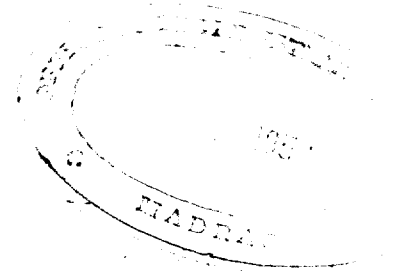


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**XXXIII All India Educational Conference
will be held at Chandigarh, East Panjab
from 26th to 30th December, 1958.**

THE SOUTH INDIAN TEACHER

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No. 10

INDIAN EDUCATION THROUGH THE AGES

DR. V. N. SHARMA, Ph.D. (Heidelberg)

(Continued from September issue)

II

EDUCATION IN BUDDHIST INDIA

Jatavana :

The Buddhist records mention of many centres of learning founded right in the forest groves. There are also many references of teachers retiring into the forests as they find the distraction from the crowds of the cities too much for their work. Lord Buddha visited some of these places as Prince Siddhartha. After stealing from his father's palace, he went to the hermitages of sages living in the forest near the Rajagiri Hills. Alara Kalama was one of the sages he met and serving him in accordance with the ancient traditions as his disciple for some years, learned the doctrine of Nirvi Vada. Later on he wandered to many other places of learning in the thick forests in the Gangetic Valley and found his peace and his illumination in them alone. Even when he attained the Buddhahood he never forsook the silent groves of the forest. In His wanderings as the Lord Buddha he spent most of his days in the forest itself and proclaimed his doctrine of Compassion, Brotherhood and Perfection to the public that gathered round him under the shades of the silent forest groves. A park is mentioned in the Jataka Stories, where the Lord Buddha gathered his disciples and taught them his doctrine and religion. The park was 100 acres in extent, the grounds

being two miles long and seven hundred paces in width and enclosing 120 monasteries and several hundred houses. "There were chapels for preaching and halls for meditation, mess-rooms and chambers for monks, bath-houses, a hospital, libraries and reading rooms with pleasant shady tanks and a great wall encompassing them all. The Libraries here were richly furnished, not only with the orthodox Buddhist Literature, but with the Vedic and other non-Buddhistic works and with treatises on the arts and sciences taught in India at that time".

The park was free from "noxious stinging creatures and it was a favourite resort of the good and devotional people of all religions" (Hiouen Chwang by Beal. I. 386). During the life time of Lord Buddha as well as after His death the forest of Jatavana was the centre of higher learning in the Buddhist Period. This Jatavana, which is often mentioned both in the Buddhist Literature as well as in the travels of the Chinese Pilgrims, had an (unbroken) uninterrupted useful career for nearly thousand years. It was both a monastery in its wider sense and a forest hermitage of the olden tradition.

Fahien (399 to 414 A.D.) who visited the Jatavana and other similar parks "where the higher learning was in its glory" in his time, tells us that these hermitages invited students and teachers

of "virtue". Sri Radhaswamin, a professor of Mahayana was living there "in spotless purity" and was respected by the people as well by the king of the country. The place was richly endowed by the latter, as well as by the merchant princes of the day. "The heads of the merchant community (Vaisyas) built Viharas (Monasteries) for the priests and endowed them with fields, houses, gardens and orchards". Fahien saw the endowments engraved on plates of metals.

Not only the ruling classes but the poorer and pious residents living around provided the community of these professors and students with abundant supply of what they required, so that there was no lack or stint. He further mentions a great assembly hall where the monks congregated for discussion; here scholars of renown were received. There were discussions among "the 96 erroneous schools" of the day, "some that recognise this world and others that recognise only the other, each having a multitude of followers and all alike begging their food" (Fahien pp. 32, 43, 79 and 89).

Other Hermitages :

We hear also of some teachers who could not bear the strains of the noise and disturbances of crowds, in spite of facilities created for their silent work, retiring into far off mountains and forests with students and carrying on their meditations and studies. Buddhist Texts contain descriptions of these forest retreats. Hiouen Chwang happened to visit a famous professor and records in his diary that "He was famous in all sutras and sastras since his youth. His acquirements made him "the lion of the period. The king of Maghada who had great respect for learned men" and honoured those distinguished as sages, hearing of this man's renown, sent messengers to invite him to come to his court and nominated him "Master of the Kingdom" and assigned for his support the revenue of 20 large towns. But the master of the sastras declined to receive them and firmly refused all honours given to him by the king. From that time on

he constantly lived on the mountain called Yaddhinivana where he took charge of disciples teaching and leading them on to preserve and expound the books of Buddha. The Chinese Pilgrim remained with him for two years and studied treatises on the difficulties of the Vidya-mantra Siddhasastra and other texts. He also asked explanations of passages in the Yoga and the Hetu Vidya Sastras which yet caused him doubt" (Beal : Life of Hiouen Chwang, pp. 153-154).

NALANDA

Another University that played a great roll in the history of Indian Education in that period was Nalanda. All aspects of a University we find in this place. The foundation of the University was mysterious and of spiritual importance in the history of Indian Education. The great Buddhist teacher, Nagarjuna happened to visit the place with his pupil Arya Deva in 300 B.C. Then the place was of an insignificant one near a small village on the banks of the Ganges. There was a mango-park grove in Buddha's time and the Lord used to stay under the shade of the trees in his wanderings and many a sermon was delivered here to the public who gathered round him to listen to His Words (Majjhnikaya Majjhimanikaya I. 371). The spot well known for its natural beauty, gardens fragrant with blossoms and shady with trees, was chosen for the future University, a typical model of the ancient forest hermitages, even though the forest was no longer used for higher education.

According to the Buddhist texts (Majjhnikaya, I, 371) and descriptions given therein the institution was located right in the mango grove park known for its shades in Lord Buddha's time, ten yojana from the royal capital of the country, Rajagriha. Hiouen Chwang (629-645) who records its glory in his travels tells us that it was five miles distant from the new capital built by a later king after the destruction of the old Rajagriha. Hiouen Chwang tells us that the grounds of the University were bought by 500 merchants for 10 crores of gold coins (100,000,000) and presented to the Lord Buddha and from this

arose the work of this centre even in His time. Later on, King Sakraditya built a Sangarama (Monastery) on this spot and his son Buddha Gupta and later on another King Tathagata Gupta, extended the place with innumerable buildings. Some more new extensions were added by King Baladitya. As time went on, more buildings grew around, thanks to the munificence of the latter.

Cunningham, in his recent excavations conducted near Rajagriha, identifies the University seat. Many of the descriptions he gives us of the ancient monuments he found within the excavated place tallies in all respects with the narrations we find both in the Buddhist texts and the records of the Chinese Pilgrims. He gathered relics from this place from a mass of brick ruins 1600 ft. by 400 ft. He also found many inscriptions giving us some information of the place (Arch. Survey of India Annual Report for 1915-16 Part I, pp. 12 and 13). Still new excavations are going on in the place and all the relics so far discovered proclaim the glory and fame of the ancient centre of Indian Culture in the Buddhist Period.

Nalanda means "insatiable in giving" or "not giving enough" as curiosity once excited and thought stimulated, could not be satisfied some say that the ancients gave this name to the place as it demanded from the students ever increasing devotion (Sraddha) to work and to the service of man. According to the tradition Arya Deva, under instructions from his teacher Nagarjuna, chose this spot and laid foundations for the glorious part it played in the cultural renaissance of the Buddhist Period.

It is said that Arya Deva took the models and architecture of the monastery at Saranath, the well-known Buddhist centre of pilgrimage where Lord Buddha after his illumination delivered his first sermon on his Dharma. Its architecture was splendid, its gardens beautiful, fragrant with blossoms and shady with trees. "The huge monastery was a vast University. Towers, domes, pavilions stood amidst a paradise of trees, gardens and fountains".

Hiouen Chwang (629-645) in his description of the place gives us some idea of the roll the architecture played in the plans of the University Buildings, parks etc. "The richly adorned towers were arranged in regular order; the pavilions decorated with coral appeared like pointed hill tops; the soaring domes reached to the clouds and the pinnacles of the Temples seemed to be lost in the mist of the morning....."

Later kings erected Viharas (Halls of Learning). The one which contained the Library of the University, said to be the largest in India, had nine stories. It had one hundred lecture rooms (Hiouen Chwang, II. pp. 164-165). There was a plastered bricklined reservoir or Kunda, with sloping sides about seven feet square and five feet square with a flight of steps modelled on the plan of the Saranath monastery. As washing was compulsory before eating as well before studies, we see number of students and professors flocking round the tanks for their baths and meditations. To give signal for the right time for their ablutions etc., a bell was tolled at the bathing hour in the ten tanks. (I. Tsing Ch. 20).

Students and Admission :

Students from distant foreign lands came to study at the feet of a "Nalanda Professor" well known throughout the world at that time. Monarchs and Princes made it possible either by invitations or honours for foreign students and professors to come there. China was well represented in the place by her contribution of students (Beal : Buddhist Records of Western World, II. 169). From all parts of India, students flocked to the University seeking admission. The standard of learning here was so high that only two or three or ten succeeded in getting admission to the portals of the University. (Hiouen Chwang, II. 165).

There was a sort of entrance examination to test the knowledge of students that came to Nalanda with a desire to study under different professors, a method which was adopted by other centres of learning at a later period. The only gate which gave admission into

the inner buildings and parks, was guarded by a Dwara Panditha (a Professor in charge of the gate). It was his duty to ask the would-be student some difficult questions and the latter had to take himself off if he could not answer. But a second chance was given to the unsuccessful candidate; he could acquire necessary knowledge and seek admission again at another time.

We find there were 10,000 students taking instruction in different branches of learning and one thousand studying in ten (works) that came under the department of "Sutras and Sastras" (Sacred Aphorisms and Sciences) and all of them "were lodged, boarded, taught and supplied with vestments without any charge".

At a later decade when I-Tsing (673) came as a student, the number of students came down to 3,500 and the place was growing weak, as the Royal University of Vikramasila was then taking its place to carry on its ancient traditions of thousand years. "In spite of its large number of students, and thousands of other monks and guests that gathered there all throughout the year the discipline was excellent".

"Their conduct was pure and unblameable; they followed in sincerity the precepts of the moral law and the rules of the University" (Beal: Buddhist Records of the Western World, II. 170). For seven centuries of its existence cases of punishment were rare.

The Teaching Staff :

The teaching staff of the University was well known throughout the world for their all round learning. Hiouen Chwang tells us that he found as big a number as 10,000 monks living in the place in active work, giving instructions in all branches of sciences and arts. They were men of the highest ability, talent and distinction. They, unlike in other places, took precedence according to the range of their study rather than erudition in any particular branch. Princely arrangements were made for their lodging and boarding. Hiouen Chwang tells

us that he found, when he visited the place, "in different buildings that were allotted for the professorial staff, many resident teachers, having chambers, and their beds, mats, food, drink and clothes provided without stint". He visited many professors and gives us his impressions of some of them. Among the professors, Dharmapala and Chandrapala were well known everywhere for their exposition of the teachings of the Lord Buddha. "They gave fragrance to His teaching". Gunamati and Shiramati won excellent reputation among their contemporaries: Prabhamitra was "of clear argument", Janamitra "of elevated conversation", Jnanachandra "of model character and perspicacious intellect" and Silabhadra "whose perfect excellence was buried in obscurity". (Hiouen Chwang, II. 165).

Curricula and Studies :

All branches of learning, sacred and secular, were represented there. There were special chairs for the study of the eighteen schools of the Buddhist lore as well to the study of the Vedic subjects. Further there were departments for the study of the sacred books of other religions and other philosophical systems. We hear, among other systems, a special chair instituted for the study of Yavana (Greek Philosophy). Besides, Mathematics, Medicine, Anatomy, Law, Phonetics, Grammar, Astronomy, Languages, Music and Tantric Medicine were studied and to these students flocked in large number from all parts of Asia, some came even on foot.

The University encouraged research work and in this connection we read of the Nalanda observatories which "seem to be lost in the vapours of the morning."

Life in the University :

From different Buddhist texts and records we see that the students and professors from morning till night were either engaging themselves in discussions or in asking and answering profound questions. It is said that those who could not take part in discussions or in questions were

little esteemed and were obliged to hide themselves for shame. Learned men from different parts of the country and abroad, and all those who desired to acquire quickly a recommendation in discussion, came here in multitudes to settle their doubts and "then the stream of their wisdom spread far and wide". "For this fame some people usurped the name of Nalanda students and in going to and fro received honour in consequence. As Cluny and Clair Vaux were to France in the Middle Ages, Nalanda was to India, the depository of true learning, the centre from which it spread over to other lands (R. C. Dutt: Civilisation in Ancient India). Further we hear there were one hundred pupils whence the professors came every day to give discourses on their subjects. There were thousands of scholars who explained day after day 20 collections of Sutras and Sastras. Five hundred professors explained 30 collections of the Sutras and ten professors who were known then as "The Doctors of Law" including the revered and most Venerable of Venerables, "the Master of the Law" explained 50 collections (Hiouen Chwang, P. 112).

Moreover, the scholars of the University were known for their discussions and debates. To try the sharpness of their wit, students proceeded to the king's court to lay down before the King the sharp weapon of their abilities. They presented their schemes there and showed their talent seeking to be appointed in the practical government.

Finance of the University :

There was no lack of funds for the work of the University. Endowments poured in from kings and princes. The King Sakraditya, we hear, had provided free food for forty students every day. Title deeds recording these endowments were carved on copper plates. (Fahien, P. 43). Hiouen Chwang tells us that the revenues of 100 villages were set apart for the maintenance of the University and, according to I-Tsing, the entire income derived from 200 villages was given to the University by the State.

Hiouen Chwang narrates further that a hundred families living about the University centre contributed large quantities of rice, milk and butter. There were other sources as well by which the University got its supply of oil, lemons, areca nuts etc., of which the pilgrim himself received a large share during his stay at the University (Beal, Hiouen Chwang, pp. 108, 118 Fahien, p. 89: 1 Tsing Chap. X).

Last Days of the University :

When I-Tsing came to study at Nalanda the University was on its decline. He spent ten years as a student studying different branches of learning and at his time there were only 8000 members in residence, professors and students and the great university was growing weak. Methods of instruction, unlike in its former days, became more or less merely mechanical. There was no life, no inspiration and little attention was paid to the perfect Ethics of the Lord Buddha and his superb philosophy. The Royal University of Vikramasila, which was founded in this century took up the ancient traditions of the University and continued its work.

VIKRAMASILA

Vikramasila took up the educational plans of Nalanda when the latter began to decline and King Dharmapala of Gowda was its first Royal Patron (8th Century A.D.). His successors continued their patronage for a number of centuries.

The grounds of Vikramasila stood on a precipitous hill in the land of Maghadha, on the banks of the Ganges. There was a big wall encompassing the University grounds, and had six gates, each opening the way to a college. These were presided over by great scholars, who used to test the knowledge of the students that came to seek admission with a desire to prosecute their studies in this famous centre of learning. If they failed in the test-examination they were not allowed to join the University and had to come back at another time gaining more knowledge in their subjects from

other places (Indian Teachers in the Buddhist Universities by P. Bose. p. 51).

The place had one thousand professors and teachers on the teaching staff and an equal number of students and many of them, as in the olden days, came from all parts of India. All the traditional branches of learning were taught here. Among its different branches it was well known throughout the world for the study of the Tantric Philosophy (Sir P. C. Roy, History of Hindu Chemistry, Vol. I. P. 71). The course under this branch was very comprehensive. Grammar, lexicography, the philosophy of language were the subjects most esteemed.

The University was held in great reverence in those times.

The hand of destruction descended on this place as it did on Nalanda and other centres of learning in the form of a great invasion of the Muhammadans in 1199. By the destruction of this place of culture Buddhism received a blow from which it was never able to recover.

OTHER BUDDHIST UNIVERSITIES

There were many other centres of higher learning during these times in other parts of India, carrying more or less the traditions of Nalanda.

Odantapuri and Kartaya were well known centres of higher education, so also Tamaralipi on the banks of the Hugli. Both Brahmins and Buddhists lived side by side and carried on their studies for a number of centuries. Tolerance was shown in all these places. Further we see the traditions of Nalanda and Amaravati carried to Tibet where a great centre was opened for higher learning. We hear also from an inscription

recently discovered in Tibet that many scholars from India were deputed to carry on educational work in this country. (Indian Pandits in the Land of the Snow by S. C. Das). The monastery at Kucho in the extreme north-west of India was a resort "for men of eminence from distant lands, who were hospitably entertained by the king, officials and people" (Hiouen Chwang, I. 318). In his travels I-Tsing, as well found in this place many students of secular literature (I-Tsang P. 106).

We find also some information on some centres of learning which flourished in the later part of the Buddhist Period. In the extreme south, at Kanchipuram there was a large monastery which was a rendezvous of the most eminent men of the country. In Bezwada, on the banks of the Krishna there were Halls of learning which "externally displaying the Samkhya garb, internally propagated the teachings of the great Buddhist teacher, Nagarjuna" (Hiouen Chwang, I. pp. 191, 193).

Kanchipuram (Kanchi) :

Kanchipuram (Modern Conjivaram) was a great centre of Indian culture. Hiouen Chwang tells us that he had conversation with professors that came to this place from Ceylon on Yoga Philosophy. Dharmapala defeated here a hundred professors in a discussion lasting for seven days. Another discussion of twelve days ended in a great victory of Deva, disciple of Nagarjuna, over the scholars of Jain Philosophy. The professors of the place were also great authorities on Politics and Economics and many of them had political influence in the administration and took part in the election of the King of the land.

NINTH INTERNATIONAL CONGRESS ON HOME ECONOMICS

Rapid changes going on in the world are so strongly affecting homes and family living that education for home-making and the paid professions connected with it must be constantly re-tooled to meet present-day needs. This was one of the conclusions reached by 1,044 representatives of home economics professions in 59 countries during the Ninth International Congress on Home Economics which concluded its week's meeting in the United States of America on August 2, 1958.

The Congress also urged increased research to determine the basis for re-tooling or for establishing programs of home economics where none exists. But in the same breath, the Congress spoke out for preservation of the cultural values of the individual countries. "Research and other means of investigation are essential," the delegates said, "as a basis for planning sound home economics programs that meet the needs of a country or of population groups within a country. Study of the patterns of living, the cultural background and social attitudes and moral values of the people, and the problems pertaining to life in rural and urban areas are needed to form the basis of newly developing programs and to make existing programs more effective. . . . In the interpretation of research findings, attention should be given to adapting them to the cultural backgrounds, as well as to the needs and the interests of people.

"In an effort to put across new data and facts it is essential not to lose sight of the value of the culture as well as the importance of the preservation of the individual. It is the individual who must be taught to analyse a situation, evaluate the alternatives and then make a free decision."

During the week, the Congress participants held four plenary sessions on

various aspects of the theme "Education in Home Economics Relative to the Social and Economic Conditions of the Various Countries." After three plenary sessions, the delegates met in small groups with colleagues in the same area of work. They held informal discussions of how the problems raised in the plenary sessions might be met in the various countries and in the particular branch of home economics in which members of the group were working—as, for example, secondary education, research, or adult education. The small groups provided an opportunity for delegates to exchange ideas with colleagues from countries with similar problems as well as with those with very different problems or programs.

Other conclusions reached by the discussion groups were that, though in most countries home economics has developed first and most extensively in the area of food and nutrition, "there is need for a broader concept of home economics and for research in such other areas as housing, equipment, management, economics, and family relationships."

Programs of community development in countries with a large rural population (particularly where illiteracy is a problem) should be given high priority—but these programs for the improvement of home life should be based on the expressed needs of the people in the community—not on the professional worker's interpretation of the needs. For many of these rural groups, motivation is a problem—they do not yet recognize the improvement that education can bring to them.

For the countries where industrialization is already well established, the number of married women and mothers working outside the home is of great concern to the educators. Congress delegates recommended better preparation of

girls for the dual role of homemaker and wage-earner; more emphasis on guidance in family relationships and child development, and on management; and in some countries, more emphasis on work simplification and teaching of consumer buying and wise use of resources. Participants from many countries recommended home economics training for men as well as women because of the greater sharing of family responsibilities where women are employed outside their homes. For other countries, such education would not be acceptable in the cultural pattern.

The participants in the Congress also hope for increased communication between countries and for greater sharing of professional knowledge. Because the lack of a uniform terminology has so far been a deterrent to this communication, the Congress recommended compilation of a glossary of terms and definitions. It also suggested some central planning of teaching materials and exhibits of teaching materials at the next International Congress.

Reports of the discussion groups were presented by Mlle Helene Terre, of Paris, France, Mrs. Mae Edna Cholmondeley, a home economics instructor in Subryanville, British Guiana, and Miss Edith H. Cosens, a home economics teacher in Toronto, Ontario, Canada.

At plenary sessions during the Congress, the delegates were told by Carlos P. Romulo, keynote speaker, that the United Nations and international co-operation are the best hope the world has for peace. Speaking to the already highly industrialized as well as to the rapidly developing countries, Miss Isobel S. Gibson of Scotland, president of the International Federation of Home Economics, reminded the younger nations that some of the mistakes made by the older industrial countries can be avoided by sharing of history and experiences.

At other plenary sessions, the delegates heard talks on the kinds of facts needed for the benefit of families in such areas as nutrition, management, and clothing and on the role that research

plays in obtaining these facts. The speakers were Miss Gudrun Akre, Dean of the State Normal School for Home Economics in Norway, whose paper was read by Miss Agnes Hornes, supervisor of home economics education in Bergen, Norway, and Miss Hazel Stiebeling, Director of the Institute of Home Economics in the U.S. Department of Agriculture.

In a symposium on the application of home economics knowledge, Miss Patricia Coleman of the University of Otago, New Zealand, said that in the past 50 years home economics has provided a whole new field of professional activity and given women an outstanding opportunity to contribute to the well-being of society through professional leadership; Miss Chiyono Matsushima, of the Yamaguchi Prefectural Board of Education, Japan, described postwar education in homemaking in Japan with particular reference to the ways that homemaking education and homemaking clubs help to develop democratic procedures. Miss Pergrouhi Najarian of the American University in Lebanon, told the Congress of the common needs of East and West "rooted in expanding economics through greater industrialization" and the value of an effective network of adult education to meet these needs; Miss Dorothy Batcheller of the National Poultry Institute of Canada described the role of mass media of communication in disseminating homemaking knowledge and urged great alertness to ensure authenticity in information.

Mlle Jacqueline de Luget of the Ministry of Health and Population in France said that the objective of home economics is to help women find in themselves the energy and the ability to express their own thinking and to fulfill their own mission. Miss Maria Socorro Lacot of the Home Economics Section of the Department of Education in Puerto Rico described today's home economics in many parts of the world as "a program that is interpreted as education for more intelligent homemaking and enrich-family living" and one that has shifted from mere teaching of skills to education

for the growth and development of the individual as a member of the family and the community. Mrs. B. Tara Bai, of the Lady Irwin College of Home Science in New Delhi, in a paper read by Miss Ann Samsom of the Lady Irwin faculty, described the expanding careers in home economics which now offer opportunities in education, in community service, in business, in dietetics and food service, as well as in homemaking in the home.

At the closing general session of the Congress, Mlle Marguerite Badoux, maitresse-directrice, Ecole Menagere Rurale, Marcellin sur Morges, Switzerland, as one of the speakers on the "Our Week Together" described the personal value to each delegate of the opportunity for personal contact with colleagues from so many countries; Mary Clarke, Secondary School Inspector, Canadian Department of Education in Toronto (who was the Canadian liaison with the Organizing Committee for the Congress) urged greater co-operation in the International Federation and the strengthening of the Federation, and Miss Edna P. Amidon, Director of the Home Economics Education Branch of the Office of Education in the U.S. Department of Health, Education, and Welfare spoke of the over-all conclusions of the Congress about home economics education. She said, "... it seems to me that ... our programs of home economics are good when education for them:

is adapted to the changing world; encompasses basic principles and is the result of co-operative work with many disciplines; increases students' ability to think and to search ever deeper for the reasons "why," and for the basic truths; helps families to keep "the human touch" and those enduring cultural values that are important to family in every land; fosters the development of creative solutions to problems; encourages self-confidence; strengthens bonds between generations; is built on research and fundamentally sound studies; is interrelated with all kinds of social movements (supports and draws from them); recognizes that both parents are in the

picture when you educate for home and family living.

Miss Winifred Hargreaves, Her Majesty's Inspector of Schools, London, England, speaking on "Our Work Ahead" urged the delegates to use the Congress as a springboard to a broadening of their concept of home economics education and to continue evaluating and strengthening their educational programs in the ways indicated by the Congress. She also urged countries to share information, saying, "Have we the right in this 20th Century to waste time and energy in unnecessary duplication?"

Reporting to the Congress on the meetings of the Executive Committee and the International Permanent Council, Miss Isobel S. Gibson, who was acting president during the Congress, explained that the Federation is made up of collective and individual members and urged that membership be increased. She recommended also that the Federation try to find ways in which the Bulletin of the Federation can contain more research reports and more advice as well as continuing and enlarging its service as a medium for exchange of information. She reported the appointment of Miss Catherine T. Dennis of the U.S.A., Miss Marjorie Kennish of Canada, and Mrs. Greta Bergstrom of Sweden, as a committee to study the Bulletin and make recommendations about it. Miss Helena Benitez of the Philippines, Miss Persis L. Wingfield of Scotland, and M. Francois Jourdain of France were appointed to study methods of election in the Federation and make recommendations for procedures.

In lieu of formal resolutions, the Congress, in a plenary session, approved the recommendation that the summaries of the discussion group reports be submitted to the International Permanent Council for appropriate action.

In addition to the discussion groups and plenary sessions, the Congress program included field trips to points of professional and cultural interest and informal entertainment, including one evening spent with an American family. Dele-

gates were housed in student residence halls on the campus of the University of Maryland where the meetings were held.

Officers of the International Federation of Home Economics elected during the Congress were :

President (1958-60) : Miss Isobel S. Gibson, Principal, Glasgow and West of Scotland College of Domestic Science.

Vice-President (5-year term) : Miss Marjorie Kennish, Asst. Professor of Home Economics, Mt. Allison University, Sackville, New Brunswick, Canada.

Members of Executive Committee (5-year term) : Mlle Jacqueline de Luguet, Conseillère de la Santé Publique et de la Population, Paris, France.

Fraulein Leny Voellmy, Home Economics Inspector, Federal Industry Trade and Labor Office, Vocational Training Section, Bern, Switzerland.

Continuing in office are :

Honorary President : Mlle J. Plancherel, Chef du service de l'Enseignement ménager Fribourg, Switzerland.

Executive Committee Members (term expires in 1960) : Miss Helena Benitez, Vice-President, Philippine Women's University, Manila, Philippines.

Miss Catherine T. Dennis, State Supervisor of Home Economics Education, North Carolina Department of Public Instruction, U.S.A.

Mrs. Oswald-Jacobsson, Chief of the Home Economics Department of the Royal Swedish Board for Vocational Education, Stockholm, Sweden.

Secretary-General : Mme Silvie Fritsch, 41 Avenue Theophile-Gautier, Paris 16, France.

Paris was chosen as the site for the next Congress which will be held in 1963.

The Ninth International Congress on Home Economics was arranged by the American Home Economics Association with Mildred Horton, executive secretary of the Association, as Congress Director. The Canadian Home Economics Association was co-hostess with the American Home Economics Association to the meeting which was the first such Congress held in North America.

resolutions thanking the authorities and the workers for help rendered in making the Conference a success. Sri C. Subramaniam congratulating the workers said that the Madras Conference would set an example for efficiency and integrity of organisational work. He said "We have a band of devoted teachers of whom our State may justly be proud". Sri S. Narasimhan, Headmaster, Sir M. Ct. M. High School, proposed a hearty vote of thanks.

THE REPORT

At the invitation of the South India Teachers' Union, the All-India Federa-

tion of Educational Associations held its 32nd Annual Conference in Madras from the 28th to 31st December 1957. The Educational Exhibition was opened on the evening of the 27th December, 1957.

The Executive Board of the South India Teachers' Union, at its meeting held on 16th March 1957 resolved to form a provisional Reception Committee with the members of the Executive Board of the Union and the Presidents and Secretaries of District Teachers' Guilds as members. The Secretary of the Union was made the Convener of the Reception Committee. The following categories of membership were decided upon :—

Patrons	..	Rs. 100
Donors	..	Rs. 25
Associations	..	Rs. 10
Institutions	..	Rs. 10
Individuals	..	Rs. 2

When a sufficient number had enrolled themselves as members of the Reception Committee a meeting was held on the 27th Aug. 1957 to decide the venue of the Conference and to approve of the Rules of the Reception Committee.

On 21st September, 1957, a second meeting was held in the Hindu High School, Triplicane, to fill up the vacancies regarding office-bearers of the Reception Committee and to appoint sub-committees and to elect Conveners for the sectional conferences.

An Executive Board of the Reception Committee and Working Committee were constituted with powers to co-opt members and to fill in interim vacancies.

Office-bearers were elected and sub-committees were constituted. Sri C. Subramaniam, Minister for Finance, was elected as Chairman of the Reception Committee.

Sri N. K. Thirumalachariar, one of the Vice-Chairmen of the Reception Committee, consented to place the premises of the National Girls' High School at the disposal of the Reception Committee for

the purpose of holding the Conference. The Reception Committee offers its thanks to him.

It was decided that the Educational Exhibition should be held at the Lady Willingdon High School.

Wide publicity was given about the Conference by addressing Central and State Government Departments of Education, Universities, and Teachers' Organisations all over the country. Thanks to the promptness and thoroughness of work of the Publicity Officer, Sri C. Ranganatha Aiyengar and the office staff, and the energy, drive and personal influence of the Pro-Chairman, Sri T. P. Srinivasavaradan, the work of enrolling delegates and members of the Reception Committee and of making arrangements for the conduct of the Conference went on smoothly and briskly.

Three thousand and seven delegates were registered besides a large number of individual, institutional and association members of the Reception Committee. Special mention must be made of the following patrons :— 1. The Madras Teachers' Guild ; 2. Sri G. R. Damodaran ; 3. Kuppaswamy Naidu Charity Trust, Coimbatore ; 4. National College Committee, Tiruchirapalli ; 5. Sri S. S. Vasan, Madras ; 6. Sri N. K. Thirumalachariar, Madras ; 7. The Catholic Educational Council, Madras.

Finance is the essence in the conduct of the Conference of such a magnitude with thousands of delegates drawn from all parts of the country. The grateful thanks of the Reception Committee are due to the Central and Madras State Governments for the generous aid given in connection with the Conference. Each gave Rs. 5,000. The Director of Public Instruction was kind enough to issue a circular permitting departmental officers to attend the Conference and also permitting the teachers from local bodies and private managements to be treated as on duty.

An educational exhibition is an important phase of an educational conference. Sri K. M. Koshy, Headmaster, Wesley

XXXII ALL INDIA EDUCATIONAL CONFERENCE

PROCEEDINGS OF THE EXECUTIVE COMMITTEE

MEETING HELD ON 6-9-58

A meeting of the Executive Committee was held in the Hindu High School, Triplicane at 3 p.m., with Sri C. Subramaniam, Minister for Education and Finance and Chairman of the Reception Committee in the chair. The Pro-Chairman, Sri T. P. Srinivasa Varadan presented the report on the work of the Conference and referred to the financial aid by the State and Central Governments towards the expenses of the Conference. The Secretary, Sri V. Arunajatai moved

High School, Madras, excellently assisted by Sri R. P. Joseph and his colleagues left no stone unturned in collecting exhibits and arranging them in the Lady Willingdon High School and in making the Exhibition attractive.

The Director of Public Instruction, the Principal of the Lady Willingdon Training College and the Headmistress and staff of the Lady Willingdon High School deserve our sincere thanks for the great co-operation and help they rendered in making the Exhibition a great success.

The Exhibition was opened by Srimati Tara Cherian, Mayor of Madras at 4-15 p.m. on 27th December 1957.

A Conference Souvenir was brought out giving details of the Exhibition and giving a brief account of the City of Madras and its suburbs and in addition giving useful information of educational value in the shape of articles. Educational Publishers deserve our warmest thanks for the readiness with which they responded to the invitation of the Reception Committee to become Patron Members. Thanks are also due to those who contributed articles of great educational value.

28th December 1957 would be remembered as a red letter day by the South India Teachers' Union and the teachers of Madras State and the thousands of delegates and invitees who had gathered to attend the inaugural session of the 32nd All India Educational Conference.

The spacious and tastefully decorated pandal erected in the National Girls' High School, Triplicane, accommodated not less than 4,000 persons and hundreds of people had to stand all round to watch the proceedings.

Special mention must be made of the arrangements made by the Reception Committee to bring the President of the Conference from Gudur to Madras by special car in time for the opening of the Conference.

Sri P. V. Rajamannar, Acting Governor of Madras, in inaugurating the Conference stressed the need for education

aiming at the development of the human personality in all its aspects. His was an inspiring address with a message and teachers will ever be grateful to him for it.

The Welcome Address by the Chairman of the Reception Committee, Sri C. Subramaniam, and the Presidential Address by Sri C. D. Deshmukh, are valuable documents which will no doubt be of great help to educationists all over India.

The President of the Conference, in spite of heavy work and pressure on his time, managed to be with us on all the four days of the conference taking part in all important discussions. His critical analysis and constructive suggestions at the time when resolutions were taken up at the General Sessions, will be gratefully remembered. He has placed the teachers of the country in general and the Reception Committee in particular, under a deep debt of gratitude to him for the services he has rendered at an important moment in the history of Education in this country. In his concluding remarks on 31-12-'57, he emphasised the importance of associating teachers with the educational panel of the Planning Commission. He considered it unfortunate that the teachers of the All-India Federation of Educational Associations, under whose auspices the Conference had been convened, were not represented in the educational panel of the Plan.

The Local Secretaries were mainly responsible for the success of the sectional conferences which formed the limbs of the main conference. Our profound and sincere thanks and regards go to Sri C. Rajagopalachari who presided over the sectional conference on "Internationalism and Peace" and made it a memorable success.

Entertainments formed a special feature of the Educational Conference. The pupils trained by Srimathi Lalitha, Principal of the Saraswathi Gana Nilayam, Triplicane, held the audience spell-bound with items that brought out the cultural greatness of the country. Selected scenes

from Sanskrit dramas put on boards by the pupils of the National Girls' High School, Triplicane, compelled the admiration of all and drew spontaneous tribute from the President of the Conference.

Local excursions and trips to Mahabalipuram proved a great success. The demand was so great that at the last moment the number of buses had to be doubled to satisfy the delegates. The services of Sri P. V. Ramaswamy of P. S. High School, Mylapore, must be specially mentioned here.

We are also thankful to the authorities of the following institutions for kindly making their school or college bus available for excursions and for bringing delegates from the railway stations to the venue of the Conference :—

1. Christian College High School, Madras.
2. Pachiappa's College, Madras.
3. Hindu High School, Triplicane, Madras.
4. Children's Garden High School, Madras.
5. National Girls' High School, Triplicane, Madras.

Our thanks must go to the Accommodation Committee with Sri A. K. Sitarman of P. S. High School, Mylapore, as convener for attending to the problem of lodging the large number of delegates. Conspicuous mention must be made of the staff of the Hindu High School, Triplicane, who worked as a team, in attending to every aspect of the conference work. Sri S. Swaminatha Iyer as Convener of the Hospitality Committee to look after boarding arrangements, and Sri S. Raja Rao at the head of the volunteer corps, and Sri K. V. S. Sarma, Sri V. G. Rangachari, Sri Jagannathachari, Sri Raghothama Rao, and others in charge of the general arrangements of the conference spared no pains in their respective sphere of work. The immense services rendered by the volunteers, boys from Hindu High School and Girls from National Girls High School, not to speak of the volunteers, both tea-

chers and pupils, who worked in various other schools where delegates were lodged, are to be gratefully acknowledged.

The authorities of the following schools kindly consented to place their buildings at the disposal of the Reception Committee for the purpose of lodging delegates :—

1. Hindu High School, Triplicane.
2. Kellett High School, Triplicane.
3. National Girls' High School, Triplicane.
4. Sama Rao School, Triplicane.
5. Wesley High School, Royapettah.
6. Meston Training College, Royapettah.
7. Monahan Girls' High School, Royapettah.
8. P. S. Secondary School, Mylapore.
9. Kesari High School, Mylapore.
10. Muslim Training School, Thayar Sahib Street.
11. Chintadripet High Schools (Boys and Girls), Chintadripet.
12. Corporation Schools.

We take this opportunity of conveying our special thanks to the Commissioner and the Educational Officer, Corporation of Madras, for permitting us to use the Corporation Schools for accommodating delegates and the owners of the houses wherefrom electricity was tapped for temporary connections to some of the above schools.

The authorities of the All India Radio, Madras, broadcast the opening day's proceedings and the Local Press helped the Reception Committee a great deal by giving due publicity. We thank them for their kind co-operation.

The accounts have been audited by Messrs. V. Soundararajan & Co., Chartered Accountants. The statement of receipts and disbursements relates to the period ending 31st January 1958. On that date the Reception Committee had certain liabilities and due provision for

the discharge of those liabilities was made.

By way of delegation fee, the Reception Committee received Rs. 12,028.00 and by way of Reception Committee membership fee Rs. 4,250.00. Out of this as per rules of the All India Federation of Educational Associations, a sum of Rs. 6,253.00, being the share of the All India Federation of Educational Associations, has been paid. But for the liberal contributions made by the State Government and the Central Government, the Reception Committee would have been faced with a huge deficit and the Conference would not have been the success that it was.

The report of the Conference will be ready before the end of October. We set apart in January Rs. 3,000 for bringing out 1,000 copies of the report. Since January the cost of printing paper has risen by 50%, besides printing paper being scarce. It is hoped that the amount set apart would meet the expenditure.

Out of Rs. 600 provided for meeting the travelling expenses of the five members elected to the Council of All India Federation of Educational Associations, a sum of Rs. 180.00 has since been spent. There is one more meeting to be attended to by the members.

Under transport, a sum of Rs. 1500 has been provided. So far Rs. 825.94 has been paid. There are still some claims to be met. The audited statement leaves a net surplus of Rs. 178.04.

On behalf of the Reception Committee, I offer my grateful thanks to Sri C. Subramaniam, Chairman of the Reception Committee, for his valuable help and guidance. From the time he agreed to be the Chairman, pessimism about the success of the Conference disappeared and the office-bearers worked with zeal and energy. Let me also thank the other office-bearers of the Reception Committee for their hearty cooperation.

T. P. SRINIVASAVARADAN

Pro-Chairman.

RESOLUTIONS

1. The Reception Committee of the 32nd All India Education Conference, thanks the Government of Madras for the generous grant of Rs. 5,000 towards Conference expenses.

2. The Reception Committee of the 32nd All India Educational Conference, thanks the Government of India for the generous grant of Rs. 5,000 for the Conference expenses.

3. Resolved that the Reception Committee do place on record its appreciation of the great help, guidance and inspiration given by Sri C. Subramaniam, Chairman of the Reception Committee and that grateful thanks be offered to him.

4. Resolved to place on record R.C.'s appreciation of the services rendered by the pro-chairman and the other honorary office-bearers and workers.

5. Resolved that accounts of the Conference after 31st January up-to-date be embodied in the account of the South India Teacher's Union and the same be audited along with the accounts of the South India Teachers' Union.

6. Resolved that the assets and liabilities of the Conference be transferred to the South India Teachers' Union.

7. Resolved that the current account with the Indian Bank, Mylapore branch, be closed and that the amount in the current account be transferred to the Savings Bank Account of the South India Teachers' Union.

8. Resolved that the Reception Committee do stand dissolved.

* A full report of the proceedings of the Conference, including General Sessions will be available by the end of October, 1958 at Rs. 4 a copy. Copies can be had from the office of the South India Teachers' Union, Madras-28.

ALL INDIA EDUCATIONAL CONFERENCE

33rd Session to be held at Chandigarh (Punjab)
from 26 to 30 December, '58.

SUBJECTS OF SYMPOSIA

GENERAL SESSIONS : SUBJECT
Promotion of National Unity through Education.

GENERAL SESSIONS : PAPER
Reassessment of Progressive Education.

SUBJECTS AT SECTIONAL CONFERENCES

Primary Education Section :

One Teacher School : Its Necessity and Utility.

University Education :

Medium of Instruction for University Education.

Teachers' Training Section :

In-service Training for Untrained Teachers with Experience.

Moral and Religious Education Section :

The greatness of a Nation depends upon the Religious Education in its Schools, Colleges and Universities.

Vocational and Technical Education Section :

Audio-visual aids in Technical Education.

Examination :

Place of School Records in Public Examination.

Public and Residential Secondary Schools :

The scheme of Multipurpose Schools and Indian Public and Residential Schools.

Women's Education Section :

Types of work suitable for women in the context of National Development (1) in rural areas, (2) in urban areas and the type of vocational education required for the same.

Aborigines' Education Section :

Role of the aborigines in national reconstruction and development.

Education for Peace :

Role of Teachers in the task of furthering international goodwill and peace.

Adult Education Section :

Role of Social Education in raising the standard of family life.

Library Section :

Library and General Education.

Secondary Education Section :

Change-over from High to Higher Secondary School : The way it has been done and it should be done.

Youth Welfare Section :

Students' discipline — Decline in Schools and Colleges — Its causes and remedies.

Childhood and Home Education Section :

Ways and Means of developing pre-Primary Schools in rural and urban areas.

TENTATIVE PROGRAMME :

26th December, 1958 :

Afternoon—Secretaries' Meeting.

Evening—Opening of the Exhibition.

Night—Report of the Secretary & Subjects Committee.

27th December, 1958 :

10-30 a.m.—Inauguration of the Conference.

Afternoon—Sectional Conference.

Evening—General Sessions.

Night—Entertainment Programme.

28th December, 1958 :

Morning—Sectional Conferences.

Afternoon—Sectional Conferences.

Evening—General Sessions.

Night—General Council Meeting.

29th December, 1958 :

Morning & Afternoon—Sectional Conferences.

Evening—General Sessions.

Night—Delegates' Entertainment.

30th December, 1958 :

Morning—Sectional Conferences.

Evening—General Sessions—Conclusion.

31st December, 1958 :

Excursion to Rupar and Bhakra Nangal.

Excursion to Bhakra Nangal :—The Reception Committee of the A.I.E. Conference will arrange excursion to Rupar

(Indus Valley Civilization Excavation Centre) Kotal and Ganguwal Power Station and Nangal and the world highest Bhakra Dam on the Sutlej on 31st December, 1958. It will be one day trip. The total charges for conveyance, lunch, tiffin, etc., will approximately be Rs. 8. The exact amount will be announced. The amount so decided will have to be deposited with the Reception Committee till the evening of the 27th December, 1958 by every delegate who wishes to join the excursion.

Meals Charge :—Chandigarh is a city of long distances and is yet to be developed. Every article has to be brought from outside. Hence the Reception Committee proposes to sell tea, lunch, tiffin, dinner coupons for all the four or three days in one lot. The Reception Committee will sell coupons for each day before a certain time the previous day. Living is dear in Chandigarh. The daily charge for tea, lunch, tiffin and dinner is likely to be Rs. 3.50 nP.

Severe Winter :—The Punjab is very cold in December. Hence delegates are requested to bring warm clothing with them. The Reception Committee will make arrangements for charpays and hot water.

Enrolment of Delegates :—Enrolment of Delegates will begin from 25th October, 1958.

Further information can be had at the office of the South India Teachers' Union, Madras-28.

SRI S. NATARAJAN

Sri S. Natarajan, at present Joint Secretary of the All India Council for Secondary Education will be proceeding to Geneva on 18th October 1958 to attend a Conference of experts on problems connected with teachers. This conference is convened by the International Labour Organisation and is to be attended by 20 experts on teachers' problems specially invited by the Governing Body of the I.L.O. The conference will consider the following :

1. General review of social and economic problems affecting teachers ;
2. Principles underlying the determination of teachers' salaries ;
3. Principles underlying superannuation arrangements for teachers.

The conference will be attended by the experts chosen from among teachers and their employers coming both from highly developed and from less advanced countries in different parts of the world. They will represent the three principal education systems (centralised, semi-centralised and decentralised). It is also expected to be attended by observers from the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education. The non-governmental organisations having a special interest in the items on the agenda are also likely to attend.

Sri Natarajan who was many years associated with South India Teachers Union was President of this Union for seven years from 1948 to 1955 when he took up the post as Director of the Advisory Field Services in the All India



Council for Secondary Education. He is also the Vice-President of the All India Federation of Educational Associations and is very well conversant with problems connected with teachers, their salaries, etc., in India. The All India Federation of Educational Associations is affiliated to the World Confederation of Organisation of the Teaching Profession and Sri Natarajan is now the Vice-President of this organisation. He has attended International Teachers' Conferences under the auspices of the W.C.O.T.P. at Manila, Frankfurt and recently at Rome in August, 1958.

The Conference at Geneva will last from the 20th October to the 1st November, 1958.

COLLEGE STUDENTS AIDED BY JOBS IN PLANTS

WASHINGTON—College enrollments in the United States are expanding at a rapid rate, both in numbers and in percentage of the college-age population. In the past 18 years, they have risen from a total of 1,500,000 to a record high of close to 3,500,000. In 1940 they represented about 15 per cent of America's young men and women, 18 to 21 years of age. Today they number well over 30 per cent of this group.

A number of factors have been responsible for the spectacular rise of college enrollments in recent years. Higher family incomes have made possible larger expenditures for education; increased productivity has resulted in a shorter work week, leaving more time for self-improvement; and technological advances in industry have broadened the demand for the skilled, technically-trained worker.

Another important factor, which has helped thousands of students from low and middle-income families to pay their way through college, is the growth of study-work programs which combine formal classroom training with practical industrial experience. The programs usually cover a 5-year period and permit the student to spend half of his time at school and the other half at a nearby plant, working at a job related to his chosen field. He is paid for his work in the plant at regular apprenticeship rates.

Known as the "cooperative system," this plan of education has found favor with a growing number of universities

and industrial companies, which see in it a means of welding classroom theory to current industrial practice. The university's placement office serves as liaison between campus and industry in finding suitable jobs for the students.

From the employer's point of view, the cooperative plan has these advantages: it delivers qualified manpower to industry at an early age; it shortens the break-in period; and it reduces personnel turnover. The majority of students stay with their cooperative firms after graduation, although there is nothing binding between them and their co-op. employers.

The giant Du Pont chemical company is one of the prominent American firms which has found the cooperative plan a useful tool in meeting its expanding needs for technically-trained personnel. Last fall, nearly 100 college students from eight universities and as many states took advantage of the company's vast network of plants and laboratories to enroll in Du Pont's study-work program.

Under this program, the year is divided into four three-month periods. The student spends the first and third quarters at school, and the second and fourth quarters at a Du Pont plant.

Most of the students are studying chemical engineering, and in the Du Pont laboratories they find ample opportunity to develop careers in the field of industrial chemistry.

—USIS.

OUR LETTER BOX

TEACHERS' PROVIDENT FUND

A certain headmaster-friend of mine retired early in June 1957, and immediately applied for closure of the fund; after incessant communications to the D. P. I., D. E. O. and Correspondent of the school, got his own contribution and that of the managements, in December 1957. Then he applied for the payment of the Government's contribution, and got in the last week of August 1958. It has taken nearly 14½ months to get the entire amounts due to him.

The gentleman had to accept Rs. 8 less than the amounts due to him from his correspondent who had incurred this expenditure in encashing the bills and remitting the amounts to the headmaster. The expenses incurred in connection with the encashment of the teaching grant and other bills are met from the contingent expenses of the school. Why should not the expenses incurred in encashing the teachers' provident fund bills be met from the contingent expenses of the school? Is not the teacher entitled to this privilege for the service rendered by him? The long delay and the unlawful deduction rob the benefit of its charm and grace. Will the D.P.I. issue orders that the petty expenditure might be met from the school funds?

R. SRINIVASA IYENGAR

IS THE COOK TO STARVE?

Our State Government have been pleased to extend the pension scheme to the members of all categories of teaching

staff employed in private institutions. The same concessions have not been extended to the members of non-teaching staff. The members of the non-teaching staff are not in any way better than those of the teaching staff. They go to the school earlier and leave the school only after sun set. They do not enjoy holidays as teachers. There are no common leave rules to them. They cannot enjoy the Dasara holidays and Xmas vacation. Even summer vacation cannot be enjoyed by them in full, since important returns have to be prepared and submitted to the higher authorities only during summer vacation. Yet they are not treated either as employees of vacation department or as employees of non-vacation department for purposes of leave. On the other hand only S.S.L.C. eligible hands are required for employment to the clerical cadre. They do not have any chance to get other remunerative work. This is their position in private institutions and these clerical staff who hold no benefit as aforesaid have to prepare the pension sheets of the members of the teaching staff. It is like a hotel keeper who refuses to feed his cook.

May the Madras State Government be pleased to extend the pension scheme to the non-teaching staff employed in all private institutions.

Rajapalayam, 12-9-'58. R. PANDURANGAN

Ex-Secretary,
The Madras Aided Secondary School
Clerks' Association.

OUR BOOKSHELF

Towards Basic Education : issued by Government of Kerala State.

Kerala State has ventured to introduce the new pattern of education during 1958-59 in 1000 schools — 500 in Urban and 500 in Rural areas of the State. This is in consequence of adopting the salient features of the Basic System of Education into the curriculum of the Primary school. The kernel of Basic Education namely the integration of theoretical learning with its practical application, the actual work with tools, is introduced to keep in pace with the increasing use of mechanical, electrical and atomic devices and other scientific inventions by people of the present day.

All the progressive methods of education give special importance to learning by doing. Hence the tool room and the skilful handling of tools and mastery of the technique is very useful for learning all subjects through practical experience with special reference to science. And it is education for life in its truest sense as familiarising with the ordinary tools of daily life and assembling, handling and repairing simple domestic appliances are really essential for our children. But to implement such variety of tools in every school and to have training in handling the tools by the teachers involve a great strain on the institution. Besides, the success of the scheme would entirely depend on the teachers who should be highly qualified, skilful and brilliant with high scientific knowledge to instil and promote that knowledge into the minds of children as well as teach the different subjects under correlated study.

The scheme on the whole can be deemed to be suitable for the machine age. As per the scheme of Basic Education, in all schools, whatever may be the basic craft chosen, cloth craft and agriculture craft should be done upto Grade V. It is also stated that out of the total work hours available for craft work, two thirds may be devoted to the

Basic craft and the rest to the subsidiary craft or crafts practised in the school.

The scheme is very well planned and if properly worked out, there is ample scope for the development of the whole personality of the child. The other different activities included in the syllabus will certainly help to mould the children into better citizens of our country.

—MRS. SARASVATHY SRINIVASAN

The Beggar and the Prince : By Max Voegeli : Retold by E. C. Parnwell. Price Re. 1.47. (Oxford University Press).

This story from the Wonderful Lands has been retold in simple English by Mr. Parnwell in 94 pages which include a few illustrations. The book may be recommended for non-detailed study in V or VI Form of Secondary Schools.

A few questions on comprehension at the end of this book would have added to the usefulness of the book.

Teaching : Sept. 1958 : Vol. XXXI No. 1. Price Re. 1.50 (Oxford University Press). This quarterly journal is devoted to Basic Education and has the following topics relating to the subjects :

1. Crafts and their place in Basic Education.
2. Basic Education and Activity Education.
3. The school and the integration of experience.
4. A visit to basic school.
5. Basic Education and contemporary life.

* * * * *

Receipt of the following publications is thankfully acknowledged :—

1. Kerala State "Towards Basic Education".
2. Buniyadi Talim — July 1958.

FROM OUR ASSOCIATIONS

Ramanathapuram Dt. Teachers' Guild.

A General Body meeting of the Ramanathapuram District Teachers' Guild was held at 5-15 p.m. on 27-9-'58 in the S. M. S. High School, Karaikudi with the President, Sri P. Doraikannoo Mudaliar, M.A., L.T., Dip. Ec. Principal, Dr. Alagappa Chettiar Training College, Alagappapuram, in the chair.

Sri P. V. Srinivasan, M.A.L.T., Headmaster, Model High School was declared elected Secretary and Treasurer.

The following resolutions were passed :

1. Resolved to place on record the great and distinguished services as teachers and the contribution to professional consciousness and solidarity, of the undermentioned teachers :—

- (a) Sri M. Rajah Iyer, M.A., L.T., Headmaster, Rajah's High School, Ramanathapuram.
- (b) Sri D. Sabastian, Teacher, Senjai Municipal Higher Elementary School, Karaikudi.

2. Resolved to request the authorities concerned that the names of the above two teachers be recommended for the National Award for teachers instituted by the Indian Union Government.

It was decided to hold the next annual conference at Sivaganga in the latter half of November, 1958.

Tiruchirapalli Dt. Teachers' Guild :

The Annual General Body meeting of the Tiruchy District Teachers' Guild was held on 13-9-1958 in the Bishop Heber High School, Teppakulam, with Sri M. P. H. Albert, President, in the chair. The Annual Report and accounts for 1957-1958 were approved. It was reported that there were 1,120 members during the year. The following office-bearers for 1958-'59 were elected :

President : Sri Theodore Samuel, Principal, Bishop Heber High School, Puthur.

Town Secretary and S. I. T. U. Representative : Sri N. K. Venugopal, Headmaster, N. C. B. A. S. S. Tiruchy.

Second Representative on S. I. T. U. Executive Board : Sri R. Bhuvarahan, Headmaster, S. M. High School, Woriur, Tiruchy.

The following resolutions were passed :

1. This meeting of the Tiruchy District Teachers' Guild requests the Government to permit the appointment of substitutes for leave or retirement vacancies in Elementary Schools without insisting on over-all attendance of 35 per teacher.

2. This meeting of the Tiruchy District Teachers' Guild points out that, while an attendance of 35 pupils per teacher may be insisted upon for bifurcation of a class, the insistence of over-all attendance of 35 per teacher for the whole school for appointment of a new teacher for the bifurcated classes, prevents, in effect, the bifurcation of a class and so requests that the ratio of 1 : 25 (over-all) be considered enough for providing classes with teachers, on bifurcation or trifurcation.

3. This meeting of the Tiruchy District Teachers' Guild regrets that the salaries of teachers, especially elementary Higher Grade, have not yet been raised and requests Government to revise the scales of pay urgently in consonance with the cost of living, and on the basis of the professional qualifications of the teachers, Elementary Grade, Secondary Grade, Graduate Trained etc., and not on the basis of the classes taught.

4. This meeting of the Tiruchy District Teachers' Guild requests Government to take steps to see that Managing Committees are formed, with adequate representation for teachers, for the administration of all Aided Elementary Schools.

5. This meeting of the Tiruchy District Teachers' Guild requests Govern-

ment to accord immediate recognition to the Mid-day Meals Committees in Elementary Schools, to sanction the Government grant for the purpose early, and to permit the purchase of meals from hotels.

6. This meeting of the Tiruchy District Teachers' Guild congratulates the Government on the introduction of the new types of question for the S.S.L.C. Examinations.

GOVERNMENT ORDERS

EXTRACTS FROM THE FORT ST. GEORGE GAZETTE

DEPARTMENT OF HEALTH, EDUCATION
AND LOCAL ADMINISTRATION

(Education)

Amendment to Madras Educational
Rules.

(G. O. Ms. No. 1560, Education
11th August, 1958.)

S.R.O. No. C-187 of 1958.

In the Madras Educational Rules, to paragraph 1 of rule 49, the following shall be added as the last sentence, namely :—

“A pupil who is debarred by the Commissioner for Government Examinations for a specific period from appearing for the E.S.L.C. examination should not be admitted into any school during the period for which the bar is in operation.

K. V. RAMANATHAN,
Deputy Secretary to Government.

Amendment to rules for grant of
recognition and aid to elementary schools.

(G. O. Ms. 1612, Education,
21st August, 1958.)

S.R.O. No. C-199 of 1958.

The following amendment shall be made to the rules for the grant of recognition and aid to elementary schools, published with the late Education Department Notification No. 243, dated the 21st August, 1939, at pages 556 to 568 of Part 1-B of the Fort St. George Gazette, dated the 29th August, 1939, as subsequently amended :

AMENDMENT

In the said rules, under the heading Chapter 1-“Rules for Recognition” in rule 22, after sub-rule (b), the following sub-rules shall be added as sub-rules (c) and (d), namely :

“(c) If a pupil is found to have obtained admission by means of a false record sheet or false representations of any kind, he shall summarily be dismissed by the Deputy Inspector of Schools with forfeiture of whatever fees he may have paid.

(d) In the event of a pupil having been dismissed under the above sub-rule, the Deputy Inspector of Schools shall record his reasons for the dismissal and report the fact within three days of such dismissal to the parent or guardian of the pupil and to the District Educational Officer, by registered post. A pupil thus dismissed from one school shall not be admitted into any other recognized school within a period to be determined by the District Educational Officer on the recommendation of the Deputy Inspector of Schools concerned. A pupil who seeks admission into a recognised school by means of a false record sheet or false representation but who does not actually obtain admission may be debarred from being admitted into any school for a period not exceeding one year to be determined by the District Educational Officer, on the report of the Deputy Inspector of Schools concerned.”

V. KANNAIYAN,

Deputy Secretary to Government.

EDITORIAL

DISTRICT BOARD SCHOOLS

The Government have decided to abolish the District Boards. Elementary schools under the District Boards will hereafter be managed by Panchayats and Panchayat Unions as contemplated in the new bill. When it was originally proposed that the District Board Schools also should be taken over by the Panchayat Unions there was opposition and the opposition was based upon reasonable grounds. The Minister for Education on the floor of the Assembly said that he was not for handing over the administration of the District Board Schools to the Panchayat Unions. He was having in his mind some sort of machinery at district level to administer the District Board Secondary Schools. A few days back the Minister for Local Administration said, as reported in the papers, that the Government would take over the District Board Schools. The Minister has not given us a clear picture of the way in which 350 and odd schools would be administered. It is easy to take over. But it is very difficult for the Government to efficiently administer such a large number of schools. It is a well-known fact that due to rigid rules and procedures the schools at present under Government control are unable to work efficiently in the matter of staffing and equipment. Such things will result if the District Board Schools are taken over by the Government. On the other hand we would like to suggest that the District Board Secondary Schools in each District may be placed under the control of a small committee consisting of officials, educationists representatives of teachers and

public men and the Government giving their aid to the schools through such a body. A body of that kind will attend to all important matters immediately and see that those schools do not suffer in efficiency because of delay. Education of the children must be free and unhampered by direct control of the Government. It is hoped that before coming to a final conclusion the Government will consider all aspects and place all the District Board Secondary Schools under an efficient suitable agency.

COST OF LIVING

Since the attainment of Independence, people have been hoping that the cost of living will go down and there will be enough food production in the land. Experience has shown that year after year the prices of food-stuffs have been slowly rising. The prices of rice, dhol, oil and other necessities of life have risen and there seems to be no end to this spiral-rising. Whenever the cost of living rises, industrial labourers are getting an increase in their allowances. It is not so in the case of other categories of employees. These allowance do not at all solve the problem. On the other hand, allowances chase prices and prices chase allowances. It is a vicious circle. Further that by giving allowance to certain categories of people a certain amount of economic inequilibrium is established. The middle class people and the poor classes suffer more and more and these form the majority. We are glad to note that there is a growing awareness on the part of the Government that now on they must pay more attention in the production of food

and all their energies should be diverted to the achievement of this objective. Food should be the first concern of the Government and all other schemes might await. Production of more food and bringing down the cost of living should be given top priority. The members of the teaching profession are hard hit by this rising cost of living. Will the Government—both Central and State—take steps to bring down the prices?

EDUCATION WEEK

The celebration of the Education Week commences on 27th October and lasts till 2nd November 1958. The object of the Education Week is to bring the parent, the public and the teachers together, so that each group may learn

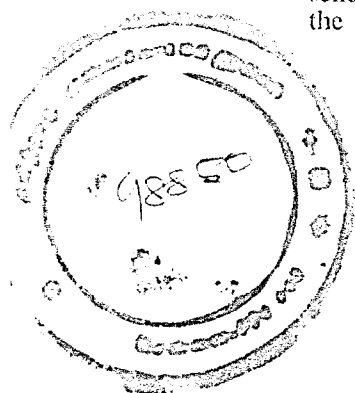
from the other groups the educational trends in our State. The important problems that await solution is how best the school can be usefully run. It is sad to note that the public are not taking as keen an interest in the matter of education as they ought to. During this week, it is hoped that there will be close co-operation between the public and the schools. The rule by democracy depends upon the children of today. If proper education is not imparted to them democracy will not be safe. Expansion of educational facilities should not be at the expense of quality of education. It is here that the parents' co-operation is essential. It is hoped during this week the parent-teacher co-operation will be forthcoming in abundant measure.

TEACHERS' CHARTER DAY

20TH NOVEMBER

On this day the Teachers' Charter Day is going to be observed all the world over under the auspices of the World Federation of Teachers' Unions.

All affiliated Associations of the S.I.T.U. are requested to see that Teachers' Charter Day is observed in their respective areas on the 20th November, 1958. They are further requested to send brief reports on the observance of the Day to this Office.



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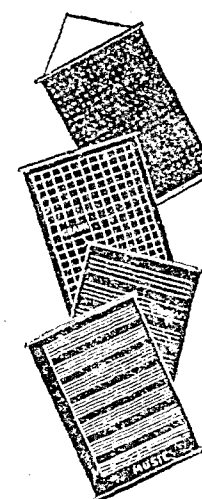
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