of choice and preparation.

(4) Scientific vocational guidance is absolutely necessary if the plan is to work successfully. There should be at least one teacher well-trained in vocational guidance in each secondary school. It will be his duty to administer tests of vocational aptitudes and to direct pupils into suitable channels of study and work. Such tests will need to be carefully prepared and standardised, perhaps differently for different parts of the country.

(5) Another essential condition is occupational analysis that is physical, mental and moral traits acquired for success in an occupation. This is a difficult and laborious piece of work, but unless it is undertaken and carried out, there can be no scientific guidance of pupils into vocation suited to their capacities.

The need for orienting the system of secondary education in direction of vocational training is immediate. Hitherto it has been a single-track system leading to the University. What is now required is to make it self-sufficient in a large measure and to plan education at that stage in such a way that it would meet the requirements of the changing conditions of life in this country. The scheme evolved must be characterised by (1) wise selection of pupils ; (2) careful distribution of schools ; (3) wide diversification of subjects and curricula ; (4) integration of cultural with vocational aspects of education and (5) integration with the existing economic structure of the country. Such a scheme will need the co-operation of the administrator, the teacher and the parent.

EDUCATION — CO-OPERATIVE LIVING

An important social ideal that has come to the fore-front is the democratic ideal. The Constitution of the Indian Republic is based on this ideal, and our society therefore, though it may do it only tacitly to-day, would one day demand its schools to promote the ends for which democracy exists.

Some of the important ends of the democratic ideal may be affirmed through the following principles:

1. It is the right and duty of every citizen to participate worthily in the life and activities of the society—and of the group—of which he is a member.
2. It is the duty of every citizen to cultivate a high regard and respect for the personality of other men and women.
3. It is the right and duty of every citizen to determine what forms of social living can best promote, and eventually realize, social ideals.
4. It is the duty of every citizen to work for the common good and to allow opportunity to every other citizen to do so.
5. It is the duty of every citizen to foster in himself and in others a regard for equality in the political and economic spheres of life, and to realize this, it is his right to be provided with equality of opportunity.

It would follow from the above statement of principles that the school has to play an important part in helping to create and maintain a really democratic social order. The programme of the school has to be made rich in those elements of living that give democracy its meaning. By means of active co-operation in their own social life in school, children must experience self-control and group-control. They should have opportunity to initiate and formulate school plans and to carry forward co-operatively the planned activities on the basis of their own intellectual abilities and resources.

The truly democratic school life will provide for the fullest possible individual development, since educational opportunity, will have ultimately to be based only on the ability of the child to respond to the educational stimulus and guidance provided by the school. Under these conditions, the schools would be able to develop each child intellectually, physically, socially and morally, so that he may contribute to the welfare of society in accordance with his capacity, and so that each child may also secure from life the happiness that is his due.

Participation or Co-operation in Community life.

- (i) Active co-operation with other agencies in rural areas, e.g., health, red-cross and maternity welfare organisations; co-operative department; agriculture and planning divisions, etc.
- (ii) Holding school fairs and festivals, demonstrations and exhibits calculated to interest the adult population of the villages, e.g., a good home; worthwhile recreations; transportation; improvements in agriculture, art, crafts and industries; health and sanitation; community resources, etc.
- (iii) Closer co-operation between the home and the school, by bringing parents into the school at every opportunity and making them feel how the schools help in developing community life and building community spirit.
- (iv) Social and Physical, recreational activities in close collaboration with village population.
- (v) Training in community leadership by inculcating in students a sense of responsibility, helpfulness and awareness of community needs; by developing in them the art of clear expression through words; by creating in them the habit of independent thinking etc.

THE XXIV SOUTH INDIAN EDUCATION WEEK

MESSAGES RECEIVED

1. From Rev. Dr. A. J. BOYD, Chairman, Central Education Week Committee.

3. From Sri K. KAMARAJ, Chief Minister of Madras.

In this Education Week, we teachers remind ourselves of our responsibilities, and at the same time appeal for the co-operation of parents and all other citizens. We are to concentrate our attention on Education and Welfare State—and indeed all States must in some sense be welfare states, because the true end of their existence is to create and preserve a healthy, happy and upright people. If that be the true function of the State, then surely the schools and colleges are its most fundamentally important organs, since they are the training-grounds of citizens. We teachers must endeavour to make our schools and colleges healthy and happy communities in which freedom and order go hand in hand, and pupils learn not only to be the best they can be, as individuals, but also to co-operate with one another for the good of all. If that ideal is to become a reality, we have to give unreservedly of our energy and sympathy and loyalty; and in our turn we need the understanding support of parents, and of all who believe that the true wealth of a nation lies in its citizens.

The need for evolving a sound system of education that will be true to our tradition, in tune with our national genius, and help in the fulfilment of our aspirations, has been felt never more keenly than to-day. There is, however, great need to be cautious and balanced in our attempts at reform. Tinkering with the problem and wasteful experimentation will mean that we are trifling with the lives of our children. I have no doubt that teachers and those who have dedicated themselves to the cause of education will be able to give the right lead in this problem.

4. From Sri C. SUBRAMANIAM, Minister for Finance and Education.

I am glad to know that you are celebrating the South Indian Education Week from the 30th of October to the 5th of November. I am glad you have taken up the subject of "Sound Education—the basis of a Welfare State" for discussion during the week. I wish the celebration every success.

2. From the Private Secretary to His Excellency the Governor of Madras.

The Governor is happy to know that as usual the Central Education Week Committee is organising the XXIV South Indian Education Week celebrations from 30th October to 5th November this year. He has asked me to convey his best wishes for the success of the celebrations.

5. From the Private Secretary to Minister for Education, India, New Delhi.

I am desirous by Maulana Saheb to acknowledge your letter dated 14th October, 1954, and to send you his good wishes on the occasion of the 24th South Indian Education Week.

6. From Sir A. L. MUDALIAR, Vice-Chancellor, University of Madras.

Once more the South India Teachers' Union is organising the celebration of the 24th South Indian Education Week from 30th October to 5th November. The problems of education that face modern India are many. The need for evolving a sound system of education need hardly be emphasised. In any system of reorganisation it is essential that teachers should have a large part to play. I am sure that the South India Teachers' Union, which has contributed so largely to improve the tone of education in this State, will take a prominent part in the reorganisation of education at all levels. The subject chosen for discussion, "Sound Education—the Basis of a Welfare State", is a challenging one. I hope and trust that it will be considered in all its aspects and a proper appraisal of what should form a sound system of education will be vouchsafed as a result of these discussions.

7. From Dr. AMARANATHA JHA, President, All-India Federation of Educational Associations.

The South Indian Education Week has become a regular feature of the activities of the South India Teachers' Union. I know how valuable has been the work achieved both by the concentration of thought on particular aspects of education and by enlisting the active support of the public. The topic selected for this year's work is of special significance because we have pledged ourselves in our Constitution to have universal mass education by 1960. We have to ensure that the education that we impart is in keeping with the traditions of our past and also conducive to the attainment of the principles enunciated by the framers of our Constitution. I am specially gratified that Moral and Spiritual values form part of the theme for the last day of the Week. We are tending unfortunately to put

undue emphasis on the economic and material side of life and to overlook that which is a permanent and not merely a transitory and changing phase, namely, economic betterment. I wish the Union all success.

8. From Sri S. GOVINDARAJULU, Director of Public Instruction, Madras (now Vice-Chancellor, Venkateswara University.)

I have your letter of the 14th, asking me to send a message for the Education Week. I am handing over charge of the office of Directorship to-day and my message can only be that of wishing you all good-bye. One thing, however, that I would like to state with all sincerity is that during the period that I have been Director I have had opportunities of contacting a class of teachers whom I did not have the pleasure of knowing before. The more I think of it the more I am convinced that in our educational set-up we have to concentrate on Secondary Education for the reform process. The Universities themselves cannot do much if they function properly as Universities in the matter of training the habits and outlook of students. The Universities in their nature can only provide facilities for further self-development. To the extent to which schools do not provide such material for the Universities, the schools again would be unable to get back the right type of graduate teacher to continue the new effort in Secondary Schools.

It is easy enough to make plans for the improvement of Secondary Education, but without some at least of our High School teachers taking up this work in a missionary spirit and independently of the delays, laxities and impediments, I can see no valid prospect of improvement. I am confident that we have such people among our High School teachers. It has been a pleasure and a source of profit for me

to have come into contact with them, and I offer them my sincere good wishes for the success of their effort.

9. From Sri N. D. SUNDARAVADIVELU, Director of Public Instruction, Madras.

I am glad to learn that you are celebrating the 24th South Indian Education Week from the 30th October to the 5th November 1954. I am sure your attempt to focus public attention on educational problems will bear fruit sooner than we hoped for and we will have the privilege of providing education for all. Let me hope, along with many

others in the profession, that all concerned will realise, sooner than later, that sound universal education is the most essential thing for a Democratic Welfare State like ours and will follow it up by providing us with necessary means, both material and human, to achieve that goal.

I wish the celebrations all success.

10. The All-India Radio, Madras, have kindly arranged to broadcast a talk on the South Indian Education Week by Sri N. D. Sundaravadivelu, Director of Public Instruction, Madras, on Monday the 1st November 1954 at 9-15 p.m. on the Madras B-wave length.

Appointment of Librarians in Secondary Schools

ABSTRACT

Libraries — Madras Library Association — Resolution Passed at the General Body Meeting held on 9th April, 1954 — Orders Passed.

Health, Education and Local Administration Department.

G.O. Rt. No. 342 Education, dated 10th September, 1954.

READ THE FOLLOWING :

Memorandum No. 44242 E5/53-4, Education, dated 27th November, 1953.

From : The Secretary, Madras Library Association, dated 16th April, 1954.

From : The Director of Public Instruction No. 147-DI/54, dated 2nd August 1954.

ORDER :

Government have carefully considered the resolutions passed at the General Body Meeting of the Madras Library Association held on 9th April 1954 and they pass the following orders :—

Government do not consider it necessary at present to appoint graduate

librarians passed in Library Science in Secondary Schools. It is considered that the existing provision will be sufficient. At present the employment of a librarian in an aided secondary school is not allowed as a matter of course and this is allowed for purposes of grant only when the District Educational Officer or the Inspectress concerned testifies to the existence of a good library as distinct from class library. If any management wishes to employ a qualified librarian, it is open to it to apply to the Director of Public Libraries for prior permission explaining in detail the library facilities provided by it.

As regards the request regarding the betterment of the scales of pay of qualified librarians working in the Secondary Schools and bringing them in line with the scales of pay of qualified teachers, the Secretary, Madras Library Association is informed that the scale of pay available to the non-graduate librarians in Secondary Schools is already in line with that of other qualified teachers.

(By order of the Governor of Madras.)

C. S. RAMACHANDRAN,
Secretary to Government.

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FROM OUR ASSOCIATIONS

CHINGLEPUT

The Seventh Annual Conference of the Chingleput District Teachers' Guild was held at St. Columba's High School, Chingleput, on Saturday 4th September 1954. A very large number of teachers from all schools in the district attended the Conference.

At the General Body meeting held at 9-30 a.m., Sri A. M. Kanniappa Mudaliar, President of the Guild, presided.

The minutes of the previous meeting and the statement of accounts were passed.

The Annual Report for 1953-54 was next adopted.

The following Office-bearers were elected for the year 1954-55 :—

President :—

Sri A. S. Johnson, M.A., L.T.,
Headmaster, St. Columba's
High School, Chingleput.

Vice-Presidents :—

Sri M. R. Dikshitulu, B.A., L.T.,
Headmaster, R. B. C. C. C. High
School, Trivellore.

Sri S. Natarajan, B.A., L.T.,
Headmaster, Bd. High School,
Karunguzhi.

Secretary and Treasurer :—

Sri V. Sundaram, B.Com., B.T.,
St. Joseph's High School,
Chingleput.

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

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

The following resolutions were passed :—

1. This Conference requests that the Government contribution to the T.P. Fund may be made at the end of each financial year to facilitate quick closure of the P.F. contribution by teachers.

2. This Conference is of opinion that provision for pension must be made by the Government for teachers employed in local bodies and under aided managements.

3. This Conference reiterates the resolution passed in previous years requesting that the age of retirement of all grades of teachers under all managements be fixed at 60.

4. This Conference once again urges the Government to give effect to the scales of pay recommended by the 42nd State Educational Conference held at Peelamedu in 1952.

5. This Conference resolves to request the Government to extend medical facilities to teachers as in the case of N.G.Os.

The General Body placed on record its appreciation of the services of the retiring office-bearers : Sri A. M. Kanniappa Mudaliar, the President of the Guild for 5 continuous years who enabled the Guild to achieve stability and Sri John Wilson who acted as the Secretary for 4 years.

In the unavoidable absence of Sri T. P. Santhanakrishna Naidu, Principal, Teachers' College, Saidapet, Sri T. Sankaran, Pillai, Lecturer in Social Studies, Teachers' College, Saidapet, inaugurated the Seminar.

Messages wishing the function success were received from Sri C. Subramaniam, Minister for Education and

Finance, and Sri T. P. Santhanakrishna Naidu, Principal, Teachers' College, Saidapet.

Sri A. M. Kannappa Mudaliar, President of the Guild, welcomed the gathering. He said that a careful study of the Secondary Education Commission Report was necessary to understand the reorientation of aims and objectives of education. The report of the members of the Secondary Education Extension Course was in this respect a very interesting record. Stressing the importance of co-curricular activities in the new set up, he requested the members to arrange for such seminars frequently so as to enable them to understand the full significance of the dynamic method of teaching.

Sri T. Sankaran Pillai, in his address traced the influence of Nationalism, Democracy, and Industrial civilisation on Education. The contribution of various agencies of education other than the school, viz.; the radio, the press, the cinema and the library was also to be taken into account. The activities in the school created an interest and a liking in the pupils for vocational education. Rousseau's insistence on the development of the child according to his natural aptitudes and Dewey's view that education is a preparation for life form the ideals of Basic Education.

Speaking on social activities in schools, he explained how they could be correlated with the other subjects of curriculum. Activities like Excursion, Dramatization, Debates, Citizenship Training, Scouting, N.C.C. and the A.C.C. contributed to the all-round development of the pupil, who would in due course enrich the life of the community to which he belonged. The school should become a community centre and reflect the spirit of the community. Finally he urged teachers to carry out the various activities with faith and sincerity.

A discussion was initiated by Sri C. Venkatraman, Board High School, Thirukkazhikunram, on "Social Activi-

ties". The speaker detailed some of activities in each of the Forms which would make the pupils really understand the subject and evince keen interest in it.

Sri A. M. Kannappa Mudaliar explained the need for a proper understanding of the objectives and aims of education before framing the syllabus and the activities that had to be carried out under it. He suggested that a few activities carefully selected and well planned will be of more value than attempting a large number of activities without any definite plan.

Then the Conference adjourned for lunch.

After reassembling at 2 P.M., discussions were initiated on (1) Citizenship Training, (2) Hobbies and Craft; (3) Scouting and J. R. C. and (4) Histrionic and Literary Activities.

Sri D. Samuel Gururaj, Corley High School, Tambaram, read an interesting paper on Citizenship Activities suggesting at every stage that a good deal of planning and organising have to be done before the teacher actually takes up the class. The activities may be arranged on a competitive basis to keep the pupils' interest alive. Provision must be made in the scheme for the proper use of leisure hours and hence certain handicrafts and useful creative activities may be provided for. Outing and camps form an integral part of citizenship programme and suggested that they may be conducted on a class basis.

Sri A. S. Johnson, Headmaster, St. Columba's High School, discussing Hobbies and Craft, posed a few questions like the following for the consideration of the teachers—Are we really taking Hobbies and Craft as we should? If not, what are the difficulties? How can we mend matters?

He felt that schools were not in a position to do Hobbies and Crafts seriously due to lack of finance, enthusiasm and training. Hobbies are useful

spare time activities which develop a sense of achievement and which may develop the skill acquired into a business later in life. Craft is a form of occupation which provides an outlet for the creative impulses of the mind. The teacher should be simply a guide, for a dictated activity adds to the workload of the teacher and kills the initiative of the child. He stressed the need for refresher courses in Hobbies and Craft.

Sri R. Messiah Doss, St. Columba's High School, Chingleput, speaking on Scouting, pointed out how scouting fulfilled the objective of the educational training in an ample measure and how it was necessary from the point of view of pupils, parents, the community and the country. He suggested that a weekly check-up by the Headmaster was necessary to follow the progress of scouting in the school. Daily good turn and service must be made part of the activities. Summer Rural Service camps have become an annual feature ever since the Five Year Plan was evolved. Scouts have a place in Community Projects, Irrigation works, Road Improvements, Slum Clearance—all envisaged by the Planning Commission. He appealed to all schools in the district to organise scouting on useful lines. He also explained the need for organizing J. R. C. in each school, its aims being promotion of health, service to the sick and the suffering and international friendliness.

Speaking on Literary and Histrionic activities, Sri A. T. Doraiswami Iyengar, Goudie High School, Trivellore, said that literary activities must be well planned but not overdone. Essays, Debates, Dramatization of certain themes either from the text-book or from outside the text-book, short plays written for an occasion are all activities which may interest the pupils.

Sri M. K. R. Dikshitulu, Headmaster, R. B. C. C. High School, Trivellore, said that the Departmental Rules should be more liberal and less stringent if these activities should be purposeful in schools.

Sri John Wilson, Secretary, proposed a vote of thanks.

The Chingleput Teachers' Associations were AT HOME to the members of the Guild.

TIRUVARUR

The annual conference of the Tanjore District Teachers' Guild took place in the premises of the Board High School, Tiruvarur on Saturday, the 18th September, 1954. Sri J. G. Koil Pillai, B.A., L.T., President of the Guild, presided. About two hundred members were present.

Dr. Stanley Brown, Fulbright Visiting Professor of the Secondary Education Team of the United States Educational Foundation in India addressed the gathering on "The Role of Audio-Visual materials in Learning." In the course of his interesting talk he pointed out how very important it is to appeal to the children through their senses. Only then would learning be accurate and meaningful. The child could not be a mere passive listener. It should have ample opportunities to learn through experience provided in the class-room and outside. That is the essence, he said, of the dictum, "Learning by Doing."

Then he answered a number of questions on the system of secondary education in America, the social and economic status of the teachers there, organization, etc.

Sri V. Rajagopala Iyer, B.A., L.T., Headmaster, Board High School, Unjalore and member of the Education Sub-Committee of the Tamil Nad Congress Committee spoke on the "Status of the Teacher". He said that as a member of the Sub-Committee of the T.N.C.C. he had brought to their notice the utter poverty and the total insecurity of service of the teacher, particularly under aided agencies and that a remedy for the defects should be sought immediately. He also pleaded for a full autonomous National Council of Education both for framing the educational policy and for safe-guarding the interests of the teacher. He then referred to the recommendations of the Sub-

Committee, namely, (1) Allotting of agricultural farms to schools. (2) Providing part-time work for teachers in the Community Projects and National Extension Schemes. (3) Provision of the Triple Benefit Scheme of Pension-cum-Provident Fund-cum-Insurance for teachers. (4) As a measure of immediate relief, granting Central Government D.A. to teachers.

After the President's concluding speech and the Secretary's vote of thanks the conference ended.

Then the general body meeting commenced. The Secretary read the Annual Report and the Statement of Income and Expenditure for the year 1953-54 and the same was adopted. Next the Secretary read an interim statement of income and expenditure of the State Conference. It was recorded.

Then the following Office-bearers for the year 1954-55 were elected :—

President :—

Sri M. K. Nataraja Iyer, Dip. Geog., M.A., L.T., Headmaster, National High School, Mayuram.

Secretary :—

Sri R. Mahadevan, B.A., L.T., Asstt., Municipal High School, Mayuram.

Vice-Presidents :—

Sri S. Rajarama Iyer, B.A., L.T., Headmaster, Bd. High School, Tiruvarur.

Rev. Fr. A. V. Fernandez, M.A., L.T., Principal, St. Antony's High School, Tanjore.

S.I.T.U. Representatives :—

Miss S. Chinnappa, B.A., L.T., Principal, Girls' Christian High School, Tanjore.

Sri A. V. Thyagaraja Sastri, M.A., L.T., Headmaster, National High School, Mannargudi.

Aided School Representatives :—

Sri S. R. Pandyan, B.A., L.T., St. Peter's High School, Tanjore.

Sri R. Soundarama Iyengar, B.A., L.T., Headmaster, S. R. H. S., Tiruvayaru.

Local Body School Representatives :—

Sri K. Varadarajan, B.A., L.T., Asstt., Board High School, Ayyampet.

Sri S. Subbarama Iyer, B.A., L.T., Headmaster, Bd. High School, Ammapet.

Secretary for Elementary Education :—

Sri J. Jayanathan, Aided Elementary School Teachers' Union, Nagapattinam.

Member for Elementary Education :—

Sri K. Rathnam, Board Elementary School, Thiruvayaru.

It was decided to take up the amendments to the Guild Constitution, already given notice of for the general body meeting, at a meeting to be convened for the purpose.

The question of utilizing the surplus funds of the Conference was discussed and it was suggested that it be made the nucleus of a Building Fund for a Guild House.

The new President, Sri M. K. Natarajan, said that teachers were on the eve of momentous changes in the field of Secondary Education. In fact these five or six years they were in a whirlpool of breath-taking changes. It was high time, he said that organized educational opinion told the powers that be that too much speed in the formulation of educational policy and too frequent changes in the syllabuses and curricula were neither wise nor beneficent.

With a vote of thanks the meeting concluded.

MADRAS

The First Council meeting of the Madras Teachers' Guild took place on 22—9—1954 in the Kellett High School, Triplicane, with Rev. D. Thambusami, President, in the chair.

The following resolutions were passed :—

1. Resolved that the Madras Teachers' Guild should bring to the immediate notice of the Government

and the Public the sad state of affairs of the city teachers in respect of the high amounts of house rents they are forced to pay, quite incommensurate with the meagre pay they get and urge upon the necessity for the grant of the house rent allowance by taking it as an approved item of expenditure for grant purposes.

2. Resolved to constitute an *ad hoc* committee consisting of the President, Vice-Presidents, two Secretaries, two members of the Guild Council and the President and the Secretary of the South India Teachers' Union to wait on deputation on the Chief Minister, Education Minister and the Director of Public Instruction and present a memorandum containing the urgency for the demand of the house rent allowance.

3. Resolved that the Secretaries of the Madras Teachers' Guild be authorised to take all possible and practical steps to organise public meetings in different parts of the city and to print and circulate bit notices, pamphlets and wall notices with a view to enlist the sympathy of the public and the government on the imperative need for the grant of the house rent allowance to the city teachers.

DINDIGAL

Presiding over the Athoor Taluk Elementary School Teachers' Conference on 29—8—1954, Mr. E. H. Parameswaran, M.L.C. (Teachers' Constituency) referred to the remark of Dr. Humayun Kabir at Mysore that the teacher should retain leadership in education and declared that it was an impossible demand under existing circumstances. Giving comparative figures of salaries of teachers in different countries, Mr. Parameswaran observed that the question of education generally and of teachers' position particularly was yet to be tackled on a methodical and scientific basis. He quoted Dr. Fisher's remark that a worried teacher cannot be a good teacher and that a discontented teacher is a social menace. He pleaded for the removal of distinctions

among teachers on the basis of the agency under which they work. He also pleaded for a really earnest attempt on the part of the Government to ameliorate teachers' conditions. The speaker continued that the points referred to in the Hunter Committee report of 1882 and the reforms suggested therein had to be repeated by the Dr. Mudaliar Committee in 1953. If the Hunter Committee recommendations had been implemented at least partially, India would have presented a different picture to-day.

Mr. Parameswaran went on to observe that educational reform in our country is attempted with scant regard to teachers' views and that it is a plaything in the hands of politicians. He pleaded for a statutory body like the Board of Education in England which should be the guiding spirit in initiating reforms. Mr. Parameswaran also said that to deny voting right in the election to the Teachers' Constituency to Elementary School Teachers was a glaring injustice.

Inaugurating the Conference, Minister Mr. Bhaktavatsalam said that the Government were really anxious to improve the lot of teachers but that the general economic condition of the country had to be borne in mind. He pleaded for patience on the part of teachers. He said that the general improvement in the standard of living resulting from the second five year plan would automatically lead to improvement in the teachers' lot too.

Dr. Sundaram Ramchandran, M.L.A. said that children are the asset of the nation and that teachers should do their best by the children whatever their difficulties.

Mr. V. Ravunni, Mr. V. Mariarathnam and Mr. M. Kandasami Pulavar also spoke on teachers problems.

Nearly 500 teachers attended the conference. A noteworthy feature of the conference was the amalgamation of the Board and Aided Elementary School Teachers' Unions.

Mr. Rajendran, Secretary proposed a vote of thanks.

OUR BOOKSHELF

THE EDUCATION OF WOMEN FOR CITIZENSHIP : Unesco Publication, Paris. Price : 5 sh.

The last few decades have seen a steady improvement in the legal, economic and social status of women in most regions of the world. Since 1945 no fewer than 23 countries have granted women full or partial rights to vote and to be elected to the legislature.

The next step is to ensure that women are able to exercise their rights with a full understanding of their duties and privileges as citizens. It is in this connexion that Unesco has just published in its series on "Problems In Education" a 106-page hand-book offering some practical suggestions on "The Education of Women for Citizenship". Issued together with two separate but similar studies in French and Spanish, it has been written by Dr. Marjorie Tait, Extra-Mural Lecturer in Social Studies, University of London.

An account is given of the principles and practices which obtain in the United Kingdom in the field of adult education for citizenship, especially as it concerns women. The account covers many learning situations, such as the home and the factory, the adult class and the committee room. It also describes a number of techniques of teaching which have been found useful in different situations and with women of different educational background and social experience. So as to be of maximum use to teachers, social workers and leaders of women's organizations, the booklet has been made as practical as possible.

The book is divided into eight chapters : Education for Citizenship ; Home and School ; Widening Horizons ; Women at Work ; Women in Local Government ; Women in National Life ; Women in International Life ; Communications and Interpretation. There is also a selected bibliography.

COMPULSORY EDUCATION IN SOUTH ASIA AND THE PACIFIC. Unesco Publication, Paris. Price : 6 sh.

In its series of "Studies on Compulsory Education", Unesco has just published a report on the Bombay Conference under the title "Compulsory Education in South Asia and the Pacific". The report is a free rather than a formal account of the proceedings. The educational realities of South Asia and the Pacific are the context within which the discussions took place ; and the account of the discussions is related both to such realities, and to the aspirations of the people whose educational leaders had come together.

The first chapter takes up the question of compulsory education on broad lines and attempts to formulate the principal problems requiring study and action. This is followed by a factual survey of compulsory education in the South Asian and Pacific region—a highly condensed chapter since so many different educational systems are reviewed. Against this background comes a report of the discussions at the Bombay Conference, presented in such a way as to bring out the main preoccupations of the participants and the reasoning which preceded the formulation of general recommendations. A brief conclusion completes the text. Four appendices present the important documents offered at the conference : the recommendations ; the list of participants ; a working paper on international assistance in the field of free and compulsory education and a reading list.

LIVING ENGLISH SPEECH : By W. Stannard Allen. (Orient Longmans, Ltd. Price : 5 sh. 6 d.)

This is a book intended to give stress and intonation practice in English words for the foreign student. The basic principles of stress and intonation are

presented and copious practical exercises are provided. The vocabulary of the exercises are deliberately simple, many of them being quite suitable for students who have been learning for less than six months. Notes and remarks are intended for the teacher. Paper, printing and get up are excellent.

THE ASCENT OF EVEREST : By John Hunt (Retold). (Orient Longmans, Ltd. Price : 3 sh. 6 d.)

This is a good exciting story and being a true one will be exciting to the young reader. The ascent of Everest was a great adventure and is perhaps something more than that. The history of this peak is traced from the year 1849 down to its conquest in 1953. The language used is very simple and direct. The account of the adventure is illustrated by illuminating pictures and maps, diagrams and photographs. The printing and binding leave nothing to be desired.

THE NEW FIRST AID IN ENGLISH : By Angus Maciver. (Robert Gibson & Sons, 45, Queen Street, Glasgow. Price : 3 sh. 9 d.)

This excellently got up book is really a First Aid to those struggling to learn Good English. In the Indian Secondary Schools it will be highly useful in the Forms I to IV as a working text-book and for class work and individual study. 'By the use of abundant illustrations and a great variety of exercises, the scholar will acquire a wide general knowledge and increased command of the language. . . . interest and diversion may be found in the general knowledge questions which from the variety alone should add substantially to vocabulary and general understanding.'

THE COPPER PLATE WRITING SCHEME : (Robert Gibson & Sons, Glasgow. Price : 4 sh. 6 d.)

This scheme consists of 14 cards (8"×6") giving 112 exercises in handwriting. The specimen to be copied is always immediately above the eye and the same pattern may be repeated time and again, ensuring in the end a good style of handwriting.

1. PETE OF THE WILD GRASS COUNTRY : By Rex Dixon.
 2. PETE AND THE PRAIRIE PEOPLE : By Rex Dixon.
 3. JOEY OF JASMINE STREET : By Robert Martin.
 4. JOEY AND THE RIVER PIRATES : By Robert Martin.
- (Published by Tomas Nelson & Sons, Ltd., Edinburgh-9. Price : 2 sh. 4 d. each.)

These are four books newly published in the new series of adventure stories for secondary classes, styled the Panther Library. The language is direct and vivid and the stories are of a length that can be easily digested. Each book contains questions on the author's use of words and other teaching material. The printing and get up with illustrations will suit the taste of the average school pupil.

NEW BHARAT READERS, BOOK I, BOOK II, BOOK III AND BOOK IV : By M. K. Desai. (Venus Prakashan, Poona-2. Prices : Re. 1, Re. 1-4-0, Re. 1-6-0 and Re. 1-10-0 respectively.)

These text-books for secondary schools in Bombay have been written in accordance with the departmental syllabus and are designed for Standards VII to X.

NEW BHARAT SEAT WORK, BOOKS I AND II : By M. K. Desai. (Venus Prakashan, Poona-2. Prices As. 10 and As. 12 respectively.)

Though these follow the plan of the New Bharat Readers they can be used

even by schools which have not adopted these readers. No writing exercise should be taken up unless it is first done by class orally. Some of the exercises may, at the discretion of the teacher, be set as home work.

There are printer's devils here and there which could have been avoided by more careful proof-reading.

NEW EDUCATION: Vol. VI, No. 1, June 1954. A quarterly journal issued under the authority of the Director of Public Instruction, Madras. Annual subscription Rs. 4. (Single copy Re. 1.)

This first issue for this year 1954-55 contains many useful features besides original articles. Some of these are: A puppet show project in the Teaching of English by Dr. Forrester; the oral approach to language by F. L. Billows; Basic Education in other lands—Rural text-books for rural children by Len Orizen; and a note on the importance of aptitudes by Dr. H. S. S. Lawrence.

MIRA (EAST AND WEST), Vol. XII, No. 10, August 1954: (Edited by Gangaram Sajandas. Annual subscription Rs. 5.)

"The publication of of this journal is prompted by the pure motive to spread far and wide the messages of the Rishis and Saints. The journal seeks to react some of those who yearn for the wisdom of the Spirit. It is the wisdom of the sages—the wisdom of the ages."

THE NEW METHOD ENGLISH DICTIONARY: By Michael West. (Orient Longmans, Ltd. Price: Rs. 2-14-0.)

This handy volume of about 350 pages (size 8"×4½") defines about 24,000 items—13,000 words and 6,000 idioms within a vocabulary of 1,490 words. It is really wonderful how the publishers have been able to compose in this small size almost all the words in current usage, including slangs, and

at the same time provide for pictures to illustrate the words. A simple system is adopted to indicate pronunciation. A very useful book for the school student learning English.

WONDER TALES FROM FAR AND NEAR: By E. L. & H. G. D. Turnbull. (Oxford University Press. Price: As. 14.)

THE EMPTY DRUM AND OTHER STORIES: By Leo Tolstoy. (Oxford University Press. Price: As. 14.)

These two books may be used for non-detailed study in VI Form of Secondary schools. The language used is very simple and is easily understood.

OXFORD PICTORIAL ATLAS OF INDIAN HISTORY: By K. S. Kini and U. B. S. Rao. (Oxford University Press. Price: Re. 1-12-0.)

The present edition which is the sixth published in 1954 contains 33 maps and in the 18 chapters each aptly illustrated, deals with history of India in bare outlines of most important events from the stone age down to the present. A study of this book will be found a very useful complement to the study of social studies in the present set-up of the syllabus of the subject.

List of publications and periodicals receipt of which is thankfully acknowledged:—

1. Jyothi—School Magazine of the Ramakrishna High School, Allur, Nellore Dt.
2. Coins of India through the ages—Government Museum, Madras.
3. Annual Magazine, 1954—C. Abdul Hakim's Hindu Muslim High School, Madras-1.
4. The Education of Women for Citizenship — some practical suggestions. (Unesco.)

5. Compulsory Education in South Asia and the Pacific. (Unesco.)
6. Annual Report—1953-54. C. C. C. High School, Perambur.
7. Annual Report, 1953-54 — St. Paul's High School, Vepery.
8. Commonwealth To-day, No. 29, and 30.
9. Progress of Education in Madras State—issued by the Director of Information and Publicity, Government of Madras.
10. Education and Psychology, No. 3, 1954—Bikaner.
11. The Bulletin of the Bombay State Federation of Headmasters' Association—September 1954.
12. Board High School, Budithi—Magazine 1953-54.
13. Nehru High School, Puthanam-patti—School Magazine for 1953-54.

NEWS AND NOTES

KADAYAM

Under the joint auspices of the Junior Red Cross Group and the Pupils Association of the Chattram Committee Elementary School, the Bharathi Day was celebrated on 11—9—1954 with Sri T. P. Venkatachalaperumal, B.A., L.T., Deputy Inspector of Schools, Ambasamudram Range in the chair.

Sri J. Chelladurai Pandian, Counselor of the J.R.C., welcomed the president and the gathering.

Sri M. P. Subramaniam, Headmaster, gave a talk about the great men, poets and patriots of our land.

Sri R. Natarajan and Sri R. V. Krishnan narrated the characteristics and emotional features of the poems of Brahathi.

Boys and girls of Standards 3, 4 and 5 took part in various activities singing Barathi's songs.

President, in his concluding remarks, said that we should ever be pure in thought, word and deed, kind towards all living beings, and trustworthy to each and every one. He also added that we should all find divinity in nature.

After vote of thanks and National Anthem the function came to a close.

KALLAL

Fifteen scouts of the Kallal Murugappa High School Troop, Kallal, Ramnad District, participated in the Community Project work done at Kallupatty on 2—10—1954 and assisted the villagers in laying a road 1½ miles long from Kallupatty to Sethuragunatapatnam. The work of the scouts was very much appreciated by the Revenue Divisional Officer, Devakottai, who presided over the function.

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

*Particulars of Policies issued during August—October.
District & Schoolwar.*

SOUTH MALABAR		TANJORE	
M. N. K. High School, Chittalamchery	7	Bd. High School, Ammapet	4
N. E. Hr. Ele. School, Chittalamchery	1	N. Ele. School, Mayuram	3
Hr. Ele. School, Vandli,	6	Sir S. High School, T. Palli	2
do C. Chery	1	Hr. Ele. School, Tiruvaiyaru	2
A. E. School, Vanur	1	Sri Nager Vidyalayam, Nallathakudy	1
Hr. Ele. School, Melarcod	1	Rama Ele. School, Kumbakonam	1
Chamiar A. E. School, Manpad	1	Bd. Hr. Ele. School, Mari- ammankoil	1
A. M. Hr. Ele. School, W. Vembalur	2	St. Antony's High School, Tanjore	1
E. K. E. M. Hr. Ele. School, Thalur	1	Mepl. Elementary School, Kumbakonam	1
Hindu High School, Palghat	3		— 16
Rajah's High School, Kollengode	1	TIRUCHIRAPALLI	
— 25		Dalmia High School, Dalmiapuram	9
SALEM		E. R. High School, Trichy	2
Mahadeva Vidyalayam High School, Tiruchengode	5	Mepl. Ele. School, Karur	2
do Hr. Ele. School	7	S. M. High School, Worur	1
Bd. High School, Hosur	4	C. S. M. High School, Pudukottah	1
do Krishnagiri	4	— 15	
do Kaveripatnam	1	RAMANATHAPURAM	
K. K. High School, Velur	3	Devangar High School, Aruppukottah	3
Bd. Hr. Ele. School, Aragalur	1	Bd. High School, Muthu- ramalingapuram	3
— 25		A. C. High School, Pallattur	2
MADRAS		P. B. School, Pulvaikarai	1
T. Nagar High School, T. Nagar	4	— 9	
Hindu High School, Triplicane	4	TIRUNELVELI	
R. M. High School, T. Nagar	2	S. A. V. Elementary School, Keelur, Tuticorin	2
E. L. M. F. High School, Pursawalkam	2	Subbiah Vidyalayam, Keelur, Tuticorin	2
M. P. U. High School, T. T. V. do Madras	2	Tilak Vidyalaya High School, Kallidaikuruchi	1
A. G. Jain do do	1	Tiruvalluvar Hr. Ele. School, Veeravanallur	1
Kellett do do	1	St. F. X. High School, Tuticorin	1
Sama Rao Ele. School	1	Rajah's High School, Ettayapuram	1
National High School, (Boys) Triplicane	1	Caldwell High School, Tuticorin	1
National High School (Girls) Triplicane	1	Extn. Ele. School, Tuticorin	1
Theogaraya College	1	— 9	
Corpn. Boys High School, Nungambakam	1		
— 23			

NORTH ARCOT

Bd. High School, Arni	2
Mepl. High School, Tiruvannamalai	1
Bd. High School, Wandiwash	4
— 7	

CUDAPPAH

Hindu Day School,, Appayapalli	1
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KURNOOL

Mepl. Middle School, Kurnool	1
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CHITTOOR

S. V. College, Tirupati	5
Bd. Ele. School, Newpet	1
— 6	

SOUTH ARCOT

Bd. School, Mandagapet	1
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COIMBATORE

Bd. High School, Punjai, Puliampatti	1
Sengunthar High School, Erode	1
— 2	

N. MALABAR

C. C. Hr. Elementary School, Nadapuram	1
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SOUTH CANARA

Jain High School, Moodbidri	1
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Total 142

THE SOUTH INDIA TEACHERS' UNION

520, High Road, Triplicane, Madras-5

*Extraordinary Conference — Secondary Education — Reorganization and
Administration — Notice.*

10—11—1954.

DEAR SIR,

At the last meeting of the Executive Board of the South India Teachers' Union it was resolved to hold an Extraordinary Conference of the Union at Madras on the 15th and 16th January, 1955. Therefore, each affiliated Association is requested to send not more than two delegates to the Conference. The Conference will discuss academic as well as administrative problems relating to the implementation of the recommendations of the Secondary Education Commission. The agenda and other details will be communicated towards the end of this month. As important matters are to be discussed, Associations are requested to extend their hearty co-operation.

As matters relating to the administrative set up in the implementation of

the recommendations will come in for discussion, it will be a help if Headmasters of Secondary and Training Schools also can make it convenient to attend the Conference as delegates.

A Conference fee of Re. 1/- per Association and a delegation fee at annas eight per delegate may kindly be sent so as to reach this office on or before the 10th December, 1954 together with the names of the delegates.

Arrangements will be made for free lodging of the delegates. Those who desire to have boarding arrangements are requested to intimate to this office sufficiently in advance.

Yours in the cause of
Education,

T. P. SRINIVASAVARADAN,
Secretary.

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

A meeting of the Executive Board of the South India Teachers' Union was held at 11 a.m. on Saturday, the 23rd October 1954 in the Hindu High School, Triplicane, Madras, with Sri S. Natarajan, President of the Union, in the chair.

MEMBERS PRESENT :

Messrs. A. M. Kannappa Mudaliar (*Chingleput*), M. N. Vadivelu Mudaliar (*North Arcot*), L. Mariapragasam (*Treasurer*), C. M. Fazlur Rahman (*North Arcot*), U. Srinivasa Kini (*South Kanara*), P. R. Swaminathan (*South Arcot*), H. Visweswaran (*Tirunelveli*), S. D. Krishnamurthi Rao (*Secretary, Protection Fund*), S. Srinivasan (*Joint Secretary*), J. G. Clement (*Tiruchirapalli*), R. Bhuvaram (*Tiruchirapalli*), E. Shanmugam (*Salem*), J. Arthur Asirvatham (*Tirunelveli*), C. Ranganatha Aiyengar (*Journal Secretary*), K. M. Ramaswami Gounder (*Coimbatore*) and T. P. Srinivasavaradan (*Secretary*).

Letters were received from the following members expressing their inability to attend the meeting:—

Messrs. A. V. Thyagaraja Sastri (*Tanjore*), J. G. Koil Pillai (*Vice-President*), M. P. H. Albert (*Vice-President*), M. Rajah Iyer (*Ramanathapuram*), K. Karunakaran (*Malabar*).

At the outset the Board considered the recommendations of the Secondary Education Commission. The Board after discussion reiterated the resolution passed at the last State Educational Conference approving the recommendations of the Secondary Education Commission to lengthen the high school course from six to seven years. Even as early as 1950, the South India Teachers' Union recommended the lengthening of the course. The Board was of opinion that, though there were difficulties in converting the present high schools to the new pattern in the immediate future, the advantages that would

result in the lengthening of the course, such as keeping a pupil in the school till 17 plus, giving a thorough training in the course of study, helping him to attain a reasonable degree of mental and emotional maturity, a higher standard of knowledge and skill, paying greater individual attention and enabling him to enter university as well as professional courses with a higher general education, will outweigh the few disadvantages that were likely to crop up in the transitional period. As the leavers at the end of the secondary school course formed about 80%, secondary education course should, besides leading to higher courses, be complete in itself and this could be effectively done only when an additional year was added. As the ultimate aim of Government is to provide free compulsory education for the age group 6 to 14, which roughly corresponds to the present primary and middle course, a four year course after this period is highly essential for the imparting of sound secondary education in the interests of national progress and national efficiency. In almost all countries secondary education extends up to the age of 18 plus.

The Board, realising that many schools would find it difficult to fit into the new pattern because of their poor resources, urged the Government to give liberal aid to enable them to open the additional form. High schools in rural areas deserve special treatment.

The Board was strongly of opinion that the present qualified staff should in no way be affected by the introduction of the Higher Secondary Education course.

Another subject that was dealt with by the Executive Board was the difficulties experienced as a result of the departmental audit. It was brought to the notice of the Board that items of expenditure which were considered regular and proper in the previous years

were held now objectionable. Such items of expenditure were incurred year after year even before the introduction of the departmental audit, in promoting the efficiency of education. Till last year objections were taken to certain items of expenditure from the special fees. This year it was brought to the notice of the Board certain items of expenditure not taken for purposes of grant which the managements had been incurring year after year for a number of years, were objected to. Such increasing restrictions, in the opinion of the Board, had already resulted in the managements not taking any initiative for organising new schemes and in the headmasters hesitating even to continue the extra-curricular activities already introduced. During the last two years a number of representations were made. The Board urges on the Government the urgent need of appointing a Committee of Representatives of Managements and Headmasters to make recommendations to the Government for the proper administration of the funds. The Board desired to bring to the notice of the Government that educational institutions, if they did not incur expenditure then and there, could not maintain the efficiency of their institutions and the managements and the headmasters alone were competent people to decide the necessity for such expenditure.

The aided managements which had so long contributed to the spread of secondary education, getting only aid, and which had been running their institutions efficiently, could be trusted to do so without imposing unreasonable and stifling restrictions practically amounting to unnecessary interference and taking away from them the spirit of initiative and enterprise which are so necessary in these days of sound education.

It was decided to have the four sectional conferences as usual at the 45th Madras State Educational Conference

to be held in South Arcot. The selection of topics was deferred to the next meeting. Mr. P. R. Swaminathan, Secretary of the South Arcot District Teachers' Guild, was requested to take early steps to form the Reception Committee and to make arrangements for the conduct of the Conference.

The following five representatives were elected to the Council of the All-India Federation of Educational Associations:—

1. Sri C. Ranganatha Aiyengar.
2. „ T. P. Srinivasavaradan.
3. „ C. M. Fazlur Rahman.
4. „ L. Mariapragasam.
5. „ S. Natarajan.

A sum of Rs. 125 was sanctioned towards their travelling allowance subject to a maximum of Rs. 25 per head.

The Board resolved to hold the plenary session of the Union at Madras on the 15th and 16th January, 1955 asking each affiliated Teachers' Association to send not more than two delegates.

The President brought to the notice of the Board that with the sanction of the Working Committee, (1) a plot of land of two grounds and 100 square feet in area has been purchased for the Union for about Rs. 1,100 from the Silver Jubilee Fund account, and (2) an agreement has been entered into with Messrs. Macmillan & Co. for the publication of an anthology by Mr. F. L. Billows. The Board ratified the action.

The Board was 'At Home' to Sri N. D. Sundaravadivelu, Director of Public Instruction, Madras. The Board offered its felicitations to him. Sri Sundaravadivelu in his reply said that he would do his best for the teachers and the cause of education with the co-operation of the teachers.

T. P. SRINIVASAVARADAN,
5th November, 1954. Secretary.

THE S. I. T. U. BENEVOLENT FUND

Serial number of members who have renewed their subscriptions for the year 1954-55 :—

Board High School, Kalambur, North Arcot—

Nos. 1305-1316, 1320-1322.

St. Agnes Girls High School, Mangalore-2, South Kanara—

Nos. 940-947, 950-958.

Sarvajana High School, Peelamedu, Coimbatore—

Nos. 1133, 1134, 1136-1168, 1170.

NEW SUBSCRIBERS FROM THE YEAR 1954-55

<i>St. Xavier's High School, Palamcottah, Tirunelveli—</i>	2873.	Sri S. A. Ponniah Doss.
	2874.	„ R. Kandaswamy Pillai.
	2875.	„ S. Vaithianathan.
2851. Sri V. Srinivasa Iyengar.	2876.	„ R. Maria Michael.
2852. „ A. Sankara Iyer.	2877.	„ S. Adaikalam.
2853. „ T. S. Krishna Iyer.	2878.	„ D. Antonimuthu.
2854. „ S. Arulswamy.	2879.	„ V. Kuppu Srinivasan.
2855. „ P. X. Rengaswamy.	2880.	„ S. Francis Abraham.
2856. „ K. Lokachary.	2881.	„ S. Subramanian.
2857. „ P. Antonimuthu.	2882.	„ A. Mariadas.
2858. „ R. Maria Samuel.	2883.	„ S. Arulappan.
2859. „ P. Krishna Iyer.	2884.	„ R. Vedanayagam.
2860. „ R. Narayanan.	2885.	„ V. S. Sengole.
2861. „ A. S. Arulappan.	2886.	„ B. Joseph.
2862. „ S. Ramanathan.	2887.	„ H. Ramanujam.
2863. „ S. Vatheeswara Iyer.	2888.	„ V. M. Kandaswamy.
2864. „ B. Sam Joy.	2889.	„ N. Muthyan.
2865. „ A. Joachim Rodriquez.	2890.	„ H. Ramanathan.
2866. „ A. Singarayan.	2891.	„ R. Seshadrinathan.
2867. „ S. M. J. X. Retnarah.	2892.	„ G. Balasubramanian.
2868. „ N. Krishna Iyer.	2893.	„ S. Natarajan.
2869. „ V. Gnanapragasam Pillai.	2894.	„ S. Viswanatha Sarma.
	2895.	„ G. Thirumalachari.
2870. „ S. Manuel Cruz.	2896.	„ K. V. Thomas.
2871. „ K. G. Srinivasa Iyengar.	2897.	„ Benn John.
2872. „ S. M. Ramasubramania Iyer.	2898.	„ S. Veeriaperumal.

2899. Sri S. Zilaludeen.	<i>Murugappa High School, Kallal,</i>
2900. „ M. Antony Michael.	<i>Ramnad—</i>
2901. „ G. Selvaraj.	2918. Sri P. Nagarajan.
2902. „ R. Jaganathan.	2919. „ K. Sivaprakasam.
2903. „ S. Nallasivan.	2920. „ A. Narayanan.
2904. „ Syed Umar Saheb.	2921. „ S. Sur-daram.
2905. „ M. Thangarethnam Pillai.	2922. Kumari Jessie Jebamani.
2906. „ J. Jebamalai.	2923. „ T. V. Mangalam.
2907. „ S. M. Antoniswamy.	2924. „ V. Kamala.
2908. „ R. Sitarama Iyer.	2925. Srimathi D. Vimala.
2909. „ N. Rama Rao.	2926. Sri T. S. Thanu Iyer.
2910. „ R. Subbiah.	2927. „ Peter Samuel.
	2928. „ S. Joseph William.
<i>N. S. M. V. P. S. High School, Devalkottai, Ramnad—</i>	2929. „ L. Barack.
	2930. „ K. R. Ranganathan.
2911. Sri K. G. Ramachandran.	2931. „ R. Govindan.
	2932. „ M. L. Raju Venkata-chary.

Board High School, Kalambur, North Arcot—

2912. Sri A. Chandrasekhara Iyer.	<i>Sarvajana High School, Peelamedu, Coimbatore—</i>
2913. „ V. Munisami Pillai.	2933. Sri A. Ayyavu.
2914. „ A. Nallathai Udayar.	2934. „ M. Balan.
2915. „ T. A. Santhinatha Jain.	2935. „ B. Ganapathysubramaniam.
2916. „ J. T. Winford.	
2917. „ N. Ranganathan.	2936. Srimatn. K. Saraswathi.

EDITORIAL

The warning :

Presiding over the special convention of All-India Secondary School Teachers held under the auspices of the Secondary Education Section of the All-India Federation of Educational Associations at Bombay, Dr. Amaranatha Jha uttered a strong warning to Government and the people of this country that "unless the working conditions of teachers are improved, they might be driven to desperation and do immense mischief which several generations will not be able to undo". He called attention to the restraint that teachers are imposing upon themselves all these years, being conscious of their role as guides to the young. The conditions under which they have been working, the insecurity of their tenure, the meagre and inadequate salary, the poor equipment available in the schools, and more than all, the social disregard almost amounting to contempt and the many restrictions imposed upon them almost of a totalitarian nature—are sufficient to provoke them to open revolt and to act in a 'wild way'. But, as Dr. Jha ably put it, teachers in India had been acting with a commendable measure of restraint doing their work as a sacred mission. If those in authority should exploit this attitude of the teachers and merely content themselves with making statements about the nobility and sacredness of the teachers' calling and expressing hopes that the States would, as soon as their finances would permit, take up the revision of teachers' salaries, they would only increase the frustration. It may be that this frustration may not have the

'nuisance value' of the kind that Government are anxious to avoid, but, as Dr. Jha pointed out, any further delay in improving the service conditions of teachers will be at the risk of the future welfare of the country. We endorse his call to administrators not to imperil the future by their short-sighted policy in respect of teachers' service conditions.

* * *

Education or Unemployment Relief :

We are told that nearly 2,500 single teacher schools are to be opened in the current year in schoolless centres with a population of 1,000 and less and that these new schools could be in charge of those educated unemployed who have registered with the Employment Exchange and who are willing to take up work as teachers in those tiny villages. Two special officers have been appointed to select the areas and organise the schools which would be under the control of the District Boards and financed for the first three years by a grant from the Union Government. As a step in the direction of providing education facilities in our rural parts, this should prove of great benefit but we understand that few of the large number of educated unemployed are volunteering for work under the scheme. The financial emoluments are even better than what fully qualified trained and certificated teachers employed in the Elementary Schools recognised and aided by the State are getting. Our Education Minister draws the obvious conclusion

— that teaching in villages is unattractive and that teaching itself is not a profession to attract and hold young persons.

Surely this situation should open the eyes of our Education Minister and make him see and realise at what sacrifice the thousands of our elementary school teachers—(93% of them are trained) are working in our schools. As Dr. Jha put it, they do so not for the financial advantages. They are there almost as if on a mission. It is unfair to Government to exploit this attitude of this large group of patient workers and keep on playing the barren tune of 'NO FINANCE'.

As if to insult the teachers who have chosen the profession and qualified themselves by training and preparation and who do not hesitate to go to the remote villages, the Government is sponsoring these Single Teacher Schools as a measure of unemployment relief, untrained teachers being offered a higher salary and being placed in sole charge of a school which may have pupils of different age groups.

Normally the rules require that an untrained teacher would be permitted in a school if at least 60% of the teaching personnel are fully qualified. But here the single untrained teacher is master of the whole situation. Educationally it is unsound. It will be bad for the children and it will not help in securing the co-operation of the parent in the matter of educating the child when he finds the educated unemployed young and incompetent teachers getting regular monthly salaries while himself has to sweat the whole day for his tiny morsel.

We strongly urge that the Madras Government should represent to the Union Government the unsoundness of entrusting to such people the working of the Single Teacher Schools. Only teachers of considerable experience can manage, with a fair measure of success, plural class teaching. The State Government should secure the freedom to allot these untrained teachers to large schools with 5 or 6 trained teachers, so that they may have guidance and their work may be effectively supervised, senior teachers from these institutions being put in charge of the new schools.

Again our State has been wisely and consistently pursuing a policy of discouraging single teacher schools. (At one time these were so large that very drastic steps were taken and their number has now been reduced to about 4,000. Of these nearly 70% are under Local Boards.) There should be at least two teachers in each of these institutions if their strength could not warrant one teacher per class. It is the duty of the Madras Government to explain THE WHY of its policy all these years in respect of Single Teacher Schools and obtain the necessary freedom to adequately staff such institutions, so that while there will be a measure of unemployment relief, educational needs could be fully met.

* * *

The Progress of Education :

We offer our hearty felicitations to The Progress of Education of Poona on the completion of thirty years of useful work. The Progress of Education which was ushered into existence by a small team of devoted teachers, soon established for itself a great reputation

and has since been regarded as a high class educational journal of India, fearless in its criticism, just in its appraisal and strong in its advocacy of the cause of teachers and children. We know, only too well, the difficulties of conducting an educational journal. The Progress of Education is not a journal conducted by any teaching organisation. It has to stand on its own legs and the journal owes not a little to the late M. R. Paranjpe—one of its founder editors. We do not wish to minimise the services of the other members of the Editorial Board, but we do feel that all will agree that M.R.P. (as he was affectionately called) gave his utmost to keep the journal going and maintain its high standard.

Educational journals have a great part to play and teachers have a great responsibility in enabling these journals to perform their service. It will be in the best interests of Education, if Government could render adequate financial aid to such educational journals.

We wish the Progress of Education all success and hope that it would continue its useful work with faith, courage and devotion for many many years to come.

THE SOUTH INDIA TEACHERS' UNION

Diary for the month of October 1954.

- 4-10-1954 The South Indian Teacher — September 1954 — published.
- 12-10-1954 The President was appointed as a member of the Secondary Education Committee.
- 14-10-1954 Education Week booklet sent to all affiliated teachers' associations.
- 14-10-1954 Journal Committee meeting.
- 23-10-1954 Executive Board meeting.
- 23-10-1954 Sri N. D. Sundaravadivelu, Director of Public Instruction was entertained at Tea.

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