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॥ उद्धरेदात्मनात्मानम् ॥—The Gita
Raise yourself by your own efforts

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MADRAS

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RAJA ANNAMALAIPURAM, MADRAS-28.

THE 49th MADRAS STATE EDUCATIONAL CONFERENCE

Will be held in Salem in May 1959.

It is hoped that the teachers of the Madras State who are members of the South India Teachers' Union will assemble in large numbers to discuss, as usual, educational and professional problems.

It is necessary that they should register themselves as delegates before 31st March, 1959 by remitting Re. 1/- (Rupee One) each to the office of the South India Teachers' Union, Raja Annamalaipuram, Madras-28.

The programme and other particulars relating to the conference will be sent to each delegate towards the end of April 1959.

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THE SOUTH INDIAN TEACHER

Vol. XXXI

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INDIAN EDUCATION THROUGH THE AGES

III

HINDU RENAISSANCE

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

(Continued from November issue)

II

PUBLIC INSTRUCTION

Indian Culture is not a mere theory in the hands of a few learned classes but a dynamic energy which penetrated right to the heart of the people and pervaded every important aspect of the individual and social life. The main aim of Culture in India as we have seen elsewhere is to bring to the door of the humblest, the highest products of the human mind and heart rather than to enable him to read, write or decipher for himself. In all ages of her history, India laid great emphasis on the importance of Sruti (learning by ear) and Smriti (assimilating through reflection and contemplation).

According to Naladiyar, education consists not so much in literacy. "The uncultured may read, but are uneducated; men of culture unlettered are well read". The standard of Indian people's education varied with the general growth and accumulation of knowledge. It flowed through the natural channels of the society and made its way everywhere. Indian Folk Education, it may generally be said,

is a system of wide-spread irrigation of culture. Its teachers were in constant requisition, and gathered men and women at central places in our villages, where they repeated the best thought of the ancients and expressed the ideals of the land in the most effective form. The mode of instruction included recitations of epics, exposition of scriptures, readings from the puranas (the classical records of the old history), performance of plays founded upon early myths and legends, dramatic narration of the lives of ancient heroes and the singing of songs from the old religious literature. The main purpose behind this system was to enable men to realise that to live as men requires profound philosophy for its ideal, poetry for its expression and heroism in its conduct.

The learned as the leaders of the masses, have a great responsibility. All ancient texts enjoin them not to create "Bheda Buddhi" not to unsettle the understanding of the masses. (Bhagavad Gita : III. 25).

It is said that people at large (Jana-samanya) are like women and in their keeping is the cradle of the race. They

are nearer to nature and therefore in closer touch with the fountain of life. They have the atmosphere which possesses natural power of healing. All ancient texts say that it is the function of the learned, to provide people with their elemental needs, with food and joy, with the simple poetry of life, and with the ceremonies of beauty which they spontaneously can produce and in which they find delight. Further the learned are enjoined to see that different classes and stages of men (Varna and Asrama) follow their respective duties and activities; that all ceremonies and sacrifices appertaining to their welfare as well as to the welfare of all beings in the world are duly performed every day. It is said that a King as the overlord of the village could punish any young scholar (Brahmachari) who did not spend his time in studies but wasted by wandering about in the countryside as a beggar, and he had the power to punish the whole community that neglected to look after such young men (Daksa Smriti 1-58).

Therefore we give below the different propagating agencies undertaken by the learned in all periods of Indian History to bring home these ancient ideals right to the masses at large.

Temples and shrines of worship :

Temples and other shrines of worship (Devalaya, Puja Mandira) took up a great roll as educational agencies to a great extent. From the texts on Architecture and Sculpture (Silpa Sastra, Vastu Sastra), Iconography (Pratnavidana), Divine worship (Agama), we hear that the architecture, paintings, decorations as well as other symbolical expressions that find a place in the temple structure (temple gebaude) have been created for this purpose alone. The famous temple at Chidambaram is an example. The porches (Mandapas) served as study-rooms and meeting places for sacred as well secular topics.

Holy Places of Pilgrimage :

Cultural ideals were also brought home to the masses by the various social observances, social ceremonies and other institutions. Periodic lectures were delivered in temples and other seats of learning where the masses gathered and permanent classes were held for the more ardent and earnest seekers after truth. Teachers, doctors, astrologers and priests upheld the light of ancient culture in rural parts.

Moreover the daily readings (Parayana) from the Bhagavad Gita, the Epics and the Puranas formed a part of this agency. They made one act one's part in life to the best of one's ability and Dharma. The popular festivals (Utsava), and processions, served to enlighten the masses and turn their thoughts to the larger ideas of country, humanity and religion.

In this connection we should not pass over that greatest agency of popular education, the pilgrimage to holy waters (Tirthas) and sacred places of religion and culture (Kshetra). These two agencies from times immemorial provided a great field for mass education. Free boarding places and chowtries (Satras) provided at convenient places on the routes to pilgrim centres by charitable persons were taken advantage of by the poorest classes and women.

Old texts insist on pilgrimage as a part of one's Dharma. There is hardly an Indian, to whatever sect he belongs, and in whichever part of India he lives, who considers his or her religious duties completed without visiting the principal places of pilgrimage. The sacred cities of India are powerful, spiritual seminaries, ever open to receive the earnest and devoted searcher after truth.

Village Hall and Theatre :

In all ages of Indian History we find the Village Theatre and Village Hall played a great part as another agency

for popular education. Each village, as we see from the old inscriptions, made special provision for their maintenance and gifts of lands for actors and other men who take a part in their work. The ancients enjoined dramatic performances in all places as they encouraged wisdom (Buddhi), endurance (Driti) and fame (Kirti). As such it was considered a duty to establish a theatre or a hall. Besides dramatic performances, the Hall was used for Hari-Katha, popular story telling with music and dancing and other aspects of acting, (Natya) with the main theme on the life of a historical or traditional figure, a hero, or a saint. Attached to these halls, were open grounds where provision was made for the recitation and reading from Epics and the Puranas by scholars (Purana Patana) who expounded the heroic deeds of old with many allusions and interesting anecdotes. Through these agencies education through the eye (Drama) and the ear (Recitations and Readings) penetrated the hearts of the illiterate and weaned the cultured from the ways of the world.

Vernacular Instruction as an Agency of Culture :

Instruction through the medium of provincial languages (Desa Bhasha) gave a great impetus to the education of people at large since the advent of Buddhist culture as far as 300 B.C. Lord Buddha, inaugurated this great movement. His injunction was "you are not to put the word of Buddha into Sanscrit verse. I order you to learn the word of Buddha each in his own dialect" (Chullavagga V. 33-1). This gave a new impetus to the local languages and Pali, the then spoken form of Sanscrit, became the common language of India for all cultural purposes. When Sri Sankara took up his new campaign to restore the old Vedic Culture to its true right place, different vernaculars of the land, as in the time of Buddha's Religion, were used

as the medium of all public discussions and debates. Many literary productions were brought out either as translations of the ancient lore from Sanscrit, or as original writings in all spheres of learning and culture. Kings and Monarchs became patrons of this new renaissance and appointed many poets of reknown to their courts.

In South India, the Jain teachers gave a new lead to this movement. In their enthusiasm they never neglected Sanscrit; as a matter of fact they Sanscritised the provincial languages. All their literary works were produced in this "Classical" (Grandhika) form. Further this new form enriched the languages, Telugu and Kanarese. Grammars were written following the Sanscrit methods. In their educational work, they brought these new methods right to the villages. Their part in this connection was an important epoch in the History of popular education.

With this new impetus all public lectures were given in the vernaculars; so also public performances.

Minstrels and Story-Tellers :

Wandering minstrels and story-tellers went from one village to another entertaining the public with humorous stories and ballads of olden days. The stories the story-tellers used contained not mere humour but moral lessons. The famous Indian Narrative Texts, Pancha Tantra and Hithopadesa, and also the Tantric Literature are the greatest sources from which they fed the public. The villagers paid them amply and thus made them carry on their work without any material hindrances. The great epics the Ramayana and the Mahabharata were memorised by bards who sang them before the public. We see a prominent place given to them as "men imparting the highest knowledge in a popular form" (Taittereya Brahmana III. 4.2 and 13).

IV

EDUCATION IN MUSLIM INDIA (1200—1800 A. D.)

Muslim influence brought a new era into the Indian social life and a new form of educational system was established by the Muhammadan rulers even though they had no connection with the ancient culture of the land. The older educational institutions continued, except for temporary destruction in which Buddhism suffered most from the Huns, and some of the Buddhists educational institutions were entirely blotted out. Indian teachers were allowed much latitude in the matter of education and hence the vitality of Hindu educational institutions was not crushed during the centuries of Muhammadan domination. Hindu culture and learning were promoted by sovereigns like Akbar and Shajahan. Even during periods of terror and persecution, Indian culture continued, though it had to migrate to more congenial regions within the country. Buddhist institutions existed side by side with Hindu institutions and in Southern India these continued till the destruction of the local administration (Village Republics) in 1816 by the British administrators.

MUSLIM EDUCATION

Muslim Education, in spite of the militaristic tendencies of the sons of Islam, was liberal and comprehensive in its aims and principles. The mysticism of Persia and the simple and religious life of Arabia played a great part in making its ideals spiritual and eternal.

Islamic teachers, time after time, proclaimed to the children of the Muslim community that they must be conversant with all kinds of useful knowledge, building a wall against all other things. All the sciences and arts helped either directly or indirectly the student in treading the path (Kimiya Ch. 6).

It was also the motto of Muslim Culture that no one should give his

opinion on any matter—or be fascinated by mere speech or passing things. 'Silent meditation is the thing one must cultivate and what he feels and thinks he must express without fear or favour.'

Towards this goal one must acquire thorough knowledge in all subjects in one's own stage. One must know also the relative usefulness of these subjects to humanity—and he should aspire for that knowledge that brings him from any path he chooses "to God" (Kimiya Ch. 6).

We find throughout the history of Muslim Culture either in far off Asia Minor, or in Persia, or in Arabia, or after the advent of Muslim spirit in this land of ancient Aryan Culture, a great impetus given both by the monarchs and saints to achieve this Muslim Ideal in life. Here and there some Muslim invaders attempted to destroy the culture of the conquered—but in many cases, the better side of "Man" prevailed among them and "learned men, pious rulers" shone out from time to time. Therefore we find a great change in the attitude of Muslim Rulers, after they settled down in India and made India their home unlike "the Birds of Passage" of their co-religionists of old. The old persecution and destruction of the Hindu and Buddhist Institutions were given up. Respect and honour to the ancient culture once again was the motto of the new monarchs and their deputies in all parts of India. Indian poets and scholars once again acquired patronage and support for their culture. Many colleges and academies were founded for the promotion of the Hindu Learning. Many of the rulers were not only patrons but great scholars themselves. King Sultan Firus (1351-1388) brought two Asoka Pillars to Delhi instead of destroying them unlike his predecessors as "a mark of grace, showing a welcome taste for art and culture". The king

says of himself, "Among the gifts which God has bestowed upon me, His humble servant, is a desire to erect public buildings. So I built many Masjids (Mosques), colleges and monasteries (both for the Hindus and Buddhists) that the learned and the elders, the devout and the holy, might worship God in these edifices and aid the kind builder with their prayers".

Another king Quadam Sharif was noted for his avoidance of persecution. He approved the appointment of many Hindu scholars to important offices and it is said when a fine library was found with 1,300 books in a temple, he sent there some learned Hindus from his State for translating a few books for the use of his State. (N. N. Law: Learning in India during Muhammadan Rule pp. 64, 65). As in the olden days the Muslim rulers, further defrayed the charges for the maintenance of the educational institutions of all types, giving complete freedom to private initiative and encouragement by munificent grants and endowments. Some special endowments were set apart for the maintenance of students and professors who devoted their life in studies and research.

A ruler of the Bhamani kingdom was a great patron of letters and founded a college in the Deccan in 1378 providing boarding and lodging for students and provided learned professors for their training. He also started many schools and endowed them amply. Another ruler, Firuz, not only went to lectures on Botany, Geometry and Logic, but sent ships to different lands to invite learned men to his court. A minister of a later king built at Bidar a college which became famous for a number of centuries.

Baber himself was very learned and his son Humayun was fond of study and discussion on all subjects of ancient lore. His son Akbar (1566-1605) was remarkable for his love of learning and his University contained professors in all subjects, Sufis, Doctors; Lawyers, Sunis, Shias, Brahmins,

Jains, Buddhists, Charavakas, Christians, Jews, Zoroastrians, and learned men of every belief who "argued in the halls of the University on profound points of science, the curiosities of history, the wonders of nature" (N. N. Law. pp. 144-145).

The Emperors gave all possible facilities to carry on the ancient methods of Indian learning and under his patronage many portions of the Vedas, in particular Atharva Veda, the Ramayana, the Mahabharata, the famous text on Mathematics — Lilavati — and many other ancient Hindu texts on arts and sciences were translated into Persian, the court language of the day. He took also an active part in the re-organisation of the old system of education and improved it in the light of the Persian aims and principles.

Hindu studies were introduced in Muslim institutions and Muslim studies in Hindu schools and thus both the Hindus and Muslims were in constant touch. His son Jehangir kept up the traditions of his father, repairing colleges which had fallen into disuse and giving impetus for the opening of the new ones among the two communities. Agra, the seat of learning, begun in his father's time, continued to attract both scholars and craftsmen from far and wide and progress in arts and crafts in particular was remarkable in his time and music, painting as well as sculpture lent beauty to life all round. Shajahan, the founder of the eternal Taj, was a great patron of art and founded colleges and schools throughout his kingdom. Even after the decline of the Moghul Empire the inspiration given by Akbar to education and culture was carried on by other kings and princes in other parts of India, as far as to the end of the nineteenth century. The encouragement given by Adil Shah in Deccan to culture was well-known throughout and the famous Library he founded with books on all branches of higher learning is still preserved. "Some of its books are curious and interesting

to any one acquainted with Arabic and Persian literature. All the most valuable manuscripts here, it is said, were taken away by Aurangzeb in cart-loads, and what remains is a precious collection shown "with mournful pride and regret" (Annie Besant: Higher Edn. in India, P. 23).

In spite of Muslim patronage and endowments the time-honoured Hindu and Buddhist seats of learning could not receive that kind of homage and freedom from the rulers as they did get from the innumerable Hindu and Buddhist Kings and nobles of old. So we find as we come to the hey-days of the Muslim Rule many of them had to disappear or had to retire into some silent and congenial places where the

Hindu kings still continued their sovereignty over large areas. The Hindu Empires that arose in the South, in Central India and as well in the Maharastra (West) took great interest, following the ancient traditions and made many ancient institutions possible to carry on their studies and propagation of ancient culture without any interference. In this connection the great impetus given by Sri Shivaji in Poona, Krishnadeva Raya in Vijayanagar, the Rajput princes in Chitor, Jaipur, are still within the memories of the present Hindu generation. The Hindu Religious orders of Sri Sankara, Ramanuja, Madhwa, Chaitanya and other teachers upheld this ancient lore in different parts with the support of the lay public.

ROLE OF PUBLIC AND SCHOOL LIBRARIES

By F. PARROTT

(Librarian of the Public Library, Reading, Berkshire)

In the Summer of 1953 a number of teachers of all ages and all grades laid aside their dignity and sat humbly for an examination. This examination was designed to test their fitness for running their school libraries. How this would have astonished the worthy members of Parliament, who in 1850, passed the first Public Libraries Act, an act whose modest provisions laid the foundations of that nationwide library service to young and old which we know today. They would have been equally astonished could they have looked in on the exhibition held in London in 1950 to celebrate the centenary of the Act. Here they would have seen a modern public library service in action—reference library, lending library, enquiries centre and children's library. Perhaps the most surprising feature would have been the children's library, for during those hundred years the whole concept of the child and his needs had changed completely.

Public Reading Rooms for Children:

When the first public libraries were opened there was no universal education; libraries existed in old-established schools such as Winchester, Tonbridge or Cheltenham and Sunday Schools and day schools made some provision for the children of the poor. In the one the books were those needed by scholars, in the other such as were available at a time when accepted favourites — *Treasure Island*, *The Jungle Book*, *Tom Sawyer*, *Alice in Wonderland* — had yet to be written and the fairy tales of Grimm or Anderson had yet to become every child's heritage.

In 1861 the city of Manchester opened its first Children's Room; the first public reading room for boys and girls in the country. Within a few years there were no less than 14 of these rooms, where books, specially chosen for them could be read by the children but could not be taken away

to their own homes. While they read the children were carefully supervised. Similar rooms were opened in other large towns and in certain London boroughs. Judging by the photographs of the period the rooms were austere and almost un-inviting in appearance; the children sat at long tables and on hard, wooden chairs; they sat and they read, but always under the watchful gaze of a supervisor. Yet, despite the austerity, the supervision, they came, they read, under conditions which would hold no attraction for a child of today.

Increased Facilities and Demand:

Before the close of the century towns, such as Liverpool and Nottingham had opened special lending departments for children, while an increasing number of authorities were making provision of books for home-reading through the schools. The London School Board instituted a system of collections of books in schools as early as 1878. The city of Cardiff made history by taking children to books as well as books to children. In 1899 the public library began a highly organised and efficient book-supply to schools, financed by the local Education Authority, and arranged that classes of older children should visit the library, at least once a year, for a lesson on the history of books and book-making and on the use of the public library.

Gradually it became the accepted idea that whenever a new library was opened the stock should include a collection of books suitable for children. Reading was on the increase; the Education Acts of 1870 and 1902 brought learning to an ever increasing number of children and with the increase in the number of those who could read came an increase in output of books to be read.

Country-wide Service:

As the years of the new century progressed so the numbers of public

libraries increased. In 1919 the County Libraries Act brought country districts within the orbit of library provision and made it possible for adults and children in even remote villages to receive books, either from collections deposited in parish halls or schools or from newly built branch libraries in nearby towns.

Meanwhile, in 1920, Croydon, a prosperous borough, South of London, opened its first Junior Library and so marked another stage in the development of the service. For a number of years books had been available to children in the adult lending libraries of the borough as well as from collections in the various schools. The new library contained not only a lending department but also a reference room and magazine room. The rooms were attractively furnished, decorated in gay colours and so designed that lectures and story-hours could be held in them. Children themselves were encouraged to help in the routine work of the library under the guidance of a trained librarian. It was, in effect, the children's own library, where books were arranged, classified and catalogued in a similar, though simplified, manner to those of the adult library. The entire organisation was, as the name indicated, a junior version of the adult service. Every child had the opportunity to browse, to learn the elements of research and to enter the gateway to the whole world of literature.

An Important Landmark:

Six years later Hendon, even nearer London, hit the headlines. It showed its belief in the truth that a successful library service must begin with the children, by appointing a part-time Children's librarian before the establishment of a public library. She organised a system of book supply to boys and girls by means of libraries in welfare centres, church-halls and schools, to which they flocked as soon as they were opened. Later, when a

public library was built, these books formed the nucleus of a flourishing school-library service. Here again children were encouraged to share in the work of the library and talks, story-hours, puppet groups and other activities were organised to widen their interest in books and reading.

During the years that followed, up to the outbreak of war in 1939, the interest in and understanding of the child's need of books increased. Library authorities came to realise that children needed more than a collection of books; they needed a room of their own, with comfortable tables and chairs, shelves of suitable height to display an adequate supply of the right books for all ages; they needed their own staff, trained librarians, ready and willing to help—with a problem in home-work, a stamp-collector's query or a recipe for a young cook—and to introduce them to stories new and old.

A landmark of the first importance was the institution in 1936 of the Library Association's Carnegie Medal to be awarded to the writer of the most outstanding book for children published during the year. This award, made annually, has encouraged a very high standard of writing as is shown by the works of the 19 authors who have received the medal.

The War Years :

With the outbreak of war, progress was halted in this as in other spheres. Children were evacuated from large towns; hours of opening were curtailed, yet libraries continued to meet the needs of children. Despite paper shortages and other war-time difficulties, publishers continued to produce books and to maintain a surprisingly high standard. Books were sent to reception areas to augment the stocks of libraries catering for a suddenly increased demand. Books were in short supply in shops but they were quickly bought by libraries and so reached a far greater number of young readers than if they had only

been bought by individuals. Wherever possible children's librarians continued their programmes of play-readings, stamp-clubs or story-hours, some of them even met readers in air-raid shelters and by recreating a world of fantasy kept young minds from the horrors of the real world.

Adequate Provision in all Schools :

The Education Act of 1944, with its far-reaching proposals for the reorganisation of the educational system of the whole country focussed attention, as never before, on the importance of adequate library provision in primary and secondary schools as well as in grammar schools, where for many years a library had been regarded as an essential feature. When new schools were built after the war, plans included a library room and local authorities were empowered to make grants for the purchase of books. In existing buildings enthusiastic teachers improvised available accommodation, often in spite of incredible difficulties. Teachers finding themselves suddenly faced with the task of choosing books, and organising their resources, turned to the public libraries for advice, knowing that in those libraries possessing well-equipped children's departments they would find expert staff with knowledge of children's literature. In large areas, such as the counties of Derbyshire and Lancashire librarians were appointed to advise on book-supply and the planning and development of school libraries as well as those in the branches of the county library service.

National Organisation :

Not only in schools was there an expansion of library work in the immediate post-war period. In spite of financial restrictions new libraries were being opened, bomb-damaged buildings repaired, old buildings modernised and everywhere attention paid to children's libraries and their staff. In 1947 the Youth Libraries Section of the Library Association was

formed to bring together all those interested in and working with children and to afford opportunities for sharing experience. In 1951 the Section organised its first Week-end School. This has now become an annual event at which children's librarians, teachers, publishers and booksellers meet for lectures and for informal discussion on topics of mutual interest.

Three years later, in 1954, the first Six Week Course of full-time training in work with children and young people was held in London. This was intended primarily for Chartered Librarians, preparing for the Final Examinations of the Library Association, but teachers also have taken part in these courses.

Complementary Services :

It may well be asked if, with the expansion of the school library service the need for children's libraries will cease to exist. On the surface it might seem so, yet when one looks deeper it becomes apparent that there is need of both. This is an age of various educational media — radio, television, films—and all are being used more and more in schools, yet, however good these may be, it is an obvious truth that books will always be

necessary to the full life. In the past, in days of limited education, books were the privilege of the few. In this new age children are being encouraged to find out for themselves. Books must always be available, whether in school or at home. The school library will be in effect a workshop library, in the very widest sense, but however good it may be it cannot hope to cover the whole range of literature from picture book to learned treatise. The children's library must always be there to meet special needs, to provide the whole range of reading and to be a source of recreation where the child can find his own way in his own time.

With the expansion of both school and public library service teachers and librarians are drawing closer together. They realise that only so can they truly serve children through books. The teacher has an intimate knowledge of the child, his mental development and ability with some knowledge of books; the librarian has expert knowledge of books, of library organisation and equipment, is in contact with authors and publishers and has some knowledge of the child. As this knowledge and experience are shared so will the library service continue to develop through the second hundred years and who may foretell the achievements of the year 2050?

—(By courtesy of British Information Service).

XXVIII SOUTH INDIAN EDUCATION WEEK

The Twenty-Eighth South Indian Education Week was celebrated in the following places :

1. Tirukkattupalli.
2. Sivakasi.

3. Mannargudi.
4. Madras.
5. Tiruchirapalli.
6. Tuticorin.
7. Pattamadai.
8. Kumbakonam.

EDUCATION MUST BE COMBINED WITH PRODUCTIVE LABOUR

By LU TING-YI

Two measures adopted at the end of last year and early this year pushed forward the advance in education. One was the application in all schools of the principle of combining work with study. The other was the establishment of agricultural middle schools. The practice of working while studying begins to combine the ordinary schooling with productive labour. It breaks the age-old tradition in the schools of looking down on physical labour, changes the atmosphere in the schools and has a very good influence on the social atmosphere. The agricultural middle schools are vocational (technical) schools set up by the people themselves, on a part-work and part-study basis. Schools of this kind meet the pupils' desire to continue their studies and also prepare agricultural technicians. They are comparatively simple to set up and meet the practical needs of today. Without state financing, they still lighten the economic burden on students' families. Therefore, from the moment they were encouraged, they have been springing up like bamboo shoots, numbering tens of thousands in a few months. With primary school graduates freed from worry about lack of opportunity for further study, the number of primary schools run by the people themselves has also increased greatly and primary school education has rapidly become universal in many provinces, autonomous regions and cities. To meet the growing needs of production, adult education has also developed, the literacy campaign is in full swing and all sorts of spare-time general and technical schools have sprung up in great numbers. This high-tide of the cultural revolution has spread from the countryside to the cities, where another stream is evident—the establishment of factories by schools and the setting up of schools by factories.

Now this combination of schooling and productive labour has given rise

to the campaign to reform school curricula and the efforts to change school systems, as well as to change the composition of the teaching staffs, etc. Our educational work is like a hundred flowers in bloom, like "ten thousand horses galloping ahead." Education is now breaking out of the confines of exclusive control by the experts and of doctrinairism to become the work of the whole Communist Party and the people as a whole, to become socialist education suited to the situation in our country. This transformation has been taking place under the leadership of the Communist Party. Such absurdities as "more, faster, better and more economical results cannot obtain in education," "laymen cannot lead experts," "Communist Party committees do not understand education" are being smashed to smithereens.

* * *

The principle of combining education with productive labour is needed by the working class and all other working people. This principle, which conforms to the people's desires, will certainly prevail. On the other hand, the principle of divorcing mental from manual labour, since it does not conform to the socialist economic base and the people's requirements, will sooner or later be discarded by the people even though it has a tradition of thousands of years. With politics in command, with leadership by the Communist Party, and the rallying of the entire Party and all educational workers who can be rallied to fight against bourgeois educational policy and for the application of the Party's educational policy, we can so carry through our cultural revolution that all of our 600 million people are able to do productive work and all are able to study, changing into new men who are both labourers and intellectuals.

— Extracts from *Peking Review*.

STATE MONOPOLY OF TEXT BOOKS*

The Background :

The importance of the school-book trade as a small-scale industry cannot be gainsaid. The trade has made rapid strides of progress in India in recent years. Thousands, if not tens of thousands, of our countrymen depend on it for their living as publishers and printers, authors and artists — not to speak of a large number of skilled and unskilled workmen who are in the employ of block-makers, type-moulders, paper distributors and other allied trades. The ramifications of the school-book trade have thus spread so very extensively among us that it is difficult to estimate correctly the extent to which our social economy is influenced by it. Any dislocation in one branch of the trade is bound to have serious repercussions on the economic life of the people.

A brief survey of the growth of the publishing business in Madras State, for example, will help us to assess the problem of nationalisation of textbooks in its proper perspective. About a hundred years ago, the school-book trade was mostly in the hands of a few foreign agents who imported the bulk of our requirements of books. Even in the early decades of the present century, only a handful of indigenous educational publishers were interested in producing the few vernacular books then in use. Now thanks to the rapid spread of education from towns to rural parts and to the change in the medium of instruction from English to the regional language, a wide door of opportunity has been opened for Indian enterprise and talents. Consequently more business-men have become school-book publishers and distributors. In the former composite

State of Madras alone there were 500 registered publishers. Though this large number must necessarily include some bad and indifferent elements, it has brought into play the desirable spirit of competition that speeds up progress.

Variety is the spice of life :

Progress naturally results in the appearance of a rich variety of textbooks, especially for children. Ten years ago, a book shop in our country was a dull and drab affair. School children were never known to have been attracted to it. What a welcome change we find today! There is no doubt that the present day children handle more attractive and better books than their parents did. Progressive publishers in co-operation with educationists endeavour to create in pupils a love for good books as repositories of the knowledge, experience and wisdom of the great minds of the past and present. The Christian Literature Society, for instance, has been organising book-fairs and book-talks in schools in South India, at considerable expense to itself, purely as an educational effort. There are quite a few among educational publishers in this country who are willing to plough back a good share of their profit into producing useful literature like reference books and scholarly literature that helps the growth and development of liberal education, culture and civilisation. The quick selling school-books have provided the necessary capital in these cases. It is significant that most of the able publishers of repute both Indian and foreign, who are best known for their excellent book-service in this country are school-book publishers and distributors.

It is against this background that the problem of the nationalisation of

* A paper read by A. N. Schwartz, B.A., L.T., at the half-yearly meeting of the Christian Educational Council on 9th August 1958.

text-books should be considered. It is only then that we may be able to judge objectively the implications and repercussion of the radical action proposed to be taken by the State Government.

Why Nationalise ? :

Why should the Government want to take over the publication of text-books to the total exclusion of expert and experienced private agencies? Perhaps they believe that nationalisation in general is a sign of national advance. Besides, it is expected to bring in large profits for financing the nation-building projects of the second-plan. It may, perhaps, be so in the case of the Indian Railways and other heavy industries like steel and coal. But books differ from these as cheese from chalk. Their production is a small-scale industry which is best left to private agencies. Comparatively small capital investments only are involved in it. No publisher has ever become a Birla or a Bata. We hear of a shoe-king, an oil or an iron king; but of a book-king never. Yet some State governments build castles in the air and dream of fabulous earnings they hope to get from school-books. This will end, no doubt in no less a tragedy than the killing of the goose that laid the golden egg. Fortunately for us, some States who were first inspired by the profit motive have already been disillusioned. Bombay tried it for a year before giving it up in 1956. Madhya Pradesh has withdrawn its scheme this July after an unfavourable verdict from its own High Court. Rajasthan is facing unhappy days since the introduction of State monopoly. Yet in some of the Southern States the idea appears to die hard. The less said of Kerala the better. Charges and counter-charges that appear in papers may blur the details of the picture. But the fact remains that all is not well there. The Andhra Pradesh finds itself in a quandary. Even the one book—viz. Telugu for Standard V—they have published

is not above reproach. Again they could not effectively distribute even this one book, because they have no organised distribution machinery. Mysore is sitting on the fence.

Urgency of Reforms :

The Madras Government have wisely decided to postpone their scheme of nationalisation again this year. We believe they are watching the reaction. It is refreshing to note that the avowed intention of our Education Minister is reform and not profit. No bonafide publisher will be opposed to his good intention. Reforms in the school-book trade are overdue. For, cases of exploitation of authors, unhealthy competition leading to corrupt practices to get undue and unfair advantages over fellow-publishers and badly printed books are, by no means, uncommon. The Publishers' Association of South India is willing to strengthen the hands of the Government in their efforts to purge the trade of these evils. There are black sheep among the publishers. But nationalisation is no remedy. It is worse than the disease.

A few constructive suggestions :

At this stage, I should like to offer to our Government a few suggestions for their serious consideration.

1. The registered publishers should be required to conform to a minimum standard of efficiency regarding the appointment of essential staff inclusive of educational advisers and editors. They must also show to their credit within a reasonable period of time some "approved" books. While a bus operator is required to possess a fleet of vehicles for earning a licence, why should not a school-book publisher conform to a stipulated professional competency?

2. Likewise, a text-book intended for the consideration of the Government Text-Book Committee must satisfy some minimum standards regarding printing, binding, illustrations, paper and get-up.

3. The Government should devise ways and means to help publishers to reduce their costs. Publishers have to give away too many free specimen copies of their books, even of those not really needed for inspection, supply free of charge too many table copies of books prescribed, and meet as best as they can innumerable requests for donations and advertisements in return for patronage or possible future patronage. Governmental control of such "demands" will have a desirable effect of checking corruption in any form.

4. The last, but no means the least, is the bold step of the Government themselves entering the trade as a free competitor on an equal footing with the other registered publishers. The Government should not mind going through each and every phase of the publication process like the selection of authors, preparing the manuscripts for the press, seeing the books through the press, and distribution of the approved books. This will have a very salutary effect on raising the standard of text-books. Of course, the Government should make effort to make their books ideal in every respect. It cannot be said that every publisher would like to welcome the Government as his rival. But it would be desirable in the interest of good text-books. Besides, the Government will gain valuable experience by knowing the ins and outs of the trade and enable them to introduce reforms whenever necessary. The main benefit of this step will be the availability of model text-books for publishers to emulate. Incidentally, complaints of unfair patronage of this or that private publisher on the recommendation of ministers, legislators and officials will disappear forthwith.

State Monopoly and Book-shops :

"Will not State monopoly do away with all kinds of corruption more effectively?" you may ask. It can remove some, but not all. Even supposing it does remove some

of the corruption, at what cost will that be achieved? Firstly, the publishers who have built up the book industry will disappear. This will bring in its wake a dearth of knowledge and reference books. Secondly, the light of knowledge will be denied to the general public. Thirdly, this will also lead to the disappearance of the already hard-hit class of distributors, who now eke out a precarious living through small book-shops. The health of the book trade depends upon such book-shops functioning throughout the country. Is it not the duty of our Government to take measures to help them before it is too late? One way to encourage book-shops is to drop the proposal to use school book depots for distribution of text-books. Otherwise, will not this procedure end in double disaster of killing the useful book-shops and diverting the attention of the hard-worked headmasters from their legitimate duties? This is more or less what is happening in Andhra Pradesh where the Government is taking away the bread from the mouth of the distributor by charging the publisher a royalty of 15% on every prescribed book. The publisher has very little left to give to the poor distributors. What wonder there is if text-books are not made available to schools in remote villages!

Educationalists' Objection :

The main objection to Government monopoly is that it violates educational principles. Variety, as we have seen elsewhere, is not only the spice, but also the essence of life. In the learning process a rich variety of text-books with their varied illustrations and different methods of presentation is a boon. For variety attracts the attention and interest of the young mind. Interest is a powerful factor by which a child's mind perceives and learns new things. "The more, the merrier" holds good in the use of text-books. This principle is wisely recognised by the framers of the Madras English syllabus which provides in big schools for the use, by

rotation, of more sets of text-books than one. Some of the more enlightened publishers have brought out in accordance with this principle two or three sets of text-books written with different aims. C. L. S. for example offers three series of Tamil readers for children — one with a scientific bias, another with a didactic aim and a third with a literary bent. As variety in food is essential for physical health and growth, so is variety in books for mental health and progress. State monopoly is the very negation of this sound educational principle and practice. Therefore, the Afro-Asia Regional Conference of the World Confederation of the Organisation of Teaching Profession held in Colombo last April condemned nationalisation on the score that it leads to regimentation of thought and language.

Indoctrination :

Indoctrination with a political aim is the worst-feared danger to the free

and natural development of the child's mind. A loving father can put before his child the ideals and ideologies he wishes to feed the child's mind with. Though the child may not understand all the significance at first, the idea lies dormant in its sub-conscious mind and controls his thought and action in due course of time. "Train up a child in the way he should go; and when he is old, he will not depart from it". (Pro : 22:6) says the Bible.

Normally the headmasters have the freedom of choice of text-books and they will avoid choosing books that attempt to indoctrinate children. But under nationalisation there is no way out. If the Government want to train up the school children after their own heart they can do it as Hitler did or the totalitarian states are trying to do. Witness Kerala where the school books have 'gone red'. But ours is a welfare state where democratic principles govern our laws. Is there any room in it for a state monopoly of text-books?

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WORKSHOP METHODS IN TEACHING OF MATHEMATICS

V. S. VENKATANARAYANA, M.A., B.Ed.

Headmaster, Municipal High School, Tirupati.

Mathematics is regarded as a dry subject devoid of interest by many and it forms an insuperable barrier to some who are afraid of applying their minds to it even. Some people say, "I have no head for Mathematics." Still some others there are who are disinclined towards it. The subject is useful no doubt but several are afraid of it and feel it a bugbear. All this because of the lack of proper methods of teaching the subject. There must be motivation and concretisation of abstract things pertaining to the subject. Mathematical problems can be taught in an interesting manner and pupils can be made to develop a fascination for it also. In fact a little interest once kindled for the subject will go a long way towards creating a love for the subject besides expert ability in it. At the secondary school level it is possible to inculcate in the pupils a genuine and abiding interest for the subject. Klein observes: "The interest of the young people (in mathematics) is much more easily won if one sets out from material things and leads on to abstract formulation than by interesting them in the rigid framework of logical conclusions."

'Proceed from the concrete to the abstract' is a good maxim which can be followed with tremendous effect in the teaching of mathematics. As had been pointed out in an earlier essay "From the concrete to the abstract" by the present writer (Vide: Educational India, pp. 401 to 404, Vol. Nos. 11 and 12, May & June 1941)* even abstract spiritual truths were explained

forcibly and clearly in the Upanishads by concrete examples and experimentation. So it should not be difficult to teach problems of mathematics by following such methods. While teaching Mathematics, teachers would do well to adopt workshop methods by stimulating pupil activity and developing their power of intuitive apprehension of things and facts.

The Government Training College, Kurnool has been doing yeomen service in this regard under the auspices of the All India Council of Secondary Education, New Delhi by giving teachers training in such workshop-methods through seminars and workshops organised under their Extension Services which have become a welcome and permanent feature of the College. This new spirit is seen in teachers with a passion for the profession who have attended these workshops and seminars. Teachers were themselves divided in these seminars and workshops into groups with projects particularly assigned for each of them and under directed activity made to prepare concrete aids in the teaching of their subjects. The sense of exhilaration felt in having carried out a project cannot be described. It has only to be felt. Once the teacher knows what it is he shall not fail in transmitting that experience to his pupils. The workshop method of discussion, consultation and active working out is sure to be more helpful in the understanding of a subject than a mere dry-as-dust exposition.

* A paper read at the Provincial Educational Conference, Rishi Valley held under the auspices at the S.I.T.U. in 1941.

As a matter of fact in my institution a senior L. T. assistant along with a secondary grade assistant formed a

project for the preparation of mathematical aids for the concrete way of teaching the subject. The former underwent the Workshop course of the Extension services. They divided pupils of the various levels into groups each group having been entrusted with the making of a particular aid. The teachers remained in the background but supervised every step. The Arts and Crafts lent its fullest co-operation and the projects were carried-out, successfully and to the great delight of every pupil. 54 aids were prepared and presented to the school at a public function wherein Dr. M. V. Subbarao, Head of the Department of mathematics, Sri Venkateswara University, addressed the pupils and those gathered expressing his appreciation of the aids prepared. He also stressed the value of Mathematical Recreations and demonstrated some ways in which the subject can be made alluring.

The list of aids prepared is also given hereunder for the benefit of others who may choose to follow. In the preparing of aids of this type the following points are to be borne in mind. An aid should not be prepared merely for the sake of preparing some aid. An aid of this type must be a felt need. It must present a true picture of the ideas it seeks to convey. It should be meaningful and appropriate to the age of the pupils for whom it is meant. It should be within the comprehension of the pupils and should be related to his experience. Unless the above points are kept in view in the preparation of such aids, they cannot supply the concrete basis for conceptual thinking reducing meaningless word-responses of pupils. There is no doubt that boys will have high interest in these aids which will surely make their learning permanent. When these aids are properly prepared by pupil groups they will get a reality of experience stimulating self-activity on their part. The following situations in Mathematics which offer scope for concretisation and which develop a continuity of thought have been dealt with by the workshop-groups of pupils

who prepared the aids referred to above.

1. Geometrical representations of the algebraical identities:

$$(a+b)^2 = a^2 + b^2 + 2ab;$$

$$(a-b)^2 = a^2 + b^2 - 2ab;$$

$$a^2 - b^2 = (a+b)(a-b);$$

$$(a+b) + (a-b)^2 = 2a^2 + 2b^2;$$

$$(a+b)^2 - (a-b)^2 = 4ab \text{ (ply wood)}$$

2. Pythagoras Theorem, File of cardboard sheaves each containing a geometrical construction of figures done in Indian bank. 3. Annular ring for problems on pathways round circular gardens, problems on concentric circles etc. 4. Representation in sectors in plywood to show the expenditure of a person drawing Rs. 360. 5. 4 sectors in plywood to exemplify the area over which a cow can graze when it is tied to a corner of a hut inside, outside, inside a square field or rectangular field etc. The pupils can easily understand why the different sectors come into play and how the string moves. 6. Problem from Leelavathi Ganitham—The shortest distance for the peacock to reach the snake—an application of Pythagoras theorem. 7. A plywood model to show the distance between the tops of two trees of which one is shorter than the other—given the heights of the trees and the distance between them—an application of the theorem of Pythagoras. 8. The broken tree—to find out the height at which it is broken—(pythagoras) 9. Width of the street by ladders. 10. Clinometer to measure heights and distances.—Angles of elevation and depression. 11. Chart of mensuration tables. 12. Problem from Leelavathi Ganitham—Problem on simple equation—Number of bees to be found—picture with sum worked out. 13. Written account of Pavuluri Mallanna the great mathematician with two problems worked out. 14. Models of trains for sums on time and distance. 15. Prisms and other solids. 16. Tent—cone on cylinder. 17. Two cones of equal height on either side of the cylinder. 18. Gate

with hemispherical portions. 19. Area of a circle. 20. To show that the sum of three angles of a triangle is two right angles by means of cardboard. 21. Relationship between radius and diameter.

All these aids are brought into play

because of felt situations and the sums that involve calculations pertaining to them can be easily understood by the pupils with their help. It is hoped that similar efforts will be made all over and mathematics will be made a popular subject.

CONFERENCE OF EXPERTS ON TEACHERS' PROBLEMS

(From a report sent by SRI S. NATARAJAN, who attended the Conference)

In pursuance of the decision taken by the Governing Body of the International Labour Office at its 137th Session at Geneva in October-November, 1957, a meeting of experts on teachers' problems was held in Geneva from October 20-31, 1958. Eighteen experts participated in this meeting. Representatives of the UNESCO, and of the International Bureau of Education followed the proceedings, as well as observers from the following non-governmental international organisations: Catholic International Education Office; International Federation of Christian Trade Unions of Employees in Public Service and P.T.T.; International Federation of Free Teachers' Unions; International Federation of Teachers' Associations; Joint Committee of International Teachers' Federations; World Union of Catholic Teachers. Mr. Luis Alvarado, Assistant Director-General represented the Director-General of the International Labour Office and extended a cordial welcome to the experts, the representatives of the Inter-Governmental International Organisations and the observers from the non-Governmental International Organisations. He said that the possibility of social progress must not be compromised by a failure to recognise the economic and social problems facing the teaching profession and still less by indifference to those real problems. As in his opinion the fundamental importance of

education for the future of humanity conferred a special place on the teaching profession in the scale of social values. It was natural he said that the I.L.O. had come to take up the social and economic problems affecting teachers and referred to the work of the Advisory Committee on salaried employees and professional workers which at its Third Session in 1954 devoted a considerable part of its proceedings to an examination of the conditions of employments of teachers. The present meeting of experts said Mr. Alvarado followed logically from that work and suggested that they should study the problems of teachers employed in public education at the primary and secondary levels, giving special consideration for the question of salaries and of pensions. These questions he said were of a great concern to the teaching staff because of their effects not only on the quality of education but also on the social status of the teachers.

The meeting then elected Sir Ronald Gould, President of the World Confederation of Organisations of the Teaching Profession as Chairman of the meeting and Mr. A. Abdesselem (Tunisia) as Vice-Chairman. Mr. A. E. Campbell (New Zealand) was elected Rapporteur.

It also appointed a drafting committee. Mr. John Price, Chief of the Industrial Committee Division, Mr. K. Grun-

berg, Mr. P. Booth and Mr. I. N. Vikbladh were the office experts that assisted the conference in its work.

The Conference had the advantage of working papers on :

1. The General review of social and economic problems affecting teachers.
2. Principles underlying the determination of teacher's salary.
3. Principles underlying superannuation arrangements for teachers.

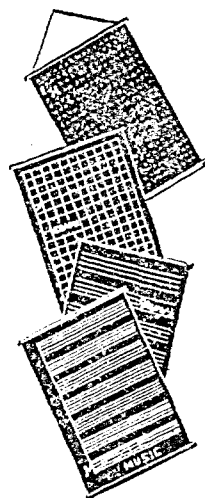
After examining the reports prepared by the International Labour Office and taking note of the provisions of resolution No. 28 on conditions of employment of teaching staff adopted in 1954 by the Advisory Committee on Salaried Employees and Profes-

sional Workers (of the I.L.O.) and of the various studies previously carried out by the Inter-Governmental Organisations such as the UNESCO and the I.B.E. and by National and International Organisations of teachers made several recommendations on these three aspects.

The recommendations of the Conference are herewith appended.* The Conference requested the Governing Body of the International Labour Office to examine the feasibility of forwarding these recommendations to the various governments and teachers' organisations and take such measures as may be deemed necessary for their acceptance by the authorities concerned.

* NOTE: The recommendations will be published in the January 1959 issue and subsequent issues of this journal.

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FROM OUR ASSOCIATIONS

THE NORTH ARCOT DISTRICT TEACHERS' GUILD

The 31st Annual General Body Meeting of the North Arcot District Teachers Guild was held at the Islamiah High School, Pernambut (N. A. Dt.) on Saturday November 15, 1958 under the Presidentship of Sri J. John Dorairaj, President of the Guild. The conference was largely attended by the delegates from all over the Education Districts of Vellore and Tiruvannamalai. The meeting began with silent prayer and Sri T. M. Bhaskara Tondaiman, M.A., I.A.S., District Collector, North Arcot, Vellore inaugurated the conference. Janab C. M. Fazalur Rahmon, Headmaster, Islamiah High School, Pernambut in his welcome address emphasised the need for professional consciousness and organizational solidarity. He said that the District Teachers' Guilds and the South India Teachers' Union would be what individual members make of them.

Messages were received from Sri N. D. Sundaravadivelu, Director of Public Instruction, Madras, Sri T. P. Srihivasavaradan, M.L.C., President, South India Teachers' Union, Madras, Janab N. M. Anwar Sahib, M.A., President, Vaniyambadi Muslim Educational Society and Hon. General Secretary, Southern India, Skins and Hides Merchants' Association, Periamet, Madras, Sri N. Divakara Rao, M.A., L.T., District Educational Officer, Tiruvannamalai, Sri S. S. Iyer, Ex-President, North Arcot District Teachers' Guild and Bombay State Federation of Headmasters' Association and others.

Earlier in the day the Executive Committee met and adopted the Annual Report and the accounts and discussed the General Resolutions received from associations.

The following were elected as Office bearers of the Guild for the year 1958-'59.

President :

Janab C. M. Fazalur Rahmon, Headmaster, Islamiah High School, Pernambut.

Secretary :

Sri A. R. Chandrasekaran, Assistant, Islamiah High School, Pernambut.

Representatives on the S.I.T.U. Executive :

- (1) Sri C. M. Fazalur Rahmon, Headmaster, Islamiah High School, Pernambut.
- (2) Sri J. Soundara Rajan, Headmaster, Danish Mission High School, Tiruvannamalai.

Resolutions passed unanimously :

1. This Conference reiterates all the resolutions of the South India Teachers' Union with particular reference to (1) revision of salary scales to all teachers of all categories (2) Pension scheme with effect from 1-4-'55 to all the categories of teachers and (3) sanction of house rent allowance to teachers.
2. Resolves to request the Government to make early and adequate provision in the Budget for the construction of quarters for teachers in all places where High Schools are newly started, on account of the non-availability of living quarters for all teachers. Until such time payment of House Rent Allowance may be given effect to immediately.
3. Resolves to request the Government to pay T.A. & D.A. for teachers who attend Seminars under the Extension Scheme

from the Central Government Funds then and there or advise the managements of schools to do so as the co-ordinator of the Extension Services pleads inability to meet the expense from the allotment.

4. Resolves to request the Government to finance the Local Boards to grant advance for festivals to their employees in High Schools as is done in the case of Government Servants.
5. This conference reiterates all the resolutions passed at the state level for the appointment of Tutors to Language Pandits.
6. Resolved to request the Government to pass definite orders to recognise the service put in by the Secondary Grade teachers when promoting them to I grade pandits.
7. This conference resolves that the Official Language of the North Arcot District Teachers' Guild be Tamil except for special reasons.

TEACHERS' ASSOCIATION, BOARD HIGH SCHOOL, AYAKKARAM-BALAM.

The "Teachers' Charter Day" was observed on 20th November.

The following resolutions were passed at the meeting.

1. RESOLVED that Teachers be assured a respectable and decent scale of pay, security of tenure, right of appeal and equality of treatment in all branches of

teaching and that a code be framed specifying their rights and responsibilities.

2. RESOLVED that Government be requested to make no distinction between different categories of teachers in the matter of the quantum of pension to be granted and of the date of commencement of the scheme.
3. RESOLVED that the Government be requested to fix sixty as the age of retirement for teachers under whatever agency they may serve and that the total period of service be taken, irrespective of breaks or change of institutions for service provided there has been no change of profession during such breaks.
4. RESOLVED to request the Government to extend the pension scheme to non-teaching staff of schools.

THE TOWN HIGH SCHOOL TEACHERS' ASSOCIATION, KUMBakonam.

A meeting of the Teachers' Association was held on the 20th of November 1958 to observe the "Teachers' Charter Day," with Sri S. Raghavacharyar, M.A., L.T., Dip. in Geog. in the chair.

The President addressed the members on 'the Rights and Responsibilities of the teacher.' He laid special emphasis on the need for teachers to strive to carry out the responsibilities in all faith and sincerity so that the rights claimed may be freely and willingly conceded by the State.

OUR BOOKSHELF

Britain: An Official Handbook.—1958 Edition. (Prepared by the Central Office of Information, London.)

This voluminous book of about 530 pages contains factual and statistical information on the United Kingdom as

a whole, compiled from official and other authoritative sources. The handbook covers the main aspects of national administration and national economy.

Diagrams and photographs illustrating features are given in appropriate

places. Coloured maps of England and Wales, Northern Ireland and Scotland and maps of main Commonwealth sea and air routes form very useful aids. This 1958 edition covers events up to September 1957.

Quick and Legible Handwriting, Books 1, 2 and 3: and Teacher's Manual. By David Fletcher. (Oliver and Boyd, Tweeddale Court, Edinburgh. Price 1 s. 6 d. each.)

The purpose of Book 1 is to influence the children's spontaneous scribble making use of the patterns and shapes that later will be used to form letters and words.

The approach in books 2 and 3 is to trace over words and sentences so that children may be grooved into using pleasing letter shapes.

The Teacher's Manual, besides explaining the construction of the letters, presents the material in such a way that any one working through the exercises by tracing over them as indicated will very quickly become familiar with this style of handwriting.

A Grammar School English Course, Book 4. By Pendlebury. (Thomas Nelson & Sons, Edinburgh. Price: 7s. 6d.)

This volume follows the pattern set in the first three books. Under comprehension both passages and questions are modelled on those found in G.C.E. papers in English language. The grammar part consists mainly of revision and development of clause analysis by means of varied exercises.

Short revision exercises are frequently provided in punctuation.

As regards words and sentences, the book is devoted to revision and practice of previous work, with the addition of notes on elementary processes of logic (definition, classification, inference.) The composition part con-

centrates mainly on the writing of different types of essay.

Whispers from Eternity: By Paramahansa Yogananda. (Self-realization fellowship: 3880 San Rafael Avenue Los Angeles 65, California Price: \$ 3.)

To those who suffer from anguished mind and who are in search of mental peace, the outpourings of the author offer a solace. The experiences of the saint who realised God are sure to awaken man's divine consciousness.

The book is well got-up and is printed on feather-weight paper.

Britain Past and Present—Book 3.

Citizens of Britain: My M. W. Thomas. Price 3 sh. 6d. (Thomas Nelson & sons.)

A beautifully illustrated and artistically got-up book of Social History. After dealing with the troubled story of the Union of England, Wales, Scotland and Ireland, this book goes on to consider the development of parliamentary rule and the functions of the Upper and Lower Houses and the franchise. The third section deals with Civil Service and the enforcement of law by the courts, while the final section discusses local government.

Receipt of the following publications is thankfully acknowledged:—

1. New Education—Vol. X, No. 2, September 1958 — containing articles on Basic Education and Craft.
2. Literature Notes (C.E.L.) Vol. I, Nos. 1 to 3.
3. Fundamental and Adult Education—Vol. X, Nos. 1 and 2.
4. United Nations Book for Human Rights.
5. The American Review—October 1958 (Quarterly).

C. R.

NEWS AND NOTES

TIRUVANAİKOL

The School Annual Athletic Sports Meet was held on 3-11-'58 at 3 p.m. (Monday). Dr. Sri V. Subramaniam, President, District Congress Committee, ex-M.P., Trichy, presided and distributed the prizes to the winners and runners-up. All the pupils, teachers and many parents and old pupils were present and enthused the competitors.

The championship prizes were as follows :

1. Girls : C. Kamalam, II A.
2. Sub-Juniors : M. Sivaraman, II B.
3. Juniors : M. Dharmalingam, III B.
4. Intermediates : M. Govindakutti, II B.

SOURASHTRA SECONDARY SCHOOL, MADURAI

The Universal Children's Day organized by the Valluvar Mandram of the Sourashtra Secondary School, Madurai

was celebrated on 14-11-'58 with Sri A. G. Subbaraman, Chairman, Madurai Municipal Council, Madurai, in the chair. All the pupils, teachers and parents participated in the function.

C. C. C. HINDU HIGH SCHOOL, TRIVELLORE

The School was closed on Monday the 3rd November 1958 on account of the death of Sri Sami Venkatachalam Chetty, Ex-Correspondent, Rao Bahadur Calavala Cunnan Chetty's Hindu High School, Trivellore, and the Member of the Board of Management of Rao Bahadur Calavala Cunnan Chetty's Charities, Madras, since 1921. The staff of the school met on 4-11-'58 and passed a condolence resolution in respect of the death of Sri Sami Venkatachalam Chetty bemoaning his loss and observed two minutes' silence. A copy of the condolence resolution was communicated to the members of the bereaved family.

INDUSTRY A PARTNER IN BRITISH PUBLIC SCHOOL

An unusual experiment in education is being carried out at Milton Abbey, near Blandford (Dorset), where a public school receives its capital from industry and prepares its pupils mainly for industrial careers.

An industrial firm can become a partner in the school by lending it £5,000 interest-free, repayable at five years' notice. In return, the school gives a bursary of £150 a year (nearly half the fees), to be competed for by the sons of the firm's employees. Already banks, engineering companies, and

department stores have joined the scheme, and it is hoped that suitable school-leavers will make their careers in a partner firm.

The school, which was founded in 1954, has 200 pupils. Every day they must do their share of the domestic chores, and every Saturday morning they must practise some practical hobby such as boatbuilding or making model aeroplanes. The headmaster is Commander R. H. Hodgkinson, formerly of Gordonstoun, where the Duke of Edinburgh went to school.

— British Information Service

EDITORIAL

Médical Relief to Teachers

We are glad to note that the Government have extended medical relief to Gazetted Officers also. From this it is quite clear that the extension of this benefit is not based upon the salary for providing one with essential amenities. Some years back when the Government first announced medical relief to N.G.O's and to employees under local bodies, the South India Teachers' Union requested the Government that teachers in aided schools should also be given medical relief. Year after year this request has been repeated and the South India Teachers' Union has waited in deputation on the Hon'ble Minister for Education and pressed for granting the request. Somehow or other till now the Government have not been pleased to grant it. Now that they have extended that benefit to Gazetted Officers, it is quite obvious that it is not the cost that stands in their way. We are also aware that though this relief is granted to N.G.O's and employees under local bodies, it is sparingly used by them. The reason is that many limitations are imposed. Firstly they should get themselves treated in a Government hospital or in one run by a Local Body. Secondly a patient does not immediately get admission on the ground that a certificate to the effect that he is an N.G.O. or a employee under a local body is not produced. In the case of Central Government servants these conditions are waived and the relief that is given is really one. Even this doubtful benefit which has been given to the N.G.O's has not been extended to the teachers. The Government is no longer justified in withholding such a relief to teachers. Further if the Government are earnest in giving this relief to N. G. O.'s and others, then they must follow the Central Government, so that the relief may be effective and useful. Justice delayed is justice denied.

Rise in the Cost of Living

We wonder whether the Government are really aware of the soaring prices of essential commodities. Within two months the price of rice has risen from Rs. 1.06 nP. to Rs. 1.25 nP. per Madras measure. The prices of dholl, ghee and other essential cereals have also risen by about 25 to 30 per cent. When such a rise is brought to the notice of the Ministers concerned both at the Centre and at the State, the usual answer has been that the rise is only temporary and it will go down. On the other hand during the last two months it has been increasing steadily and it has reached an unbearable limit. So far as rice is concerned lower middle class people and poorer classes are greatly affected. It is also widely published that in this year there has been a very good harvest and there will be no scarcity of paddy and that there will be sufficient surplus to meet the needs of the people. If that is so what explanation do the Government have for the rise in the price? Dearness allowance is given to meet the rise in the cost of living. In companies the rates of dearness allowance vary according to the index numbers. The Government insist upon such a thing being done in the case of industrial employees. But in the case of their own employees they do not apply the very same principle. One of the major grievances of the N.G.O's is that the dearness allowance now given is not commensurate with the rise in the cost of living. Another fact is that the rate of dearness allowance given to them is not the same as that has been given by the Central Government to their employees. Very recently the Minister for Finance has stated that he is endeavouring to see that this disparity in the rate of dearness allowance is removed. It is but fair and just to do it immediately rather than to wait for the budget in March 1959. One thing the Government should note is that if

the sufferings of the people are to be reduced they should bring down the prices; no amount of enhanced dearness allowance will mitigate their sufferings. It is found that dearness allowance chases the prices and prices chase the dearness allowance. In order to have stability, prices of all essential articles have to be stabilised. People are bewildered at the present moment since they are not told which Government, whether the State or the Central, are responsible for spiral rise. It is stated that the State Government have no control over the prices. The Central Government bears a heavy responsibility. At least in the Third Five Year Plan they should see for the success of their plan that people get enough food at reasonable prices, otherwise the success of the third plan is very remote.

THE 1959 CONFERENCE OF PSYCHOLOGISTS IN INDIA

The 1959 Conference of Psychologists in India, to be held in Delhi on 19th and 20th January, 1959 is the fourth of its kind, the first three being so far held at Madras, Mysore and Bombay. The 4th Conference is being organised on two days immediately preceding the session of the Indian Science Congress, so that the delegates may also avail themselves of the opportunity of attending the session of the Science Congress. The Conference will be held in the Arts Faculty Building of the University of Delhi, Chhatra Marg, Delhi-8.

Psychology, as a science and as a profession, has still to make a great headway in our country. The importance of the development of scientific psychology has greatly increased in the context of the programmes of rapid industrialisation of the country. Psychology, as a science, should help in the smooth and effective human adjustment to the technological and socialistic revolution in the country.

It is with this purpose in view that the Conference is being organised. The purpose of the Conference is to create a common platform where psychologists working in the various fields can meet and discuss important professional and practical problems. The Conference, however, is not duplicating work being done by the Psychology Section of the Indian Science Congress

where papers of more or less academic nature are read and discussed.

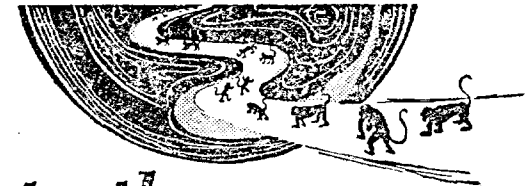
The Conference will strive to draw attention to the various problems in the teaching and application of psychology and will provide a forum for discussion of ways and means to promote scientific psychology and to gear psychological research to the emerging national needs. The Conference will, therefore, arrange for planned discussions on a few selected topics each year.

The 1959 Conference will be chiefly devoted to two subjects, viz., Psychology and National Planning and Teaching of Psychology in Indian Universities. There will also be a general session where resolutions can be proposed for final adoption by the Conference.

The success of the Conference depends on the co-operation of the psychologists of the country. Psychologists and other interested persons are requested to make the Conference a success by becoming members and delegates. These are the following categories of membership of the Conference:

- | | |
|---------------------------------------|------------------|
| 1. Patrons | Rs. 25 and above |
| 2. Members of the Reception Committee | Rs. 10 |
| 3. Delegates | Rs. 5 |

UDAI PAREEK,
General Secretary.



A way to the moon

(AN ANCIENT INDIAN TALE)

"Our parents are always saying that we are too young to know anything," complained the young monkeys as they met in a forest. "We are *not* too young," they cried. "And we shall prove that," said their leader. "We will form ourselves into a band, and then we can do just what we like."

When the meeting was over, they all went home. That night, they didn't sleep beside their parents; they slept all by themselves, in groups, on the topmost branches of the trees by a lake.

Around midnight, one of the young monkeys woke up. Looking down from where he sat, he saw the bright moon shining on the lake below.

"Get up, get up, my friends!" he shouted. "The moon has fallen into the lake. Let us go and pull it out before anyone else does so."

"Oh! What a splendid idea!" cried his friends. "How very famous we shall be!"

"The only way to reach that moon," said the leader, "is for us to form a chain."

So a long monkey-chain was formed, each monkey firmly grasping the tail of another. With a splash that resounded throughout the forest, the whole band, leader foremost, jumped plump! into the water—and there they died!

MORAL: Beware of the advice of those who merely *think* they know; listen to those who *really* know. Consider vanaspati. Leading authorities on health and nutrition agree that vanaspati is a wholesome food and a valuable addition to the Indian diet.

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