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THE SOUTH INDIAN TEACHER

Vol. XXXIII

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THE GOAL OF MODERN INDIAN EDUCATION

By SRI K. S. RAMASWAMI SASTRI

We may well remember some naive and startling definitions of education. Some say that education is what remains after we have forgotten everything which we learnt at school. Others say that the aim of education is to make children fit to live and fit to live with. H. G. Wells says that "the aim of education is to lift the mind out of blind alleys." (The Undying Fire). Edward Thring says that "education is the transmission of life by the living to the living." In fact education should include education for work and for leisure, and education for State and Society as well as for Solitariness and Sweetness. It must fit a person for complete living and make a man a noble individual and a unit of Society. It must result in complete self-expression and fully harmonious development. It must not allow a person to become servile or mechanised but must enable him to express well his reason and emotion and imagination and will and combine freedom of personality and social efficiency. In a famous passage T. H. Kuxley says: "That man, I think, has a liberal education who has been so trained in youth that his body is the servant of his will; . . . one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty, whether of Nature or of Art, to hate all vileness and to respect others as himself."

Science insists on realism while philosophy insists on idealism and religion insists on devotion. But my experience is that a combination of these three attitudes to life gives us a full vision of truth and puts us in possession of the real key to happiness. Education must attend equally to the hand and the head and the heart. We must learn the equal dignity and importance of labour and light and love. Man is a doer, a thinker and a lover. We must realise that men are biologically different, intellectually similar and spiritually one. There must be a unitive presentation of the personality through all these media. Democracy is not a mere form of government but means also a harmonious combination of associated and mutually dependent personalities. Democracy is based on the concept of the equal value of all persons and all vocations.

Let us not forget that modern civilisation needs many of the old jobs as well as many, many new jobs. Franklin J. Keller says well: "Industrialisation has broken down the crafts into thousands of specialities and advancing technology has created more thousands of new jobs." Even after industrialisation, there is a place for arts and crafts also, as these demand a creative mind and a unitary handiwork. Even now agriculture is the backbone of a country's economy, because if there is not enough food to go round, there will be irritation and

anger all round. Home-making is equally important.

We must remember also that in the progressive West, we see the extension of secondary education to all children. In India we are still where the West was before and think that education beyond the elementary stage is a privilege reserved for the upper privileged sections of Society. We must no doubt, first of all, give universal free compulsory primary education. We have to strain every nerve to do so as soon as possible. But that is not enough. We must raise the educational and cultural standards of the nation as a whole. This may not be feasible for a decade more but on that account we must not put by or forget the new ideal of secondary education for all in the prosperous and progressive western countries.

The school of the future will not succeed if it does not appeal to all the aspects of the child's nature. I do not see why the growth of knowledge should be inimical to the growth of emotion and of the ethical righteous will and of reverence and devotion.

As Tennyson says :

"Let knowledge grow from more to more

But more of reverence in us dwell."

The school must be a centre of creativeness and recreation in addition to being a centre where information is imparted on modern subjects to fit the students for life in the modern age. The school must be wisely related to the community life. It must educate for happiness as well as for jobs. It must educate for democracy if democracy is to be a success.

Visualising modern Indian education from such a new angle of vision, our task will be seen to be difficult and inescapable. The new slogan is elementary basic education, diversified secondary education and a reintegra-

tion of university education. We have realised today that secondary education is of vital importance. In England the comprehensive secondary school seeks to provide all the secondary education facilities. It is not enough to provide a bridge at the age of 11 plus from the elementary to secondary education. The elementary education should be craft centred and the secondary education should be properly diversified to fit our youths to be equal to their opportunities and their responsibilities. At the end of the secondary course we must produce enough technicians with new forms of skill suited to a modern industrial civilization. We must also be able to find out who will benefit the country if they go up for university education. University alone can equip us for the highest conceptual thinking and for a knowledge of the needs and demands of world-civilisation and international life. Universities must not be regarded as mere factories of professional education. They must give the alumni a spiritual conception of life and enable them to share the wisdom of all times and climes. Academic standards in university education must not be lowered, because if they are lowered. Gresham's law will apply and the lowered standards will permanently drive out the higher standards.

A primary requisite today is a new attitude towards the student. At all the stages of education the student must be self-reliant and self-active while receiving co-operation from the teacher. His knowledge should be harmoniously inter-related and unitary and must adjust itself to the society and humanity and God and realise all the highest values of life. He must be taught to take interest in and become an expert in physical culture and intellectual culture and moral culture and social culture and spiritual culture. These aspects must not be regarded as separate and distinct. They are all aspects which are intermingled, nay, inter-blended. The goal is the integrated development of the human personality as a whole.

Another primary requisite is a new attitude towards the teacher. A teacher should have a passion for his work and take pride in it and regard it a great adventure and joy in life. He must not merely teach a subject but human life through the subject. He must not merely impart information but must stimulate thinking. He must work in the classroom but must think beyond it. He must not merely fill the students' minds but must draw out their latent capacities and faculties. Curricula, text-books, examinations, etc.

are but means and not the goal. The student's mind and heart and will and conduct and character must not be considered as being separate but as interconnected aspects of an integrated personality with beliefs and values and ways of life.

The fact is that a wider vision than what now obtains is necessary. The home, the school and the national environment are not now sought to be inter-linked and co-ordinated as they should be. The school is a community and must lead into a wider community.

PLACE OF RELIGION IN OUR EDUCATIONAL SET-UP

REV. S. DORAISAMY, B.A., L.T., B.D.,

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It is often thought the Education is the culture and development of mind and often felt that Religion must not be confused with Education. To separate Religion from Education, will mean cutting the body from the Soul. We do believe that man has a soul; so the body, mind and soul, ought to be developed simultaneously, without the one over-developed or under-developed. We ought to take keen interest in the right growth of the body-Physical Education, Mind-Education in its general sense and the Soul-Religious Education. If Education is meant only the means to get bread, man will be a person, for man does not live by bread alone. Man has a soul and he needs education for that. The Duke of Wellington once said: "Educate men without Religion, and you make them but clever devils".

When we really go into the meaning of Education we come face to face with the dire need for including Religion as an essential aspect of education. Plato, the great philosopher said: "Education consists in giving to the body and soul all perfection of which they are susceptible". Education

ought to be the development of the whole man.

We have grown fanatic about Religion and that is the reason why we are afraid to handle the subject with ease. Religion is not the inculcation of a particular cult or form or worship. Religion is the natural link between God and the Creator (Father) and man the creature (son). Every soul including the atheist's yearns for fellowship with his Creator. The atheist very often satisfies his thirst for fellowship with God by abusing Him or by denying His existence, just as the devotee reaches the same goal by praising and adoring God.

I am not arguing here that the atheist and the devotee achieve the same end at all but I am only trying to point out how the soul yearns to quench the thirst of Religion and fellowship with God. The fruits of Religion and faith in God, will have to be decided by the life of the individual. Modesty, sacrifice, love and kindness—the individual has for doing any kind of work in the world will prove whether the man is centred in

God or centred in self. A man without religion is self-centred and so is a nation. What is needed in practical life is, the individual has to submit his self to God who sublimates his personality and thus the individual and even a nation can become a very useful social mechanism. When I speak about the atheist craving and quenching his thirst for fellowship with God by accusing and denying His existence it is first to show how the son, the very image of God, craves for fellowship with the father. A disobedient and mischievous child has a father in spite of the fact, that the child revolts, disobeys, displeases and even denies his father.

Education claims to develop faster and perfect the personality of an individual. The growth of personality without the fear of God, or the influence of Religion, or the personal contact of the individual with God who confronts, desires confession, offers pardon and proclaims sonship, is no education at all.

These are the natural steps of the growth of personality. Personality can never be developed and unified without the influence of God and Religion. We often meet with divided or multiple personalities with conflicting nature in them and the ultimate result of this is chaos and destruction to the soul of the person concerned. So religious education, not only sublimates the character and unifies the personality but also maintains the relationship between God and Man and also man and man. Therefore it is essential that religious instruction should form an important and essential part of education.

Recently, a magistrate remarked that the number of crimes committed

by people who do not believe in God, and those that believe in God stand to no comparison. It is easy for a man who believes in God and who has a religious bent of mind to accept his crime and even to confess his fault rather than others who would multiply their crimes by telling more lies and by bringing in even false witnesses.

Very often the growing indiscipline among students in schools and colleges is talked about. The root cause of this is Godlessness or lack of religious education. Religion demands love for God and fellowmen and that demand is because God loves men first. When there is no God, the place of love must be taken by fear. It is no news to us that a Godless nation prospers, perhaps temporarily using fear, and punishment as means to establish discipline and for the right development of character. If that is true, then the ultimate conclusion is we should and must bring in God and Religious Education to nurture the right kind of character and personality. If there is a remedy for the growing indiscipline in schools and colleges we know now where to lay our hands.

In conclusion, let me stress that without Religious instruction being included as part and parcel of General Education, we shall not achieve the end of educational power, and we will not only send out of our schools and colleges children to become citizens of the land without modesty, love, gentleness and sacrificial service but we will only in the words of the Duke of Wellington send out "Clever Devils".—(From the "Rev. T. R. & Mrs. E. Foulger Commemoration Volume", March 1960).

HOW TO IMPROVE THE PRESENT TEACHER EDUCATION COURSE*

By SRI P. DORAICANNO MUDALIAR, M.A., L.T., Dip. (Econ.),
Principal, Dr. Alagappa Chettiar Training College, Karaikudi.

The present teacher education course in the Madras State is based on the pattern revised in 1950 by the University of Madras. Compared with the pattern of well-nigh thirty years ago, the present curriculum of studies is not only full, but also comprehensive, consistent with the full and complete equipment of the status of a post-graduate teacher and the building up of a good teacher personality. Such a course notwithstanding, it is painfully complained that the teacher of today is only a shadow of the teacher of old and that he enters upon his vocation with very scanty equipment and that his teaching ability is low in quality. The teachers of the past generation point out their finger of scorn and say that the teacher neither teaches the subject properly nor the child adequately. The question arises whether the ill-equipment of the present day teacher is due to his own ill-fitness or the inadequacy of the direction and guidance of his training. A generation ago when there were only one or two training colleges, the staff consisted of veterans who were the very fountain sources of inspiration with a capacity not only to transmit but also to inculcate a faith in and a devotion to the profession amongst their students. Theirs are names to conjure with even today, and their foot-prints on the sands of time are worthy of being trodden upon. The recommendation of the Secondary Education Commission in regard to the composition of the staff of our training colleges is well worth repetition.

"In the case of graduate training institutions, the minimum qualification should be (i) an Honours or

Master's degree, or a first class B.A. or B.Sc. degree in the particular subject, (ii) a professional qualification—a Master of Education degree with three years' teaching experience, or an L.T. or B.T. degree with five years' service as an inspector or headmaster. We are of opinion that there should be a free exchange between professors in training colleges on the one hand and selected headmasters of schools and inspectors of the Education Department on the other, and that for varying periods of three to five years there should be a possibility of sending one or other of these to any of the posts mentioned herein. Professors in training institutions should be enabled for short periods to take up the duties of headmasters or inspectors, so that they may become familiar with the actual conditions of school life and realise how the training that is imparted by them in the training colleges is actually put into practice."

The report of the International Team endorses the report of the Commission and adds:

"Besides high academic qualifications and an understanding of the problems of education, specially in the day to day problems of the schools, a teacher educator must have the ability to inspire his students. The training of teachers is something much more than the mere handing on of the techniques of teaching or the transmission of knowledge of educational psychology or educational philosophy. It has to do with the development in student teachers of a whole gamut of wholesome attitudes not only to the work of teaching but also to people—to children, to other teachers, to educational

* Speech at the State Educational Conference, May 1960.

administrators, to parents. It has to do often with the reconditioning of the personality of the student teacher both through counselling and guidance and by example. This calls for a very high standard of teaching personnel for a training college. In the selection of staffs of training colleges a greater emphasis needs to be placed than at present on the personal qualities required for inspiring student teachers with idealism and a sense of vocation and for guiding them in the development of wholesome and balanced personalities."

Both the reports insist upon the better staffing of our training colleges. In spite of the present system of practical courses which insists on contacts between the training college on the one hand and the practising schools on the other for the span of five weeks a year, the present tendency is either for the training college staff to assume a superior role during their visit to the practising school or for the teachers of the practising school to flout the superiority of the visiting staff and persist in their own pertinacity. If a close relationship comes to be established between each training college and the cluster of secondary schools in its vicinity, a sort of a two-way traffic will come to be established as a result of which our secondary schools will be able to profit by association with the training colleges and the training college staff can become alive to the needs of the schools, so that the practical training that is sought to be given to the teacher-trainees will not be divorced from the real situations to which the prospective teachers will get back to work. Schools for their part should realise that they will be doing a service to themselves by active co-operation and collaboration with the training institutions in teacher preparation. Our department of education should co-operate with this endeavour of the University to help schools understand their responsibilities in the matter. Instead, practice teaching today is fast becoming a farce. There seems to be more perspiration than inspiration

during practice teaching. The pupil teacher is hardly provided with opportunities for participation in the life of the school and his association has ceased to approximate to that of a regular member of the staff of the school during the period of apprenticeship. It is necessary that practising schools are selected by the District Educational Officers who can know the school as well as its staff much better than the training colleges, and these Departmental officers should confer the hallmark on particular schools that they are adequately equipped for purposes of practice teaching. At the moment the training colleges in their anxiety to find schools exercise no right of choice; the senior master more often than not happens to be a fresher who neither has the equipment to guide nor the ability to appraise teaching, so that it all resolves itself into the blind leading the blind. The wretched students with much less proper guidance from their own training college and far less from their so-called senior masters are unable to prepare themselves adequately for the onerous tasks of teaching. It is necessary that the training college lecturers should keep on giving right through the year model lessons demonstrating every particular method of teaching with a certain amount of confidence, instead of allowing the trainees during the first phase to shift for themselves for sporadic observations of teaching in their practising schools for a period of two weeks. The state of indifference which at present exists should give place to real and reliable guidance in the first instance of the lecturers in the training college and in the next resort of the senior masters of the practising schools. At present a good deal of practical guidance is missed by the pupil-trainees both in their training colleges and in their practising schools. The training colleges should realise that every pupil-teacher should be sculptured into shape and animated with a teacher's life and a faith in the teacher's calling for the tasks ahead of him.

The theoretical courses in our training colleges unfortunately follow the tradition of the arts colleges. The lecturer in the training college believes only in lecturing whether the attention of his class is mobile or immobile. Some lecturers, we are told, play the role of lecturing through dictation of notes and are indifferent whether their dictated material is written down or not. A few lecturers reserve to themselves the particular book or books they draw material from unlike lecturers of old who for every single topic would not only name the list of books consulted, but also quote the chapter and pages in such books and even give recitals to rouse student interest. Even the most astute student, when he comes to know the book meticulously followed by his lecturer, ceases to have any interest in the lectures and feels a sense of boredom and makes up his mind for his part to refer to the same book and make up his own notes. But the common run of the students seldom take down notes, and even if they pretend to, they use scraps of paper which they never collate; and at the time of the examination they resort to some printed notes to serve the purpose of their examination. The workshop way of learning has been tried by us at citizenship training camps. And it is those occasions that were eye-openers to the vast potentialities of our students: their exuberance in articulation, argumentation and participation in debates. Some of the papers presented by them were well-worth documenting. There was evidence of library reference, of group discussion and of the ability to prepare reports of studies made. It may be pointed out that the period of ten months is hardly sufficient for anything

but the present way of some information-mongering. Our B.T. syllabus has to be carefully studied by the entire staff of each college. There is much overlapping which can be avoided by proper co-ordination. The same lecturer need not have to traverse the same portion already covered by his colleague in another class. I would suggest the preparation of a core curriculum which would avoid overlapping and crystallise the different topics in the syllabus both for intensive and for extensive treatment. Space forbids my enlarging upon this suggestion. All that I would reiterate is that our training college comrades should find out repetitions in the syllabus and shift them to their proper units. So when a few broad topics are listed, it should be possible to adopt some method by which adequate opportunities are given to the students to make a self-study of topics under different heads under the guidance of the lecturers. Our educational maximum 'teach how to learn' and not 'what to learn' holds good as much in the case of the lecturers as in the case of the pupil-teachers. I am not wrong if I say that our pupil teachers carry to their schools the same lecturing method of their lecturers and in their turn start lecturing to the 'miniature adults' of their classes. The sooner the training colleges broke new ground, the better.

No purpose will be served by wasting time over the number of papers that our students should take at the University examination or the raising or reducing of the maximum for theory or for practical tests. Reform should begin in the training college and then its products will be able to breath new life.

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EDUCATIONAL PROBLEMS OF THE ASIAN REGION*

By S. NATARAJAN

Honourable the Prime Minister, your Excellencies, Honourable Ministers, fellow delegates, ladies and gentlemen: I should like first to express my deep sense of gratitude to the Malayan Teachers' National Congress for the excellent arrangements they have made for holding this Conference and for the readiness with which they undertook the responsibility and the great friendship with which they extended the invitation for the holding of this Regional Conference here. We have been here for a few days and we have noticed that this Teachers' National Congress has been able to make arrangements to ensure not only a successful session of the Conference but for a good stay of the delegates here. In these arrangements the Congress has received unstinted support from the Government of Malaya.

A year ago exactly to this day, the Asian Committee was having its meeting in Kuala Lumpur. The then Minister for Education, at our meeting on education, told us that the work of this Committee would be vital to the interests of education in this region and that he would give all encouragement to our organisation for the holding of further meetings and for any action that we here recommend in respect of educational progress in this region. Not only that — when we met in the General Assembly in Washington in August 1959, we were sent a special message that if the Conference should decide upon a regional meeting, the Malayan Govt. would be quite prepared to give us all facilities for having this Conference here in Kuala Lumpur and extended a welcome. We therefore had a very easy time when we had the host organisation to take the

responsibility. We take this opportunity of conveying to you, Sir, our deep sense of gratitude for all the assistance that you have given, for the great guidance and for the most inspiring address with which you have inaugurated this Conference. To the Minister for Education we are very grateful for giving us not only a detailed picture of what the Govt. has done in order to improve education in this country, of the problems which have to be faced and the determination with which the Govt. is facing those problems to bring about national unity and national prosperity. In these two addresses we have various points to guide us in the discussions that this Conference will be having in the next six days. It has made my task easy, for whatever leadership the Conference needed has been provided by these two very able administrators — great friends of the people and in that sense, great educators. However, there are just a few points that I would like to share with my fellow delegates and with the friends who are assembled here in this matter of education and the role that teachers and teachers' organisations should play.

You, Sir, referred to the very rich reward of the teachers. We do remember that it has been a neglected profession; we do remember that it is the least paid profession. We also feel it is the most rewarded profession because everywhere there is friendship, there is a great expectation from teachers, there is respect for the work of the teacher and for the responsibilities that the teachers are carrying. Today in the world, the people are looking more and more to teachers in order to build up through education, peace,

mutual understanding and therefore progress of humanity. And teachers all the world over are also realising that in the present context in which different parts of the world, in the midst of the great advances that scientific knowledge and technology has produced in the midst of many fields in which humanity has progressed, in the midst of the world shrinking and becoming a smaller place, bringing people of different races, different cultures, different languages, living in different geographical areas together as if they all belonged to a single small family; tensions are increased; doubts and suspicions have increased and instead of a spirit of co-operation and making them all work together for the common purpose, they seem to be divided, they seem to be looking upon one another with suspicion, they seem to be gripped with fear regarding their own safety and security and thus they are not at all happy. Such tensions, such absence of security, such fears will certainly impair the health of mankind and will affect progress and peace. The solution to this is to be found only through education because it has been correctly said that the defences of peace will have to be built in the minds and hearts of the people. During the past two or three decades, when the world has been stirred up by a world war, of a considerable magnitude, Governments have been making great attempts to bring about social security, to improve the standards of living, to develop very friendly relations with other nations. Still all these efforts seem to be almost nullified because of this state of tension and state of fear and the inability of the adult population to give up their own individual likes and dislikes and prejudices. 'International understanding', 'mutual appreciation', 'good neighbourly relations', 'cooperative existence' are all fine slogans. Everyone understands the importance of these concepts but when it comes to putting them into action there is a gulf between what we know we should do and what we do and this is so because we have not taken care of the

children who are to be the citizens of the new generation.

If defences of peace are to be built in the minds and hearts of the people I would like to say that the foundations for these defences must be laid in the minds and hearts of the younger generation of the children of today.

I am glad that the United Nations has recognised the importance of attention to children. Some years ago it drew up a Declaration of Human Rights but very recently, towards the end of 1959, it has promulgated a Charter for the child — a Declaration of the Rights of the Child. This Declaration places before the world the responsibilities of the parent, the family, the community, the local authority, the national government and of the world in providing conditions which will help children to grow with dignity and in freedom. In this Declaration it has stated clearly that it is the right of every child to have education without any discrimination of race, religion, language, that it is the right of every child to be given conditions in which it can lead a healthy life, physically, mentally, emotionally. Now these two Articles in this Declaration are of very special significance to teachers. This Declaration is not something which was new, which came all of a sudden. The old League of Nations, as far back as 1924, gave attention to this problem but since then various things have been going on and the attention of nations was not particularly directed to this problem in view of the military pre-occupations in which the world was being dragged into in those days. Now there is a determined effort to have peace in the world, to provide conditions in which man can exercise his best talents for his own good and for the good of humanity. Attention is now being given to this problem. Of the many things that the Declaration embodies, three things stand out as important: (i) the right to adequate education for every child without any discrimination; (ii) the right to healthful living for the child;

* World Confederation of Organisations of the Teaching Profession, Asian Regional Conference—Presidential Address.

and (iii) conditions which will enable the child to grow with dignity and with freedom and on the basis of spirituality.

But if such a Declaration is to be fulfilled, much work has to be done by governments, as it involves a lot of organisation, a lot of finance, as and harnessing a great deal of manpower and providing the means whereby these children can grow in an atmosphere of love and affection, so that their growth may be free and unhampered. UNESCO has been giving some attention to some aspects of this problem and particularly the educational aspect. In 1952, it considered the question of education in this region. It followed it up with another seminar in 1957. It continued its efforts in 1958 and last year at Karachi there was another Conference under the auspices of UNESCO, attended by education Ministers of this region, by educators and others who have made a study of this problem, and I am glad to say that this Conference has recommended to UNESCO that in its 1961-62 programme it should include as a major project the development of education in this region. I mention this just to indicate the colossal nature of this problem. Today in 1960-61, the UNESCO survey has revealed that about 65 million children are in primary schools in this region, representing 7.2% of an estimated population of 710 million in the regions surveyed. This shows how inadequate is the provision made for primary education in this region. I know, and UNESCO has noted with great satisfaction, that there are countries in this region like the Federation of Malaya, Ceylon and the Philippines, that have given such importance to this problem of primary education that already they have about 85 and 99% of the children of school going age under instruction in primary schools. But nevertheless, taking the region as a whole, you can see that there are several millions of children who are denied opportunities for education. UNESCO, in making a study of this problem, and taking a very realistic view of the measures that may

have to be taken to make education free and compulsory for all children at least up to the primary state, has worked out a 20 year plan. It has also taken note of one of the most characteristic problems of this region and that is the rapid growth in population. It expects, despite all efforts which people in this region could make about family planning and so on, that the total population would increase from about 700 million in 1960 to about 1200 million in 1980 and ultimately it will increase the number of children who will have to be provided with at least primary education and in 1980 this figure is expected to be 220 million and for all I know, even more.

The educational problem, when viewed in this context of today having 65 million children in schools and 20 years later having 220 million schools, enables you to visualise that this problem is one which bristles with great difficulties, and is colossal in its magnitude. But there is hope. If we compare the present position with what it was in 1950 we find that during the ten years in this region the countries have made tremendous efforts to provide educational facilities for their children. There have been 17 million more children in schools during those ten years and yet in that period they have been struggling to build their own economic resources. This gives great hope that these countries, with determination and with faith in education, will reach the targets and will be able to provide educational facilities for all their children.

UNESCO has drawn attention to the many problems involved, the cost of various things that will have to be attended. Even in countries where the enrolment is fairly high we have lack of buildings, we do not have adequate supply of well trained and well qualified teachers with devotion and dedication to their work. We lack the necessary equipment. The question of preparation of text books and other materials is presenting great difficulties and therefore UNESCO has called

attention to the gravity of this problem and has suggested that international and non-governmental co-operation would be necessary to help the countries in this region in order to fulfil an education programme adequate and suited to them.

Now such programmes can deal with the structural organisational matters. You can provide the building, you can provide the text books, you can get the children into schools but if the children are to be educated you need teachers and all these efforts can succeed only if you have teachers who will be devoted to their work and who will be not merely much rewarded in the next generation but perhaps better paid, better respected in this life!

We all believe in spiritual rewards. We do believe that good work done in this life will give us plenty of rewards in the next life, but we also feel that we have got to pass through this life before we get those rewards and it is here that society has to recognise the work of the teacher and come forward to give him not luxury, but that confidence, that condition in which he will be enabled to put himself to his work with devotion and with dedication.

Let us, our friends, now consider how best teachers' organisations and teachers can help in the efforts of the nations to provide a suitable education for their people. As I said in the beginning, all educational efforts can succeed only if the children are guaranteed health. The central theme of this Conference therefore will be child Health and the School. This is also the theme for the General Assembly of the WCOTP when it meets in Amsterdam in August this year. The Executive of the Confederation felt that this problem is so important that it needs detailed attention in the context of the different regions of the world. There are advanced countries which make provision for health services, for providing conditions for

healthful living; there are countries which, while knowing everything about it, do not know how to do it. There are other places where they do not have the means to provide for these services and hence, this very vital problem concerning not only children but concerning mankind itself has to be considered in the light of local conditions and therefore a general questionnaire was issued to all the national associations. The replies to these questionnaires will be considered at the Regional Conferences. Delegates have in their folder a document which gives a synthesis of the replies received from all the countries. Along with it you have sheets which give details of the replies received from each member organisation. Now that will form the basis of our discussion during this Conference and I do not want to anticipate the lines of the discussion nor to direct the lines of the discussion, but merely say that this is a vital problem and as I said earlier, it is in providing health, physical, mental, emotional and spiritual, for the child that you can ensure for humanity both its dignity and its freedom. It is vital to the well-being of human race and hence we, as teachers, have to give great attention to this problem—find out the many practical ways in which child health can be assured. We have to see what governments will have to do, to see what the community will have to do, what the family, what the home will have to do and above all, to see what we teachers can do directly in serving the health needs of the child and indirectly in helping these other social agencies to deal with this problem. Here again, I would say that while it is easy to say what the teacher has to do—and I am glad to say that our teachers are quite ready to undertake these responsibilities—society has also to think of undernourishment, of not having proper mental or emotional health and contribute to the promotion of good health among its children. We know that it is through the teacher that the child has to be acquainted

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with the laws of health, has to be moulded to live in a healthy condition, has to be helped to live a normal healthy life. So it is up to the society to ensure for the teacher conditions in which he can preserve his physical and mental health. I do hope that the Conference will be looking into that aspect of the question and make recommendations to the authorities concerned as to how they can help our teachers to discharge their responsibilities.

Ladies and gentlemen, this is a period when the teacher's responsibility is increasing. I know that every department of human activity is striving hard to promote the welfare of peace. The cementing force, the force that lays the foundation for this is the teaching force and unless teachers are given the opportunity to serve truly and well the children of the world, I see that the world will be a gloomy place.

We have several international organisations supported by governments in bringing out plans and materials and technical assistance and everything in order to improve these conditions and improve the standards of life of the people. UNESCO, UN, WHO, UNICEF, FAO, and a large number of organisations, of foundations, of international non-governmental organisations are all having this common aim of promoting the welfare of mankind. The people who can actually do it are the teachers who come into contact with millions of children in the world, who can influence children at their most formative period and lay proper foundations for their healthy development.

WCOTP to-day has 8 million teachers as its members. This is a great task force and through its affiliated organisations and the many more teachers that are waiting to come into this organisation, we teachers can be the most potent instrument in working with the support of government, with the assistance of various international

organisations, for the welfare of humanity and establishment of peace. It is not atomic weapons, it is not great advances in science to develop destructive missiles and other weapons that can establish peaceful conditions. It is the teacher who is dealing with young children that can lay the foundation of this peace. It calls, therefore, for a great understanding of the responsibilities of the teachers. As I said in the beginning, it does call for a realisation of their vital role and therefore of giving them conditions in which they can function effectively and usefully.

In WCOTP are united, as I said, 8 million teachers. I have found in these teachers a great sense of devotion to the child. There is a great eagerness to be very effective in the service of the child. In quite a number of them—in all of them—there is a sense of dedication in varying degrees, but the times call for a wholehearted dedication to this work of education. I would also say that the teachers are beginning to realise the dignity of their profession. There was a time under different conditions when objectives were different. Teaching was not regarded as a respectful profession. Today teachers are realising the significance of the role they have to play and this has given to them a sense of dignity in the profession and I do hope that this sense of dignity will grow, with society treating them as members of a dignified profession.

Lastly, ladies and gentlemen, there is one thing which the teacher has to recognise. In all human affairs, conflicting ideals will come. Section and groups are impatient and are anxious that certain things should be done very quickly. Conflicts are bound to come and as man's affairs are being ordered and planned by representatives of the people who get themselves divided into groups and political parties, conflict between these groups is likely to be there. These are necessary in planning current affairs but these groups are apt to take a short or a long

range policy. The teacher holds the unique position of thinking about the future well-being and if he should get interested in politics then his vision is blinded and therefore his usefulness will be impaired. It is therefore necessary for teachers to be disinterested in current politics. I would therefore commend to teachers the four 'D's':

- (1) be dedicated to the child,
- (2) be devoted to your work,
- (3) be dignified in the exercise of your profession,
- (4) be disinterested in current politics,

and then do their work and thus serve the child.

S. I. T. U. REPRESENTATION TO GOVERNMENT

From

T. P. Srinivasavaradan, M.L.C.,
South India Teachers' Union,
Raja Annamalaiapuram,
Madras-28.

To

The Hon'ble Sri C. Subramaniam,
Minister for Finance & Education,
Madras.

Sir,

Sub.: Retention and absorption of
affected Higher Grade
Teachers in Aided and Panchayat
Elementary Schools.

We are thankful to you for giving us an opportunity to present our case.

At the outset we may be permitted to thank you for issuing the Order, G.O. Ms. No. 1066 Edn. dated 25-5-'60. In that Order the Local Bodies have been directed to create supernumerary posts in schools under them where Higher Elementary Grade Teachers have otherwise to be discharged from service consequent on the employment of Secondary Grade Teachers for teaching English in these schools, thus ensuring no teacher is discharged. This Government Order confines itself to teachers employed under Local Bodies and Panchayats and States the measures to be taken to absorb the affected teachers.

As regards Panchayat Schools, the Order says "The Government accept the recommendation of the Director of

Public Instruction that Panchayat Schools which have one teacher or two teachers on the Staff, may be allowed to appoint Secondary Grade Teachers for teaching English and the posts held by those Secondary Grade teachers may be treated as supernumerary till it is possible for the Panchayats to absorb those teachers as Members of the regular staff." But the G.O. is silent about the Panchayat schools which have more than two teachers. The complete protection that has been given to the affected Higher Grade teachers in schools under Local Bodies has not been given in the case of Panchayat schools.

The other Government Order, G.O. Ms. No. 961 Edn. dated 10-5-1960, relates to the absorption of Higher Grade Teachers who have to be discharged from aided Elementary Schools, consequent on the employment of Secondary Grade Teachers. It states that the discharged teachers should be provided for under Local Bodies with the least possible delay and no new teachers should be recruited to the Municipal or District Board Service overlooking the claims of the teachers included in the lists furnished by the District Educational Officers. It may be pointed out that the discharged teachers from aided Elementary schools will be taken in only after the absorption of Higher Grade Teachers who are considered supernumerary in Elementary schools under Local Bodies as per G.O. Ms. No. 1066 dated 25-5-1960.

While no Higher Grade Teacher will be discharged from any of the Elementary schools under Local Bodies, a number of Higher Grade Teachers will be ousted from aided Elementary schools and a majority of them may not be absorbed as quickly as possible. A good many may have to wait for a long time before being absorbed, which means they have to remain without salary during the period of unemployment.

In this connection we may be permitted to point out that the teachers who were retrenched last year from the fee-levying schools and who were subsequently absorbed by the Madras Corporation have been given notice of termination of their services on the last working day before the summer vacation this year, thereby depriving them of the vacation salary. It is feared that a similar thing may happen in the case of the affected Higher Grade

Teachers when absorbed under Local Bodies.

In these circumstances the Government are requested to extend the protection given to affected Higher Grade Teachers in schools under Local Bodies by not discharging the teachers in Panchayat and aided schools irrespective of the number of teachers in the schools concerned. Any change in the policy of the Government should not affect the continuity in service of the existing teachers.

It may be pointed out that if the G.O. Ms. No. 1271 Edn. dated 13-6-'59 had been circularised to aided Institutions also, much of the hardship caused to teachers would have been avoided. The aided Managements would have made suitable appointment even in June 1959 reducing the necessity to discharge Higher Grade teachers.

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

ENGLISH LANGUAGE COURSE

The English Language Course for prospective teachers was conducted in the P. S. High School, Mylapore, from 2-5-1960 to 11-6-1960.

On 10-6-1960, Sri V. Natarajan, President of the S.I.T.U. Council of Educational Research, in requesting Sri C. Subramaniam, Minister for Education and Finance, Government of Madras, to deliver the valedictory address of the English Language Course said:

As President of the S.I.T.U. Council of Educational Research it is my happy privilege to welcome you, Sir, on this occasion. As Minister of Education you have successfully achieved many items not only in the progress of education but also in improving the status of the teacher. As one who has worked

in the field of education for over 45 years, I can very well realise the wonderful success you have achieved. I offer you my personal felicitations, and on behalf of the teachers I tender grateful thanks.

This Council was started some years ago but this is the first and probably the best kind of work done so far. When the public felt that there was a deterioration in the quality of English, the Research Council took up the task of finding ways and means. We discovered that it was not mainly the poor teaching talent of the teacher but more the inadequacy of the language equipment on the part of the teacher. The chief aim of this course has been therefore, to enrich the teacher's stock.

The Course has just now been completed and we hope to plan a follow-

up programme. I need not tell you that the Course has been eminently successful. It is only a pilot scheme—better results can be expected only after completing the follow-up programme. Still this Course has provided us with valuable experience.

The Council appeals to you for generous help. We require grants for this and also for further schemes. We look forward to your advice and suggestions for improving our work.

The Secretary, Mr. V. Arunajatai, will give a brief summary of the work done.

I request you, Sir, to speak to the teachers who have attended the course and distribute the certificates to them.

Sri V. Arunajatai, Secretary-Treasurer, presented the following report on the working of the English Course:

A group of 60 students—a fair and representative cross-section of those who have just finished their secondary teacher training course—was selected and put on the Language Course which was planned for six weeks of about 175 hours. This is more or less the time in hours that would be taken if one period of 45 minutes is devoted each day to English Language learning for a period of one year of about 180 to 200 working days in the course of teacher training. An enriched vocabulary, mastery of the essentials of the structures and sentence patterns of the language, ability to speak and write correct English through an intelligent understanding of the essentials of functional grammar, and the development of a taste for reading and enjoyment of English Literature; these were taken as some of the aims of the Course. In other words the following objectives were kept in view: (1) to develop the ability to understand spoken and written English; (2) to develop the ability to speak and write correct English; (3) to develop the power of appreciation so that the habit of study may be sustained throughout life leading to self-improvement. Suitable material chosen for intensive

and extensive reading, aural work and practically useful functional grammar practice, and carefully prepared exercises and tests, and purposeful directed activity were the means adopted for the achievement of these aims. Learning of a language being a thoroughly individual matter, tutorial work and activity methods formed the backbone of the course and of the learning process. Aids such as Tape-recorded material and Linguaphone and B.B.C. records and films were also pressed into service to make the course interesting and fruitful.

During the first week, a few preliminary tests were given and the students were divided into groups on the basis of the results of the tests. The abilities of the pupils were in a way, thus assessed and noted. The books chosen, the reading materials given, and the exercises expected to be done by the trainees were of a standard slightly higher than the Matriculation and slightly lower than the Pre-University Course. Useful material was also taken from the literature on the subject by the Central Institute of English, Hyderabad. The aim was not so much that the lecturers should teach the trainees all that needs to be known or learnt—a thing almost impossible within the very limited time at disposal—rather, the aim was to make the pupils learn and practice the technique of directed and purposeful study through self-effort, through reference books, through discussion and free expression. Error tabulation sheets, work book of pupils, reports of lecturers and tutors, interim tests and the preliminary and final survey tests have all afforded valuable material for the Council of Research. It is hoped that the Report that will be prepared in due course will be of help to Teacher Training Institutions of the Secondary Grade and even possibly of the Graduate level.

It is the business of research to evaluate curricula, to find out the sufficiency or adequacy of present methods, technique and procedures

and the necessity for new ones, and to suggest helpful changes that may be introduced in syllabi and courses of studies to satisfy the needs of a dynamic, fast progressing free country. This is to be achieved by research not on the basis of subjective impressions but on the basis of facts and figures. The Course just now concluded has afforded the Council not only a valuable teaching and learning experience, not only an experiment in healthy, fruitful co-operation, but material of great value which can be put to good use for the improvement of the standards of achievement in English of Indian pupils and teachers.

The Council hopes to suggest the content of a minimum English Language Course for Secondary Teacher Trainees in addition to and distinct from the syllabus in Methods of Teaching English. While making this suggestion, the Council is fully aware that the Course is only a pilot scheme. The Research Council thanks the British Council for help rendered in this project and appeals for co-operation from all quarters.

The success of the Course is not a little due to the planning, hearty co-operation and expert knowledge which each member of the staff brought to bear upon the work. The main brunt of the work was borne by Sri G. Srinivasachari, the Co-ordinator who, from early morn till late in the night attended to every detail of the work. The Council is deeply indebted to the entire staff, the authorities of the P. S. High School, and the British Council.

VALEDICTORY ADDRESS

The Hon'ble Sri C. Subramaniam, Minister for Finance and Education in the course of his valedictory address said that the decision to start the teaching of English in the fifth standard was taken four years ago and that too after a good deal of discussion—not on the party level but with educationists.

He said that the standard of education depended on the efficiency of teachers. If there was a lowering in the efficiency of the teachers, it would be automatically reflected in the educational standards. The quality of the teachers could no doubt be improved by increasing their emoluments but at the same time they should have the capacity to discharge their duties in an efficient manner. Training courses would go a long way to make the teachers more efficient. He was glad that the six-week re-training course had been successful and he hoped that this would be followed by many more similar projects. He also emphasised the need to evaluate the methods adopted in the field of education in the State.

He said that today there was a big controversy regarding the languages to be learnt and how to learn them. They had arrived at an agreed formula regarding the teaching of languages in the secondary school stage. The children had to learn three languages, the mother-tongue or the regional language, an additional Indian language (Hindi) and an international language (English).

He said that in the secondary education stage, it had been a settled fact that Tamil should be the medium of instruction. It is not possible for any one, however high or eminent he may be, to undo the decision.

It had also been decided that the teaching of English should be continued and full use of that language be made. There was nothing surprising in this. The adoption of the regional language as the medium of instruction did not mean that we should not learn any other language or children should learn English successfully. For this, the teaching of that language should be more efficient and effective. He thanked the British Council for their help in conducting the course.

The Minister then distributed the certificates to the trainees, both men

and women. The lecturers and tutors were introduced to the Minister.

Sri S. Natarajan proposed the vote of thanks. He described the nature of the experiment that the Council of Educational Research was conducting. He paid a tribute to the staff for their co-operative endeavour and appreciated the team spirit they showed in their work.

The students, he said, had borne their part enthusiastically and worked hard to improve their standards.

He thanked all those who had been responsible for the success of the course, in particular the British Council for their financial aid and guidance in academic matters and the authorities of the P. S. High School, Mylapore, for the kindness with which they placed the premises of the school for the use of the students on the English Language Course.

BREAK-UP SOCIAL

On Saturday, June 11, 1960, there was a Break-up Social of the English

Language Course. The students entertained the staff, tutors and all those connected with the course to tea. Their music and folk dance were entertaining.

Representatives of the students thanked the organisers for the course given to them. They said that they were a fortunate lot to have had the benefit of the course.

Among those who responded to speak at the request of the students was Mr. S. H. Best.

As he had begun the course with a lesson on 'Greetings', he said he would end the course with another. He gave a lesson on the use of simple words in speaking and writing. He pointed out that instead of saying 'we availed ourselves of the opportunity' we might say 'we used the opportunity' and that 'told' was a simpler word than 'intimated'.

He invited the students to keep themselves in touch with the British Council.

PARENTS AS A SCHOOL RESOURCE

By ULDARICO VIRAY

Parents are the best resources for learning children's way of living, their methods of home study, their ways of doing things, their ways of putting into practice the things learned in school. Parents know the child better than the teacher knows him. It is a misconception that parents are not interested in school affairs; that they have little time for their children and that they have been gradually shifting the responsibility of the education of their child to the school. That is far from the truth. No parent is disinterested in her child. The teacher must start from that premise if he is to use parents as educational resources. He must start with the premise that

the parents of any child in school are the most concerned about the child because he is their very own. And every kind of help from the school will be appreciated, if it is for the good of the child.

Tapping parents' resources is one way of winning their goodwill, interest and co-operation. It is the best way of obtaining their co-operation and interest in the school work. Too much has been said of parents' lukewarm attitude toward the learning process. Perhaps it is the teachers themselves who are lukewarm to the parents when it comes to educational planning.

Any lack of parents' interest in the school work is due to their ignorance of the schools' objective, the teachers' work, and their children's part in the teaching-learning process. If they are duly informed every now and then, if they are given a chance to know how much they can help towards the achievement of the class objective, they will feel more important and will do their very best for the class.

Some teachers, much to their surprise, have found parents more than willing to do their part in the school work. In many Parent Teacher Associations parents sit with the teacher in planning out the best for the children. They even raise funds for the work-books, the basic texts, the globe, the maps and other devices which the teacher needs for the class. They go out of their way to provide the classroom with devices, specimens, and materials for the children. These teacher-parent activities help the children to learn more and get more from the learning process. And above all an atmosphere of friendship and loyalty to the school and its personnel is created.

The teacher who seeks to tap parents' resources and co-operation should adopt the following attitudes:

1. Parents want to be visited, and they love to hear of the work of their children in the class. They feel proud when teachers come to them and talk to them about the good little things their children are doing in school.

2. Parents are more than willing to co-operate provided they are given a clear view of the teaching-learning process and their work is clearly defined.

3. Parents are interested more than teachers in giving to their children the best of what the teachers can do. They

are glad to offset the school's limitations so that class goals can be reached.

4. Parents love to sit with teachers and discuss with them, in an atmosphere of joint interest and partnership, the proper steps to be taken towards the improvement of the children.

It has been found that parents, when given due importance in the teaching-learning process, give much. Many parents who were invited to contribute to the children's knowledge have told us how happy they were that they were able to share with the children something they know. The farmer who talked on rice planting and harvesting; the ex-soldier who talked to the social studies class about the United States; the fisherman who gave information about the different kinds of fishing implements and different kinds of fish; the driver who talked about safety on the street; the policeman who talked about his job — all felt very important. And what is more, their children gained a feeling of pride and respect for that little thing their parents knew.

When interest is aroused in the parents, everything goes smoothly. The parents themselves will see to it that everything is properly provided for the class. They will see to it that the teacher has the things she needs for her class. Even in the midst of their poverty, they will give: their time, if not money; their labor, if not things.

Let us begin by courting parents' interest and goodwill in our own classes first. We can begin by organizing our own home-room parent-teacher associations. Then visiting, then planning, and then on and on till we find parents coming to us when they have problems and not us going to them with ours. — *Panorama*.

NEWS AND NOTES

THE MADURAI DISTRICT AIDED SECONDARY SCHOOL CLERKS' ASSOCIATION, MADURAI

The first anniversary of the Madurai District Aided Secondary School Clerks' Association was celebrated in the premises of Sourashtra Secondary School with Sri T. P. Srinivasavaradan M.L.C., in the Chair.

The Chairman emphasised that the clerical staff forms part and parcel of the school and it is therefore just and fair that all benefits like pension, educational concessions, security of service etc., should be extended to the non-teaching staff also without any distinction.

Messrs. P. K. R. Lakshmikantham, M.L.A. and V. Sankaran, M.L.A., advised that it was good to form an Association like this for representing the grievances to a democratic government but they exhorted that only constitutional methods should be followed. They also promised that they would do all in their power to achieve the cause of the non-teaching staff.

Sri M. D. Sreenivasachari, the Secretary of the Madras State Clerks' Association also spoke explaining the grievances of the members.

In his concluding remarks, the Chairman said that as the ex-headmaster of a big high school he knew full well the difficulty of the non-teaching staff and that he had also brought some resolutions before the State Educational Conference.

Earlier, Sri C. Sundaresaier, Vice-President of the Association welcomed the gathering. Sri L. S. Ramachandran, Secretary, read the annual report and Sri V. R. Rajagopalan proposed a vote of thanks.

BOARD HIGH SCHOOL, DHARMAPURI.

The Diamond Jubilee Celebrations of the Board High School, Dharmapuri

was celebrated on a grand scale from 15th to 18th April 1960 with a variety programme of Socials, Sports, educational exhibitions and entertainments. But the most important function was on the 17th April 1960 when His Excellency Shri Bisnuram Medhi, Governor of Madras presided and delivered the Diamond Jubilee address. On behalf of the committee, the Headmaster and Secretary Sri E. Shanmugam, B.A., L.T., made a representation for shifting the Boys' High school to the extensive site of 18½ acres of playgrounds as there was not enough space to put up additional blocks of buildings to this growing High School. He also suggested that the present Boys' High school buildings might be handed over to the Government Girls High School for whom there was a proposal to acquire new site and put up new buildings for them. So the Government was requested to hand over that grant to the District Board, Salem for putting up new blocks of buildings for the Boys' High school. The imperative necessity for this change was put forth on the plea that the strength of this High school was 1,200, and its conversion into a Higher Secondary school at no distant date would create problems which could not be solved if action in the matter was not taken at this critical time.

His Excellency the Governor, in his reply to the address presented by the committee, replied thanking them for giving an opportunity to participate in the Diamond Jubilee Celebrations. He said he would commend their request to the Honourable Minister for Education and the Director of Public Instruction, Madras. He complemented the disciplined behaviour of the audience during the function. After a cultural programme of dance and drama, the function came to a close at 8 p.m. after a vote of thanks proposed by Sri D. P. Mannappan, M.A., B.T.

FROM OUR ASSOCIATIONS

THE NORTH ARCOT DISTRICT TEACHERS' GUILD, GUDIYATTAM

The XXXII Annual Conference of the North Arcot District Teachers' Guild was held in the Municipal High School, Gudiyattam on Saturday, the 5th March 1960.

Sri M. V. Swaminatha Mudaliar, Municipal Chairman, Gudiyattam, hoisted the National Flag.

Sri K. M. Rajagopalan, B.A., B.Ed., Headmaster, Municipal High School, Gudiyattam, welcomed the delegates and invitees.

Janab C. M. Fazlur Rahman, B.A., L.T., Headmaster, Islamiah High School, Pernambut, President of the Guild, presided. Dr. M. A. Rahman, Principal, Islamiah College, Vaniyam-

badi, delivered the Inaugural Address. Dr. H. S. S. Lawrence, Principal, Teachers' Training College, Katpadi, delivered a lecture on "Experimentation in Education." Sri S. V. Chittibabu, Divisional Inspector of Schools, Coimbatore, Sri A. Perumal, Dist. Educational Officer, Vellore, and Sri T. P. Srinivasavaradan, M.L.C., President, South India Teachers' Union also graced the occasion with their presence and addressed the gathering.

Several resolutions were passed and the Office-bearers for the new Guild year were elected as below :

President : Sri K. M. Rajagopalan, B.A., B.Ed.

Secretary : Sri M. V. Ramaswamy Mudaliar.

Guild Representative on the S.I.T.U. : Janab C. M. Fazlur Rahman, B.A., L.T.

OUR BOOKSHELF

USE OF FILMSTRIPS IN EDUCATION. (UNESCO Publication No. 455).

"An essentially practical reference book" on the use of filmstrips in schools and in out-of-school education is the first of a new Unesco series entitled *Manuals on Adult and Youth Education*.

Mainly intended for teachers, the 54-page manual, *Filmstrips: Use, Evaluation and Production*, is illustrated with photos and diagrams. Use is discussed by Robert Lefranc, French authority on audio-visual aids, and evaluation by Helen Coppen, of the University of London.

While the role of filmstrips in schools is described, the book emphasizes that the use of the strips of still pictures on 35 mm. film is particularly economical for adult education, and of proved

effectiveness in that field. Some experiences of experts with filmstrips in adult education, in India, North Africa and the South Pacific, are related in the text.

RECEIPT OF THE FOLLOWING PUBLICATIONS IS THANKFULLY ACKNOWLEDGED

1. Report of Delinquent Children and Juvenile Offenders in India. 1955.
2. Education in Universities in India 1956-57 — a Statistical Survey.
3. Research and Studies. Difficulties of Basic School Teacher (Govt. of India).
4. Education Abstracts-Citizen Education for Girls (UNESCO No. XI No. 7).
5. Pre-School Education (UNESCO No. XII, No. 1).

PRESIDENT'S NOTE

TEACHERS AND THE PAY COMMISSION

The teaching profession is grateful to the Pay Commission and the Government for the revised scales of pay, based on the realization that if the teachers have to play a vital part in the new set-up, the salary-scales should be made attractive and the demands of the present incumbents should be largely met, if not completely. The recommendation of the Commission that there should be uniform scales of pay for all classes of teachers under whatever agencies they serve — Government or local bodies or aided managements — has been accepted by the Government. Having admitted that the present disparity in the pay scales cannot be upheld on any rational basis, one fails to understand why the Commission has not applied that principle in all cases. By retaining the present higher scale of pay to headmasters of private schools with 25 sections and above, justice has been done. But this has been denied to headmasters of schools under local bodies in similar circumstances. They now get one scale 225-10-275-15-350 instead of the two scales at present 150-10-200 and 165-5-205-10-245. This is a welcome feature. But no headmaster of an institution under a local body which has 25 sections and more can get 300-15-450 allowed in the case of the headmaster of a private institution. Further special pay given to headmasters which has been increased now to Rs. 20 or Rs. 30 has been denied to headmasters of aided institutions, though at present they are given. The Union pleaded for the same scale of pay for headmasters, irrespective of the number of sections and it recommended higher allowance for headmasters of big schools.

Again in the case of secondary grade teachers, justice has not been done. Even in the revised scale they have been placed on a par with lower division clerks. The Pay Commission says that it has been represented to it that the secondary grade teachers should be allowed a higher initial salary than lower division clerks in view of the special training course undergone by them. The Pay Commission conceded that the request for a higher initial salary is not unreasonable and yet it has not recommended on the ground that it is to be ruled out as impracticable on financial grounds. Further in the case of all categories of employees, the increment in the second slab is higher. The Pay Commission really went out of the way in trying to justify for the lower rate of increment in the later stage in the case of Secondary Grade teachers and Lower Division clerks. The latter category of employees have got chances of promotion to higher grades. Within ten years almost all lower division clerks get promotion. Where is the higher grade for secondary grade teachers? The least that the Government can do is this. The revised scale may be refixed as 90-4-110-5-160 instead of 90-4-110-3-140. This will enable the teachers who have put in long years of service, and who have been on the maximum of Rs. 90 in the present scale for a long time to retire on higher emoluments. As in Government service there is Grade I for B.T's, there should be a similar one in aided schools and local bodies schools, and at least one-third of the B.T's should be given this Grade I scale 225-10-275-15-350.

As regards house rent allowance, it is gratifying to note that the Commission has not only recommended higher rates, but also the extension of the scheme to all Government employees

in Madras City and bigger Municipalities getting pay in the new scale upto Rs. 500 and 300 respectively. But it is most disappointing to note that it has completely ignored the case of teachers in schools under local bodies and aided managements. Teachers' organisations have been pressing this for the past ten years. On what grounds this claim has been rejected is not given, where as the Commission has taken pains to explain why medical relief given to employees in Government service and in local bodies cannot be extended to teachers in aided institutions. The explanation is not convincing.

The merging of a bulk of the dearness allowance will increase retiring benefits. Teachers will get more by way of Provident Fund. At present teachers in elementary schools and secondary grade teachers and others belonging to that category get after 30 years of service 25% of the average salary for the last three years as pension. They will continue to get this rate in the new scale. In the case of B.T's and others belonging to that category to whom the principle of 25% of the average salary is not applied, but a ceiling of Rs. 30 has been fixed, the Commission has recommended that the ceiling should be raised otherwise the anomaly would be B.T's getting less than the secondary grade teachers. The Government have yet to announce their decision on this. Many may not know that the teacher pensioners do not get any allowance now. While the teachers are thankful to the Government for introducing the pension scheme, the latter should consider sympathetically the question of granting allowance to teacher-pensioners also, in view of the high cost of living and the small pension ranging from Rs. 8 to Rs. 30 which the teachers get. The Government have done the right thing in accepting the recommendation of the Commission for an increase of allowance from Rs. 6 to Rs. 10 for government pensioners getting Rs. 100 and below.

A disproportionately large number of teachers in institutions under the Gov-

ernment and the local bodies have been kept on a temporary basis for more than five years. Early steps should be taken, as recommended by the Government, to make as many as possible permanent.

On the whole, considering the present circumstances the recommendations of the Commission and the acceptance of them by the Government will benefit the teachers and hence welcome. It is hoped that the Government will remove in course of time the anomalies pointed above as they have done in the salary scales.

ELEMENTARY SCHOOL TEACHERS

SOUTH ARCOT DISTRICT BOARD

The Government have authorised in their G.O. Ms. No. 1372 Edn. dated 23rd June 1960 the Special Officer, South Arcot District Board, to regularise the services of all the 772 teachers employed under the District Board during the years 1951-57, from their respective dates of appointment. They have further directed the Special Officer to refix the pay of the teachers without any claim for arrears of salary.

It may be remembered that last year a representation was made to the Government that nearly 800 teachers in elementary schools under South Arcot District Board were kept on a temporary basis ranging from 5 to 7 years. The Government then passed an order asking the Special Officer to regularise them from 1957 and 1958. Again it was represented that increment should be given to them taking service into account from the date of appointment. The Government have since passed the above orders. It is deplorable that the teachers have been denied arrears of salary. The Government should reconsider this, as otherwise it would be considered as an act of injustice done to a large body of teachers, for no fault of theirs. The District Board which was functioning then was mainly responsible for the delay and the injustice should be set right now.

PRESIDENT'S FAREWELL

It was in July 1926 that I became a member of the S.I.T.U. The All India Educational Conference held in 1929 in the Hindu High School, kindled in me a desire to take more active part in teachers' organisations and to get myself interested in educational problems. The dynamic personality of the late Sabhesan and the persuasive influence of the late Yegnanarayana Iyer, who happened to be my neighbour, encouraged me to study problems — educational and professional. My late Headmaster, P. A. Subramania Iyer, who was one of the prominent leaders of the teaching profession, gave me all encouragement to participate in the activities of teachers' organizations. In 1932 I became the Treasurer and also one of the Directors of the Madras Teachers' Guild Co-operative Society. In those days there were study circles, each studying a particular educational or professional problem. Often the late Sabhesan gave me books on education to study, so that I might later on place before the study circles what was contained in them for discussion and how far they could be applied to our State. In 1940 I became the Secretary of the Union, when Sabhesan became the President, on the retirement of Yegnanarayana Iyer. Till 1955 I continued in that office with a break of two years and since then I have been the President.

Certain valuable lessons I have learnt in my close contact with the great workers of the Union. One must be loyal and faithful to the organization. Whatever statements one makes either on educational problems or on professional ones, they must be based on a careful study of the issues involved. Consistent with the dignity and nobility of the profession, criticisms must be couched in dignified language. Personal attacks, whatever be the temptation and immediate advantage over opponents should be avoided. As most of the office-bearers happened to be teachers in active service, any false step taken by any one of them would reflect upon the integrity and honesty

of the teaching profession. One, not in service, can afford to make irresponsible statements. Representations to the authorities must be in polite language, but forcible. The teachers' organizations should be non-political in character and should confine themselves to matters connected with education and the teaching profession. High ideals should be their guide and the means adopted to gain the ends should be such as not to lower the human dignity and that of the profession, but to enlist the sympathy of the public and the government.

Some of us who have been connected closely with the S.I.T.U. and the sister organizations have been scrupulously following, in our own humble way, the policy of the Union and the high ideals of the profession. At the last State Educational Conference held at Madurai, reckless statements were made and facts were twisted by so-called responsible men of the profession. Even the profession was held up to ridicule by some.

Sri S. Natarajan who has toiled for the profession for nearly 40 years and who has sacrificed his energy and his slender resources to the cause of the teaching profession and education came in for criticism, because he continued to be the editor of the journals while he was in Delhi. Anyone who knows the functions of an editor would not have spoken so. Any place now however distant can be reached quickly and correspondence can be had in a very short time. It has been deliberately misrepresented that the two journals paid less attention to the grievances of teachers but only to academic matters. The holding of sectional conferences was considered a waste. Any reasonable person will admit that to the members of the teaching profession, both are important, and both demand equal attention. Teachers have to teach and they are not like labourers in an industry. They have to devote attention to academic side as well as to methods of teaching in order to become efficient teachers. Ever since the journals were started,

they have been championing the cause of the teaching profession. If today the teachers have got higher emoluments, though they are not to our satisfaction, pension and fee concessions, not a little is due to the continuous and strenuous efforts made by the Union and the two journals. No revolutionary method has been adopted nor have there been professional agitators, to get the above things. Deputation to the Ministers and other authorities has been lightly spoken of. Soon after the conference at Madura, a deputation waited on the Minister, as per the resolution of the conference, to issue orders so that no higher grade teacher was ousted. The Minister for Education further modified the order which directed the retention of almost all higher grade teachers. Even

the few that are likely to be ousted will be absorbed. Deputations have a great value, because it is only then that discussions may be held and many points clarified. Many things have been achieved so far by deputations, and by personally interviewing the authorities concerned. On emergent occasions personal representation is inevitable by the President or the Secretary or any office-bearer of the Union. It was in 1951 the Union was officially recognized by the Government as the representative organization of the teaching profession.

I request the members of the teaching profession to accept my grateful thanks for the willing co-operation extended to me for over three decades.

T. P. SRINIVASAVARADAN.

OUR LETTER BOX

FEE CONCESSION AND INCOME CERTIFICATE

Sir,

Pupils studying in high schools in forms I to III have to produce income certificates every year to get fee concessions under G.O. 926 Edn. dated 19-5-1955. Officers authorised to sign such certificates often refuse to sign as they find it difficult to sign a number of certificates at a short period of time. School authorities insist on the pupils either to produce the income certificates or to pay the tuition fees at the time of admission. To get free admissions parents are forced to get income certificates. Most of the pupils note their occupation as Agriculture, Business, or Cooly so as to give their income below Rs. 1,200 per annum. As such 99% of the pupils studying in lower forms are producing certificates and enjoy concessions.

Under rule 92 of the Madras Educational Rules pupils belonging to Backward, Most Backward and Harijan pupils are permitted to enjoy fee con-

cession with the income certificate once produced to the school authorities during the time of their admission. They need not produce income certificates every year.

It is clear that the intention of the Government is to give free education to all till the completion of secondary school course. So there is no need to show differences in awarding fee concession atleast upto form III. They have to observe the rules as per 92 M.E.R. or to withdraw the procedure of insisting on income certificates. To get the income certificates, village pupils and illiterates are put to much difficulties. But the rich and well-to-do parents get the certificates by their influence. So, it will minimise the work of the school clerks as well as departmental auditors and of the parents, if the practice of receiving income certificates every year from Form I to III is put an end to and permitting to have the income certificate forms produced in first form continued in force till the pupils pass III form.

R. PONDURANGAN

DIFFICULTIES OF BASIC SCHOOL TEACHERS

A NEW PUBLICATION ON RESEARCH & STUDIES

Basic education has been declared in unequivocal terms as the national pattern of education at the elementary level by all the State Governments as well as the Central Government. However, the progress made in this field so far has not been very encouraging both in quality as well as in quantity. It is thus only natural to make an attempt to understand the various bottlenecks in the way of its progress and to remove the difficulties, if any, being experienced in the actual working and promotion of this system.

The difficulties might be experienced at various levels. The administrators may be feeling some handicaps. The public might be having some misgivings or genuine complaints. These should be taken into account. But still more important is to understand the difficulties which the teachers of these schools might be feeling in their day-to-day work. Teacher is the pivot in any scheme of education and there can be no two opinions that much of the success of an educational plan depends on its proper implementation by teachers. Therefore it is incumbent on all those responsible for promotion of education that they should know the genuine difficulties being experienced by the teachers and see that these are removed as far as possible. This publication deals with this very important aspect — the difficulties experienced by teachers of Basic schools in their day-to-day work.

The analysis is based on the data supplied by 409 teachers, representing many junior and senior Basic schools distributed over eleven erstwhile States

of the union. The data have been collected in the form of a very detailed questionnaire evolved at the National Institute of Basic Education. The object of the study was not only to pinpoint the various difficulties being experienced by the teachers but also to grade them in their order of acuteness so that it may be helpful for the administrators to decide upon a suitable order of priority for the solution of these difficulties in view of the limitations of funds.

The report mentions in respect of each of the regions for which data were received, the difficulties as experienced by the teachers of Basic schools arranged in graded order. It has also been studied how far the difficulties experienced in various regions are common or different and whether some common difficulties could be pinpointed. It has been observed that problems relating to the areas of organisation, staff and attitudes were felt more acutely in full grade Basic schools than in the junior Basic schools, while those relating to craft were comparatively more seriously felt in junior Basic schools. The specific items which were felt acutely by a majority of respondents and which were common among most of the regions related to lack of proper facilities for library, paucity of literature, difficulties pertaining to craft work and provision of residential quarters for the teachers.

The publication is priced at Rs. 1.75 and can be had from the Manager, Publication, Government of India, Civil Lines, Delhi-8.

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