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THE SOUTH INDIAN TEACHER

Vol. XXVIII

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"GOVERNMENTS MUST BELIEVE MORE IN EDUCATION"

SIR RONALD GOULD'S ADDRESS TO TEACHERS OF 40 NATIONS

Teachers everywhere share a camaraderie born of common struggles, said Sir Ronald Gould in his presidential address at Istanbul to the annual conference of the World Confederation of Organisations of the Teaching Profession.

World trends in education formed the main theme of Sir Ronald's address, because, as he said, teachers should review these trends from time to time so that the public, governments and inter-governmental bodies would know exactly what teachers were thinking about them.

Throughout the world there were two differing trends in educational administration, one centripetal in character, the other centrifugal. Some countries were centralizing their administration; other were decentralising. In certain political and economic circumstances, where local government was inadequate to carry the burden of educational administration, centralization might be the right policy. Where local government was highly developed, decentralization might be right. Even in countries which favoured centralization, some functions might best be locally administered; and in communities where administration was decentralized, some functions might best be centralized in the interests of efficiency or equality of opportunity. There was

no clear principle which was right for every country at all times.

Increasing Expenditure

An increasing expenditure on education, the Government said, was another marked trend. In 1953-54 the countries which sent returns to the *Year Book of Education* increased their expenditure by an average of 10-12% and in some exceptional cases by as much as 40-50%. That was not unexpected. There were obvious reasons why costs had risen. The first was inflation. Wherever there was inflation, educational costs inevitably rose.

The second reason for increased costs was the development of school building, which, because of past neglect and the need for progress, was taking place in almost every country throughout the world.

Costs were rising, however, not only because of inflation and school building, but also because of the increased number of children. The rapid rise in the birth-rate in the immediate post-war years had increased admissions, and besides this, because the schools had been so successful, parents were demanding and getting more education for their children.

One other trend was worth noting. Throughout the world attempts were being made to improve teacher training,

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or as he would rather put it, the education of teachers. "No doubt some will think that in saying this I have an ulterior motive, for clearly a better trained teacher should be better paid. I do not disguise the fact that I hope improved training will result in better salaries, but I am convinced that the moral, political and economic challenge of tomorrow will make such demands on our future citizens that better qualified teachers in the schools are essential."

Sir Ronald continued: Despite the increased school building programmes undertaken by many governments, accommodation is still inadequate. To cope with the problem temporary structures are hastily erected, converted premises are requisitioned and schools condemned long ago are used yet for one more year. From France we hear of classes conducted in covered terraces and garages, while in England Church Halls are used. From Newzealand we hear of schools being built in stages so that part can be occupied while the remainder is being completed, while from the Philippines we hear of the teachers, Muslims and Christians alike, pooling their meagre financial resources to start the construction of "school shacks". These examples could be multiplied many times from all parts of the world. They reflect credit on the ingenuity of teachers and administrators, but they also provide abundant evidence that many children and teachers endure working conditions which no other section of the population would tolerate. Unless more money can be found, the situation will undoubtedly deteriorate still further, for the pressure of the schools continues to increase.

Shortage of Teachers

But though they cause very serious difficulties, the problems of buildings, equipment, legislation, administration and finance are not of such fundamental importance as the world-wide shortage of qualified teachers. It is comparatively easy to erect enough buildings, provide sufficient equipment, adopt legislation

and make funds available, but much more than passing laws, issuing regulations and voting sums of money is required to secure an adequate supply of well-qualified teachers. This demands suitable institutions for the education of teachers, adequate facilities and equipment, and a supply of highly qualified teachers to teach the prospective teachers. Above all it depends on according teachers a high status, on making teaching as attractive as other professions, and on the willingness of men and women of high calibre and a sense of vocation to become teachers.

Unfortunately some measures to remedy the shortage of teachers have threatened professional standards. Various devices have been suggested, such as shortening training courses, reducing entrance qualifications, and appointing unqualified teachers. All too often these measures have been adopted by authorities anxious to achieve a short-term solution to the problem of teacher supply regardless of long-term consequences.

The Minister of the Province of Ontario, Canada, for example, recently announced an "emergency" training plan, by which graduates could obtain a regular teaching certificate after attending a ten-weeks' and a five-weeks' summer course instead of the usual one year course. The teachers' organisations, quite rightly, protested vigorously.

By way of contrast, I might add that in another Canadian Province, New Brunswick, a recruitment campaign was launched a short time ago, designed to make students and the general public more conscious of the need for teachers, and enrolment at the Provincial Teacher Training College doubled in consequence.

No Simple Solution

I shall not pretend, however, that there is any simple solution to the problem of securing an adequate supply of teachers. Anyhow the lowering of professional standards is no solution; it is sheer folly. As the N.E.A. Journal

observed last November: "There is no evidence in teaching or any other profession that lowering requirements increases the number of persons entering the profession. On the contrary, there is ample evidence that the prestige factor operates, and that difficulty of attainment presents a challenge which has the effect of increasing desirability."

The salaries and conditions of service of teachers are also a vital aspect of this problem. Nations must realise that they cannot have well-qualified teachers on the cheap. In the long run, their

future prosperity depends on the efforts of teachers. It is therefore enlightened self-interest to see that teachers are properly regarded for their qualifications and responsibilities.

How, then, are we to persuade Governments and others to effect all these improvements? There are many answers to that question, but there is one which I believe to be more important than all the others. Governments must be persuaded to believe in education. —(Page 185, "Schoolmaster and Woman Teachers' Chronicle," August 5, 1955.)

ACTION RESEARCH AND THE CLASSROOM TEACHER

STEPHEN M. COREY

People who conduct educational research can be sorted into two groups. The first includes those men and women who use the scientific method to study problems that other people must face and deal with. These researchers are usually members of university or college faculties or public-school research bureaus. In a sense they might be called professional investigators.

The second group of researchers uses the scientific method to investigate instructional problems with which they themselves must cope. They conduct research in order to make better decisions and engage in more appropriate practices in their day-to-day work.

Both of these groups carry out research because they believe that by so doing the education of boys and girls can be improved. The people in the first group, the professional investigators, ordinarily report the results of their research findings in magazines or books, or in lectures. They assume that the people who must actually deal with the problems they have conducted research on will do a better job as a result of having read or heard about their studies.

What is Action Research?

This short article is not about the research of the professional investigators. It has to do with the studies undertaken by teachers or supervisors or administrators in order that they may make better decisions and engage in better actions in their day-to-day work. This kind of research is frequently called "action research". Applied to school people, it means that the classroom teacher, supervisor, or administrator who is puzzled and concerned about some aspect of his work tries hard to be as objective and scientific as he can, as he goes about trying to improve the situation.

What Makes It Research?

Whether or not a classroom teacher's study of his own work can be called research depends upon the care he exercises in his study. Every thing done by a teacher to improve his practices, whether it be research or not, involves a certain sequence of activities. The first step in the sequence, of course, is a feeling of dissatisfaction. Things are not going as they should. Next, an attempt is made to find out just what

is wrong, specifically. This is known as the problem definition stage of investigation. For example, a seventh-grade teacher may be dissatisfied because many in his class are having difficulty with fractions in arithmetic. If he has no conception of research as a method of improving his teaching, he may jump immediately to what he thinks will be a solution to his problem. He may give more home work or have contests among the youngsters to see which ones can solve the largest number of problems in the least time.

This quick leap from a vaguely defined instructional difficulty to actions intended to solve it is quite different from the action-research approach. In the latter, the classroom teacher would spend considerable time trying to find out just why particular boys and girls had trouble with fractions. He might give some standardized diagnostic tests, or interview some pupils and examine carefully the work that they were doing in order to find out what their specific difficulties were.

After the teacher who is trying to conduct research in order to improve his instructional methods has developed better ideas about the concrete difficulties his pupils were having in learning about fractions, he would think of as many things as he could that he might do to improve this situation. These "action hypotheses" would represent changes in teaching methods or materials. If the teacher were attempting to do research, he would do his best to consider the alternative and probably numerous possible changes in his practices carefully before he tried out one or more of them. This careful consideration might involve an examination of his own previous teaching experience, conversations with colleagues who are teaching boys and girls of the same age, and reading some of the reports of research on the learning of fractions conducted by the professional investigators.

Getting the Evidence

After this careful consideration of what he might do to improve his

teaching of fractions, he would select one or more changes to try out. The next step in the research process would be to get the best possible evidence to find out whether or not the new methods or materials actually resulted in the good consequences that were anticipated. Tests might be administered, interviews conducted with boys and girls, or the problems worked in class examined. A final step in this action-research process would be to interpret the evidence to see whether or not the modifications in teaching were good ones and to find out what learnings derived from the research might be applicable in the future.

Atmosphere must be Right

Many classroom teachers who have attempted to improve their instruction by experimenting and conducting action research have reported that the experience was a good one. It is not likely that many of them will go about trying to improve their practices in this way, however, unless certain arrangements are made that will support and facilitate action research as a method of dealing with practical school problems. In the first place, teachers are not apt to be experimental and willing to try out new practices and be scientific in their attempts to get evidence on the results of the new practices unless they feel free to talk about the difficulties they are having. Any teacher who experiments with new methods and materials is tacitly admitting that what he has been doing is less than perfect. Unless interpersonal relations within the school group are such as to make this admission safe, teachers are not apt to conduct research.

A second characteristic of school systems in which teachers feel encouraged to engage in research to improve their practices is that there must be many opportunities for the development of creative ideas about new and presumably better ways of doing things. This is the hypothesizing phase of action research. It leads people to say, "If I introduce this change in my teaching,

my problem will be solved or the difficulties at least reduced." Sources for these creative ideas about presumably better practices and materials are numerous—free and frank discussion among school people reading research literature, visiting other schools and classes, examining new materials, or careful evaluation by the teacher of his own past experience.

Another condition that encourages school experimentation is a widespread feeling of support for trying out new ideas. Action research means putting into practice new ways of teaching that have not yet been tested by a teacher in his own classroom. To the degree that these practices have been tested elsewhere, of course, there is less risk involved in testing them out in a particular class.

Importance of Facts

Probably the most important aspect of action research as a way of improving classroom teaching has to do with the attention given to getting evidence or facts. As most of us try to improve our daily work, we take action on the basis of hurried and often superficial identification of our problems, and the effects of our actions are often evaluated carelessly and unsystematically.

Action research means careful problem definition, and this often requires getting more evidence as to the nature of the problem. Action research also involves a strong emphasis upon getting

evaluation data to find out whether or not the changed practices have good results.

Time and Resources are needed

A final condition for making action research a common method for practitioners to use as a basis for self-improvement is the provision of time and resources for experimentation. If classroom teachers are expected to study their activities and experiment with promising innovations, our current ideas of what they should do during the school day will need careful re-examination. 188

When courses of study are prescribed and teachers are expected to follow directions and teach from text-books or laboratory workbooks or manuals, they can meet one class after another, day after day, with few interruptions other than those needed to recover energy and relax. The situation is quite different when teachers are encouraged to conduct research to improve their classroom teaching.

They will then need time during the regular school day to think, to plan, to gather and interpret data, to discover and create or bring together new resources needed for their experimentation, and to do the many other things that are involved in action research.

—NEA Journal, February 1954—

pp. 79 & 80.

UNITY OF THE TEACHING PROFESSION*

SRI C. RANGANATHA AIYENGAR,

Journal Secretary, the S.I.T.U.

The Tirunelveli District Teachers' Guild is one of the few Guilds in the State that have been functioning satisfactorily and ably representing the educational opinion of the teachers of the

district. It conducted two State conferences in the past and year after year at its quarterly, half-yearly and annual conferences it focusses opinions of the different teachers' associations in the

* Presidential Address delivered at the Quarterly Conference of the Tirunelveli District Teachers' Guild held at Courtallam on 3rd September 1955.

district on current educational thought and thus assists the S.I.T.U. in formulating proposals both in the field of education and the teaching profession to be placed before the public and the government. There is still considerable leeway to be made up. There are still a large number of secondary schools—boys and girls—whose associations have to be affiliated to the Guild, not to speak of the large number of elementary school teachers who are outside the healthy influence of this district body. It is necessary that the Executive of the Guild should draw up a programme of contacts with these unaffiliated bodies and see that they are brought within the ambit of the Guild. Then alone can the Guild proudly say that it represents the entire teaching profession in the district. There are a good number of colleges in the district and one is unable to understand why the college associations of teachers cannot join the Guild and offer healthy guidance to the other brother members of the teaching profession in secondary and elementary schools. Though the college lecturers have a central association of their own for redressal of specific grievances, on academic matters and also on matters relating to the entire profession of teaching, a certain measure of co-operation is necessary among the various grades of teaching profession so that education may be tackled in an integrated manner from top to bottom and also the profession may feel the common brotherhood. The Guild authorities will therefore do well to contact colleges and secure their sympathy and co-operation.

Need for cent per cent Loyalty

Among teachers there must be mutual understanding and a greater sense of unity. Nowadays members of other professions are able to come together for mutual aid among members and for promoting the professional interests. Why teachers cannot form a stronger body than at present on a cent per cent loyalty basis is a matter requiring serious consideration. It is rather painful to see among people who teach to their pupils that 'Union is strength' a

woeful exhibition of the lack of application of this principle in practice. Unity is lacking among teachers of a school and this is more pronounced in the case of schools under local bodies. In these days when the S.I.T.U. is engaged in fighting for common scales of salaries for all grades of teachers under all managements and in tackling academic problems on which there is no difference between one management and another, it is necessary that every teacher should lend his hand in support of the activities which the S.I.T.U. is undertaking. Having accepted the position that the S.I.T.U. represents the teaching profession in the State, its leadership must be unquestioned. Now and then it is found that the resolutions passed at State Conferences after mature and careful consideration based upon suggestions of the affiliated associations, are subjected to criticism by teachers and associations here and there. This does not augur well for the future of education and the profession in the State. Take for example some of the recommendations of the Secondary Education Commission. The Secondary Education Commission has made recommendations for the reform of secondary education after very careful enquiry and it will be no surprise that most of the recommendations are based upon the proposals made by the S.I.T.U. when it was called upon to offer its suggestions. Here it may be pointed out that the proposals submitted by the S.I.T.U. had already been discussed and agreed upon at its special conference held before the interview with the Commission. Later, after the Commission had submitted its report, the recommendations under different heads were considered at a special conference of Presidents and Secretaries of District Teachers' Guilds and their agreed opinions on these recommendations were submitted to the authorities. One important point, perhaps the most important, as has been considered by every one, is that the pattern of secondary education should be to provide opportunities for every pupil to select his or her own course under proper guidance in the higher forms of the secondary school stage. At the end of

the course the pupil will be able to proceed to the University for academic and professional courses or enter technical and trade schools for acquiring special skills so that he may be able to enter life. In order to make this pattern more thorough and to make the pupil more efficient, a four-year higher secondary course has been recommended by the Commission. The S.I.T.U. fully accepted this proposal. Unfortunately some members differ and want the present three year course. One of the arguments in support of their stand is that in Northern India the high school course is only for a period of ten years which will increase to eleven as per the recommendation. In South India the course is already for a period of eleven years and to increase it by another year will mean additional burden on the parents. The supporters of this view seem to ignore the fact that in South India children enter schools at the age of five and from five to seventeen there is a period of twelve years which has to be fully covered to offer efficient instruction in the different school subjects of the secondary school course as recommended by the Commission. Pupils in South India are generally noted for their remarkable intelligence and this should not be allowed to rot by wiping off the one year course from age five to age six. To reduce the duration of twelve years to eleven would only mean lessening of the efficiency of our boys and girls and thereby depriving them of the advantage which they have been holding particularly in the different services under the government, both in the State and in the Centre. Such an attitude of loose loyalty to the S.I.T.U. is not helpful to the cause which the central organisation upholds for the profession as a whole.

The S.I.T.U. as a Force

Teachers often think that there is no immediate benefit in being members of the Union. A non-official organisation like the S.I.T.U. cannot do anything more than voicing the feelings of the members of the profession and creating public opinion on matters affecting

teachers. Even the Government as at present constituted is not in a position to translate its pronouncements into actualities. It is therefore necessary on the part of teachers to be patient with the S.I.T.U. and co-operate with it in presenting a united front before the authorities. Under the British Government the Union was looked upon with disfavour. The position has changed considerably and now the Union is consulted on all important matters relating to education and is also represented on committees constituted by Government. The Union's recommendations in regard to the scales of salaries of teachers seem to have received general acceptance and it is hoped that with better financial position the State and the Union Governments will implement them.

Nobility of Teacher's Work

Undeterred by all these conditions the teacher should realise his position in society and his place in the country and should carry on his duties in the service of the children of the nation. The teaching profession is not like any other profession. Generations of the future citizens of the country are entrusted to his care. The life that he leads both at school and outside should be a model to be copied by his pupil. He must be an inspiration and an ideal to be looked up to by his pupils.

A Teacher's Prayer

His prayer both in the morning before he enters upon his duties and in the evening after his day's work should be as follows :—

"O ; God ! I rise today after a calm and sleepful night. Enable me to discharge my duty by my pupils in the full faith of your blessing. Let me prepare myself so that my pupil may advance one step further on right lines not only in the acquisition of knowledge but also in his imbibing those noble feelings which enter into the make-up of a spiritual personality." His prayer before going to bed for the night will be

this :—"O! Almighty God! I believe you were with me in the discharge of my work today. I hope that my pupils have benefited by my guidance today and let me go to sleep in the full consciousness and satisfaction of that feeling."

Teachers' Status

If this should be the prayer of the teacher day to day then he will have the satisfaction of doing his bit of noble service to his country. A race of teachers imbued with this spirit will certainly transform the atmosphere of the teaching profession and create a new status for the teachers in the eyes of the public and the government. Recognition of the important contribution that such a race of teachers is making to the nation at large is bound to secure for the teachers the proper status and standard of living in society.

While the teaching profession demands of its members, more than any other profession, service in missionary spirit, teachers should not be denied the reasonable subsistence allowance in keeping with their dignity. Even the missionary needs salary to keep himself in comfort and he is given allowances for his wife and every child born. He is given quarters to live in and is ensured security of old age provision so that he and his family may maintain the same standard of living throughout their life.

More pay for Teachers

Similarly the teacher must be assured of reasonable scales of salaries consistent with his living and self-respect. He must be provided with quarters wherever houses are not easily available at reasonable rents. His children should be given free education at least up to the matriculation standard. There must be provision for pension, provident

fund and life assurance so that all these put together may maintain him in his old age above want and free from care. He does not need a motor car but only wants such comforts in life as will enable him to discharge his duties conscientiously and with sufficient leisure for study and preparation for his work. Want of finance should not be a reason for withholding the legitimate and reasonable demands of the teacher for adequate salaries and other allowances. If necessary the State should be prepared to borrow money for payment of improved scales of salaries and the interest on the borrowings can be met by a small levy of special fees from school children. Parents will not grudge to pay this small fee when they know that it goes towards betterment of teachers' salaries.

Travel Facilities

Travel facilities are essential for school teachers. Their outlook will be broadened by contacts with outside world by personal experiences and this broadened outlook has its own healthy influence on their teaching in the class room. Periodical furloughs must be granted with full salaries and travel expenses during furloughs should be subsidised by the State apart from the travel concessions granted by the transport authorities. Holiday tours should be encouraged for teachers and their families. All these suggestions for providing facilities for the teacher are meant to enable him to bear the weight of his work with cheerfulness and pleasure.

Family Planning

Teachers often complain of large families and are usually endowed with more children than their economic condition could bear. They, as thinking men, should observe and exercise self-restraint in planning their families.

EDUCATION IN VINDHYA PRADESH

By

S. P. PANDE, M.ED. (DELHI)

Official publications released by Information departments often present one-sided picture of progress in various fields of national undertakings for various reasons. However the writer does not mean that they have no important role in acquainting the public with the development and progress in the particular field of national service. They offer information to public which is so very important for a quantitative assessment of the progress. Yet it cannot be denied that quite often they obscure the realities and instead of discussing, both the achievements and drawbacks, with a scientific outlook, they paint the picture too rosy.

This paper intends to discuss progress made in the field of Education in Vindhya Pradesh in recent years from an objective viewpoint. If it can be of little help to those who are concerned with shaping and materialization of educational policies in this State—the ministry, the directorate, the educational administratives, the teachers and last but not the least the public who are the real beneficiaries of this national service and as such are most concerned with the developments in the field—the writer's labour will be well rewarded.

I. A BRIEF ACCOUNT OF THE PRADESH AND ITS EDUCATIONAL ACTIVITIES

Vindhya Pradesh is a Part 'C' State in the centre of our country with a population of 35,74,000 in 12,600 villages and 30 towns none of which has more than 40,000 inhabitants. A larger tract of the land is hilly. Steeped in utter ignorance, poverty and superstition during feudal rule, bulk of people lived dumb-driven lives away from civilization. After Independence as many as 35 feudal territories were merged together into one Part 'B' State. Later the same was converted into a Part 'C' State. Since 1951 the State has a popular ministry. At present the percentage of literacy is only 10. Illiteracy is one of the most serious drawbacks of the State and accounts for much of its backwardness. The present government have done their utmost for expanding the range of educational opportunities for the masses in recent years.

Statistics, obtained from publications of V.P. Government Information Department, Report of Secondary Education Commission, Government of India, "Amrita Bazar Patrika", Allahabad and in some cases through personal enquiry from Education offices, are summarized as below :

Table I—Number of Educational Institutions

Institutions	Nos. in 1951	Nos. in 1954	Increase during the period
Degree Colleges	1	2	1
Inter Colleges	1	4	3
High Schools	16	38	22
Middle Schools	172	216	44
Primary Schools	1636	2404	768
Basic Schools	nil	8	8
Adult Schools	nil	38	38
Training Schools	nil	3	3
Tech. and Industrial Schools	nil	3	3
No. of Students	1.03 lacs	1.44 lacs	.41 lacs

creasing. We do hope that with the token support given and good-will which they have shown, there would be here, before long a good library which will serve the great need and be the means of education and sound learning.

On this memorable and happy occasion it is but fitting that we should honour the great and illustrious pioneers of the teaching profession for the noble work which they have done. References have already been made to Prof. M.S.S. His senior colleague, Prof. S. K. Y. Aiyar who was Professor of English in the Pachaiappa's College. I had the privilege of being a neighbour when he lived in Sundara Murthi Vinayagar Koil Street. He was constantly in demand at the Kellett Hall Lectures. Prof. S.K.Y. played many parts, all of them memorable and noteworthy. He was a scholar, man of letters, a great co-operator, a Professor, administrator and pioneer among teachers. All his spare time was given unstintingly for the benefit of the teachers and students for well over a period of two decades. He devoted himself for the service of the young, inspiring them both by precept and example to high ideals of service.

Prof. S.K.Y. Aiyer need not have known all the difficulties and handicaps of the teaching profession. He was a professor in College and he was not in want, but Prof. S.K.Y. put himself out to study and learn for himself all the sufferings which his less fortunate brethren in secondary and elementary schools had to face. To him every teacher was a brother, no matter to what grade he belonged to. His sympathy embraced the entire body of teachers, from the proud University and College Professor down to the humble teacher of the elementary school. In short, service to teachers was his ruling passion.

Another piece of work which he developed along sound lines was the Co-operative Movement. He devoted a large part of his spare time to the Provincial Co-operative Union, The

Provincial Journal of Co-operation. His name will ever be cherished in South India as that of a pioneer who did valuable spade work in the fields of education and co-operation. So we did the teachers appreciate his service that they chose to confer on him the title of "UPADYAYA SANGA KAR PRAVEENA", and the Government was pleased to honour him with the title of 'Rao Bahadur'.

The characteristic note behind all his activities is indicated by the motto which he has given for the S.I.T.U. "Raise yourself by your own efforts". The ordinary teacher, prone to feelings of frustration and inferiority complex was thus roused from the lethargic inactivity into a creative personality ready to take his stand side by side with any other member of the community. The teacher belongs to the noblest profession and if he could only make up his mind, there is nothing which he could not accomplish. It was not a mere belief and cheap philosophy but one which he translated into action. The teacher while he must have a social and economic status, must aim at academic and professional competence of high order. That competence is not something to be measured by the degrees one has but rather by the mastery of the subject he teaches and the methods he employs. A library is an integral part of the teachers' equipment. That alone can make him up-to-date, abreast of the times and keep him in touch with the dynamic methods of teaching.

With the great increase in knowledge that has taken place in every single field, it is quite impossible to acquire even one hundredth of the mass of essential knowledge in any particular field of studies. A library as a repository of reference books, standard books and books of general interest supplies the essential instrument to the teacher and makes education progressive.

For one thing, the present economic position of most teachers leaves little margin to find money for the purchase

of books. We are glad that the S.I.T.U. Protection Fund, thought of a Library side by side with the propaganda and publicity for policies in the S.I.T.U. Protection Fund. At any rate, that will be a distinguishing feature of the Teachers' Insurance Company.

The S.I.T.U. Protection Fund with its reserve and capital of so many lakhs, with its own buildings is a monument to the dynamic and creative energy of that great august personality, PROF. YEGNANARAYANA AIYER. Yet there was one thing which both he and his colleague Prof. M.S.S. were never tired of emphasising. In season and out of season, they were never tired of saying and repeating that the teacher should, in the discharge of his professional duties bring to bear the equipment of sound learning and diligent study and proper training. Prof. Yegnanarayana Aiyer was himself a well-read scholar. His lectures always attracted large audiences. I can never forget the eloquence of his language, the forcefulness of his speech, the dignity of his diction. His great love for English literature was noteworthy. His love and proficiency in Sanskrit literature was no less than his love for English literature. He was a versatile scholar, a beacon light dispelling ignorance and shedding light wherever he went. It is most appropriate, as we are gathered together this evening that his name should in a special way be associated with a LIBRARY AND A READING ROOM. Brick and mortar may perish; all the material wealth which may be an asset behind the Protection Fund will but become the god of mammon but for the transforming touch of learning and

wisdom of the ages made available to us through the master minds of the past. Knowledge for the intellect, and food for the teacher are both necessary. The Library here will ever be a monument to the life of a man endowed with as rare a combination of noble gifts as ever was bestowed upon mortals, the life of one with whom the whole purpose of living and of every day's work was to do great things to enlighten and elevate his race, to enrich it with new powers, to lay up in store for all ages to come, a source of blessings which would never fail or dry up.

All his life, his first and never failing passion was the splendid ambition after knowledge, for the conquest of all obstacles and for the service of man.

May we too keep before us in our minds his great example, give good education and sound learning to children in this city. Even as he would have wished,

"Let knowledge grow from more to more,

But more of reverence in us dwell

That mind and soul according well

May make one music before

But vaster."

Mr. E. H. Parameswaran requested the Governor to award certificates to the Engineer, contractor and masonry who helped to construct the buildings.

Mr. S. D. Krishnamurthy Rao, Secretary, proposed a vote of thanks.

Table II—Expenditure *

Items	1951	1954	Increase during the period
Primary Schools ..	16.10	46.32	40.22
Middle Schools ..	6.99		
High Schools ..	4.42		
Intermediate ..	.67		
Rest ..	not available estimated to be 2.0000	39.78	25.9
Total ..	29.98	86.10	56.12

* in lacs of rupees.

Table III—Teaching Personnel in Sahdol District

Category	Nos.	TRD.	UN-TRD.
Graduates ...	58	25	33
Undergraduates ..	122	43%	57%
Primary School teachers ..	974	148	85%
		14%	86%

In perusing these figures it should be borne in mind that Education in this state is financed completely by the State. It is free upto high school stage in certain districts and up to middle school stage in the entire Pradesh. Expenditure on education under N.E.S., community project and backward area welfare schemes is also included in this.

II—Observations

A study of the above statements will reveal that expansion has been markedly rapid at High School stage. Many middle schools have been developed into high schools. At the primary stage the increase in number of institutions is by 41 percent. Recently the State legislature has passed a compulsory Primary Education Act, under which 128 compulsory Education units are in operation in whole of the State. This step of the government is welcome. A perusal of Table III will show that in one district out of 1096 primary and middle school teachers only 148 are trained. i.e. only 14% of the teacher population, in the district which is also

indicative of the trained-untrained teachers ratio in the Pradesh. It will be really a very sad step to increase the number of institutions without making an increase in the number of trained teachers in the whole State. At present the Pradesh has three teacher training institutions (schools)—one Basic Training School for matriculates, other Hindustani Teachers Training School for under-matriculates and third the Ramanuja Training Institute for intermediates. It is needless to say that the present number of Institutions is not adequate to provide for training of untrained teachers of primary and post primary stages. Already there are 86% untrained teachers at this stage and as this particular field will go on expanding in the coming years, the need for training schools or normal schools will be still more strongly felt. It will be a wise step that the Government chalk out a well-directed plan of training of teachers, beginning with opening one normal or training school in each of eight districts. It is no use multiplying the number of institutions without manning them properly. In the age

when child-centred education is in vogue, knowledge of child psychology and pedagogical methods are essential equipments of any teacher. Unqualified and untrained teachers cannot do any useful work towards the unfolding of child's personality. The schools will be merely cattle-ponds, and teachers their watchmen in absence of properly trained personnel and necessary teaching equipments.

Another fact which needs attention is that the entire education is financed by the State. In other States education at the primary and post-primary stages is generally the responsibility of the local bodies like the District Boards and the Municipalities. Of course these are given educational grants by the State.

There are 12 Municipal and N.A. Committees, and 606 Grampanchayats. If these come forward to share the responsibility of the State in matter of primary and post-primary education, the task of the government will become lighter leaving more funds with them to attend to other branches of education. Each Grampanchayat can finance at least one primary school and the Municipal and N.A. Committees entire primary education in their areas.

Starting of eight basic schools is a good beginning. The Central and State Governments have accepted basic education as the national pattern for primary and post-primary stages. What the author would suggest is that a few primary and post-primary schools may be converted into basic ones each year. Again caution must be taken against quantity at the cost of quality. Adult schools or more properly called Social Education centres are very important in a State where percentage of literacy is only 10. It is hoped that State government will provide for sufficient number of such centres. Another step which may be taken by the State education authorities is to start summer camps for Social Education. Students and teachers who are all free during the two-months summer vacation may be con-

scripted on voluntary basis to go as teachers in these camps. The technique has been tried in the neighbouring State of Madhya Pradesh and has yielded very encouraging results.

Twenty-two high schools have been opened during last triennium. The increase in their number has been 135.5 percent. Now here again the same holds good what has been said about the teaching personnel at primary and post-primary stages. When the pace of expansion is so accelerated we have to be cautious about providing corresponding equipment and personnel. Trained and untrained ratio at this stage is a little better than that at the previous stage. About 45 percent graduate teachers are trained. Out of these there are heads of middle schools also, thus the number of trained teachers here is obviously unsatisfactory. In many schools only the Headmaster is trained, and others are untrained. The State may start a Training College providing for courses leading to a degree in Education. The Government have advanced in this direction and are reported to have decided to start a Training College for graduates in the near future. But the earlier it comes the better it will be.

It may be a sound policy for the State to encourage private enterprise in education at this stage. In other parts of the country most of the high schools are run by Educational Societies and private managing bodies. Only about 20 percent schools are directly maintained by the State. This provides a considerable financial relief to State. The State governments do provide educational grants, and other facilities. With a comparatively less sum of money more facilities are provided in this way.

In Vindhya Pradesh private enterprise in Education is unexceptionally missing. The Directorate and Education offices should try to induce public to form their own educational societies in their towns and meet their educational needs. The State government at

present has launched a scheme under which whatever is contributed by the public of any locality for a school building the government contribute double the amount for construction of school buildings. However the school is run and managed by the government only. What the writer feels is that the government may give building grants but insist such donors to form an educational society which would run the school. The government would however continue to finance them partially by way of grants-in-aid.

There are three technical and industrial institutions (i) a Polytechnic, (ii) a Leather Craft School, (iii) an Agricultural Institute.

In accordance with the recommendations of Secondary Education Commission and Policy of Government of India to convert 2,500 high schools into multipurpose schools, the Pradesh government, may make a start by converting at least two high schools into schools of this pattern. Again Pradesh authorities should think of developing their secondary institutions in light of 3 years' degree courses. Instead of encouraging inter classes they may insist on higher secondary schools.

It is reported that the government are planning to start a University for the Pradesh, making a beginning with a Medical College, a Training College etc. The proposals of the government to open professional colleges are welcome but advisability of establishing a University is questionable.

The Pradesh has to look after the primary and post-primary education with reference to next Five-Year Plan and has to finance entire education. It will also require a lot of funds for providing training facilities to untrained teachers, for adopting the basic pattern of education for it primary and post-primary stages, for intensifying social education programmes, and for catering to the growing demands of industrial and vocational education. It may be

remembered that all these schemes are to be financed by the Government alone as there is complete absence of privately managed institutions. Local bodies are not so advanced and financially well up to take up the responsibility of even the primary and post-primary education in their areas. And the State has very limited sources of revenue, for most part of its expenditure it depends on the Central Government. Total annual expenditure of the State amounts to Rs. 7.69 crores (1955-56) of which only 109.7 lacs is available for education. With such slender sources of finance and so pressing demands in other fields of education—Primary, Secondary, Basic, Social, Vocational and Technical—State cannot afford to establish a University which will consume most of the available finances and consequently more needy fields will suffer. Once the University is established it will have to be continued. In view of the limited finances the University will be heavy burden on the Central Government. There are already 31 universities in the country. The task before university education is not so much of expansion as of improving their academic and research standards and their finances.

The demand for higher education is already fulfilled by the degree colleges and with opening of few more colleges all this need will be well met. The proposal to start new professional colleges is welcome. But the idea of having a university is rather too ambitious and non-practicable.

III—SOME SUGGESTIONS

1. For increasing number of trained teachers in all primary, post-primary and High school stages the State government should accelerate its programme of Teacher Training.

2. Conduct and management of primary and post-primary education should be made the responsibility of local bodies, municipalities and gram-panchayats wherever possible to relieve the burden of the Education budget of the State.

3. Government aided private enterprise should be induced in field of High School education. The Government should encourage and persuade people to form their education societies. This will also go a long way in relieving burden of the State Government.

4. More vocational and technical institutions should be started. A beginning may be made by converting a few high schools into multi-purpose schools in keeping with the recommendations of the Secondary Education Commission.

5. In field of Social Education, students and teachers should be utilized

on voluntary basis during summer vacations for Social Education campaigns. Audio-visual techniques—mobile educational cinema and community listening sets—will prove to be very useful.

6. Ambitious programmes like establishment of a University of which there is not so urgent need as compared with the needs in other divisions of education and which will consume a large amount from the State funds for education, may be dropped for the present and reserved for future when conditions are more favourable.

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THE HIGHER SECONDARY COURSE AND THE PRE-UNIVERSITY COURSE IN RELATION TO EACH OTHER

By

S. SIVARAMAN, M.A., L.T.,

Lecturer, Salem College, Salem and Member of the Academic Council & the Senate of the Madras University.

There are no two opinions on the statement that each distinct stage in education should be planned mainly in relation to itself so as to give an effective equipment to the child or youth who leaves off general education at the end of that stage. Thus basic education should aim at giving a certain finish to the age-group from 6 to 14 for entering life, secondary education to the age-group roughly from 14 to 17, and collegiate education to the age-group above it. Unless this principle is observed, there will be considerable, even lamentable, reduction in the utility of each stage, since it will then cater to a few, not to all.

But at the same time, hard facts must be faced. It must be recognized that a certain percentage of students pass on from any lower stage to the higher. At each stage, therefore, we have to mould the education in such a way, that, without serious hindrance to the general principle laid down in the first paragraph, the student who has to pass on to the higher stage is fairly equipped for his purposes. Otherwise there will arise the evil of handicap to the more gifted in talents among the community, since they will find themselves at sea without oar, rudder or compass.

The problem of mutual adjustment of contiguous courses is therefore, willy-nilly, a paramount necessity. Such a necessity has now arisen as between the higher secondary course which is in the process of taking shape and the pre-university course, the outline of which has been definitely settled at the meeting of the Academic Council of the University of Madras held on the 15th

September, 1955. Unless there is harmony between the two, the consequences are bound to be so disastrous as to make the remedy worse than the disease.

In this article I shall confine myself to a few of the salient features. The object of the higher secondary course is avowedly to make the secondary education more effective towards preparing the student for taking a place in the community life and becoming a useful citizen. This, of course, must be the main view-point. But at the same time it has been provided that a student who successfully completes the higher secondary course can pass on to the three-year degree course. Until a sufficient number of higher secondary schools come into existence, the colleges will run the pre-university course of one year for the benefit of the students who complete the S.S.L.C. course successfully, so as to enable them to enter the three-year degree course. It is obvious, that the higher secondary course should be in tune with the main elements of the pre-university course, especially considering that for a time both the courses may simultaneously feed the three-year degree course.

As the pre-university course has emerged from the Academic Council, it is clear that English has been assigned an important place. It will form a compulsory subject under Part I. This importance, as clarified by the proceedings of the council, is due to the facts that (1) English is an international language, (2) it is a gate-way to modern knowledge and (3) it will be the medium of instruction in colleges

for a distinct length of time, although the distant vista may be vague. It is therefore imperative that the place of English in the higher secondary course should be no less important. Of course it will be universally admitted that the mother-tongue should not become a neglected Cinderella.

The problem of the medium of instruction is another thorny one. The medium prevailing at present in the high schools is the mother-tongue, and it may rightly be regarded as a valuable laurel won after many years of struggle. The voice of Nature and the voice of Reason are in favour of it. On the contrary, it may be presumed that for some length of time the medium of instruction in the pre-university course will be English, considering that it is a preparation for the degree courses where the subjects will be taught in English. It follows that for entrance to the degree classes there will be one set of students who have studied the knowledge-subjects in the mother-tongue in the higher secondary course and another set who have studied them in English in the pre-university course. How to remove the disadvantage of the former set is a problem that must be tackled and solved, however difficult it may be. One solution, which strikes the author of this article, is to make the students of the higher secondary course-intending to join the degree course familiar with the English medium regarding both comprehension and expression in the knowledge-subjects. When all is said, however, the problem is a Herculean one, almost a Gordian knot.

Another prominent feature of the pre-university course is the fact that the education of this stage has been made as much comprehensive as possible and as little specialistic as possible. The course envisages students acquiring knowledge and power in both the humanistic subjects and the scientific subjects. The general plan of the Intermediate course has provided for a student taking up one set or the other

exclusively. But in the coming one-year course, a student will have to select two subjects from the scientific group and two from the non-scientific group. It is clear that the aim is to train a student on broader and more comprehensive lines than the present Intermediate course will allow. For these pains, the students have the reward of being able to choose any subjects for study in the degree course, scientific or non-scientific.

The death-knell has therefore been rung for too early specialization. Now the higher secondary course which is yet on the anvil, has to take note of this. Fortunately there has already been an elimination of specialization from the present high school course. What is wanted in addition is only a certain correlation and harmony between the nature and standard of the subjects taught in the higher secondary course and those taught in the pre-university course. Otherwise the student entering the degree course from the higher secondary course and that entering from the pre-university course will be like a pair of unequal oxen yoked to the same plough over a hard soil.

In connection with the scientific subjects, it must be noted that the pre-university course provides for efficient laboratory training for all the students, although a public examination is not contemplated. The colleges are fairly equipped for catering to the needs of the students regarding laboratory-work. But for the high schools to come up to the level of efficiency of the colleges it will be a far cry. It is therefore of the greatest importance that the Government, while introducing the higher secondary course, should at the same time, help to equip the high schools by a liberal loosening of the purse-strings. Without efficient practical training, the knowledge of the young would be like a leviathan structure built on sands, not only for the purposes of the degree course, but also for the purposes of life. The only result would be a voluminous addition to 'school-boy howlers'.

EDUCATION IN FREE INDIA

By

K. SANKARANARAYANA BHAT, B.SC., B.T.

The principal function of education in India when it was under the thumb of the foreign rule was to run educational institutions which would carry out Macaulay's objectives, to convert Indians into docile subjects, useful clerks or pedagogic drudges. But after the awakening of National feeling in the people this proved to be useless; the innovations in educational system were inevitable. Our eminent leaders like Mahatma Gandhi and Rabindranath Tagore tried to reorientate and reconstruct our education. Since the attainment of freedom, no doubt, the education has been passing through a very critical period in our country. It is in the process of reorganisation and reconstruction and is therefore undergoing the travails of the transitional period. But any scheme of educational reconstruction cannot be implemented unless it is carefully organised and administered. Before bringing any change in the system of education we must think deeply and have a clear cut idea and a definite policy. Any thing done at sixes and sevens will be detrimental to the progress of the nation. Hence the eminent educationists should put their heads together and evolve the best system which would be well suited to our future generation. No harm if it takes time to do it. But our children must not be used to experiment upon with like rats and dogs. We must be aware of the fact that they are to bring glory and prosperity to our country and hence if we side-track them the future is lost.

To reorganise and reconstruct the education an idea of the aims of education is a pre-requisite. Education and its purposes have been described to be spiritual, moral, mental and physical development of children. In other words, education, as a creative art must evoke the best in the student. It must develop all his faculties and set him on

the path where he can master the art of self-sculpture. As such it is neither merely making the children conversant with three R's, nor turning them into good scholars. The concept of education has broadened from a kind of glorified literacy, in which a child is merely expected to absorb facts which can have no personal relevance, to the provision of appropriate guidance and experience during a time when physical and emotional change is just as great as intellectual.

If the aims are to be fruitful we should have well drawn up curricula. While preparing the curricula several aspects have to be considered such as the age, ability and aptitude of the child and the environment in which he lives. The educational system, therefore, should be such that it should offer such variety of instruction and training as may be desirable in view of the different ages, abilities and aptitudes—including practical instruction and training appropriate to the pupils' respective needs. Besides, the curriculum should deal with real problems in a meaningful and purposeful manner. Then only can we ensure motivation, the most essential requisite for all learning. In other words, we should take the pupil seriously as he takes himself, as poet or dramatist, engineer, surveyor, chemist, astronomer, sailor, physician and should help him to explore as fully as he craves those concrete modes of self-assertion. Hence there is every need for bifurcated courses in secondary education. To administer such variety of instruction in every school, there should be well equipped craft rooms, laboratories, house craft rooms, wide playing fields, good gardens etc. The fact that there should be bifurcated courses in the secondary stage has been considered to a certain extent in the reorganisation of secondary education in Madras State. The familiar "optionals" of old syllabus

have disappeared, but instead, a pupil may choose one of four courses—an academic or Pre-University course, a Pre-Technological course, a secretarial course or one in which the main subject is one of the Arts or Domestic Science.

Of course, we cannot have crafts in infant and primary schools. The child is too young to meddle with instruments and to concentrate on the subject even for a short time. By nature, he will dart off from one subject to another. Besides, his mother with her pots and pans most certainly did not want him at home; what with the local potter's strike crockery is too costly for a boy to be allowed to play skittles with. Because this aspect of the child had not been given due consideration by Mr. C. Rajagopalachari in his modified elementary education he failed in his attempts. At this stage the play-way method sponsored by Madame Montessori is best suited. While the child is in the primary school the foundation for the secondary education should, of course, be laid. Every child, while at the primary school, should be judged and tested for his interests and abilities, and according to the results of the tests administered and the opinion of his teachers, is to be given the secondary education.

Another point that should be borne in mind while drawing the curricula is that they should be flexible. Flexibility of the curriculum is essential to provide for adaptation and enrichment. Room must be allowed to have certain variations in curricula to suit the living conditions of the locality.

At present our education is too literary, that there are too many languages to be learnt, that our schools have no notion of craft-centred knowledge. Therefore the Nayee Talim or the Basic Education is best suited to our children. But it must not be too stretched and given undue prominence for the mere reason that it was sponsored by our Father of the Nation. As pointed out before, it should be introduced in the secondary stage.

Even in well advanced countries like America and England it is in the secondary stage that the pupils are educated through crafts. The blooming child has a great power for observation and grasping things. Hence the play-ways and rote learnings must predominate in primary stage. The rote learning is an unpleasant but quite necessary business because the school fails unless it serves as a "jumping-off place" for a generation trained to be eager for new adventures in life and besides some of the subjects like multiplication table could not be inhaled as if it were a flower's fragrance. The young are to be taught to accept and to maintain the best tested traditions of thought and action handed down from the old time before them.

The government has accepted the recommendations of the Secondary Education Commission in toto and is trying to implement them. As suggested by the Commission the duration of the secondary education is seven years—three years at the lower secondary and four years at the higher secondary stage. Because the concrete mode of self assertion has to be formed in the pupil and he is to be fit to choose one of the bifurcated courses in the higher secondary stage, it would be better to extend the lower secondary education by one year than to have the higher secondary education for four years. Besides, as the majority of students after their school career take up, as it should be, different walks of life it is our duty to make them fit to discharge their duties properly, honestly and boldly. Therefore, if this slight modification is made, scope is given to every child to get free education up to the end of the lower secondary stage, for, our Constitution provides free compulsory education till the age of fourteen.

We cannot but think of the role of a teacher in a school when we speak of education. He is not a task master, not an instructor either. He is an apostle of culture, and as such his duty is to inspire his student to his intellec-

tual, moral and cultural effort. In short a teacher has in thought, word and deed to be guide, philosopher and friend of his student. Therefore, the best men should be drawn to that noble profession. Hence it is needless to say that this profession should be as attractive as any other high regarded paying profession. If the country treats its teachers well, there will be no dearth of men of ability and character to meet the demands of a reconstructed educational system.

It is not only the teachers that have the rights, duties and responsibilities of educating the children. The school, the home and the community must work together if the student is to derive the maximum benefit from his educational experiences. There should be a common understanding between the parents, pupils and teachers in relation to the needs of the child as well as the community.

The high aims, well drawn up curricula and all the best plans will be futile if we hesitate to spend liberally on education. Our five-year plans give high prominence to industries, powers, communication, agriculture etc. but not to education. But we must know that a sound general education is the basis of our safety and the key to the progress of our country. Hence, even at the cost of other expenses we should find enough resources to meet the needs of education. Though we can ill-afford it, it is indispensable and we have to sacrifice a little for the sake of our future generation. In England they spend about five hundred rupees per year on each boy whereas we in our country spend only four annas on a boy. That too on a meagre number of children, which you will admit if you know that not even half the children of the school going age receive primary education and only one-

fifth of the entire children get the secondary education. This is unwholesome and untenable. The government would have done more if it had taken this vital question seriously. Rightly, the vital subject of education should have got the first place in the second Five-year Plan, at least, if our country had to march on the right progressive path. Even now it is not too late to mend it. The government should strain its every nerve to educate its children and turn them out into good, useful citizens of integrity and honesty. Let us hope that Free India would carry out this noble task gradually and perceptibly.

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EDUCATION AND THE SECOND FIVE YEAR PLAN

By

K. S. RAMASWAMY SASTRI,

Retired District Judge, Madras.

What we need most today in education is a new view of the Child and the Teacher and the combination of material utilities and spiritual values. A child is born with a personality of its own as the result of its past karma according to Hindu beliefs and has to function in the body derived from its parents and in the environment into which it is born. No child is born good or bad. Every child has good and bad possibilities. No child should be constrained too much. Nor should it be allowed to run wild. Education should foster the child's originality while imparting to it the social heritage. It must impart discipline but not stifle natural talent. It must foster physical and mental and emotional and moral and spiritual culture and not mere mental culture alone. A child must not be treated as a box to be filled with words and ideas but should be treated as an organically growing personality. What it needs is assimilable and assimilated knowledge which will make it integrate and interrelate all that it learns and acquires. The main thing to attend to is character formation, that is, right judgment, right will, and right action. A sound body is the basis. But a sound mind in a sound body does not mean mere technical expertness or vocational fitness or professional capacity. It means also high emotional and ethical and spiritual qualities, leading to a consciousness of fundamental rights and duties, a conscious desire for a united social life, intense patriotism, a capacity for leadership, a capacity for obedience, a love of altruistic endeavour and, last but not least, a profound and passionate belief in God and His Grace. It is this sublimation of personality coupled with initiative and public spirit and altruism that forms the highest and noblest element in man, and education which

cannot and does not evoke it, is a failure, a delusion and a snare. To evoke such qualities in a young man or woman, science and history, literature and art, and philosophy and religion are as necessary as, nay, more necessary than, physical culture and vocational or technical or professional training and equipment. The tendency in modern educational theory and practice to exalt the latter and depress the former must be strongly deprecated. We certainly want a social pattern where every one will be a producer but we want also a synthesised social pattern where every one will also be a thinker, an ethical and spiritual person—in fact a whole man.

This is why, while I agree that the body has been neglected too long and that basic education which places a premium on physical betterment and manual work and vocational bias and gainful occupation is all-important, there is a danger today of forgetting the other side of the shield, just as formerly there was the defect of forgetting one side of the shield and ignoring the abovesaid factors and admiring mere verbal cleverness and logic chopping and creating drones and parasites and hindering progress in the name of progress. The body is valuable but the spirit is even more valuable. The utilities of life are important, but the spiritual values of life are even more important. Technology is good, but spirituality is even better. We must be on our guard against all devaluations of the spirit.

In all educational schemes the students must be encouraged to learn by self-effort, the teacher standing by to guide and help whenever it is necessary to do so. It is the rousing of the interest

and curiosity of the students that is more important than the mere acquisition of words and ideas. The students must find books a source of joy as well as a source of knowledge. More attention should be paid to the backward child than to the average child, and more attention should be paid to the average child than to the bright and clever child. The students must learn in the morning hours and do manual work and play in the afternoons and evenings. They must not be bothered by homework. The modern tendency is to think that knowledge should be concrete and not abstract. This is true but it is not proper to fight shy of teaching ideas. The child is eager not only to know words and facts but also to know the ideas connected with such words and facts. Knowledge grows with such fusion of words and facts and ideas, and the joy of knowledge grows with the growth and amplification of such knowledge. Let us not be befogged by such phrases as craft-centred or culture-centred but make education craft-centred and culture-centred and child-centred at the same time. Let us make it past-centred and present-centred and future-centred as well. We must have a blue-print for the starting point and the way and the goal.

A university will cease to be one, if it misses the purpose of universality of outlook and the joy of unity in variety and variety in unity. But it will equally fail in its purpose if it forgets that it is a flowering of the national culture and must preserve and perpetuate and popularise, and perfect the national culture as well as the precious individuality of every person while attending to the task of the internationalisation and universalisation of outlook. A university should prepare students for the professions, must create the national leaders, must stimulate patriotism, must intensify originality and research, must foster the Alexander spirit of pining for new worlds to conquer, and must at the same time bring about an increasing realisation of the unity and brotherhood of man and the

ethical and spiritual basis of life. It must enable the students to harmonise liberty and equality and fraternity without allowing any one of these to override the other. These are perfectly rational and congruous and vital aims and must be progressively harmonised and realised. The mere manufacture of graduates and scholars and professional men is a mere perversion of the real aim of university education. The latter is the horizontal progress of university education whereas the former is its vertical progress.

The fact is that the young men and women should be prepared for life in a new way mingling the new and the old ways. They must have the new types of skill needed for life in our new world along with the old types of skill. They must be willing to do the drudgery work which is an invariable element in all work, and must not have any high-brow idealism or superiority complex. They must learn to harmonise the service urge and the success urge and must not look down on the one or the other. This means a harmonised blend of vocational instruction and equipment with liberal education capable of releasing man's inherent higher nature from thralldom to his equally inherent lower nature.

In the fine art of education the major part of the effectiveness of education depends on the personality and equipment of the teacher and his devotion to his calling and to the child. Agatha Bowley says well :

"It requires courage to become a teacher and it requires a great many other qualities to become a really good teacher. It is necessary not only to have good intelligence, but also a great many important personal qualities, a real appreciation of the needs of children and keen enjoyment of their company. A theoretical knowledge of child psychology only is not enough ; working knowledge and experience of real living children as well is of very great value."

—(Everyday problems of the School Child.

When H. G. Wells adumbrated the idea of the Rights of Man, the human personality awoke to a new level of consciousness. The matter was debated by the leading minds of the day. Mahatma Gandhi said that more stress should be laid on human duties than on human rights. Eventually the United Nations has formulated a declaration of Human Rights and every year the Human Rights Day is being observed and celebrated all over the world. The Indian Constitution also clearly formulated the fundamental rights of the citizens and the directive principles of State policy.

But we are still far from realising all the implications of these new concepts. There can be no complete and effective concept of human rights or duties except when we realise that man can fulfil his destiny only when he is widely related to Nature and to Society. He must know how to obey and control Nature. He must realise that he can be himself not by an isolated life but by a life of inter-functioning in society. He must realise also that he is not merely an acting animal using nature for his purposes or a social unit having rights and duties as an integral part of society but is also and primarily a spiritual personality. The primary aim of education should be the full development of the human personality in all the abovesaid aspects and relations. Organised culture in an organised society should be our prime objective today.

But what is culture ? It is not mere science or sociology or economics or politics or ethics or aesthetics or metaphysics. It is a blending and fusion of them all. It is an ever increasing

appreciation and application of the highest values of life, viz., Beauty and Goodness and Truth. It is an equal emphasis on Duties and Rights. As Mahatma Gandhi wrote to Julian Huxley when the latter as the Director-General of the UNESCO, asked for his opinion about the proposed Declaration of Human Rights.

"It is easy enough to define the duties of man and of woman and correlate every right to some corresponding duty to be first performed. Every other right can be shown to be a usurpation, hardly worth fighting for."

Article 41 of the Indian Constitution affirms every citizen's right to education, work, and social security. Article 26 of the Universal Declaration of Human Rights adopted by the General Assembly of the United Nations affirms every man's right to education and says that education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms and that it shall promote understanding and tolerance and friendship among all nations. At the animal level there is no accumulation of the social heritage or the passing of it to the successive generations. That is the special privilege and prerogative of man. That is secured only by education and hence universal education is the only key to universal peace. But such education should be imparted by the teacher to the children for the society by harmonising utilities and values. That is the real place of Education in the Second Five-Year Plan and of the Second Five-Year Plan in Education.

NEW PREMISES FOR THE S. I. T. U.

The new premises of the South India Teachers' Union and the S.I.T.U. Protection Fund Limited, were declared open at a function held in Vannanpet Street (South of Annamalaipuram Post Office), Sri Ramakrishna Math Road, Mylapore, on September 23rd, 1955 evening with Mr. Sri Prakasa, Governor, in the chair.

On the occasion, the Governor inaugurated the S.I.T.U. Colony. Mr. K. Kamaraj Nadar, Chief Minister, opened the new buildings. Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor, Madras University, declared open the "Sabesan Hall". Rev. D. Thambuswami, President, the Madras Teachers' Guild, opened the S. K. Yegnanarayana Aiyar Memorial Library and Reading Room.

A large gathering of teachers attended the function. Mr. N. D. Sundaravadi-velu, Director of Public Instruction, Dr. Rm. Alagappa Chettiar, Chairman of the Elementary Education Committee, and Mr. Basheer Ahmed Sayeed, Judge of the Madras High Court, and Sir M. A. Muthiah Chettiar were among the distinguished guests present on the occasion.

Mr. V. B. Murthi, President of the S.I.T.U. Protection Fund Limited, welcomed the guests. He said:

This day is a red letter day in the history of the South India Teachers' Union and that of the S.I.T.U. Protection Fund Ltd. You see here fine new buildings and it was not without constant and continuous struggle against difficulties that we arrived at this stage. The history of this organisation, though briefly told, would be interesting. You know that the South India Teachers' Union which is nearly 50 years old has managed to bring into being many organisations for raising the standard of education and one such organisation is the S.I.T.U. Protection Fund.

It was in 1918 that some half a dozen members of the S.I.T.U. first conceived the idea of starting a small fund to help the families of deceased teachers. After 10 years of discussion at committees and Conferences, the Protection Fund was brought into existence by the S.I.T.U. in 1928, with only 157 members on its register.

Started as an unregistered body, with no capital except the goodwill and trust of its first members and the integrity of its pioneers, the Fund carried on its work for five years. Each member contributed one rupee per month and the monthly collection on a dividing plan was given as benefit to the member's family in case of his death.

But as doubts were expressed by some of our teachers about the stability of the Fund, it was decided to have the financial condition of the Fund investigated by an Actuary. On Prof. K. B. Madhava's help and advice, the Fund was re-organised on scientific insurance basis. Nearly a third of the members, who did not approve of the change, withdrew from the Fund, leaving the organisers in great depression. But, somehow, the Fund carried on its work till 1940, when the Insurance Act, 1938 came into effect making it necessary for the Fund to be registered as a Company.

Reviewing the early history of the Fund, one would find that the first twelve years of its life was a period of preparation for the Fund to shape itself into a full fledged Insurance Company. But for this preparatory period, we, teachers would never have managed to command the necessary resources to meet the preliminary expenses and to pay the statutory deposit to start an Insurance Company.

We are glad that the Government of India have given us special permission to continue to issue policies for sums less than Rs. 1,000/-. Though our Company is not managed by Specialists, our

Teacher Directors are courageously grappling with many intricate problems associated with the Management of an Insurance Company. Our Actuary Prof. K. B. Madhava remarked in his recent Valuation Report early this year—"Your Fund is in a very flourishing condition and has a prosperous future before it, such as only a few, very few, Insurers can claim."

The Fund to-day has about 6,000 Policy holders. There are seven Tables to choose from, including one of annuity and another of Savings-cum-Insurance-cum-Pension. Its assets exceed 15 lakhs. And this year, after the new revised Tables have come into force, we have been issuing on an average three policies every day.

The Fund issues policies from Rs. 250 to Rs. 5,000 without medical examination and the Government and the Education Department have been kind enough to permit the teachers to pay their premiums from their Provident Fund accumulations.

The Protection Fund, as constituted to-day, is a happy family of thousands of members. This family is made up of teachers, men and women, teachers from Elementary and Secondary Schools and Colleges, serving under all agencies in rural and urban areas and Officers of the Education Department.

We owe the modest success it has achieved to those pioneers and their successors to whom no standard of integrity was too high, no ideal of service too lofty, and no canons of business prudence too much out of reach to be practised in their humble contribution towards spreading the benefits of life insurance among their brother teachers.

Till now, we have been carrying on business in one small room with many inconveniences; for with our 6,000 policies paying monthly premiums, the volume of work becomes much larger than in a Company of comparable size with its annual or half-yearly premium

payments. After much effort, we were able to acquire this site of about 12½ grounds where we have put up our Office Building with quarters for our employees and a few houses for teachers. The recent announcement, that Insurance Companies would be enabled to finance Housing Schemes, has strengthened our resolve to extend the Housing Scheme and our ambition is to help teachers to build their own houses.

With these words, I have great pleasure in extending a very hearty welcome to you, Your Excellency, to our beloved the Chief Minister, to our revered Vice-Chancellor and to the Rev. D. Thambuswami and to you all, ladies and gentlemen.

MR. S. NATARAJAN'S SPEECH

Mr. S. Natarajan, President of the South India Teachers' Union, proposing His Excellency the Governor to preside on the occasion, said:—

It is my pleasant privilege to request our beloved Rajyapal to take the chair on this occasion, open the S.I.T.U. Colony and inaugurate its Housing Scheme. The S.I.T.U. has been, during the past 47 years of its existence, consistently trying to help the teacher to improve his lot and to function as an efficient member of the profession. It is not my purpose on this occasion to go into details of the activities of the S.I.T.U., but merely state that in all its efforts in these directions it has been having for its motto "Raise Yourself by your own efforts".

It was Professor S. K. Yegnanarayana Iyer that gave us the motto. During the sixteen years that he was President, he organised teachers' associations, formed District Guilds and expanded our activities in several directions. A grateful profession, in appreciation of his great services, conferred on him the title, *Upadhyaya Sangha Karya Praveena*. In his work he was ably assisted by Professor M. S. Sabhesan as Secretary. Later, he became President

and it was his constant endeavour to develop a professional spirit amongst teachers. If S. K. Yegnanarayana Iyer gave us the motto, Professor Sabhesan enabled us to have faith in that motto. He made us understand the way of working together and he gave us the courage to be cheerful and the courage to dare. No monument will adequately commemorate the services of these great leaders; only a teaching profession, zealous in its work and devoted to the children of the land could fittingly commemorate their work. But we are human and in order that their memory would constantly inspire us in our work, we have requested our Revered Vice-Chancellor to dedicate the Hall to the memory of Sabhesan and my good friend and colleague Rev. D. Thambusami, the President of the Madras Teachers' Guild, to open the S. K. Yegnanarayana Iyer Memorial Library and Reading Room and ensure its maximum utilisation.

For the last two years the Executive Board of the South India Teachers' Union has been applying its mind to the problem of enabling its teachers to have their own houses and wherever possible to have such houses in close proximity to the institutions where they are working. The recent efforts on the part of both the Central and Local Governments to provide houses for people of low income group has to a great extent strengthened our urge to secure such an amenity for the members of our organisation. The S.I.T.U. Protection Fund which felt the necessity of having more spacious premises embarked on the plan of buying this site and putting up buildings for the office and for the members of the staff. The Board of Management of the Protection Fund was agreeable to the suggestion that houses may be built in the site and made available for teacher-policyholders. The idea thus emerged that an S.I.T.U. Colony may be organised here and that this may be a starting point for housing scheme for the members of the Union in various centres of the State. The Executive Board of the Union is now finalising plans for a Housing Society for Teachers

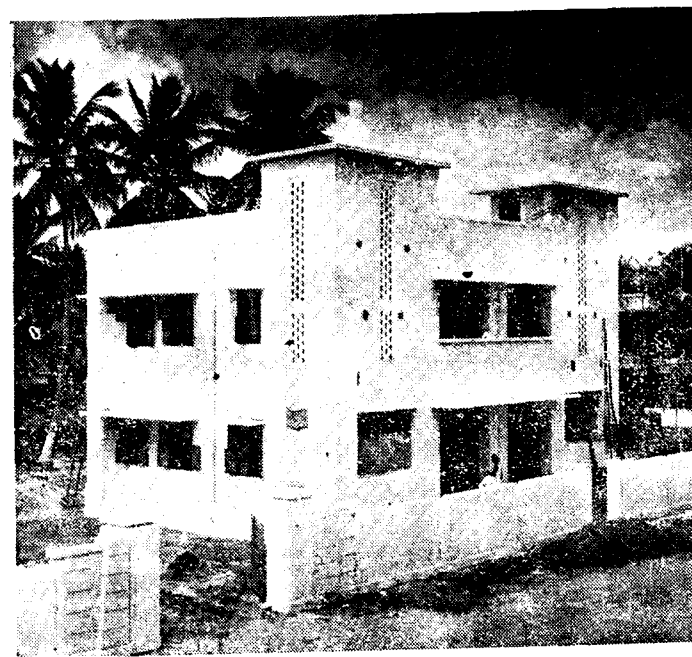
and the Union hopes that with the assistance from the State and Central Governments and the kind co-operation of the Management of the S.I.T.U. Protection Fund, Ltd., the scheme which our beloved Rajyapal will be inaugurating today would develop and in the years to come serve every one of the members of the Union.

I am very grateful to our beloved Rajyapal for so kindly agreeing to open this Colony and to inaugurate the Housing Scheme. It is at once a source of inspiration to us in our efforts and a blessing ensuring the success of our efforts. I have great pleasure in requesting our beloved Rajyapal, Sri Sri Prakasa, to take the chair, open the Colony and inaugurate the Housing Scheme.

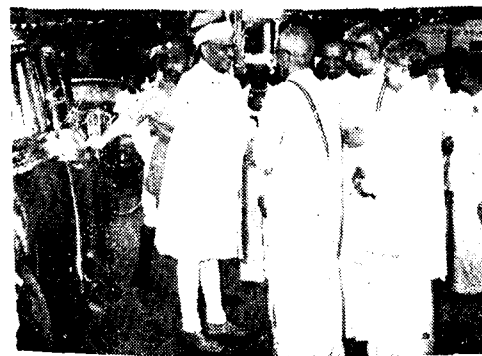
GOVERNOR'S SPEECH

Mr. Sri Prakasa after inaugurating the S.I.T.U. Colony, congratulated the members of the South India Teachers' Union on their "multi-purpose schemes". He said that it surprised him how in different ways with great determination and persistence they had been attempting to form themselves into a useful union for their own benefit for the last half a century. Their work had proved how much co-operative effort could accomplish. He was glad that the teachers were able not only to collect sufficient funds to raise such beautiful buildings, but they were able to start what was in the nature of a flourishing insurance company, so that the future of the teachers themselves and their families might be safeguarded.

Mr. Sri Prakasa said that the income group the Union represented was Rs. 50 to Rs. 250 per mensem. Though the money at their disposal month after month, was very small, they were able to contribute to the Fund without complaining about their small income. The objects of their Union were certainly good and great. The greatest thing about their work was that they had brought into a harmonious circle all the teachers who were spread over the State.



Staff Quarters.



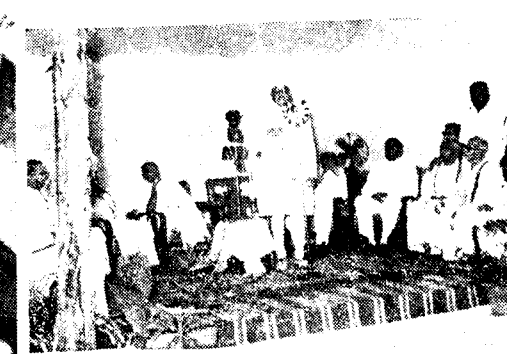
His Excellency being received on arrival.



Sri V. B. Murthy, President, the S.I.T.U. Protection Fund, Ltd., delivering his welcome speech.



Sri S. Natarajan, President, the S.I.T.U., Sri Sri Prakasa, Governor of Madras, requesting His Excellency to preside and inaugurate the S.I.T.U. Colony and Housing Scheme.





Sri K. Kamaraj Nadar, Chief Minister, opening the S.I.T.U. P.F. office building.



Dr. A. Lakshmanaswamy Mudaliar opening the Sabhesan Hall.



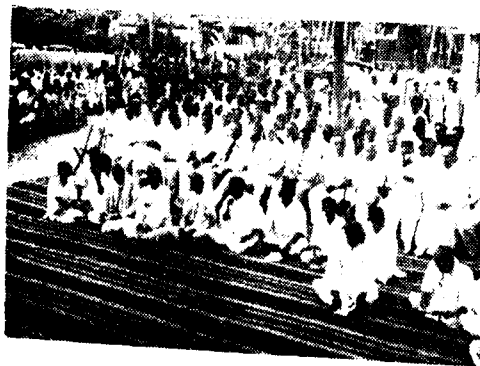
The Rev. D. Thambusami, President, Madras Teachers' Guild, inaugurating the S. K. Y. Memorial Library and Reading Room.



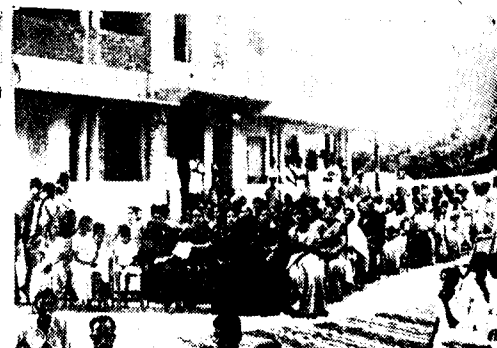
Sri J. D. Muthiah reading messages received for the occasion.



His Excellency inspecting the models of the proposed buildings.



Audience (one view)



Audience (another view)

The Governor said that as good teachers they had laid too much stress on only the intellectual side of life. It was time that they also took care of their physical bodies by making arrangements for proper exercise and recreational facilities. Another thing he would like them to do was to think of their own children. "I fear they are very much neglected and nothing is so tragic as to find a teacher employing some other teacher to teach his own children when he goes to teach other people's children in the school". He thought they should be able to get their own children in hand so that they could keep in touch with them. It would also enable them to understand the children of other people with whom they dealt with in the school. In conclusion, he wished the S.I.T.U. Protection Fund all success.

Mr. K. Kamaraj Nadar, Chief Minister, expressed pleasure that from very small beginnings the S.I.T.U. Protection Fund had now come to occupy an eminent position in serving the cause of teachers. What sincere and co-operative effort could achieve could be seen from the progress made by the S.I.T.U., he said.

Mr. J. D. Muthiah read messages wishing the function success from Dr. S. Radhakrishnan, Vice-President of India, Dr. C. P. Ramaswami Aiyar, Mr. P. S. Kumaraswami Raja, Governor of Orissa and others.

TRIBUTE TO THE S.I.T.U.

Dr. A. Lakshmanaswami Mudaliar said that he had known intimately the late Mr. S. K. Yegnanarayana Aiyar and Mr. M. S. Sabhesan. Congratulating the members of the S.I.T.U. on their having constructed a fine building, he said that it demonstrated how sincere and selfless effort, even with small resources could enable them to progress in a manner worthy of emulation. The S.I.T.U. had been doing a great deal of good work in all spheres of their activity. There was no compartmentalisation in the teaching profession. The teacher was

one, whether he was in the primary school or secondary school or in the College. They had equal responsibilities and there was no difference between teachers in various educational levels. In the shaping of character and in the moulding of the intellectual abilities and in the final picture of the product, he considered the role of the primary school teacher as of even greater importance than the teacher who was working in the college. It was most unfortunate that this concept was not as widespread as it ought to be among all leaders of public opinion. It was in the earlier years that these characteristics could be ingrained in pupils and which could never be forgotten. That was the concept of Mr. Sabhesan. It was also based on this concept that Mr. Yegnanarayana Aiyar worked for over 20 years to see to it that this association represented all categories of teachers. Mr. Sabhesan was one of those who took very keen interest in the affairs of the Teachers' Fund. He hoped that the traditions established by those people would be kept up by the succeeding generations of teachers. It was very good indeed that the name of Mr. Sabhesan should be associated with the Hall which he had the privilege to declare open.

REV. D. THAMBUSWAMI'S SPEECH:

It is with feelings of thoughtful gratitude for the honour done to me by the organisers of this evening function that I declare open the Library and Reading Room in memory of Sri S. K. Yegnanarayana Aiyar.

The United States Information Service has made a generous gift of books to this new Library. On this occasion on behalf of the S.I.T.U. Protection Fund and on behalf of the Teachers of the Madras Teachers' Guild let me express my sincere appreciation of the generosity of the United States Information Service. It is a well-known fact that the United States Information Service through its Library is supplying a great-felt need; the number of those who are using their library is ever in-

THE S. I. T. U. COUNCIL OF EDUCATIONAL RESEARCH

Proceedings of the meeting of the Executive Board of the S.I.T.U. Council of Educational Research held at 5-30 p.m. on Thursday, the 22nd September, 1955 in the office of the South India Teachers' Union—

Members present: Dr. R. M. Alagappa Chettiar (President), Sri K. Arunachalam (Vice-President), Sri S. Natarajan (Secretary), Sri C. M. Fazalur Rahman, Sri I. D. Asirvatham and Sri V. Arunajatai.

Sri S. Natarajan read the minutes of the last meeting held on 6th March 1955. The same was duly approved.

Arising out of the minutes, Sri S. Natarajan reported that Rs. 430/- had been placed as Fixed Deposit with the Madras Teachers' Guild Co-operative Society, Ltd. at 4 per cent per annum and that Rs. 98/- had been placed in the Savings Bank account with the Indian Bank, Ltd., Triplicane.

Then Sri Natarajan suggested that a third class of membership namely, Institution Membership, may be provided in the Rules. The members agreed to the suggestion, and the annual fee for Institution Membership was fixed at Rs. 25/-.

It was resolved to get the Council registered under the Society's Registration Act and the members authorised the Secretary to incur the necessary expenditure in that connection.

Sri S. Natarajan informed the members present that he had been offered by the All-India Council of Secondary Education the post of Director of Field Services in connection with the reorganisation of Secondary Education and that he would like to be relieved of his

Secretaryship of the S.I.T.U. Council of Educational Research.

The following resolution was passed:

The Council wishes to place on record the valuable pioneering services rendered by Sri S. Natarajan to this Research Council and generally to the S.I.T.U. and conveys to Sri Natarajan its prayerful good wishes for all success in the new field which he is entering. The Council earnestly hopes that from his new assignment Sri Natarajan will be able to render even more effective help by his advice to the Research Council than he could have done from being in Madras, as he has now a much wider All-India field for his experience and movement.

Sri K. Arunachalam proposed and Sri I. D. Asirvatham seconded that Sri V. Arunajatai be appointed Secretary-Treasurer in the place of Sri S. Natarajan.

Resolved that the consequential correspondence be communicated to the banks concerned.

The Council sanctioned the payment of the printing bill for Rs. 14-3-6 towards printing Rules of the Council.

The Secretary was authorised to incur necessary contingent expenditure, such as postage, conveyance, meeting expenses, printing, stationery, etc.

With a vote of thanks the meeting terminated.

V. ARUNAJATAI,
Secretary-Treasurer.

24th September, 1955.

ALL INDIA COUNCIL FOR SECONDARY EDUCATION

SUMMARY OF MAULANA ABUL KALAM AZAD'S INAUGURAL ADDRESS

of appointments was also being examined.

Inaugurating the All-India Council for Secondary Education, Maulana Abul Kalam Azad said that reconstruction of Secondary Education was one of the most pressing problems which faced the country when he assumed charge of the Ministry of Education in 1947. This was a stage which marked the end of education for the vast majority and yet in some ways it was the weakest link in the Indian educational chain. It was not complete in itself and was merely a preparation for entry into the Universities. It was largely literary and academic and did not cater to the needs of children with different aptitudes and tastes. He had, therefore, recognised that a proper reorientation of secondary education was one of the first tasks which a National Government must undertake.

Maulana Azad continued that it was with this end in view that he had appointed the Secondary Education Commission. This Commission had made a comprehensive survey of education throughout the country and made many far-reaching proposals of reform and improvement. He was happy that most of these recommendations had been accepted and in fact for the first time in forty years, there was agreement among all State Governments, Universities and other educational authorities about the pattern and duration of Secondary Education in the country. In accordance with the recommendations of the Commission, the standard of education was being raised in order to make it a completed stage in itself. The age of school-leaving was also being raised so that at the end of secondary education, young men and women would be in a position either to take up different vocations or pursue the higher education provided in universities with a great sense of responsibility. The question of making the school certificate the condition for employment in a large variety

The Secondary Education Commission had submitted its Report and the Central and State Governments had accepted it generally. This was not however the end but only the beginning of a new process of educational reconstruction. It was necessary that there should be some organisation to advise the Government of India and the State Governments on the manner in which the recommendations of the Commission could be effectively implemented. It was with this end in view that he had set up the All-India Council for Secondary Education which would consist of representatives of the Central and State Governments, educational authorities and all practising headmasters so that specific and concrete proposals for educational consolidation and expansion would be available to Governments in the Centre and the States. Such an All-India body would also help in maintaining uniformity without seeking to impose any rigid sameness throughout the country.

Policies take shape in their actual implementation and that is why in the All-India Council for Secondary Education, it was proposed to provide a small field staff who would be in touch with the developments in the States and report back to the Centre and the States of interesting developments in different regions. Such a field staff would be the executive arm of the Council and would enable the Council to be most useful to the Governments in the Centre and the States. This field staff would also provide an opportunity to officers of State Governments to study All-India problems for a period of two to three years so that on their return to their own Governments they would be able to look at local problems from an All-India point of view.

Maulana Azad concluded by saying that it was his earnest hope that this Council would fulfil the expectations he

had of it and serve as an instrument for definite improvement of secondary education throughout the country in a short period.

The All-India Council for Secondary Education elected unanimously Dr. Zakir Husain as Vice-Chairman of the Council. The Council also appointed a Standing Committee of 6 members, consisting of the Chairman, the Vice-Chairman, Secretary and two other members, viz., Dr. D. M. Sen, Education Secretary, West Bengal, and Dr. A. N. Basu, Principal, Central Institute of Education, Delhi. The Council will also have a representative of the Ministry of Finance.

The Standing Committee will act as the executive body of the Council and exercise all powers of the Council in matters of appointments, allotment of grants and expenditure. It will take action to implement the decisions of the Council and will be responsible for the control, supervision and direction of the activities of the field advisory and other staff.

The Council suggested that a letter be sent from the Education Minister to all the Chief Ministers urging upon the State Governments to implement the scheme for the reorganisation of Secondary Education. It also recommended that the University Grants Commission be requested to take up the question of introducing the three-year course in the universities.

The Council discussed in detail the question of examinations at the secondary stage and suggested that the following measures be taken in this behalf: (1) Secondary Boards of Education should be encouraged to undertake research in this field by setting up special research units. These may be on the lines of the Research Unit set up by the Cambridge University or nearer at home on the lines of the Committee set up by the Ajmer Board for this purpose; (2) Every encouragement should be given to the training colleges to conduct research in this field. It was further

suggested that there should be complete co-ordination between the training colleges and the Boards of Secondary Education in this matter; (3) It was suggested that a Committee should be set up on examinations to advise and periodically report to the Council on this subject.

One of the difficulties experienced by some of the State Governments in implementing the schemes related to the procurement of requisite quantities of cement and steel. It was proposed that proposals from the State Governments may be considered and the Ministry of Education requested to secure a quota of necessary building materials on the lines of the scheme already operated by the All-India Council for Technical Education.

It was recommended to the State Governments that while recruiting teachers to primary schools, preference should be given to persons who have taken the Higher Secondary School certificate.

While recognising the difficulties which the State Governments had to face, the Council suggested that the State Governments should devise ways and means for quicker implementation of the various recommendations of the Secondary Education Commission.

The Council noted with satisfaction the work done by the Central Co-ordination Committee and the report that the copies of the syllabi would be sent to the State Governments by October 31.

Among other suggestions which were made by the members of the Council and other organisations, the proposal of Dr. Naidu from the UNESCO Science Co-operation Office, for South Asia for appointment of a Science Committee and for the association of UNESCO's experts with the work of the Council was considered. The Council noted with satisfaction the association of UNESCO's experts in the formulation of syllabuses for different courses.

New Delhi, Oct. 4, 1955.

THE XXV SOUTH INDIAN EDUCATION WEEK

31ST OCTOBER TO 6TH NOVEMBER, 1955.

Introduction :

The South India Teachers' Union has, in co-operation with various organisations interested in the advancement of education, been organising Education Week every year from the year 1931. A Central Education Week Committee has been constituted consisting of the representatives of all the participating associations in sponsoring this movement. Mr. M. S. A. Majid, B.A., Secretary, Muslim Educational Association of South India, has kindly agreed to be the Chairman of the Central Education Week Committee. The central theme chosen for discussion during the week this year is "Education and the Second Five-Year Plan."

Aim and Purpose of the Education Week :

The aim of the Education Week is to give wide publicity to the needs and achievements of our schools, the changes that have been introduced in recent times and the changes that are sought to be introduced to the public. The public are the patrons of our schools and it is on their appreciation and generosity the efficiency of our schools very largely depends. The Central Education Week Committee hopes that local bodies and other authorities will utilise the opportunity afforded by the Education Week to the fullest advantage.

The purpose of Education Week is primarily to interpret to the parents and the public the role of the school so that greater public interest may be evinced in the cause of Education and greater parent-teacher co-operation may be secured for the better working of the school and for giving to the parents and the public opportunities for obtaining first hand information and knowledge of the work of their children in the school.

It is essential that the public should be given opportunity to understand the

different aspects of education. With the advent of democratic form of government in our country, Five-Year Plans and with the reorientation of education, the question of reorganisation of education is bound to engage the attention of the Government.

The Second Five-Year Plan :

The success of a democracy depends on increase in literates, the growth of a spirit of co-operation, disciplined citizenship, the capacity of the ordinary citizen to participate intelligently in public affairs and preparing students for leadership when they enter life. It is essential therefore, that education should train the individual to place duties above rights and should develop in him the spirit of service and broad outlook on men and affairs.

The existing educational facilities are obviously inadequate. The present educational system requires modification to suit the changed conditions. An undue emphasis on academic training has retarded the development of practical sense and resourcefulness among many students. The absence of adequate facilities for technical and vocational education result in a much larger number of the students going in for general education than is justified by the requirements of the country or their own aptitudes.

Some attempts have been made to remodel the system in such a way as to suit the country's needs better. A beginning has been made to open new basic schools and to convert some of the existing primary schools into basic schools. Attempts have also been made to make secondary education more broadbased and practical.

The Second Five-Year Plan is being formulated with the following objectives in view :—

(1) To attain a rapid growth of the national economy by increasing the

scope and importance of the public sector and in this way to advance to a socialist pattern of society.

(2) To develop basic heavy industries for the manufacture of producer goods to strengthen the foundations of economic independence.

(3) To increase the production of consumer goods as much as possible through the household or hand industries and to provide an adequate market for the product.

(4) To develop factory production of consumer goods in a way not competitive with hand industries.

(5) To increase productivity in agriculture and to speed up agrarian reforms with an equitable distribution of land to peasant cultivators so as to stimulate the increase of agricultural production and of purchasing power in rural areas.

(6) To provide better housing, more health services and greater opportunities for education especially for the poorer sections of the population.

(7) To liquidate unemployment as quickly as possible and within a period not exceeding ten years.

(8) As the result of such measures, to increase national income by about 25 per cent over the plan period, and achieve a more equitable distribution of income.

Size of the Plan :

The Panel subscribes to the view that a bolder plan for the Second Five-Year period is both necessary for dealing with the large problems of poverty and unemployment and under-employment and feasible in view of the momentum gained during the First Five-Year Plan. The Second Five-Year Plan must not only provide for a more rapid increase in aggregate national income, it must make an advance towards to declared goal of a socialistic pattern of society. It is important, in other words, to secure simultaneous and balanced progress in the direction of raising living standards, increasing employment opportunities

and reducing economic and social inequalities. The problem, therefore, is not merely one of stepping up the rate of investment in the economy—though that is necessary and important; but of securing an optimum increase of production and employment together with a wider measure of social justice. A bolder plan is, obviously, not merely a bigger plan; it must be one which is motivated by a bolder economic and social philosophy. Necessarily, it calls for a much greater effort and contribution by all classes of the community and presents a much greater challenge of organisation and administrative achievement. The panel also wishes to emphasize the fact that clear decisions of the policy and institutional implications of a bolder plan are essential at the very outset if the several objectives and targets are to be realised.

Policy and Institutional Implications :

One of the gravest obstacles to undertaking a more ambitious programme of development in most directions today is the general state of unpreparedness of our society for the effort in most directions. The most important features of this are lack of trained personnel and of suitable organisations. The first lack is felt in aspects of development of social welfare or related activities. Teachers, doctors, technicians of all kinds are found to be in short supply the moment any large expansion is contemplated. But even more important is the organisational backwardness. This is experienced in every sphere. It is felt in the administrative structure, its efficiency and its capacity to carry out additional responsibilities; it is experienced in local governmental authorities. It is seen in the lack of established and effective pattern for conduct of economic activity in the public sector. These difficulties are patent today in attempted development along established lines. They are felt all the more keenly when orientation of the economy, on the new agreed lines of decentralised self-employment or co-operative activity, is attempted. The manifold advantages of such an organ-

sation can be reaped only when the large work it involves by way of distribution of supplies, and collection of, product, of storage and finance, of technical guidance and administrative supervision is efficiently organised and carried out. The creation of such organisation is an immense national task without whose accomplishment the proper development of agriculture and rural industry in particular will be well-nigh impossible. One of the reasons why in our opinion we cannot aim higher today is this lack in many directions. One of the most important tasks of the next Five-Year Plan must, therefore, be to remedy this grave handicap and defect. The energies of the government and of all constructive workers in the country must be turned in this direction so that at the end of the Plan period the economy and the society will be in a position to take a much greater step forward and to achieve a rate of development which would not only be bold but spectacular.

The Second Five-Year Plan is a challenge to the nation. It requires effort and substantial efforts at that and on a large and organised scale. It requires austerity and restraint on that part not only of those whose incomes are high but even of those whose incomes are not so high. What is required is a national effort and a national effort can be forthcoming only if it is clearly visible to the people that there will emerge from it a new and a desired type of society.

Appeal to Parents :

The public have a real voice in the shaping of the future of the country and the parental co-operation forms the backbone of this living, growing organism of the education of the child. It is only by the parents and the public co-operating with the schools, visiting them, understanding the work of their children and offering sympathetic and constructive suggestions that the government may be made to feel the importance of education which should be the first and foremost in the nation-

building activities of any free country. Our children are the builders of the New World, and, therefore, it is vital that education of today trains them in the arduous work of building. If this Education Week serves the purpose of enlisting greater parental co-operation and establishing closer contact between the Home and the School, it would have served its purpose. Parents and the public should come forward with voluntary gifts of sites and bhodan of buildings. Private agencies should come forward to reach the original target.

The State and the Public :

"Education is not the State's Gift, but the State's Need" says G. Vickers. Great changes have come about in the outlook and expectations of the people since the dawn of freedom in the land. We have now a Republic vested with real power, capable of making its voice felt. But how dangerous this power is, if it is not properly used and how futile it is, if the significance of this power is not realised! Education cannot and should not escape the responsibility of playing the central part both in shaping the ideals of today and in making the community of to-morrow. This aspect of the question brings to the forefront not only the education of the children of the land but also the education of the adults.

The Teacher :

We expect a lot from the teachers. We want them to make children imbibe the community spirit. We want the teachers to be the servants of the community so that they may also be its leaders. The school is what the teacher makes it to be. The teacher has therefore to be an ideal. How is this possible if the teacher is not assured of the social security? Support the schools and give the status they deserve to teachers, so that the latter in turn may dedicate themselves to the service of the community and contribute their share to the building up of a better and more prosperous nation.

The following outline of a programme is suggested :—

Monday, 31-10-1955.—Education and the Responsibility of the State.

Tuesday, 1-11-1955.—Education and the Responsibility of the Society.

Wednesday, 2-11-1955.—Education and the Responsibility of the Home.

Thursday, 3-11-1955.—Education and the Responsibility of the Teaching Profession.

Friday, 4-11-1955.—Education and the Moral and Spiritual Basis.

Saturday, 5-11-1955.—Education and Vocational Efficiency.

Sunday, 6-11-1955.—Education and the Teacher, His Status and Emoluments.

How to organise Education Week?

1. Organise in your centre a Local Education Week Committee consisting of parents, managers and members of school boards, members of local bodies, and prominent citizens in the locality, such as, businessmen, lawyers, doctors, officers, engineers, and social workers, etc.

2. Organise an exhibition of the school work.

3. Keep the school open for visits by parents and the public.

4. Arrange for public meetings and lectures each day of the week and give an opportunity to laymen to express their views on the various aspects of Education.

5. Organise a campaign for the removal of illiteracy from your area. Observe 3rd November 1955 as "Banish Illiteracy Day" and start adult education centres.

6. Organise a Home or School Council or Parents' Association to establish closer contact between the Home and the School.

7. Organise a students' council to enforce school laws of discipline.

8. Organise Junior Red Cross group where there is none.

9. Organise a Safety First Squad in your school devoted to the promotion of health, caution and courtesy.

10. Arrange for a demonstration of physical activities, folk dances, songs and group games. Invite all the parents to the function. Make the demonstration as grand as possible. If possible take a photograph of the demonstration and send it to the press.

11. Organise community service with National Extension Scheme organisations wherever it is possible, independently organise one.

THE XXV SOUTH INDIAN EDUCATION WEEK

CENTRAL EDUCATION WEEK COMMITTEE

Sponsoring Associations :

1. The South India Teachers' Union.
2. The Madras Teachers' Guild.
3. The Madras Library Association.
4. The Christian Educational Council of South India.
5. The Catholic Educational Council of South India.
6. The Muslim Educational Association of South India.
7. The Bharat Scouts and Guides Association.
8. The Madras Parents Association.
9. The Madras Adults Association.
10. The South Indian Adult Education Association.
11. The Women's Indian Association.
12. The Indian Geographical Society.
13. The South Indian Music Teachers' Association.
14. The Indian Council of Child Education.
15. The Guild of Service.
16. The Servants of India Society.
17. The Asoka Society.

Members of the Committee :

1. Mr. M. S. A. Majid (Chairman).
2. Mr. T. P. Srinivasavaradan (Convener).
3. Mr. S. Natarajan.
4. Mr. L. Mariapragasam.
5. Mr. C. Ranganatha Aiyengar.
6. Mr. V. B. Murthi.
7. Mr. S. D. Krishnamurthi Rao.
8. Rev. D. Thambusami.
9. Mr. T. S. Rajagopala Iyengar.
10. Mr. T. Veeraswamy.
11. Mr. K. M. Sivaraman.

12. Mr. K. M. Koshy.
13. Rev. Fr. A. Mariotta.
14. Mr. V. S. Rathnasabhapathy.
15. Mr. R. Ekambaram.
16. Mr. M. N. Sundaravaradan.
17. Mr. T. N. Lakshmipathy.
18. Mr. T. J. R. Gopal.
19. Mrs. T. Nallamuthu Ramamurthy.
20. Mr. M. P. Rajagopal.
21. Srimathi Rajalakshmi Rajagopal.
22. Dr. V. N. Sharma.
23. Sri S. Susainathan.
24. Mr. S. R. Venkataraman.
25. Mr. T. Neelakantan.

Monday, 31st October, 1955

EDUCATION—THE RESPONSIBILITY OF THE STATE

The special broadcasts on 'Four Freedoms' arranged by the B.B.C. some years ago drew pointed notice to the low *per capita* income in India, the poor outturn from agriculture, the prevalence of malnutrition, the higher mortality and the unsatisfactory condition of industrial development. These serious defects were attributed to the backwardness of education in India and the talks left no one in doubt as regards the urgency of educational reform. A similar view prevails among our public men and this is clearly perceptible in their numerous utterances in the press and on the platforms. Reports of Committees and Commissions are equally emphatic in the condemnation of the present system of education. These reports call upon the leaders to note the appalling high percentage of illiteracy, the heavy load of adult illiteracy, the predominantly literary or academic type of education unrelated to life, the deplorable conditions of service of teachers and the scanty provision for technical education.

It is a matter for satisfaction that the reports have been favourably received and any misgiving or reasonable fear on the part of a group in the matter of educational reform can be dispelled by a distinct declaration of the fundamental principles of the policy of national education :—

(1) That every child has the right to education, an education according to his capacity, aptitude and promise and that no child shall be denied this privilege on the grounds of caste, community or means or race.

(2) The objective of national education shall be an all round education needed to fit a pupil to bear his responsibility and discharge his duties in the future as a gentleman, a parent, a citizen and a breadwinner.

(3) That all possible facilities for rapid and sound development of all the existing types of culture in this country are given and that efforts be directed towards promoting an appreciation and sympathetic understanding of the several cultures.

(4) That a spiritual and ethical background be maintained from the beginning so as to pave the way towards an agreed plan of religious education in the near future.

(5) That National Education shall be based on the principle of equality of opportunity so as to give every individual a chance to get the education from which he can derive benefit and to help talented pupils to go forward unhampered by poverty and unsuitable home surroundings.

(6) That the responsibility for public education including finance shall be that of the State which should be competent to explore all methods for the effective and uninterrupted educational expansion and the maintenance of educational institutions.

(7) That due provision shall be made for research in education.

(8) That the educational provision should cover the life time of the individual and form a unified system.

Such a clear declaration will be a call to the several sections to sink their differences and co-operate with the government. It is for the government to make the public realise more clearly that *"upon the education of the people of the country the fate of the country depends."*

Subject to the general principles stated above the Ministry in our State should formulate a comprehensive educational programme in which every important item should find a suitable place though emphasis may vary according to urgency.

One thing which emerges clearly from a study of the proposals for educational reconstruction has been neatly expressed by Sir Charles Trevelyan in the following terms :—

"There are only two things requisite to enable a new government to do it at once. It must have the goodwill of a large part of the population and it must be prepared to spend the money." The goodwill is there already and will become more lasting with the declaration of the fundamental aims of National Education. Everything will depend upon the ways and means the government may adopt for financing education. Modern civilization recognises the right of every child to education from the nursery stage to the university stage. How can a child be sure of enjoying this right unless Education is regarded as the First Charge of the State?

Things to do

1. Arrange for lectures on
 - (a) The fundamental rights.
 - (b) Fostering a spirit of brotherhood.
 - (c) Tolerance and respect for others.
 - (d) Education and world citizenship.

(e) Education and human relations.

2. Organise

- (a) A community library in your area.
- (b) Demonstration of Junior Red Cross how they promote health and cleanliness, international understanding and spirit of service.
- (c) A demonstration of scout activities.

Tuesday, 1st November, 1955.

EDUCATION AND THE RESPONSIBILITY OF THE SOCIETY

There is widespread dissatisfaction in all countries with the existing conditions—social, political and economical. Society asks the educator what the school can do to bring about a proper adjustment. The challenge of society is not unreasonable. Though the purpose of education is high, its direction has been such that it has failed to take note of the needs of the challenging times and so order its course as to eliminate sources of friction and conflict in society. The school asks society what it is prepared to do to enable the school to play its part. Should not the school look to society for necessary financial help, for the formulation of a comprehensive educational policy, for a long range view in matters educational and for the recognition of the work of the teaching profession?

A society which recognises the value of education will not be slow to fulfil its obligations and exert its wholesome influence on children and schools. Under such conditions children will learn to think in terms of nation and country rather than in terms of sects and communities. It is the duty of the Home, School and Society to see that a child is trained to look upon every other child as its equal. Any feeling of high and low, rich and poor, should not be created in young minds. Scouting offers infinite scope for promoting this

brotherliness and equality with its hikes and camps; so also games and excursions.

The diversity of races and creeds is a prominent feature in our country. To the extent people of different races and creeds learn to live together as Indians, to that extent the social well-being of our people will be assured. In any scheme for the promotion of social happiness and peace a high priority should be given to the rooting out of intolerance. But the long term solution to the problem is education which will produce changes in the thoughts and actions of men and women. The schools ought to teach the children to think straight on questions of racial, religious and national differences. Though social well-being is the joint responsibility of all citizens and organisations, the school's special obligation in this field is great, because of its influence on the youth of the land. Education must be so organised as to train the child to become a useful member of the society.

Things to do

1. Arrange for lectures on
 - (a) School as community centre.
 - (b) Library and education of the adult.
 - (c) Radio and popular education.
 - (d) Social problems in our country.
 - (e) How society can help the school.
2. Organise
 - (a) Adult education centres.
 - (b) Study groups for illiterates.
 - (c) Hobby clubs for pupils and members of the community.
 - (d) Radio clubs.

Wednesday, 2nd November, 1955.

EDUCATION AND THE RESPONSIBILITY OF THE HOME

The Home lays the foundation upon which the school builds. In the Home and the School we are determining the attitudes of the next generation and

these will determine the society of tomorrow. The influence of the Home on the child is continuous. The task of the school would become very difficult, if in the Home undesirable or unwholesome behaviour traits are formed. Behaviour problems at schools are often traced to Home conditions. Teachers should help to organise Parents' Association and at their meetings suggestions should be made as to how parents should deal with their children.

A citizen of good character is the fundamental of good government. A wholesome social and political life depends upon personal purity, truthfulness, loyalty to high ideals and respect for the rights of others. Citizens of such virtues are not produced as a matter of course. They are the outcome of proper training in home and in school. The home, school and society have each to play its respective part in regard to the education of the whole man. Broadly stated, education must be the co-operative concern of the home, school and society. The type of the future Indian citizen will very largely depend on how these three co-operate in the building up of the nation.

The Indian Home has been the most steadying influence in the life of our people. The impact of world events and new ideas is beginning to affect our home life. The role of education in strengthening and bettering home and family living can hardly be over-estimated. Good homes are essential to national unity and morale. Many problems of juvenile delinquency have been traced directly to conditions that disrupt or destroy home life. Schools have now to undertake the responsibility of helping individuals to become worthy home members.

Things to do

1. Arrange for lectures on

- (a) How schools can help to promote happier homes.
- (b) How schools and homes can co-operate to prevent juvenile delinquency.

(c) Home conditions and problem of children.

(d) Raising the standard of home life.

(e) Forces that destroy home life and the need for abolition of drink, gambling house, etc.

2. Organise

(a) Parent-Teacher association in your area.

(b) An exhibition of the crafts and hobbies.

Thursday, 3rd November, 1955.

EDUCATION AND THE RESPONSIBILITY OF THE TEACHING PROFESSION

The country needs balanced, well adjusted individuals who are socially competent, who are students of world affairs, who can command respect and who are capable of preparing their pupils to live as peaceful citizens of a democratic society. Besides these, we need the teacher to be inspired by a missionary zeal and imbued with the nobility of the profession, a modern guru, who would teach for the love of teaching without thought of reward.

If such teachers are to be had, society ought to convince the teachers that they would be taken care of and given conditions in which they could do their work without needless meddlesome interference, without having to worry about their old age, or education of their children or other ills of family life. They must be assured of a life of cultural competence.

We are today faced with a grave shortage of teachers and a graver situation due to discontented and ill-qualified teachers. In the interests of the well-being of our future citizens urgent action should be taken to remove the discontent amongst teachers and to secure the services of the right type of persons to teach in our schools.

Friday, 4th November, 1955.

EDUCATION AND MORAL AND SPIRITUAL BASIS

There is an initial fallacy in the common conception that religion is an extraneous factor that has to be imported into life. Life and religion are closely interlocked like flower and fragrance. Man is essentially a spiritual being. He cannot be secular and spiritual by turns at convenient intervals. Shorn of religion, he degenerates into a thinking animal. The ultimate purpose of life is to realise God—the Soul of Perfection, Truth, Wisdom, Beauty. Religion cannot, therefore, be divorced from any aspect of life.

The soul of culture is the culture of the soul. The entire educational edifice has, therefore, to rest on the bedrock of religion. Any system of training for the young that does not make specific provision for religious instruction, stands self-condemned. It is defective, imperfect and unreal. In fact, the supreme mission of education, as of any other activity, is to discipline the mind for the comprehension of Truth.

The teacher of the right type knows that religion is found intricately woven into the fabric of every subject. There is wide scope for him in each lesson to nourish the religious spirit in youngsters.

The religious spirit is evoked, however, only incidentally through the media of other subjects. But it has to be inculcated and strengthened by means of a definite programme, wisely planned and intelligently co-ordinated. It is absolutely essential that all pupils should have an accurate knowledge of the fundamental principles of their respective religions. It must be imparted through a series of graded lessons. We need not fight shy of the situation if the school draws youngsters from different faiths. Provision has to be made, at any cost, to minister to their needs in this vital direction.

The school has to provide the requisite atmosphere wherein the juvenile

An investigation into the cause of shortage of teachers has shown the following to be the major causes:—

- (1) Lack of respect and appreciation for, as well as prestige in the teaching profession.
- (2) Inadequate salaries.
- (3) Indifference towards general welfare of teachers.
- (4) Unreasonable community restrictions.
- (5) Unsatisfactory school buildings.
- (6) Unwholesome professional relations.
- (7) Low teaching morale.
- (8) Inadequate tenure, retirement and pension provisions.
- (9) Intellectual isolation of teachers at the lower levels.
- (10) Heavy teaching loads and crowded classes.
- (11) Restrictions on academic and personal freedom.
- (12) Lack of stimulating recruitment programme.

But the public may easily realise that they get, in general, only what they pay for. If it should believe that the way to a greater future of our country is through the development of the human resources, it cannot afford to neglect the teaching profession any longer.

Things to do

1. Arrange for lectures on

- (a) The lives of eminent educationists and great teachers.
- (b) Teaching as an opportunity for national service.
- (c) Strengthening our professional organisation.
- (d) Qualities of a successful teacher.
- (e) Society's obligation to the teacher.

2. Organise

- (a) An exhibition of the school work.
- (b) Folk songs, dances, etc.

mind would grow naturally in the true spirit. Such an atmosphere is and imperceptible entity. It is artificially created by the hanging up of divine pictures, displaying edifying mottos and the burning of incense. It is the pervasive aroma that emanates from the dedicated service of teachers, pure in thought, truthful in speech, and selfless in action. It is strengthened by every breath of the "good" teacher. His life is the most valuable text-book on religion. His presence is the noblest sermon. From him flows unconsciously an influence that purifies and elevates the mind. The personal example of the teacher is thus the most potent factor in any scheme of religious training.

The dynamic aspect of religion is service. In a school community, there is a word of scope for its expression. It is the supreme duty of teachers, both by example and by precept, to impress upon youngsters the sanctity of such qualities as love, helpfulness, charity. To lift the spirit Godward when alone or free from work, to love all, to sympathise with those in distress, to share with a hungry brother the midday lunch, to contribute unasked a little to the tuition fee of a poor friend, to voluntarily spring to the assistance of others even at personal inconvenience—this is religion in practice, possible in the miniature world of the school. These traits which make up the spiritual fibre of a man, grow of their own accord in a congenial atmosphere.

It is not wise to push away religious training entirely from the school. It is true that the home is the cradle of religion and that the parents are the greatest preceptors. But unfortunately most of the homes today are "broken arcs". Modern life has become so complex that elders have neither the time nor the moral temper to attend to the proper training of the young. The coarse cinema posters and cheap magazines which aggressively brandish before the mind indecent suggestions bordering on vulgarity, are a great menace to the moral growth of the young. It is a

tragedy that the wise tolerate such a situation. To combat and counteract vicious influences that corrode youthful minds, organised religious training is therefore imperative. If educational institutions cannot do it effectively, who else can? Namby-pampy ideologies, however grandiloquent they may sound, and new fangled schemes, however catching they may appear, will not help us. In the golden age of our nation, religion illumined every aspect of life—individual and national. If we desire to revive our ancient glory, religion must become once again the dominant note.

Things to do

1. Arrange for lectures on
 - (a) Religion and Education.
 - (b) Psychological approach to children's difficulties.
 - (c) Schools and Character training.
 - (d) Home—a great influence in character training.
 - (e) Lives of great saints, etc.
 - (f) Training for the wise use of leisure.
2. Organise
 - (a) Recitation from religious books.
 - (b) Music and Art exhibitions.

Saturday, 5th November, 1955.

EDUCATION AND VOCATIONAL EFFICIENCY

The present chaos and discontent in the world is due to economic maladjustment and unemployment. A purely literary education has closed the door of trades and business careers to many young men. The education of the future must be such as to equip the pupil for some trade or craft, but this craft education should not be at the cost of liberal education, which may be in his own mother tongue. Unfortunately parents still have a scale of values under which literary education is considered more respectable than technical or professional education. A new orientation in the outlook of parents is necessary.

Training for a vocation connotes a proper and profitable use of leisure. The misuse of leisure neutralises the good training at home and at school. Leisure should mean creative activity such as recreation, social service, hobbies, camping, rural service, etc. a proper training for the future purposeful life of a citizen.

Education must make the pupil an economic asset to himself and the country, a good and serviceable citizen who will subordinate his personal interests to those of the country—a true patriot and a representative of all that is best in the culture of India.

Things to do

1. Arrange for lectures on
 - (a) Craft-centred education.
 - (b) Schools and vocational guidance.
 - (c) Hobbies and their values.
 - (d) Multipurpose schools.
2. Organise
 - (a) Art and Craft exhibition.
 - (b) Exhibition of the school work.

Sunday, 6th November, 1955.

EDUCATION AND THE TEACHER, HIS STATUS AND EMOLUMENTS

The success of all educational programmes depends ultimately upon the good teacher. No school is better than its teacher.

Teaching offers a very wide scope for national service of first rate importance and upon that service will depend the progress of the country. The country needs more and still more teachers burning with zeal and enthusiasm to effectively retain the freedom won and to raise India to her rightful status. It should therefore be the duty of all interested in the well-being of our country to do their best to secure such a body of teachers.

Trained and qualified teachers are leaving the profession to seek more lucrative places in industry or trade or commerce. The enrolment in training

colleges and schools has declined. The discontent among teachers at the low salaries, the feeling of resentment amongst them that they have to fight hard for even small concessions which seem to be given as a matter of course to other employees, the woefully inadequate provision for old age, are factors that turn away many young men and women from teaching as a career.

A critical situation has arisen. The shortage of teachers at a time when there has been rapid enrolment puts a heavy strain on those that stay. Overcrowded classes, over-work of teachers, heavy teaching loads, great strain of extra-curricular activities—all these are not conducive to efficient education. To be sure, there are some teachers who do good work inspite of pitifully low salaries. There are some teachers who do a fine job of teaching inspite of all handicaps. All honour to them. The Government have begun to improve the status and the salaries of teachers. But conditions continue to change far too rapidly and feeling of discontent persists. In view of the rather disturbed conditions prevailing all over the country taxing the energies of the administration, the Union earnestly appeals to the teachers to have faith in the assurance of Government and to carry on their duties with devotion and sincerity.

It is hoped that in the Second Five-Year Plan with the aid of the Central Government, the Madras Government will give priority to Education and do the needful for raising the status of the teachers, their salaries and service conditions.

Things to do

1. Arrange for lectures on
 - (a) Lives of eminent educationists and teachers.
 - (b) Teaching a national service.
 - (c) Teachers' Organisations.
2. Organise Public relation groups.

LET TEACHERS DEDICATE THEMSELVES TO THE SERVICE OF THE CHILD AND TO THE NATION

LETTERS TO EDITOR

I

WHICH IS MORE IMPORTANT?

Mastery & Structure

Or

Acquisition & Vocabulary

The new revised syllabus in English for Secondary Schools was introduced and followed even from the year 1953-54 for Form I and gradually being extended to Form II in the year 1954-55 and to Form III in the year 1955-56 and the VIII Standard Public examination to be held in March 1956 is to be based on the revised syllabus.

Though it was arranged for the explanation of new syllabus in some places most of the brother teachers still do not know the main aim of structure pattern in teaching English. During the period when the contributor of this article was a Headmaster of a Higher Elementary school for about 3 years and with the observation and experience in the teaching of English handled by teachers in various schools (English department) he happened to contribute an article suddenly hoping that it will guide all brother teachers who are in charge of teaching English to enable them to make their teaching more methodical.

It is much regrettable that it is still not known what is the present method of teaching English and what is meant by structure pattern and how many structures on the whole are allotted standardwar or formwar.

It must be understood that accuracy of sentence structure, rather than mastery of fluent use of wide vocabulary should be the main aim of teaching English in the early stages.

The main aim of teaching English according to new syllabus is to emphasize in the learning of foreign language *mastery of structure is more important than the acquisition of vocabulary*. Good study of English can be given by giving intensive drilling in structure patterns.

To this what should the English teachers do? They should draw up a table noting therein all the structures standardwar or formwar. Then they should keenly observe how the structures are graded in the text books. Because some authors have rearranged the order of structure. In Standard VI or Form I, reading should be started after the structure 36.

For example let it be kindly observed how structure No. 86 may be taught:- It is defined as follows.

II Form Structure No. 86.

No.	Teaching point	Structure	Basis	Content Vocabulary	Vocabulary Count	Remarks
86	good	This rice is good	(adj) degrees	to prefix known words to use with new structure to teach also bad, worse, worst.	good	Teach to compare things
	better	This rice is better than that			better	
	best	This rice is the best			best bad worse worst	

Further take for example the structure No. 185, prescribed for Form III or VIII Standard, and note the following sentences in which the word 'where'

is used in different places and define how the meaning differs according to the situation of the word.

The place *where* I live is beautiful.The place *where* I lived was beautiful.I lived in the house *where* my father lived.I am living in the house *where* my father lived.*Where* are you going?*Where* are you now?*Where* has he gone?

He had gone somewhere; I do not know.

So in the teaching of English (i.e.) in teaching different types of structures according to new syllabus the brother teachers who are in charge of teaching English should know that in grading structures or in drilling them the attention should be paid to both meaning and structure. And also it is to be observed that the structures are graded and that each structure follows naturally from the one immediately preceding or can be built upon the structure already learnt.

Take another example. Let us keenly observe how the structure No. 29 prescribed for Form I or VI Standard is explained.

Read the structure No. 29 at first and these will be the sentences to be read under it.

"These are the legs of the table". This is built on

"This is a table". (S. 2) and "these are its legs" (S. 29).

So in the early stages early structures should be taught by visual demonstration without the use of mother tongue, and gradually visual demonstration should be replaced by the creation of the right context through words and structures already taught so that no explanations need normally be made in the mother tongue. Lastly it is hoped that this article will be highly appreciated by brother teachers.

Particulars of Structure

Form I.—Structure 1 to 64.

Form II.—Structure 65 to 131.

Form III.—Structure 132 to 193.

II

THE PLIGHT OF HIGHER TO SECONDARY GRADE TEACHERS

Sir,

It is a great handicap for the teachers from Higher Grade to Secondary Grade teachers in becoming senior most Secondary Grade teachers or as Headmasters of Higher Elementary Schools on account of the following reasons. Because the teachers from Higher to Secondary Grade are appointed only on the basic scale of Secondary Grade pay in virtue of their passing in the Secondary Grade T.S.L.C. examination. By this they become junior most Secondary Grade Teachers to the new and raw entrants of Secondary Grade Teachers as they draw higher salary since the date of their entertainment. Let us take the cases of two teachers. A Secondary Grade teacher who has passed in the year 1948 and entertained in the same year draws the salary of Rs. 49 and a Higher to Secondary Grade Teacher passed in the year 1949 and promoted as Secondary Grade teacher draws the salary of Rs. 47½. Both draw this according to the scale of pay of Secondary Grade. By this the former becomes senior to latter. There is no merit or value to the Higher Grade teacher to his past service as Higher Grade. If the seniority depends on the pay drawn in the new services of Secondary Grade and Higher Grade teacher is not combined with his Higher Grade service to declare seniority, most of the Higher to Secondary Grade teachers have no hope at all to become the senior most Secondary Grade teachers and they can never dream of becoming Headmasters of Higher Elementary Schools and to get the benefits

of drawing Headmaster's duty allowance of Rs. 5 and to avail all opportunities given to Headmaster's post.

To pay some regard and encouragement to the well experienced and long serviced teachers of Higher Grade to Secondary Grade teachers some immediate and practicable formula should be made by the concerned managements especially in District Board, Panchayat Boards, and Municipalities so that the teachers under this category may be benefited as desired here. The procedure of declaring seniority to the pay drawn is to be dropped at once. If not the promotion to Higher to Secondary Grade teachers will be blocked. Merit should be always given to efficiency, competency, and capacity and previous service apart from the question of pay.

If it is necessary let it be arranged soon to hold and conduct a competitive examination for all Secondary Grade teachers or to Higher to Secondary Grade teachers (irrespective of their salary) to test their ability to know whether they are fit for Headmaster's post of Higher Elementary Schools.

So it is fervently hoped that an immediate and speedy step will be taken by S.I.T. Union to bring to the notice of Presidents of District Boards etc. through the D.P.I. for awarding promotion to Higher Grade to Secondary Grade teachers so that they may be more pushing and enthusiastic in their career.

III

UNIVERSITY DEGREE EXAMINATIONS

Sir,

The Secondary Grade teachers who have completed S.S.L.C. (marks qualifying for admission to Public Service) are not allowed or exempted by the present University rules and regulations to appear as private candidates for the University Degree Examinations [Inter, B.A. or Inter Group (D) B.O.L. Degree,

Vidwan (Oriental titles)]. To appear for Vidwan they have to appear for entrance. Because the teachers under this category are not eligible S.S.L.C., this sort of restriction is not necessary. As the standard of the University will be higher, only the eligible S.S.L.C. Secondary Grade teachers are allowed to appear as private candidates for the University Degree Examinations. The efficiency of the completed S.S.L.C. Secondary Grade teachers (as detailed above) is not in any way low compared to that of the eligible S.S.L.C. Secondary Grade teachers. Some times even the eligible S.S.L.C. becomes not qualified to sit for the Public Service Commission Examination if he has not secured marks as required by Service Commission. Therefore the completed S.S.L.C. holders of Secondary Grade teachers also may be kindly allowed to appear as private candidates for the University Degree Examinations.

It is fervently hoped that the S.I.T. Union, Madras, will please take sufficient and immediate steps through the Syndicate and Senate Members of Madras University in the interest of brother teachers for their better prospects.

K. RAMACHANDRA RAO,
Teacher

TEACHING OF ENGLISH

Presiding at the Annual Conference of the Ramanathapuram District Teachers' Guild, the Principal of the Karaikkudi Training College observed that the teachers of English are circumscribed by the present allotment of six periods a week and by a vocabulary of 2000 words and 20 sentence-structures. His candid observations on the working of the Departmental syllabus in English deserve careful consideration at the hands of the Director of Public Instruction and of the English experts who framed the 1952 syllabus. The deterioration of the standard of English is running apace. If the failure of students in the

S.S.L.C. exam. is, in more than 50% of the cases, due to failure in English, English should be made an optional subject at the High School stage. But if it is to be taught, the teacher's academic freedom to handle the subject should not be handicapped by untested theories.

The restricted vocabulary scheme has not been attempted so far in other States in India; it is a new experiment in the Madras and the Andhra States. It is not well-conceived and well-schemed. A few glaring instances may be cited. The names of birds and animals which may be expected to be used in the text-books for the lower forms have not been included in the essential list prescribed for these forms, e.g., bee, fox, crow, hare, etc. One will be surprised to find the word "horse" in the list for the higher forms. The margin of 10 per cent allowed for authors' discretion is not a concession, but a necessity.

Again, it is open to question as to whether the scheme is really in consonance with the genius of the English language. At every stage in the study of the language, words expressing different shades of meaning have to be learnt. For example, the word "dress" is expressed by "garments", "robes", "attire", "garb". The scope for the expanded study of the language at later stages is affected by the restricted vocabulary scheme. Authors have admirably responded to the requirements of the new scheme. But the handicap inherent in the scheme persists.

One fundamental principle of the new scheme which should be given

the go-by as early as possible is that relating to the study of grammar. It is stated that only the sentence-structures defined for each form should find a place in the Reader for that Form, and that the lessons in the detailed text should illustrate two or three principles of grammar. These lessons in the different text-books have been treated in diverse ways. For all the Forms, including the Higher Forms, it is emphasised, "as all the essential principles of grammar should be covered by the Reader, there is no need for a separate grammar-book." Time and again, several times, this theory of avoiding the regular teaching of grammar has been tried and given up. But this theory of covering all the lessons on grammar in the detailed texts is new. Should there not be continuity in learning the principles and rules of grammar? Why should the subject-matter content of the Reader be reduced for the sake of studying principles of grammar? Pupils who change schools cannot follow the grammar lessons in the different Readers. Pupils are ignorant not only of formal grammar, but of grammatical forms and usages. Teachers have not been able to follow the spirit of the new scheme as contemplated by the framers of the syllabus. I appeal to the D.P.I. to advise giving up this novel scheme of teaching English grammar, and to permit headmasters to allot the minimum of eight periods a week for the study of English.

R. SRINIVASA IYENGAR.
Principal, Srinivasa Tutorial.

Coimbatore,

11—9—'55.

FROM OUR ASSOCIATIONS

MADRAS

The Sixtieth Annual General Body meeting of the Madras Teachers' Guild was held on 3-9-1955 at 3-30 p.m. at the Kellett High School, Triplicane, with Rev. D. Thambuswami, the President of the Guild, in the Chair.

The members stood in silence and passed a resolution of condolence on the demise of Dr. Amarnath Jha, the President of the All India Federation of Educational Associations.

Then, Sri S. Natarajan, the President of the South India Teachers' Union spoke on the imperative need for strengthening the Guild to achieve the aims, as they are laid down.

Afterwards the following office-bearers for the year 1955-56 were elected.

Rev. D. Thambusami, Kellett High School—*President*.

Miss B. Hemavathi, Chintadripet Kalyanam Girls' High School.

Sri T. V. Subramanya Iyer, Hindu High School.

„ Frank S. Doraiswamy, Kellett High School.

„ A. K. Sitaraman, P. S. High School.

„ T. N. Sundaram, Theagaraya Nagar High School.

„ S. Sankaran, National High School (Boys).

„ K. M. Koshy, Wesley High School.

Vice-Presidents.

Sri T. Veeraswamy, Sir Theagaraya College School.

„ T. S. Rajagopalan, Hindu High School.

Sri V. Ramamurthy, R. K. Mission High School (North)—*Treasurer*.

The meeting terminated with a vote of thanks by the secretary.

At the meeting of the council held on 12-9-55, the following were elected to represent the Guild on the Executive Board of the S.I.T.U. :—

1. Rev. D. Thambusami, Principal, Kellett High School.

2. Sri G. Srinivasachari, Assistant, P. S. High School, Mylapore.

CHINGLEPUT

The Business Meeting of the General Body of the Chingleput District Teachers' Guild began at 11 a.m., with the President Sri A. S. Johnson, M.A., L.T., in the chair. The President in his opening remarks made a short report on the working of the Guild during the year that had gone by and stressed the need for strengthening the Guild and making it a powerful body with cent per cent enrolment of all categories of teachers in the district. He also requested the members present to elect suitable office-bearers for the purpose during the year 1955-56.

The Secretary-Treasurer Mr. V. Sundaram presented the Annual Report and the Statement of Accounts for 1954-55.

The Report and Statement were adopted with appreciation of Mr. V. Sundaram's work as Secretary and Treasurer. Resolved to record the thanks of the Guild to Mr. R. V. Achar of the Hindu High School, Madurantakam, for his efficient audit of the accounts for 1954-55.

RESOLUTIONS

The following resolutions were passed :—

1. *Closure of T. P. F. Account* : Resolved to reiterate the resolution

passed at the last General Body Meeting held on 4-9-1954 and request that the Government Contribution to the T. P. F. be made at the end of each financial year to facilitate quick closure of the P. F. accounts of teachers and that the subscriber's and management's contribution be made available at least within a month after the subscriber quits the fund.

2. *Education Week* : Resolved to reiterate the request to all schools in the district to observe Education Week this year between the 30th October and 6th November at least for one day each with "EDUCATION AND THE SECOND FIVE-YEAR PLAN" as the theme. (The Guild was asked to send information to all the schools in the district on the subject).

3. *Medical Facilities to Teachers* : Resolved to reiterate the request to Government to extend medical facilities to Teachers as in the case of N.G.Os.

4. *Raising of affiliation fee* : Resolved to accept the proposal of the S.I.T.U. that each teacher be requested to pay from next year at the rate of twelve annas per capita through the local Teachers' Association to the District Teachers' Guild so that a sum of Annas Four per teacher may be sent to the S.I.T.U. and the remaining annas eight kept for the upkeep and strengthening of the Guild.

5. *Register of Teachers* : Resolved that a Register for all Teachers of the member schools in the Guild be maintained in future.

6. *Special Contribution to the S.I.T.U.* Resolved to request each Teachers' Association in the District to send at an early date a special contribution of at least Re. 1 to the S.I.T.U. direct, with information to the Guild.

7. *Patronage to "The S. I. Teacher"* : Resolved to request each Teachers' Association in the District to subscribe regularly to the "S. I. Teacher" and keep a stock of this official magazine

of the S.I.T.U. containing a report of all its activities.

8. *Reports to the S.I.T.U.* : Resolved to request all Teachers' Associations in the District to send brief reports of their activities for publication in the S.I.T.U., with a copy to the Guild.

9. *Enrolment* : Resolved to request all schools in the District to become members of the Guild by paying their affiliation fees for the year 1955-56. (The affiliation fee at present is Rs. 10 for a High School and Rs. 5 for a middle school).

10. *T.A. and D.A. for Election work* : Resolved to request the Government that Teachers in Aided Schools deputed for Election and other non-educational work be given the same amount of T.A. and D.A. as Government servants doing the same kind of work and that advances for this purpose be given on the same basis.

11. *State Conference of the S.I.T.U.* : Resolved to request the S.I.T.U. to have the State Conference this year in the Chingleput District.

The following Office-bearers were elected for the year 1955-56 :—

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

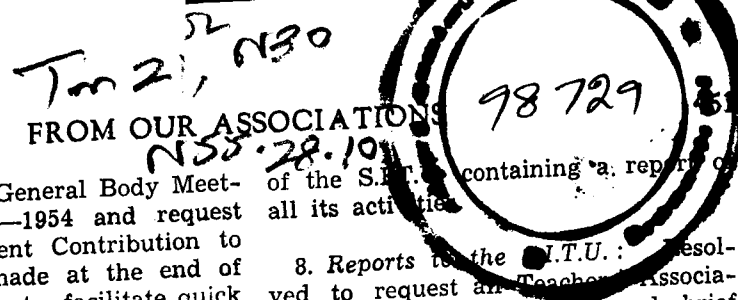
„ S. Natarajan, B.A., L.T., Headmaster, Board High School, Karunguzhi.

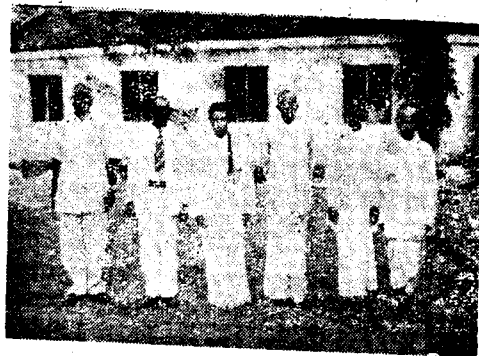
„ N. Appala Raju, B.A., L.T., Headmaster, R. B. C. C. C. High School, Trivellore.

—*Vice-Presidents.*

„ T. E. Santhanam, B.A., B.T., Headmaster, Sri Ramakrishna Mission Vidyalaya High School, Chingleput—*Secretary-Treasurer*.

„ A. T. Doraisami Iyengar, B.A., L.T., Assistant, Goudie High School, Trivellore—*Representative to the Executive Board of the S.I.T.U.*





Officers of the Chingleput District Teachers' Guild.



Sri S. Natarajan, President, the S.I.T.U., delivering his Presidential address.

The Morning session came to a close with a vote of thanks by the Secretary-elect, Mr. T. E. Santhanam, who thanked the members present and offered his hearty co-operation for the improvement of the Guild.

At 2-30 p.m. the same day, Mr. S. Natarajan, President of the S.I.T.U., spoke at length on "The Condition of Teachers in Britain and India". A brief summary of his lecture is given below :

The English Teacher.

The teachers in England are second only to the factory workers in earning capacity. This position is due to their splendid organisation. The teachers almost without exception are members of the National Union of Teachers, paying their annual subscription of Rs. 27 to it. To become members of this organisation, the National Union of Teachers, they have to produce certificates of membership in the local association.

The National Union of Teachers, brought to bear such pressure on the authorities that the Education Minister had once to exclaim in the Parliament that an embittered teacher is a menace to society and the country. A panel of Managers and Teachers discuss of course roughly at first, and then settle all points like salary, leave, grade, housing and other comforts. The Gov-

ernment then simply adopts the suggestions and passes orders.

The Provident Society insures the teachers' protection after retirement or during sickness or during unemployment. Almost all teachers are members of the Provident Society.

The Headmaster and the Staff, without any outside interference, plan schemes of work to suit the needs and aptitudes of particular sets of children, entrusted to their care. There are no public examinations held as in India, but only intelligence tests to send the children either to the academic or the practical courses. Enjoying such great freedom, the English teacher feels a great sense of exhilaration when he finishes his work.

DEVAKOTTAI

The 29th Annual Conference of the Ramanathapuram District Teachers' Guild was held on Saturday, 27-8-'55 in the premises of the N.S.M.V.P.S. High School, Devakottai. Sri P. Dorai-kannu Mudaliar, M.A., L.T., Dip. in Econs., Principal of the Dr. A. C. Training College, Karaikudi, presided and 400 delegates from all parts of the District attended. The proceedings commenced with flag-hoisting at 10-35 a.m. by Sri AL. SP. PL. Thirunavukkarasu Chettiar, Secretary of the N.S.M.V.P. Sangham. Sri M. Rajah

Iyer, President of the Guild in welcoming the delegates paid a tribute to the hospitality of the Nagarathar community at the last State Conference held at Devakottai.

Sri V. Vridhagireesan, M.A., M.Litt., L.T., District Educational Officer, Ramanathapuram, in inaugurating the Conference pointed out the great value of such Teachers' Conferences to ensure better education in the country. He said that emphasis in Education should shift from formal instruction to character-formation and he regretted that most of our products that left school after ten years of education compared unfavourably with the uneducated and illiterate. He hoped that teachers would impart sound education which would fit the students for democracy as worthy citizens.

Sri P. Dorai-kannu Mudaliar in his Presidential Address said that any successful working of the educational scheme at the elementary, secondary or higher stage depended on the teachers discharging their duties and responsibilities conscientiously.

Referring to Basic Education, he said that in the Second Five-Year Plan, stress had been laid on Basic Education and Government hoped to convert 50 per cent of the new elementary schools into Basic schools. To realise that object a liberal approach to the basic ideal was necessary instead of persisting in the orthodoxies of Wardha System of education. Teachers could switch over to the basic method if given a short in-service course of training or week-end courses. Mr. Mudaliar added that their present salary scales were hardly adequate for a decent living. They had long waited for justice and delay had only contributed to frustration and consequent inefficiency. Their place in the task of nation-building should be properly appreciated.

Referring to the reforms proposed in Secondary Education Mr. Mudaliar

said that it was curious that even after the introduction of mother-tongue as the medium they were still retaining the same old syllabus in the non-language subjects, the standards in which could be easily raised because there was now no language handicap. Criticising the step-motherly treatment given to English in the school time-tables, he said that English should be well taught and given its proper place in the curriculum. The present provision of six periods in the time-table was hardly adequate and the teachers circumscribed by a set vocabulary of 2000 words and 256 sentence-structures, found it difficult to teach English properly. If 50 per cent of the candidates failed in the S.S.L.C. Examination, it was mainly in English and it was no fault of the students, since adequate provision was not afforded in the Secondary Schools for teaching that language.

In the Secondary Education Sectional Conference held in the afternoon Rev. Fr. A. Machado, S.J. of Devakottai initiated a discussion on the organisational pattern of Secondary Education in which Messrs. A. Deivanayagam of Virudhunagar, V. Antonisamy of Karaikudi, S. S. Narayanasami and Cyril Visuvasam of Devakottai, and Ernest Rajaiah of Rajapalayam took part. In the Elementary Education Sectional Conference Messrs. M. Vivekan, G. Deivanayagam and R. Sundararaman of Karaikudi, Ernest Rajaiah of Rajapalayam, A. Tirumeninathan of Bogalur and Shahul Hameed of Devakottai spoke. The President in his concluding speech deplored the confused thinking and needless comparisons between the North and the South at a time when we were in the threshold of a new era which would ensure better standard in education for the thousands that would leave our secondary schools and take up "Junior Leadership". As regards Basic Education, he endorsed the basic principle of productive activity involved but advised against fanaticism in favour of spinning alone as the Basic Craft and pleaded for the utilisation of other crafts equally useful.

The public meeting which began at 5-30 p.m. was presided over by Sri Raya Chockalingam of Amaravathipudur when a portrait of Dhakshinatha Kalanidhi Mahamahopadyaya Dr. U. V. Swaminatha Iyer presented to the school was unveiled by Sri O. RM. M. SP. SV. M. Meyyappa Chettiar of Devakottai. Fitting tributes to the great service done by Dr. Iyer to the cause of Tamil were paid by the president and several others. The President gave away the Rajah Annamalai Medal to Mr. SM. Muthukaruppan of the N.S.M. V.P.S. High School, Devakottai, who stood first in the district securing 465/600 marks. Sri M. J. Rengasami, M.A., L.T., Headmaster, N.S.M.V.P.S. High School, Devakottai, proposed a vote of thanks.

After dinner, the General Body meeting of the Guild was held when the following resolutions were passed:—

1. Resolved to request the Government to give effect to G.O. Ms. No. 2370 Education, dated 11-10-52, regarding the grant of special pay of Rs. 10 to qualified Secondary Grade Trained Physical Education Teachers and to request the Government to sanction a kit allowance of Rs. 10 a month to all categories of Physical Education Teachers.

2. Resolved to request the Government to permit teachers in Government and Local Board service to avail themselves of Saturdays and other school holidays with permission and not on casual leave.

3. Resolved to request the Government to give free medical aid to teachers.

4. Resolved to request the Government to allow Secondary Grade Salary to Higher Grade trained teachers from the date of their passing the Secondary Grade Examination.

5. Resolved to request the Government to vest the power of selection of text-books in heads of all schools, including elementary schools managed by local bodies.

6. The attendance rules and the proportion of teachers to the number of pupils in elementary schools should be the same both for aided and local board schools.

7. When new scales of salary come into force due weightage should be given to previous experience as a teacher.

8. Note under Rule 12 (3) of the rules relating to the grant of recognition and aid to elementary schools should be so modified as to permit Higher trained teachers who have put in at least five years of service as a teacher to be retained as Headmasters even if Secondary Grade Trained Teachers with less experience are available on the staff.

The Secretary in presenting the Annual Report and Statement of accounts for the year made a special mention of the notable service rendered to the S.I.T.U. by the Vice-President Sri D. Sebastian in affiliating 18 new Elementary Teachers' unions to the Guild during the year.

The following Office-bearers were then unanimously elected for 1955-'56:—

Sri V. Antonisamy, Headmaster, Municipal High School, Karaikudi—*President*.

(i) Sri D. Sebastian, Karaikudi,

(ii) „ Ernest Rajaiah, Rajapalayam,

(iii) „ S. Darmarajan, Sivaganga,
—*Vice-Presidents*.

Sri V. Chokkalingam, Municipal High School, Karaikudi,
—*Secretary-Treasurer*.

„ Krishnamoorthi Iyer of Pallathur—*Joint Secretary*.

„ V. Antonisamy (Ex. Officio) &

„ M. J. Rengasami, Headmaster, N.S.M.V.P.S. High School, Devakottai—*Representatives on the Executive Board of the S.I.T.U.*

A resolution moved from the Chair was passed placing on record the deep sense of appreciation of the valuable services rendered to the Guild by Sri M. Rajah Iyer as President and by the other outgoing Office-bearers.

Sri K. S. Venkatasubramania Iyer thanked the organizers of the Conference. All the delegates were entertained at tea and dinner as the guests of Sri AL. SP. PL. Thirunavukkarasu Chettiar, Secretary of the N.S.M.V.P. Sangham, Devakottai.

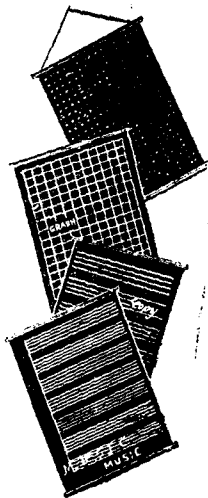
S. I. T. U. PROTECTION FUND, LTD.

Details of Death claim payments made from January to Sept. 55

S. No.	Pol. No.	Name & Address of the deceased	Claim Amount paid	Amount paid by member	Date of rect. of claim papers	Date of payment
			Rs.	Rs.		
1	948	Sri. T. R. Ananthasingarachari, Govt. High School, Anantapur	397	316	7-1-55	15-1-55
2	584	„ A. Ethiraja Mudaliar, Retd. Teacher, Hindu High School, Triplicane	402	334	29-1-55	5-2-55
3	1177	„ A. Ramayya Iyer, The High School, Gopolasamudram	754	516	26-3-55	30-3-55
4	5007	„ A. R. Malayappan, N. C. High School, Trichinopoly	1,107	393	24-5-55	25-5-55
5	4707	„ P. Saraswathi, K. N. Hr. Ele. School, Kamuthi, Ramnad	1,143	303	8-7-55	11-7-55
6	810	„ T. R. Subramania Sastry, D. M. High School, Tiruvannamalai, N. A.	402	324	8-8-55	11-8-55
7	1941	„ R. Narasinga Rao, Nadar Ele. School Watrap, Ramnad	372	358	17-8-55	27-8-55 (paid-up)
8	1457	„ C. Venkatarama Sarma, Mcpl. High School, Kurnool	363	241	12-9-55	17-9-55
9	519	„ K. K. Harihara Sastrigal, Bd. High School, Krishnagiri	411	347	24-9-55	29-9-55

Madras,
22-10-55.

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NEWS AND NOTES

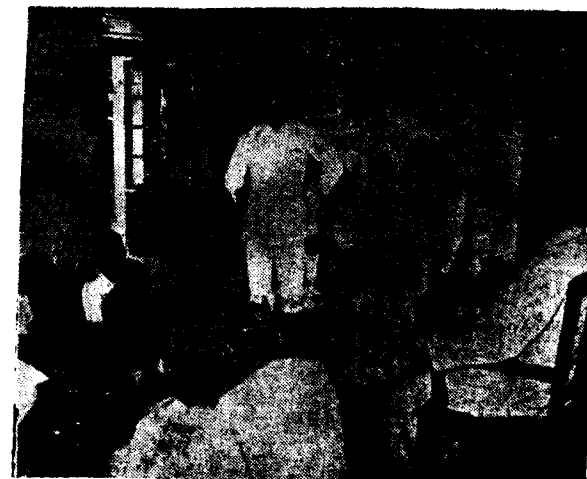
KULASEKHARAPATNAM

The *Thirukural Prize Distribution Day* was celebrated in the Thiru Arul High School on 9th September 1955. His Holiness, Somasundara Desiga Paramacharya Swamigal of the Mathurai Thirugnana Sambandar Adeenam, presided. The Sannithanam, who happens to be the founder of the School, was received at the entrance of the town and was taken in procession along the streets accompanied by Band and Nathaswaram music. There was a large gathering of parents and the public. The pupils entertained the audience with Kummi, Kolattam, Dance, Silambam and Fire Drill. There were a few speeches on Thiruvalluvam. The prizes, comprising of brass utensils were distributed to the prize winners by His Holiness. The Sannithanam in his concluding speech, stressed the need for the teaching of Kural to the children and advised them to follow the truth of Thiruvalluvam. He congratulated the Tamil Pandit Sri Veeramallusami on his endeavours to teach two Kurals daily after prayer and awarded a special prize to him. The Headmaster, Sri S. Rajagopalan thanked His Holiness and the

elite of the town for responding to the invitation and making the function a grand success.

MADRAS

Prof. Humayun Kabir, Adviser to the Ministry of Education, New Delhi, visited the offices of the South India Teachers' Union and the S.I.T.U. Protection Fund in their new premises at Mylapore. He was received by Sri V. B. Murthi, President of the Protection Fund, Sri S. Natarajan, President of the S.I.T.U., the Rev. D. Thambusami, President of the Madras Teachers' Guild, Sri K. Kuruvila Jacob and Office-bearers of the S.I.T.U. and of the Madras Teachers' Guild. The Housing Scheme of the S.I.T.U. was explained to him and after Tea, Mr. S. Natarajan, in welcoming him made a statement of the progress which the State has been making in opening diversified courses of studies in Secondary Schools since 1947 and pleaded for a more generous help from the Centre for a rapid establishment of multi-purpose schools. In regard to reorganisation of Secondary Education, Mr. Natarajan explained how efforts are being made to improve



Prof. Humayun Kabir addressing the Teachers of Madras.

the library and laboratory facilities and expressed the hope that when the recommendations of the Committee appointed by the Government of Madras regarding the implementation of the recommendations of the Secondary Education Committee, the Government would take steps to enable high schools to become Higher Secondary Schools. He referred to the controversy in this part of the State in regard to the extension of the High School course from three to four years.

Prof. Humayun Kabir thanked the members for the kind welcome and expressed appreciation of the work of the S.I.T.U. and of the Protection Fund. While expressing satisfaction at the professional spirit found among teachers in this part of the State, he appealed to them to extend their wholehearted support to the proposal of re-organisation. He told them that the Ministry of Education has accepted his advice that the highest priority should be given to improving teachers' salaries and service conditions and that though expansion is an urgent necessity, consolidation is more important for ensuring right quality of education. Due to lack of finance, expansion in the Second Five-Year Plan may be slowed down, but he assured the teachers that all efforts would be made to improve salary scales of teachers. He then gave an account of the programme of assistance given by Central Government to State Governments for converting the High

Schools into multi-purpose schools. He was of the view that about 25% of the schools in the State should be converted into multi-purpose schools and further said that the Centre's aid for this purpose for the year 1955-56 has already been paid to the State Governments. In regard to the expansion of the School course, he declared that whatever be the duration of the school course including Elementary and Secondary stage, the Central Government would require that the Secondary School stage should end not earlier than 17 years of age and the standard of attainment should be as near as the present Intermediate standard. He also said that Central aid for converting High Schools into Higher Secondary Schools would become available only if these two conditions were satisfied. He was of the view that so far as Madras State was concerned, the High School course would have to be extended by at least one year if not two. He then referred to the efforts of the Central Government to give professional assistance to teachers by the scheme of extension courses in select Training Colleges. He said that the Scheme would be extended next year and hoped that a large number of schools would be benefited by those courses. He referred to the setting up of the All-India Council of Secondary Education which would have a field staff and the primary duty of this field staff would be to stimulate worthwhile projects in Secondary Education and give them the necessary assistance.

OUR BOOKSHELF

"Teacher and Friend" being Vol. I of "Jesus Christ—Teacher and Lord" by A. V. Matthew.

A Review

"Teacher and Friend", being Volume I of "Jesus Christ—Teacher and Lord" by Anjilvel Matthew is a masterly and successful attempt at bringing the utterances of the great Master, Jesus Christ nearer to everyone, Christian and non-Christian alike. It is one of those great works "which posterity will not willingly let die", and may be truly called "The Gospels made easy for the common man". Rid of the incubus of historical and theological complexities, the parables and utterances of the great Master are set out in logical sequence with explanations and commentaries characterised by clarity and perspicacity, which one often misses in works of theological nature. The spirit of Love expounded by the Lord Jesus pervades the entire work. Absence of dogmatism or bigotry is a conspicuous feature of every page of the book.

It will be no exaggeration to say that a study of the book will elevate the moral stature of every person, to whatever religion he or she may belong. It is a book for all, explaining as it does the Master's attitude to life on earth as such. The problems dealt with are of perpetual interest and exist at all times and at all places.

The author has evinced an exemplary catholicity of outlook by citing parallel passages from other great Scriptures like the Gita and Upanishads, and by incorporating corroborative pronouncements by modern psychologists, dramatists and great thinkers like the late Mahatma Gandhi.

The book is of special interest and value to teachers in that it presents Jesus Christ, as a great teacher and the method He used in His work of teaching.

The way in which the Master handled the material that came to be shaped by Him through love, perseverance and patience and the highly psychological approach He made to every problem that confronted Him are set out in a lucid way with appropriate elucidation of the contexts.

The Master's utterances on the very many problems of life are presented with a thoroughness of selection which makes the book an invaluable guide not merely to teachers but statesmen and administrators alike.

The Master's love of children, His compassion to all around Him and His message to the world have been brought out in such vivid and gripping detail that one is lifted into a higher world as one skips through the pages. The book is really an exquisite work of art, dealing as it does with religious ideas.

An unconscious delineation of the great drama of the life of Jesus is unfolded in the pages, culminating in the betrayal by Judas, and the Resurrection, the first to get the vision of the Lord being Mary Magdalene.

The section dealing with "Parents and Children" is of special import to us living at a time when the impact of a highly complex and mechanised world tends to bring about perplexing attitudes on the part of children.

Though the purpose of the book is essentially devotional and meditational, it serves other purposes besides. The reader would find that things learned from the life and teachings of Jesus Christ are confirmed by Psychology in the matter of personality disorders and occupational therapy.

The Parable of the Prodigal Son has been dealt with elaborately, certain interesting inferences having been made. In addition to the accepted moral about the repentant sinner, the

author has aptly interpreted the role of the elder son in contrast to his brother. "The elder son did not yield to impulsive passions as his brother had done. But he was also a stranger to those qualities that the younger son had—openness of heart, readiness to admit mistakes and willingness to make a fresh start in life. The elder son was proud that he did not do disreputable things; he had the attitude of people who thank God "that they are not as the rest of men, extortioners, unjust, adulterers."

The story of the Woman of Samaria (pp. 188—194) has also received detailed examination. The Master's compassion to the woman and how she was reclaimed have a special significance. Those engaged in social reform have to be ready for 'resistance' from the very people whom they seek to reform.

The author has done more than justice to the task he has undertaken and while commending the book as a precious guide in a distraught world, we eagerly await the second volume which is said to be in the press and which we trust, will avoid the many printing mistakes noticeable in this first volume.

—C. R. Soundararajan.

The Narayans: by B. M. Chester.

Gopal and His Stamps: by K. N. Brockway. (Oxford University Press. Price 7 annas each.)

These are supplementary readers of the Deepak Readers edited by J. F. Forrester and B. M. Chester, and are meant for study in the Fourth Form of the secondary school in Madras State according to the latest syllabus in English.

The Progressive School: by W. M. Ryburn. (Oxford University Press. Price Rs. 4.)

As the name itself indicates, the book deals with modern education as imparted in present day schools of progressive type. It is very valuable for Teachers' Training Colleges and Schools.

The Teaching of General Science in Tropical Secondary Schools: by H. N. Saunders. (Oxford University Press. Price 12 sh. 6 d. net.)

This is one of UNESCO hand-books on the Teaching of Science in Tropical Secondary Schools. Emphasis is laid more on methods of teaching and lines of approach to subject matter rather than on the content of a syllabus. The book has been designed to advice and help teachers of science to lead their pupils towards an appreciation of scientific methods and an understanding of science. In the hands of an earnest teacher of science, this book should really be useful. Every school and training school library is advised to go in for a copy of this well got-up and illustrated volume.

List of publications received and thankfully acknowledged:—

1. Government Publications: Sectional List No. 2 (Ministry of Education).
2. C.C.C. High School, Perambur—Annual Report 1954-55.
3. Educational Studies and Documents (UNESCO):
 - (a) Multiple Class Teaching: by John M. Braithwaite and Edward J. King (January 1955).
 - (b) Experiments in Fundamental Education in French African Territories (January 1955).
 - (c) Adult Education in the Federal Republic of Germany: by Walker Karbe.

- (d) The Primary School Curriculum (February 1955).
- (e) The Community School—Its Significance for Fundamental Education Programme (March 1955).
4. The United States Book of South and South-East Asia.
5. Education for Freedom.
6. A.R.C. Girls High School, Muthialpet—Magazine 1954-55.
7. A.R.C. Secondary School for Boys, Muthialpet—Magazine 1954-55.

C.R.

Proceedings of the Director of Public Instruction, Andhra, Madras.

R.C. No. 741 M4/55, dated 29th September 1955

Sub.—Books and Publications—Monthly Journal entitled "The South Indian Teacher" subscribing of by the Secondary Schools in the Andhra State.

Read—Letter, dated 13th September 1955 from the President, The South Indian Teachers' Union, Madras.

The President, The South India Teachers' Union, Madras, has brought to the notice of the Director that some of the Headmasters of Secondary Schools are stopping subscription to the journal "The South Indian Teacher" on the ground that the sanction for continuance of the subscription could not be accorded in the absence of any direction from the Director. The attention of the undermentioned officers is invited to the proceedings ROC No. 1009 G/39, dated 15th June, 1939 of the Director of Public Instruction, Madras Composite State, including the journal "The South Indian Teacher" in the approved list of journals for use in Secondary Schools and they are requested to inform the Headmasters

of Secondary Schools under their jurisdiction that the journal in question continues to be included in the list of journals approved for use in Secondary Schools in the Andhra State and that they can continue their subscriptions to the journal.

L. BULLAYYA,
For Director of Public Instruction.

(True copy)

Forwarded.

(By Order)

(Sd.) C. NAGASAMY,
Superintendent.

To the District Educational Officers and Inspectresses of Girls' Schools.

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EDITORIAL

EDUCATION WEEK

The 25th South Indian Education Week will be celebrated throughout the State from 31st October to 6th November 1955. The Central Education Week Committee sponsored by 17 associations elected Mr. M. S. A. Majid, Secretary of the Muslim Educational Association of South India, as its Chairman. During the celebrations of the Week it should be the aim of the organisers to give wide publicity to the needs and achievements of the schools, the changes in the field of education that have been introduced in recent times and the changes that are sought to be introduced at the pre-high school, high school and college levels. At present it is sad to note that the public and the parents do not evince as much interest as they ought to in our schools. Need for parent-teacher co-operation is highly essential in the interests of education of the children of the State.

The central theme chosen for discussion during the Week, is "Education and the Second Five-Year Plan". With the advent of democratic form of government, Five-Year Plans are the order of the day. In the first Five-Year Plan Education found little space. In the Second Five-Year Plan, there is no doubt, it will find a place, but what amount should be allotted is still under consideration. If democracy is to succeed, there should be increase in literates, and our schools and colleges should be so reorganised as to prepare students for leadership when they enter life. The existing educational facilities are inadequate. This is one of the most

important tasks in the Second Five-Year Plan.

Education of the children is not one-way traffic. Both the government and the people expect a lot from the teachers while they on their part are not prepared to do their share. It is needless to say that teachers should be imbued with high ideals and conditions for attaining such ideals should be created by the society and by the government representing the society. If the State and the society come forward in a larger measure to discharge their responsibilities, the progress of education in our State will be much more rapid. The time when emotional appeals were made to the teaching profession is gone. It is hoped that in the Second Five-Year Plan steps would be taken to raise the status of the teachers so that they may dedicate themselves to the service of the community and contribute their share to the building up of a better nation. The Education Week affords an opportunity to the public, the government and the teachers to come together, and to get a first hand knowledge of the needs of the children, the school and the teacher.

BENEFACTORS TO EDUCATION

On the 12th of October 1955 the citizens of Madras assembled in large numbers to felicitate Sri N. K. Tirumalachariar on his Shashtiabdapurti (61st birthday). For over three decades he has been working for the cause of education of the children of Triplicane and its neighbourhood. To-

day under his parental care there are three big growing institutions which he founded—a girls' high school, a boys' high school and an elementary school. At a time when it was impossible to construct any building for a high school, he got a site against odds and constructed a fine building for the girls' high school. He is expanding year after year educational facilities by constructing a hostel, a kala mandap, and starting classes in Sanskrit. He has been striving to create such an atmosphere in the school that the girls may imbibe the idealism of our great women like Sita and Savitri. He was not born with a silver spoon in his mouth. Yet he achieved great things by his earnestness and singleminded devotion to the education of the children. Such men deserve support of the public and the government. The S.I.T.U. offers its felicitations to him on the happy occasion of his 61st birthday and prays to the Almighty to give him strength and more happy years to continue his service in the field of education.

We congratulate Sri V. Natarajan on the completion of 60 years of age on 11th September 1955 and wish him many more years of healthy and happy life. Sri V. Natarajan as a member of our Journal Committee has been contributing articles on education and teaching to the Balar Kalvi and to the South Indian Teacher.

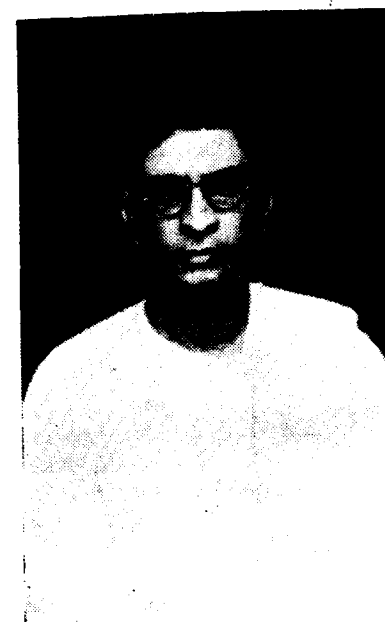
After retirement he came forward to place his services, his experience and knowledge at the disposal of the teaching profession.

He rose from the position of a humble schoolmaster to that of a Deputy Director of Public Instruction. His experience as a teacher, as an inspecting officer and as an administrator enables him to view all problems, educational and professional, with an unbiassed mind. His guidance of late has been of great value to the teachers.

The souvenir issued on the Shashti-abdapurthi day contains articles by his old pupils, colleagues of his profession and friends and bear ample testimony of his service to education. May the officers of the Education Department, after retirement, follow his example in continuing to serve the cause of education!

OURSELVES

Our readers will find elsewhere in this issue notes about the new premises for the offices of the S.I.T.U. and the S.I.T.U. Protection Fund, Ltd. Our office along with the other offices of the S.I.T.U. has been shifted to the new premises at Raja Annamalaipuram, Madras-28 from 5th October, 1955.



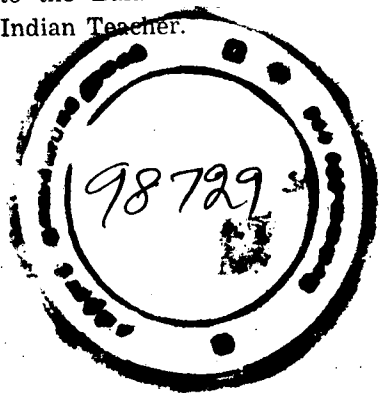
Sri S. NATARAJAN

We are glad to announce that Sri S. Natarajan, President of the South India Teachers' Union, Madras, has been appointed Director of Field Service under the All India Council for Secondary Education.

His rich experience in the field of secondary education will, we are sure, enable him to take measures to bring in the reorganisation of secondary education in the shortest time possible.

The teaching profession offers its felicitations to him and assures him of its sincere and hearty co-operation which it has been extending all these years.

S. I. T. U.



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A black and white photograph of a two-story building. Above the entrance, a sign reads "S.I.T.U. PROTECTION FUND LTD". The building has several windows, some of which are dark, possibly indicating they are boarded up or the interior is dark. The entrance area features a set of stairs leading up to a doorway. The overall image has a grainy, high-contrast quality.

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