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The South Indian Teacher

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Vol. XXXIII

NOVEMBER 1960

No. 11

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THE SOUTH INDIAN TEACHER

Vol. XXXIII

NOVEMBER 1960

No. 11

EDITORIAL

2nd October 1960

Everyone in our country and many in other countries paid homage to Gandhiji, the Father of the Nation on the 2nd of October last.

Educationists can never think of Gandhiji without thinking of the Basic System of Education that he brought in. The Father of the Nation solved not only our political problems but also the Educational Problem. According to him, Education was a programme for the re-construction of our national life in all its aspects and the building up of a juster Social order.

It is no use restricting Basic Education to the primary sphere alone. It should be accepted as of great importance to the whole structure of national education. The principles of Basic Education should be followed at the Secondary education stage also.

When Gandhiji first placed his programme of national education, before the country, he said:— "I have, therefore, made bold, even at the risk of losing a reputation for constructive ability, to suggest that education should be self-supporting".

The future national life has to be built through a programme of national education. What is to be the pattern of our educational institutions? Schools are only places of passing examinations now. This must change. Education must be concerned with all that concerns life, health, sanitation, food, clothing, citizenship and recrea-

tions. Such education will bring about the silent Social revolution that is necessary to bring about a juster Social order.

When that is the case, even the conversion of the old-pattern primary schools into Basic is to take us at least another six years, the last year of the 3rd Five-year Plan according to our State Government's proposals. The conversion of Training Schools to the Basic Pattern as a preliminary to the conversion of elementary schools to the Basic Pattern takes such a long time. Really, even next school year, all elementary schools can convert themselves as Basic Schools, if only Government give a short training to the existing Teachers during the next summer.

Salary scales of Teachers

The Executive Board of the Union, after a careful scrutiny of the revised scales of salaries for Teachers of different grades, has submitted a memorandum to the Government as published elsewhere in this journal.

It has been admitted that a longer time-scale, viz., a 20-year scale is necessary for grades from which there are virtually no chances of promotion. Government can extend the present scales to another five years or at least create a selection grade for all Teachers of fifteen years' service under the different grades. This will not involve any appreciable immediate commitment.

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Weightage

It is necessary that, in all cases, the total service of a Teacher is taken into account for purposes of weightage. There are Teachers of Secondary grade who had worked as Higher Grade Teachers and then qualified themselves as Secondary grades later and Teachers of B.T. grade who had worked as Secondary grade Teachers and then qualified themselves as B.T. grade Teachers. Again there are cases of Teachers with service under Local Bodies and Aided managements. There are cases of Pandits with service both as II grade and I grade Pandits. There are Pandits who had worked as Secondary grades and then qualified themselves as Pandits. Such Teachers are generally Senior Teachers entitled to at least the four weightages allowed under the New Salary Revision Rules. The principle of total service taken for purposes of pension needs to be applied to weightage in the case of all Teachers to avoid hardship.

Rate of increment

The rate of increment should be higher in later stages than in the initial stages, as the needs of a Teacher in later years will be greater and his experience and efficiency will be greater than in the initial stages. The question of matching the domestic responsibilities with the growth of years is also there.

These points have been recognized and a higher rate of increment has been sanctioned in the second slab of increment to all except the secondary grade Teachers, in whose case the rate has been decreased. The secondary grade teachers cannot be an exception to the above facts which entitle one to a higher increment in later stages of service. It is hoped that the principle applied to all will be applied to the Secondary grade teachers also and the second slab of increment raised to Rs. 8 per year.

We trust the Government will issue orders granting the various demands in the memorandum and raise the status

of the nation-builder at least during the period of developmental plans.

Pension during re-employment

Elsewhere in this journal is published the Government order withholding pension for retired Teachers during their period of re-employment as Teachers. The pension of the majority of retired Teachers works to a sum of Rs. 10 and below. Teachers re-employed after retirement are in most of the cases given only the start in the scale or a salary lower than that drawn already. As such, the addition of the pension amount would be highly helpful to the Teacher. A Government pensioner is allowed to draw pension during re-employment subject to the condition that the salary under re-employment and the pension do not exceed the last salary drawn. We sincerely hope the Government would apply the same rules to Teachers also and allow them to draw pension during re-employment.

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பொருள்	7-00
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THE EXTRAORDINARY CONFERENCE OF THE SOUTH INDIA TEACHERS' UNION

An Extraordinary Conference of the South India Teachers' Union (as resolved by the Executive Board of the Union) will be held at Tanjore in the last week of December 1960.

The object of the Conference is to create public opinion in favour of the grant of House-rent allowance, Medical concessions and Temporary increase in Pensions, not provided for in the recommendations of the Pay Commission.

Teachers desirous of attending the Conference are requested to send in their names by 30-11-1960, to facilitate lodging arrangements.

Those desirous of speaking at the Conference may send in their names to the Secretary of the Union before 30-11-1960.

The Conference will be for a single day. No delegate fee will be charged.

Secretary,
S.I.T.U.

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THE XXX SOUTH INDIAN EDUCATION WEEK

(7-11-1960 to 12-11-1960)

The Education Week is to be celebrated during the week commencing 7-11-1960.

The Executive Board has fixed 'Education in the Third Five-Year Plan' as the theme for the Week.

The October 1960 issue of the *South Indian Teacher* contains details of the Third Five-Year Plan. Heads under which the theme can be discussed have also been indicated.

Associations and District Guilds are requested to observe at least one day in the week, discuss the Plan under the Head chosen by them and send reports to the Union by 30-11-1960.

In this connection, the appeal from Prof. Divan Chand Sharma, M.A., M.P., President of the All India Federation of Educational Associations is re-produced below :-

"I shall feel grateful if your Association organizes a 'One day Seminar' on the Draft outline of the Third Five-Year Plan. You should kindly do so

with particular reference to Education. It is not necessary that the Seminar should deal with the whole question of Education. The Seminar should deal with only that part of education in which your Association is most interested. To this Seminar you should kindly invite all the members of your Association and the participants should be mostly your own members. If you can get the help of some outsiders to inaugurate the Seminar or to deliver a speech at the Seminar, you should welcome it. You should also draw up a detailed report of that Seminar which should be sent to the Press as well as to our Bulletin. If possible, please send a copy of it to me also.

I shall feel grateful if you kindly accede to my request. This kind of work is necessary because it will give the people an impression of the constructive role that our Associations are playing".

Secretary.

NATIONAL EDUCATION

G. KRISHNAMOORTHY, M.L.C., (Madras).

It is no denying the fact that even after thirteen years of Swaraj, our educational institutions are teaching more about the history, the culture, the literature and the Society of the West, than about our own.

The system developed by the British was meant mainly for creating a section of educated persons who would help them in manning the administration, mostly in minor capacities. Later, however, scientific and technical education on a limited scale of not much practical utility came to be included in the original system.

The system that prevailed under the British rule has had no considerable change so far. We have been merely amplifying it by opening more schools and colleges.

There it is and we have not moved further in the direction of a 'National Education'. The sooner we move in that direction, the better.

Defects in the present system of education have been pointed out and remedies suggested many a time by many a Committee; but little has been done or achieved. Vocational aspects of education are more honoured in words than in pursuit. The gates of Government service seem to be the aim of parents in educating their children.

The goal aimed at by the present schemes on the anvil seems to be literacy and not education. The earliest period of life, the period in which character can be moulded, is treated merely as a period for stuffing in all sorts of information and the facts that the young mind learns more from the environment than from actual teaching and that what a child does upto the age of seven will be the most powerful influence on the life of an individual are lost sight of.

In the higher stages of education, the fact that every profession is a form

of service to the Nation has to be impressed.

A complete change of our attitude to Education and a fearless advocacy of an Indian system of education are the needs of the hour.

Other adjustments are also necessary.

To teach a child mathematics, the Teacher has to know not only Mathematics, but also the child. This principle is being overlooked and, of late, the Teacher is put in charge of over forty and fifty pupils, making it impossible to know the child.

A radical change of attitude towards the Teacher is the only salvation of our country. We pay a mechanic more than we would pay a Teacher; yet the Teacher is the maker of the New Age dealing with the most subtle mechanism, the human brain.

The system of judging students by the snap results of an external examination should go, and students should be judged by the regularity of their studies.

It is heart-rending to see some of the text-books used in our Schools. Suitable text-books are an essential base for the educational system and this question ought to be taken at national level. The History books, especially, will all have to be rewritten in the proper way, so that our students will get the right perspective of our History and traditions.

For a thorough overhaul of the content of education we must have a clear picture of the social order that we seek to evolve. The new system of education should subserve the aims of the new society that we want to establish and the present system should be changed suitably.

Efforts, if made in this line, to bring about a system of National Education, will certainly bear fruit within the 3rd Five Year Plan period.

ORIENTATION OF EDUCATION

D. KRISHNAYYA,

Jai Hind Tutorials, Anantapur.

In the third Five-Year Plan, there is a great need for an oriental outlook of life in the field of education as there are now many details which do not suit our nativity. The need to bring in moral values is great, specially now in Free India, after a lapse of thirteen years of full blown Independence. Many tiny tips useful to the children in the daily life have to be incorporated into the net work of education.

In the primary stage, stress has to be laid on the three main rudiments of education—reading, writing and arithmetic together with some lessons under general knowledge comprising of Indian History, Geography and General Science which can be taught with reference to the needs of the locality and the age and the stage of the pupils.

The shaping of the children into true citizens is a grave responsibility if the policeman at the cross roads of a busy street on a busy day has his own responsibility to share. Dr. Zakir Hussain in an All India Radio broadcast says that about 17% of the population alone is literate and the Rig Veda says, 'Darkness is Death and Light is Life'. Our primary duty is to place the country on the luminous path of light to avoid the pitfalls of darkness. We have to light up the path cheerfully with the colourful lamps of Love, Service, Sacrifice, Cheer, Truth, Duty and the like to dispel the very dark clouds of disease, famine, poverty, distrust and the like which are hanging over the glorious land of ours—the birth place of the Light of Asia.

Implanting civic responsibility is no ordinary responsibility which is entirely an abstract one. Civics reads

the same from right to left or left to right and has V in the middle which stands for victorious victory. This casually stands for culture, industry, vigour, intelligence and character. Every letter in it is as powerful as any other and all these put together are as powerful as five senses—the gate-ways of knowledge and the Five-Year Plans.

The school is the training ground for shaping children into the proud citizens of tomorrow to be the right members of the society. We ought to have the optimistic view of life of H. W. Longfellow and should ever remember his psalm of life. In the school, children afford us very many opportunities to teach them silently community life, service to Society. They can be taught the high values of activity, ability, behaviour, comradeship, duty, dharma, education, entertainment, friendliness, Godliness, Goodness, honesty, industry, jovial life, knowledge, love supreme, manners, nationalism, obedience, punctuality, patience, the high sense of queue, respect, sublimity, tolerance, tact, utility, virtue, work and worship and such other noble characteristics from zeal to zest so essential for successful living and true citizenship. In the hoary days of the past, the great gurus were taking out their pupils on their rambles and teaching them even very abstract things like nobility and goodness by concrete examples. From the Ramayana we see that the pupil Bharadvaja was given the abstract idea of nobility and goodness by his beloved guru by pointing out a crystal clear lake in one of his rambles. As they are the true and noble teachers for all ages, let us modestly follow them with the oriental outlook of life in the third Five-Year Plan.

DAILY RECORD OF A CASE HISTORY

S. JAGANNATHAN, Saidapet.

(Continued from last issue)

M. D.		M. D.	
2—2	Trying to turn back to side and to lie on its side—changes head from side to side. Keeps to one side while looking & gazing. Even if the head is turned by another's effort, it changes to the original side immediately. Different cries noted. Keeping one leg on floor and bending one leg up. Trying to lift up buttocks and the back just above. Cries: While fondling (low to loud). Wanting mother to feed (inga, kicking legs and hands). While being hurt or injured (Deep, prolonged, painful). Resisting while being fed with bottled milk பாலாடை (Deep, prolonged). Wanting mother and others to caress him.	2—8	Tries to lift its back. Overjoyed at seeing a bright light. Laughs at it—Speaks to it. Expresses pleasure by loud voices—Laughter as if responding to the lustre of the lamp.
2—3	Removing cloth covered over by its hands.	2—11	Wakes up at 4-30 or 5 A.M., and keeps on active till 7 to 7-30 A.M. (for the last one week).
2—4	Lying on to side by pressing left side and raising right back. Pressing right leg and bending left leg (crossing left leg—நடனபாவனை) Making effort to lift left leg and buttocks. Trying to take into mouth the front finger. Rolling head from side to side. Sucking middle finger alone—lies on left side raising back.	2—13	Responses repeated while looking at faces. Now sees face clearly, laughs, attempts to talk to and respond by long and loud shrills—Lies on one side.
2—7	Enormous effort to lie on the stomach.	2—14	Intently looks at faces of all. Moves head side to side. Sounds growing in intensity.
		2—15	Keeps awake for a longer time in the day.
		2—16	Looks at people behind him by bending head and neck backwards.
		2—17	Turns head—looks behind—raises neck and back.
		2—18	Gets thumb into mouth + first finger — Sometimes one and sometimes two together. Other fingers closed at the same time.
		2—19	Gets thumb more easily: Other fingers closed. Keeps awake till 9 o'clock. (a.m.)
		2—20	Speaking to the light laughing — joy inestimable. Goggling in throat: Churning-like sound.
		2—21	Responding — Making attempts to talk from low feeble voice to high pitched voice.

M. D.		M. D.	
2—22	Successful attempt in lying on the stomach by a somersault. But feels unable to extricate his arm. Head not erect—Face brought against surface of cot, bed, floor, etc.	3—2	Repeats the above:
		3—3	When the light in front is removed out of sight, makes a noise indicating displeasure. Looks at 2 or 3 familiar faces at the same time. Likes to speak and give responses. Lying on stomach is so quick and easy. Prepares for the next movement by the process — (See 3—1).
2—23	Repeated the same. Arm too extricates. Also makes attempt to swim. Brings forward the leg, lifts it, throws the body forward. First attempt noticed.	3—4	Lying sideways. Tries to place leg forward while allowed in standing posture. (C. P.) As if walking up the body, while allowed to stand erect on the body.
2—25	Successful in lying on the face. The little difficulty experienced in extricating the hand has been got over. Persists in repeating these somersaults a number of times. There is again the immediate urge to swim by throwing forward the body dragging it — kicking hands and legs continues with redoubled vigour as a help to achieve swimming. Wakes up early morning and renews its efforts in somersaults and swimming. Lies on the face by supporting both left and right hand turning both ways.	3—5	Sucking finger has become easy, automatic.
		3—6	Keeps head erect while lying on face.
		3—7	Deliberately moves head — turns head behind to look at passing people behind. In the attempt to jump forward (swim), lifts up back very high and tries his best to throw forward. Puts weight on the floor or pillow and moves forward. Drags legs, bends them.
2—26	Clenches both the fists and gets them together, while in the act of maintaining equilibrium of head — cries — wants to be in that position. Protests and cries against interference. Inner urge to grow by self-effort. Very strong indeed!	3—8	Fixes gaze on people moving in the street. Cow and calf walking in front of the house.
		3—10	Looks at rain water falling from the roof corner.
		3—11	In continuous flow. In trying to move forward, tries to bring face to the floor and repeats the attempt.
3—1	Tries to swim: bends knee: raises buttocks and endeavours to throw forward. Lies on side: sucks thumb and with the other hand, brings cloth to his face. Clasps two hands and presses them.	3—14	Follows people on the street with umbrella.
		3—15	Protruding lips: Putting forward the tongue: loud prattles.

M. D.

- 3-16 Putting forward the tongue in imitation.
- 3-18 Puts lips in the same way as we do.
- 3-19 Attempts to speak to people around him.
Drags to hold conversation with.
- 3-20 Sucking finger has come to stay.
- 3-21 Lying on face as a matter of course. Prefers this posture. Persists in it and resents interference by putting on the back.
- 3-22 Moves forward by pressing his hands and raising his buttocks and then throwing hands forward.
Looks up electric light in the street.
Sees, calls, responds to familiar faces from a distance better than near at hand.
Feels conscious at the noise heard or calls made on him but can't turn round in the direction of the noise or voice.

M. D.

- 3-24 Does not remonstrate though falls down on his back in his effort to move forward from the position of lying on the face.
Feeling the father's shirt by passing fingers.
Licks the orange placed just in front, just like licking all other things (placed) within reach.
- 3-25 Looks at the books casually left in front. Throws the hands and passes the hands and drags them little by little. Also moving forward in this attempt.
Very pleased to see things in the street: and to be looking at objects passing there.
- 3-29 When called from the front in the position of lying on the face, raises head and looks at people.
- 4-0 Is pleased to look at pictures in the papers and begins to make all prattles.

(To be continued)

WORK DURING THE MONTH

The Executive Board Meeting of the South India Teachers' Union was held at the Union office on 8-10-1960, with Sri G. Krishnamoorthy, M.L.C., President of the Union, in the Chair.

It was decided to submit a memorandum to the Government on the recommendations of the Pay Commission, and the details were approved by the Executive Board. It was resolved to observe the 30th South Indian Education Week from the 7th to the 12th November 1960 and the theme was fixed as 'Education in the Third Five-year Plan'.

The Executive Board accepted the invitation of the Representative of the

Tanjore Dist. Teachers' Guild for an extra-ordinary conference of the Union in December 1960 at the time of the Golden Jubilee celebrations of that Guild, to stress the demands in respect of house-rent allowance, medical concessions and temporary increase in pensions for Teachers.

It was agreed that the membership procedure should continue as hitherto and that appeal for donations might be made to clear the deficit of the Union.

Sri V. D. Abraham of Tuticorin and Sri E. Venkatesalu of Coimbatore were elected as Working Committee members in the vacancies caused.

The following ten members were elected to the All India Federation of Educational Associations:—

The President, the Secretary, the Treasurer, the Journal Secretary, Messrs. D. Sebastian, Fazlur Rahman, S. Ganapathy, K. M. Rajagopal, T. K. Shanmugasundaram and S. K. Kuppuswami.

The following resolutions were then passed unanimously:—

1. This Board requests the Government to make statutory provision through the Elementary and the Secondary Education Acts for Security of Service of Teachers in Aided Institutions on a par with Teachers in Government service.
2. This Board requests the Government to make eligible for pension Teachers during their period of re-employment after retirement as in the case of retired Government servants under re-employment.
3. This Board requests the Government to pay the arrear salaries due on the Madras scales to Teachers in Kanyakumari District.
4. This Board requests the Government to treat all posts occupied by Secondary Grade Teachers in the various elementary schools under the various Agencies as Secondary Grade Posts, in order to enable all such Teachers to get the full benefits of the recommendations of the Pay Commission as accepted by the Government.
5. This Board requests the Government to pay the Teachers of Aided elementary schools that were retrenched in June 1959 on account of the policy of the Government with regard to the classification of such schools as fee-levying and non-fee-levying, for the period of the break in their service.
6. This Board regrets that the Government have not agreed to recognise the entries in the Service Registers (with regard to salary) of Teachers in aided elementary schools who were paid by the Government direct for a year from June 1959, and requests the Gov-

ernment to re-consider the order and pay the Teachers as per the entries in their Service Registers.

7. This Board requests the Government to liberalise the Provident Fund Rules for Teachers in Non-pensionable service to enable Teachers to get loans for any reasonable purpose.
8. This Board requests the Government to make B.T. Grade Teachers eligible for Quarter-pension as in the case of other grades of Teachers.
9. This Board requests the Government to grant pension to all living retired Teachers.
10. This Board requests the Government to amend the Provident Fund Rules with regard to Teachers in non-pensionable service to suit the New Coinage and permit Teachers to contribute ten naye paise in the rupee.
11. This Board requests the Director of Public Instruction to treat as on duty the period spent by Examiners for attending the meeting of Examiners of S.S.L.C.
12. This Board requests the Director of Public Instruction to permit Heads of Institutions to treat as on duty the days of attendance of Teachers at the meetings of the Executive Board of the South India Teachers' Union (about four days in the School-year).
13. This Board requests the Director of Public Instruction to consider B.T. Assistants of ten years' teaching experience in Higher Forms as qualified to teach the Eleventh Standard of Higher Secondary Schools and consider Headmasters of High Schools as qualified to continue as Headmasters of Higher Secondary Schools when such High Schools are upgraded.
14. This Board expresses its deep sense of grief at the demise of Sri Lakshmanan Chettiar, President of the Salem District Teachers' Guild, and conveys its deep sympathies to the members of the bereaved family.

THE SOUTH INDIA TEACHERS' UNION

Rajah Annamalaipuram,
Madras-28.
11th October, 1960.

To

The Secretary to the Government,
Ministry of Education,
Government of Madras,
Fort St. George.

Dear Sir,

As resolved by the Executive Board of the South India Teachers' Union at its meeting held on 8-10-1960, the following points are submitted to you for kind consideration and favourable orders in connection with the recommendations of the Pay Commission as accepted by the Government.

The South India Teachers' Union, while thanking the Government for accepting the recommendations of the Pay Commission with regard to parity in salaries as among Teachers under the various Agencies regrets to note that this principle of parity has not been applied to the grant of House Rent Allowance, Medical Concessions and Temporary Increase in Pensions.

The grant of House-rent allowance to all Teachers in Aided Institutions and such of the Teachers under Local Bodies who have not been getting it so far would cost only about six lakhs of rupees a year and the Temporary Increase in pensions to Teachers in non-Government institutions about five and a half lakhs of rupees a year. These cannot be big additions when Government have come forward to spend more than these amounts on increase of these grants in respect of others.

It has been admitted that a job from which there are no chances of promotion deserves a twenty-year time-scale. But, Teachers who all belong to this category have been placed only on a fifteen-year time-scale. The extension of scales for the various grades of

Teachers to another five-years will go a long way to set right the anomalies. A selection grade for Teachers of all grades with fifteen years of service will, in the alternative, be necessary.

The Union requests the Government to take into account the total service of a Teacher irrespective of the Agencies he might have served under and the grades in which he might have served for the purposes of weightage and also treat the annual increment of the Teachers for 1960/61 on the old scale as a benefit in addition to the benefits under the new fixation.

The Union makes the following suggestions with regard to the scales of salaries of the various grades of Teachers and requests the Government to view them favourably:

Lower and Higher Grade Teachers: The minimum of Rs. 100 per mensem recommended for white-collared jobs is necessary as a living wage in the case of these Teachers and the rate of increment needs liberalisation to at least Rs. 3.

Secondary Grade Teachers: The rate of increment in the second slab is lower than the rate in the first slab, in the case of these Teachers alone. Double the rate in the first slab is the usual rate of increment in the second slab and an increment at the rate of Rupees eight per year in the second slab is quite necessary. The next higher grade of Teachers get Rs. 10 as increment in the second slab and Rs. 8 for this grade is quite reasonable.

B.T. Grade Teachers: The first slab in the scale is for a duration of seven years. In the case of all other categories of Teachers the duration is five years. The reduction of the duration of the first slab to five years and the increase of the duration of the second slab to ten years as in the case of all other Teachers will go a long way to set right the anomalies caused after fixation of salaries.

Disparity has been caused in the matter of Selection grade and Teachers of this category in non-Government Institutions need to be made eligible for this selection grade.

Assistant Headmasters: (of High Schools) need to be placed on the Grade I School Assistant's scale with the allowance now granted.

Language Pandits: Language Pandits handling Higher Forms deserve the B.T. scale of salary irrespective of their service on 1-1-1948.

Specialist Teachers: All these Teachers handling Higher Forms need a decent allowance over and above the Secondary grade scale.

Non-Teaching Staff: The Union feels that clerks working in High

Schools with a strength of five hundred should be placed on the Upper Division Clerk's scale and that such Upper Division Clerks' posts should be provided at the rate of one for every five hundred of strength.

Headmasters of High Schools: The Union has always stood for uniform scales of salaries for Headmasters, irrespective of the strength of the High Schools and feels that the scale of Rs. 300/15/450 should be given to all Headmasters irrespective of Agencies and irrespective of the strength of the Institutions plus the allowances now sanctioned in all cases.

Yours faithfully,

(Sd.) S. D. KRISHNAMOORTHY RAU,
Secretary.

LITERACY THROUGH COMMUNITY PROJECTS

SHAMSUDDIN, M.A., B.T., M.Ed.,
Raipur (M.P.), India.

Learning has been a time honoured tradition in India and has given birth to various institutions. It has been a successive means of transmission of knowledge from generation to generation. Ancient methods of transmission of knowledge viz. Kathas, kirtans, folk dances and so on, some how came to be neglected during the past few centuries. Very recently India grew conscious of standing in line with the modern civilised countries.

In India from time to time, the fate of Adult Education has always been subservient to the nature of various National movements. During 1937-38, efforts in the field of eliminating illiteracy in India, were made, to a certain extent, when Popular Ministries were formed in the Provinces for a brief period. When the National Government was formed in 1946, Educationists endeavoured to develop programme in this field, which would express the new National aspirations. In 1948, it was given the name of

"Social Education" which is a broader concept of "Adult Education". Since then the emphasis has not been only on literacy but also on a better standard of living. In 1952 the scheme of 'Community Projects' infused fresh enthusiasm among social educationists.

SOCIAL EDUCATION

Social Education aims at promoting social harmony and strengthening social solidarity among people. Social harmony and social solidarity are things of value, and they help towards achievement of larger national ends. The social harmony aimed at by social education is thus a part of the dynamic social movement in India. It makes people conscious of the significance of the country's Five Year Plans and entices them to participate in it. It also serves as a bridge between centres of research and the homes and hamlets where the common people live. It helps to bring to the people the benefits of the new

knowledge. It helps people to understand and gain knowledge of the basic essentials of a healthy life, civic education etc.

As a large part of Indian population is illiterate, literacy has become one of the most important programmes of social education. The following figures present a fairly good picture of literacy in India :

(i) Percentage of literacy in 1951 (the latest census year) ..	16.6%
(ii) Percentage of literacy of children (below 10 are excluded) ..	20.0%
(iii) Literacy among men ..	24.9%
(iv) Literacy among women ..	7.9%
(v) Literacy in Urban Areas ..	34.6%
(vi) Literacy in Rural Areas ..	12.1%

If India wants to keep pace with the advancement of the modern world, the raising of the general standard of living everywhere and achievement of total literacy are most essential. This was the sole aim of the Adult Education movement in the country prior to 1948. The Social Education movement too inherits the same aims and is endeavouring to deepen its significance.

COMMUNITY PROJECTS

Before the Community Projects commenced working, there were about 40,000 classes in India imparting literacy to nearly 4,00,000 people annually. By the beginning of 1956, the community project organisation had established 75,000 literacy classes with an enrolment of over 6,00,000. This is a good contribution towards the liquidation of illiteracy. Yet we have to admit that the present literacy effort in the country is inadequate in the face of the challenge presented by the mass illiteracy and hence needs greater momentum.

Sometimes literacy classes develop into follow-up groups and these into community centres which provide a meeting place for the community. By this means it is hoped that the community may develop an *esprit de corps*.

The community centres in India have various programmes, most of which are taken up by the State Education Department. By the beginning of 1956, 63,000 community centres were established in about 800 Development blocks throughout the country. These community centres organised 1,69,000 programmes, mostly recreational. The organisation of the community centres is encouraged by the Ministry of Education. During the First Five Year Plan 454 schools were started to function as school-cum-community centres and 160 model community centres were actually set up.

YOUTH CLUBS AND LIBRARIES

Youth Clubs have been formed and are inspired with a deep social educative spirit in as much as they teach youth new ways of group life. They undertake the responsibility of protecting the village against outside undesirable influence. They are also responsible for agricultural projects.

As a follow up of literacy classes for the education of the masses libraries have a place of importance. No doubt, for the present, the library services in the country are in their infancy. There are hardly 32,000 libraries throughout the country and these too are not well furnished and have a considerable portion of trash. In short there is hardly one book for every 50 of our people and only 10 of them are estimated to have read only one book in a whole year.

In order to knit them together the Government of India has established District and Central State Libraries to serve the towns and villages in their respective areas. During the First Five Year Plan out of a total of 320 districts in India, about 100 were equipped with libraries. It is hoped that every district in India will have its own library by the end of Second Five Year Plan.

RADIO AND FILMS

All India Radio plays an important role in liquidation of illiteracy in

India. 22 stations throughout the country broadcast programmes for women, children, farmers and villagers in almost all Indian languages and in English too. The Ministry of Information and Broadcasting have set up nearly 22,000 community sets all over the country by sharing the expenditure on the radio sets with State Governments.

Exhibitions and Film shows have also played an important part in eradicating illiteracy in the country. Uptil March 1956 the community projects in different states had distributed 20 fully equipped mobile cinema vans, 335 fully equipped trailers and 208 magic lanterns and filmstrip projectors. Some states have good audio-visual departments to support their programmes of visual education.

As regards personnel for the work, there are the local voluntary workers in villages, towns and cities of India, who devote a part of their time to work out one or the other aspect of social education for liquidating illiteracy, creditable to say, during leisure hours and without any remuneration. By the beginning of 1956, 11,325 Village Level Workers were on the job in the country.

In fact it is the Social Education Organiser who is now the backbone of the social education personnel of the country. State Education Departments also organise short courses for the training of literary teachers. Recently in co-operation with the Ford foundation a scheme was worked out to train 42,000 teachers in the course of the next Five Years for a comprehensive course. The Government of India have also been sponsoring literacy workshops since 1953 for the training of authors for producing reading material for neo-literates. Each workshop trains about 20 to 25 authors within the period of a month. Besides learning the techniques of writing for neo-literates the authors are also expected to produce some reading material during the workshop period.

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In brief the movement has certainly some ideals before it but ideals cannot be measured in terms of mathematics, yet people can realise them only in terms of their striving and capacity. Thus it can be said with certainty that the community projects have brought a sense of purpose and joy to the lives of the people in villages and that social education has played a satisfactory role. If the villagers of India, to-day, are buzzing with greater activity than ever before, credit for this should go to the social education movement only.

All India Educational Conference

The All India Educational Conference this year will be held at Kanpur from 27th December to 31st December 1960.

A VILLAGE KINDERGARTEN

L. MOSKVINA

Village kindergartens are very popular in the Soviet Union. Till recently they were playing only a seasonal role in the upbringing of children. They start functioning early in the spring, when the collective farms begin preparations for field work and close in the autumn, when the harvest is over.

The collective farmers are very much pleased with the way in which their children are brought up in the kindergartens and nurseries. Here they were well taken care of and received medical aid. Now, as the parents wanted permanent children's establishments like those existing in the cities, many collective farm villages have remodelled these seasonal establishments into permanent village kindergartens.

To get a general idea of the everyday life in these village kindergartens let us take the daily routine of the Zarya Collective Farm (Moscow Region) kindergarten. It is housed in a beautiful building on a high foundation, recently built according to a special standard layout, designed for the village.

The rooms are light and cosy with carpeted floors. In the bedrooms the beds are placed in rows, covered with white blankets. There is an abundance of toys.

On each side of the house there are big verandahs where the children sleep in autumn and summer. The kitchen is equipped with a refrigerator and the latest devices for cleaning vegetables and washing plates and dishes.

Everyday at 8 O'clock in the morning parents bring their children to the institution. The day begins with the nurse taking their temperature. Ailing children are immediately isolated. The doctor employed at the kindergarten

gives them medical treatment there and also visits them at home.

DAY'S WORK BEGINS

After the medical examination, the children do simple music exercise. Then they have their breakfast and go out for a walk. On returning from walk specially trained teachers show the youngsters how to model with plasticine, to draw with pencils, to paint, and to sing and recite. This goes on till dinner time.

Dinner over the children are put to sleep for two hours and after tea, they again go for a walk. In the yard they play under the supervision of teachers.

The day closes with supper and then the parents come to take them home.

For the maintenance of the kindergarten the state allocates a sum of 167,000 roubles annually. The parents also have to pay a monthly fee of 45 to 60 roubles for each child. Besides, the collective farm renders aid in the form of buildings for the kindergarten, the clothing and the toys. The farm's management sees to it that the kindergarten is always supplied with fresh products—milk, meat, vegetables, berries and fruit.

Every day the manager and the doctor of the institution check the quality of each meal. It is the duty of the doctor to protect the children not only from stomach diseases, but also from other epidemics, for instance, small pox, tuberculosis. Therefore each child is given inoculations. Discussions are often held with the parents on child hygiene and the importance of a definite regime.

Young collective-farm women listen very attentively to the doctor's advice and when at home they make their children follow the regime.

The mothers are very satisfied with the procedure followed here and are grateful to the kindergarten. There is no need to ask how their children lived in the kindergarten—the rosy, healthy faces of the youngsters spoke for themselves.

Works of Russian writers and poets of the last century give a vivid picture of the life of peasant children in

those days. How many of them died from accidents while their mothers were at work in the fields? How many cripples, how many mutilated lives resulted from negligence? Today the children of Soviet collective farmers lead a different life. Under the expert supervision of their trained teachers, they are growing healthy and sturdy to become the proud citizens of the USSR.

ADULT EDUCATION—THE NEED OF THE HOUR

S. MUTHUKRISHNAN, B.A., B.T.,

(Secretary, Seena Vana Municipal High School Teachers' Assn., Tuticorin)

Adult Education is an important aspect of post-war educational reconstruction. The future is for democracy and to make democracy safe, Adult Education is a fundamental need. In other words Adult Education is the ARSENAL OF DEMOCRACY.

In Western countries Adult Education became a live issue after the Industrial Revolution and the advent of Parliamentary Democracy. Every measure of political reform was either preceded or followed by a method of educational reform. Hence the Adult Education problem in Western countries is a continuing education for social and economic efficiency. The state has also accepted its due responsibility for Adult Education.

So far as India is concerned, the Adult Education problem is a big Bakra-Nangal Project brizzling with very many difficulties. It has three-fold aspects.

- (a) The problem of the starving literates.
- (b) The problem of the semi-literates.
- (c) The problem of the complete illiterates.

All the above three should be tackled simultaneously. But the last is the most important for the whole of

India and should engage the attention of the public and the Government.

The problem of Adult Education being immense, it has to be solved purely by voluntary effort. People are already over-taxed and the necessary wherewithal should come by voluntary contribution. Maximum results are to be achieved with the minimum cost in the shortest time possible. The Government should help the Local Bodies and other private agencies undertaking the Adult Education problem in the following ways.

1. By giving permission to local bodies to levy education cess and to utilise the Elementary Education Funds for Adult Education.

2. By granting subsidies liberally to local bodies and private agencies to show that Adult Education Problem is a State Problem.

In this connection Government would do well.

1. To order training schools for teachers to start Adult Education Classes and run an Adult Education Centre attached to each training school.

2. To permit Co-operative Societies to utilise the common good fund for running Adult Education Centres or make contributions to organisations doing Adult Education work.

What are the factors for success of Adult Schools?

Here are a dozen factors for success of Adult Schools.

1. Free supply of books, slates, etc.
2. Award of monthly scholarships.
3. Prizes for regular attendance.
4. Visits to Radio Stations.
5. Visits to places of interest and arrangement of educational excursions.
6. Harikatha Kalaskshepams.
7. Holding of inter-Adult School competitions — sports, music, elocution etc.
8. Organisation of handicraft exhibition and award of medals and prizes.
9. Celebration of National Heroes' days.

10. The starting of an employment bureau.
11. Visits of teachers to the home of the Adults to raise their status.
12. Issue of literacy certificates as passport to employment.

To conclude, the field of Adult Education in India is a virgin, unploughed and unexploited field affording abundance of opportunities for all patriots and educationists. It has now become an urgent national problem and the remedy has also to be nationwide. It is a problem which is above all parties and communities. Hence every literate citizen has to do his bit of service to the country if India is to be made safe for democracy and if she has to occupy her own proper place in the international arena. Hence it is no exaggeration to call this greatest problem of Adult Education as the crying need of the hour.

THREE R's OR THREE A's?

N. SHANMUGAM, M.A., B.T.,

(Lecturer in Social Studies, Teachers' College,
Sri Ramakrishna Mission Vidyalaya, Perianayakanpalayam)

Relativity has been an undiscovered concept in the past and all values were considered to be absolute. The ends, the object, were emphasised and valued more than the means, the subject. Of the twin concepts of "Being" and "Becoming", greater importance was attached to "Being" (i.e. enrichment of an individual's understanding) rather than in "Becoming" (Social Action). This undue emphasis on knowledge for the sake of knowledge, as an end absolute in itself, by the fadists who presumed themselves to be the protectors and perpetuators of those pedagogical monstrosities, led to an unnatural and unbalanced growth, quite out of tune with practical life. Thus, education lost all its value and purpose as a process of association with the best that has been said and thought and

degenerated into being synonymous with merely instruction in the three R's — Reading, Writing and Arithmetic. This led to a mechanical development of the mind and while the school became a circus arena, education turned out as nothing short of acrobatics. This sort of accumulation of a mass of undigested information presented in such a way as neither to kindle the imagination nor rouse the interest of the child before whom was always held out the promise of the future and the ways and habits of an adult—not to speak of a 'balanced adult' which can always remain only as an ideal. There was a callous neglect of the immediacies. We don't intend hereby to underestimate the truth of the statement that a child is not going to remain for ever as a child.

It also does not mean that we should insist that he should wear a tunic which is an outsize and stitch one, saying that he has got to be trained even from now onwards to wear it, since he has to adorn it later in his life. Necessity and experience alone can give all the training and knowledge required for a person and no amount of instruction can be an adequate substitute to these. Intellectual growth is conditioned to a very great extent by physical growth and the stages of growth are important factors to be reckoned with in any type of work undertaken in the field of education.

If democracy implies, as Dewey characterises it, 'a mode of associated living, of conjoint, communicated experiences, then a person is what he is in as much as he is associated with others, in a free give-and-take of intercourse'. Also education implies not merely the warehousing of information but its application to practical life situations and the possibility and susceptibility of its being corrected and modified by those life situations. A question may arise here as to whether this is not a back door training for adulthood, because of the fact that the 'Life Situations' emphasised so much here can be properly understood by adults only. No body is prepared to bypass this fact; but we simply add a footnote to it saying that it is always advisable not to plunge into the construction of a building, but start it after preparing a blue print based upon the needs and resources available and then check up by constructing a miniature model (to the scale) first. This is what the progressivists propose to do.

In a civilization which has the proverb "variety is the spice of life", it is an astonishingly dismal feature that the field of education alone has a special curse of trying to build type—design houses in children's minds. There is an innate charm in variety and tiresome monotony in uniformity. If there is a central direction as to even the minutest details to be found in all

houses, then naturally the owner finds no pleasure in building a house except to satisfy one of his three primary needs. But left to himself, he uses all his imagination, interest and ingenuity to make the house as nice as it could be so as to give him sense of pride, satisfaction and achievement in being the architect of the whole idea. All this is the result of some other person's appreciation of the work done. Real appreciation is always bestowed on some original piece of work. Originality is always a product of a free mind, a free hand and a total interest in the work done. Can there be any wrong if we try to extend this example to the field of education—especially children's education?

It has been the bane of the educational system, till recently existent, that there was an undue early specialisation and symbolisation in the life of children. These two are fit only for adult minds who can control their thought current in one desired direction as also understand abstractions. The abstractions and distractions like colour, companionship, emotion etc. are absent here for children. Education does not and should not imply the training of the head alone. For them it is a period when their hands will react quickly and heart will appreciate better than their heads could do. Hence the question arises that, whether the aims of our educational system will be really met by simply restricting ourselves to an instruction in the technicalities of the three R's only or by imparting that instruction with due consideration given to the age, ability and aptitude of the pupils.

The practising teacher has to function in a very difficult and trying atmosphere. An enterprising and enthusiastic novice in the profession may be greatly put down in spirits when he discovers that there is a yawning gap between the ideals and realities. This initial disappointment need not be the end of all activity. This shock can be adequately compensated by tact and resourcefulness. He will be just one among the ordinary many, if he suc-

cumbs to the domination of the external circumstances, and silently accept what has been dictated to him. But the real man—the real teacher in him shines forth only when he takes a clear stock of the circumstances in which he has to work, stands up boldly against all the challenges thrown out to him and invents new ways and means—intelligent and practical means—to overcome those obstacles and undauntedly marches forward towards his pre-determined goal. Since it is an axiomatic truth that, if only a teacher realises that his words are not addressed to bleak walls but to a group of children who have ears to hear, minds to assess, heads to assimilate and hearts to react, any teacher will be moved by a spirit of sincerity and purpose and plan his teaching towards this end. And naturally any plan worth the name, must be based on analysis of

certain specific factors or problems, related to or present in the group under consideration.

In the field of education mental resistance and emotional eruptions will be the natural concomitants of any one-sided presentation of facts. It is easy to overcome this resistance by diagnosing the different types and trends present in the class and giving them free scope to work out the theme in all its details based on their own initiative and interest, with his guidance. It is this kind of diagnosis based on an analysis of some of the factors relating to their daily lives, which will help the teacher greatly to effect a proper assessment of the latent potentialities of his charges and so organise the work that it is a pleasure and a profit both for himself and for the students who have the privilege to work and learn with him.

“The Teachers of this country have failed in their mission towards the country and the younger generation”

REPORT OF A SYMPOSIUM

Under the auspices of Extension Services Department, a Symposium on ‘The teachers of this country have failed in their mission towards the country and the younger generation’ was arranged at the Govt. Multipurpose Higher Secondary School, Raipur. Principal Yoganandam presided over the function. The speakers were: Shri S. Chaturvedi, Principal, Govt. Training College, Raipur, Prof. B. C. Shrivastava, Chattisgarh College, Shri Sovani, Rajkumar College, Shri R. P. Shrivastava, Head Master, Public High School, Sri Ramachandran, Principal, New Arts College, Shri B. Singh, Head Master, R. D. Tiwari High School, Shri M. L. Pande, Head Master, Hindu High School, Raipur and Prof. B. K. Dixit of Govt. Training College, Raipur.

The symposium started with a talk by Principal Chaturvedi. He said that

‘indiscipline amongst students’ has become a talk of the day. Everybody is heard talking about it. Besides, the public is also getting suspicious about the teachers and even go to the extent of saying that teachers are responsible for what is going on in the country. The teachers are in confusion. They do not know what they are doing. Sometimes they are also suspicious if they are failing in their duty. So, how far the teachers are responsible for what is going on in the country, is a question. Shri Chaturvedi dealt with the question and said that there was something wrong some where. He quoted an example of a committee which was meant to select books for primary schools. The members of this committee were from amongst the judges of High Court, the teachers of Colleges and even members of the

Public Service Commission, but no primary school teacher was taken in it. Thus teachers have no voice in the organisation and administration of schools. Similarly all great persons talk very highly about the teaching profession. But the persons who undertake this profession are not given proper place in the society. The result is that such persons take up the job of teaching who are not fit teachers. They do not want to exert or take any adventure. They have no educational record at their credit. Even then to the students in the class, the teacher is the most powerful person and he tries to learn every thing from him. Again rapid expansion in the field of education is going on in our country. Every year number of new schools are being opened by the Govt. It means that there is greater demand for good teachers but our country being an agricultural country, cannot cope up with the speed and fails to provide good teachers. Again there is the trouble of public interference. If there are able teachers, who really put their heart in the work they are not allowed to work in an atmosphere of freedom. Even the politicians of today are supposed to know from A to Z of education and interfere on every step.

The teachers are mainly concerned with children and they develop some instincts in them. The children of today are better than what we were in our childhood. The teachers of past used to teach books, now they teach experiences. Teachers have done more work and are doing better things. With the advance in all fields of life, teaching is also fast advancing. Today the values have changed, the aptitudes have changed and the teachers have accepted the great challenge. In the face of innumerable problems created for them, they are trying their best and are advancing, adapting to the new situations and changes and have not failed in their duty.

Prof. B. C. Shrivastava in his talk said that the main task before the teachers today is to prepare good citizens. A good citizen is one who under-

stands his rights and duties. Our country is democratic and the citizens should be such as would fit in this democracy. Now the question is whether we are preparing such citizens. The fact is bitter i.e. we have failed to prepare such citizens. The citizens of today demand their rights but are indifferent towards their duties. Shri Shrivastava further said that education today is controlled by Govt. The teachers there work only as servants to earn their livelihood and do not care for the building of the lives of children. Education is measured in terms of money. Teachers have no position and prestige in society. Most of the able teachers are unable to carry on their work efficiently because they are hard put in life. They get so little that it is not even sufficient to keep their body and soul together, what to say of mental development.

Under the circumstances it is very essential that the work of education should be solely left to the teachers only. They should be given full freedom of organisation and administration in the field of education. Education should be made free. There should be reforms in society and teachers should be given their proper place in it. In present society the teachers cannot do their duty properly.

Shri Sovani, agreeing with the view that teachers are surrounded with great difficulties, said that they have done their best under the circumstances. The conditions in society today are horrifying and the teacher is struggling hard. Even then the public, parents and Govt. expect much from the teachers. They should first announce the conditions suitable for the efficient working of teachers. Shri Sovani, further, pointed out that life in past was simple but now it has become complex. Today we are living in a mechanical age. Our values of life have changed. We are too busy in our life and have no time to look to other things. There are parents who do not even know in which standard their sons are studying. The students and teachers are using short-cut notes

and keys as they have no time to study more. Today the student thinks that he is equal to teachers and sometimes even superior to him. So such is the sad lot of teachers in the present time. Under the circumstances what the teachers have done is more than enough. They are exercising all their might to fulfil the demands of the society and the public and have not failed in their duty.

In the opinion of Shri R. P. Shrivastava, teachers in the present circumstances have failed in their duty. In ancient times teachers were respected even by kings due to their high qualities of head and heart. Teacher should realise his high position and must put an ideal before his students. History places excellent record of teachers before us. Srivaji was made by his teacher. Mahatma Gandhi, Vinoba Bhave, all owe their greatness to their teachers. Shri Shrivastava further said that teachers are going away from their high moral ideals. There is no moral touch in the education of today. The students are more after modern fashions. The teachers of past had the ideal of 'simple living and high thinking' before them. They possessed great spiritual power and commanded respect everywhere. Today for every trifling work teachers are exploited. Teachers are facing great financial difficulties, even then great responsibilities are thrust on their shoulders. There is great discrimination in education. Some are given freeships, others are required to pay fees. Concluding his talk Shri Shrivastava said that under the present circumstances teachers have failed in their duty.

Principal Ramchandran initiating his talk, said that it was a happy sign that teachers have started thinking about their own duties. They have started self-criticism which is very good. If they criticise themselves, there is greater possibility of their improvement. Teaching has been a different thing in different times. If we accept that we have failed, we can say that

we have not totally failed. We must consider the reasons behind it and after removing them, should try to achieve the objectives before us. There are number of schools and number of students these days. Also there are number of objectives before us. It is our duty to try to achieve those objectives. Shri Ramchandran further went on to point out that teachers have shown improvement. With the changes in society, the teachers are trying to keep pace with them. They are trying to build up democratic society. Teachers have love for higher humanity and democratic ways of life and accordingly they are preparing younger generation. Thus the teachers are progressing and have not failed in their duty.

Shri B. Singh in his talk said that statistics of schools and teachers speak about the rapid growth of schools. The progress has been rapid in quantity but not in quality. Education is essentially a slow process. It is not a work of a day. To achieve higher standards of education today, we have to re-orientate the teachers first. The schools have to do the great task of preparing future citizens which is possible only with the help of efficient teachers. In the rapid progress of opening schools, we cannot expect good teachers. Moreover who joins the teaching profession today? No judge or politician wants his son to become a teacher. It is only the lowest class who join this profession. Such persons do the work not with any high motive or ideal but merely to earn their living. Shri Singh further said that teacher has a position in every scheme. In fact no scheme can be successful without the active co-operation and help of teachers. Today we find people emphasizing on furniture, books, syllabuses, buildings etc., but no emphasis is laid on teachers. The teachers are working in great difficulties. We are responsible for the type of production we are producing from our schools. The short-comings must be removed by our united efforts. Unfortunately the teachers today are not united and therefore they have failed in their duty.

Shri M. L. Pande in his talk said that before 1947 we were slaves of foreign rule and hence all our defects were the defects of foreign rule. The work done after the achievement of freedom can only be said to be our real work. The standard of our work can be judged by the type of students that come out of our schools. Today we have produced engineers, doctors, teachers etc., but unfortunately they are unable to compete with persons of foreign countries. There is always a mission before the teachers. They should go on making honest efforts to achieve it. Mr. Pande said that the teachers might not have been fully successful in their mission but we cannot say that they have failed.

Prof. B. K. Dixit also stressed the point that teachers have played their part successfully in independent India. They have done their duties well and have helped a lot in creating favourable atmosphere in schools. 'Social-Service' is one of the important duties of the present day youth of the country and teachers have helped in preparing grounds for this. Teachers' work cannot be judged merely from school results. It is seen both in and out of

the school. Shri Dixit further said that if other countries have gone ahead in the field of education, it does not mean that we are not doing our duties. We have successfully faced difficulties in the past and are still making our way through the difficulties. We have tried our best and I can say that in the present circumstances the teachers have done their duty well and have successfully carried on their responsibilities.

In the end Principal Yoganandam summed up the whole discussion and said that we must find out as to what is the duty of a teacher. Whatever the circumstances may be, if he has failed, it must be admitted that he has failed in his mission. He further said that the role of the teacher in the society and in the peculiar circumstances of the country, can be judged from his competency. Experience shows that teachers are poor in quality and have badly failed in their duty and mission towards the country and the younger generation.

The Symposium came to an end after thanks giving proposed by Prof. Shamsuddin.

NEWS AND NOTES

THE EAST TANJORE DISTRICT NON-TEACHING STAFF ASSO- CIATION, NAGAPATTINAM

The meeting was presided over on 15-8-'60 by the President of the Association Mr. B. A. Joshua, Head Clerk, C.S.I. High School, Nagapattinam.

Mr. K. R. Balasubramaniam from National High School, Mannargudi, Mr. S. J. Anbunathan and three clerks of L.M.C. High School, Sirkali, Mr. S. Ayyasami from S. M. Hindu High School, Sirkali, Mr. M. Rajamanickam of National High School, Nagore, Mr. S. Ganapathy, Secretary, Tanjore District Teachers Guild, Mr. G. J. Jeya-

nathan, Secretary, Taluk Teachers Association, Nagapattinam and Mr. S. Balasubramaniam, Ex-Officio Secretary, Tanjore District Teachers Guild attended the meeting.

After the president's speech M/s. K. R. Balasubramaniam, S. Ganapathy, G. J. Jeyanathan, and S. Balasubramaniam, spoke on the subject "Extension of the pension scheme to the Non-Teaching staff of aided secondary schools in this State".

The following resolutions were passed unanimously:—

1. Resolved to form local Non-teaching staff associations in

- places where there are more than one high school in every place. The local associations may collect subscriptions from the members of that locality and reserve them for local association expenses. But they should send at eight annas per head from the subscriptions collected to the District Association for the District Association Funds. For District General Body meetings at least one representative should attend the meeting.
2. Resolution requesting the Director of Public Instruction, Madras to extend the retirement date of Clerks, Librarians, Attenders and Peons to the end of an academic year if any one happens to retire on his 60th year in the middle of the academic year as in the case of teaching staff.
 3. Resolution requesting the Director of Public Instruction to adopt at least one Upper Division Clerk's scale in aided secondary schools having a strength of over 500.
 4. Resolution requesting the D.P.I. to recommend to the Aided Secondary Managements to sanction one month privilege leave with full pay for every permanent member of the Non-teaching staff in addition to the existing leave rules.
 5. Resolved to collect subscriptions and donations to find a fund for the association.
 6. Resolution thanking the Educational Minister for his reply in the council regarding the full fee concession to the children of attenders and peons in aided educational institutions and request the Education Minister to bring it into force in the current year itself.
 7. Resolution requesting the D.P.I. to pass orders to admit all peons to the Provident Fund Scheme as a rule with no option to the management.
 8. Resolved to convene a District Conference at Mannargudi in September 1960.
 9. Resolved to wait on deputation to the Education Minister and D.P.I. to extend the pension scheme to the Non-teaching staff of the aided institutions.
 10. Resolved to affiliate the East Tanjore District Non-Teaching staff association with the Tanjore District Teachers Guild and request the Tanjore District Teachers Guild to amend their constitution to suit such affiliations.
- Mr. N. Vaidyanathan, the Joint Secretary of the Association proposed the vote of thanks to all.

Teachers' Charter Day

The General Secretary, AIFEA has requested all affiliated associations to observe 20th November 1960 as Teachers' Charter Day. Associations are requested to observe this day and pass resolutions requesting for statutory provision with regard to security of service of Teachers in Aided Institutions on a par with Government servants.

FROM OUR ASSOCIATIONS

THE TANJORE DISTRICT TEACHERS' GUILD

A special conference of the Tanjore District Teachers' Guild was held on 10-9-60, at St. Peter's High School, Tanjore. Teachers from B. H. S. Tiruvarur, Valangiman, Peralam, Aranthangi, Edaiyar — C.S.I. Nagai, F.H.S. Mannargudi, U.A.T.H.S. Ammapettai, A.H.S. Tiruvidaimaruthur, K.G.H.S. Aduthurai, Banadurai H. S. Kumbakonam, V.H.S. Vadamattam — Blake, St. Peters, V.H.S. Karanthai, Tanjore, G.R.M. Girls — Tiruvarur were present. Sri S. Ramaiyah, B.A.L.T., Vice President of the Guild, presided. Sri S. Ganapathi (Assistant, B.H.S., Tiruvarur), General Secretary of the Guild and Sri A. Ramamurthy, M.A., B.T., (Assistant, U.H.S., Karanthai), General Secretary, Tanjore Town Teachers' Guild, welcomed the gathering. Sri P. C. Ganesan, B.Sc., B.T., Headmaster, Board High School, Edaiyar, spoke about the present condition of teachers. He spoke about the condition of teachers in other countries. Teachers are united and well respected by the Government in other countries. They are not left to suffer and they are well looked after in other countries. He appealed to the teachers to understand the motto, "Raise yourself by your own efforts" and to be united under one organisation.

Sri S. Ganapathi, General Secretary of the Guild read the messages. He said that there are only 45 schools on the rolls and many schools have not cared to become members in spite of many requests and reminders. He also said that the Golden Jubilee of the Guild falls during the last week of December '60, and that it should be celebrated on a grand scale.

The President appealed all the teachers to make use of the ample facilities available by the S.I.T.U. through "The Tanjore District Teachers' Guild". He requested that all schools in this district must be affiliated with the Guild at least before the Golden Jubilee.

The following resolutions were passed :—

(1) Resolved to thank the Government of Madras, Education Minister, the Director of Public Instruction for the sanction of the enhanced scales of pay for the teachers.

(2) Resolved to request the authorities to issue departmental orders for early payment of the new scales of pay to the teachers without any further delay.

(3) Resolved to request the Government of Madras to grant house rent allowance, free medical concessions to all the teachers.

(4) Resolved to request the D.P.I., Madras to pass orders treating the teachers who attend the meeting of the S.I.T.U., the District Teachers' Guild and the conference etc. as on duty.

(5) Resolved to request the D.P.I., that early orders may kindly be passed clarifying the position of lower forms I to III in the new Secondary Education and the position of the teachers who are likely to be thrown out of employment.

(6) Resolved to request the D.P.I., to pass orders to grant I grade scale of pay to I grade Tamil Pandits when they teach 18 periods in higher forms, without fixing the minimum number of hours and to treat them as other Special Assistants, as the new Secondary Education provides only 6 periods Tamil a week for each standard.

(7) Resolved to request that translation may not be included in Tamil Question Papers and that Tamil Time 2½ Hours may not be decreased.

(8) Resolved to remove the contraventions in the translation of the new Secondary Education and the Examination scheme.

Sri S. Ganapathi, General Secretary of the Guild thanked the President, Lecturer, the Principal, St. Peter's High School, Tanjore, the members of the staff of the St. Peter's High School, Tanjore, Sri G. Sankaran, Sri T. Balasubramanian, Sri A. Ramamurthy, and

all other teachers who attended the conference for their kind co-operation.

Tiruchirapalli District Teachers' Guild

Sri G. Krishnamoorthi M.L.C., President of the South India Teachers' Union, was presented with an Address by the Tiruchirapalli District Teachers' Guild on 19-9-1960 at a largely attended meeting at the Saraswathi Hall, National College High School, Tiruchirapalli.

Sri R. Bhuvarghan, M.A., L.T., Headmaster, National College High School, extended a warm welcome to all those assembled.

Sri K. N. Rangaswami Iyer, B.A., L.T., President of the Guild, referred to the work of Sri G. Krishnamoorthi, M.L.C. since 1945 and the fruitful campaigns led by him.

Sri Venugopal, B.A., L.T., Town Secretary of the Guild, read an address and presented the same to the Chief guest of the evening. He said that the period of Sri G. Krishnamoorthi's Secretaryship of that Guild was the Golden age of that Guild.

Sri G. Krishnamoorthi, M.L.C., after replying suitably to the address, spoke on 'Teachers and the recommendations of the Pay Commission.'

He explained how Aided School Teachers came to be included in the list for consideration by the Pay Com-

mission. The principle of parity recognized with regard to salaries had not been extended to the grant of house-rent allowance, medical concessions and T. I. in pensions, and it was after all a matter of a few lakhs of rupees, which the Government could well afford to spend, especially at a time of developmental plans over which Government were spending thousands of crores of rupees. It was a pity that Government had not come forward to grant these allowances to Teachers who had been denied them so far, when it had been thought fit by them to increase these allowances in the case of others.

Reference was made by the speaker, among other things to the need for a minimum of Rs. 100 for Lower and Higher Grade Teachers, an increment of Rs. 8 in the second slab for Secondary Grade Teachers and the reduction of the first slab of increment to a duration of five years in the case of B.Ts.

The procedure of fixation was explained by the speaker and clarification sought on many points was given by him.

Finally, the speaker exhorted the Teachers to stand by the Union and strengthen its hands in demanding these allowances.

With a vote of thanks by the Secretary, the meeting came to a close.

OUR BOOKSHELF

LIFE, MORE LIFE: By Diwan Chand Sharma. Price Rs. 2. (Blakie & Son (India) Ltd.).

In this book of 140 pages, the author, on his own characteristic style of easy English, explains to the pupils of the High and Higher Secondary Schools the purposes of the different subjects of instruction and activities in Schools.

In this way he aims at creating in the pupils an interest in these subjects and activities, so that they may be successful in and enjoy life more fully. Even parents and training school pupils will benefit by a study of this book.

The book may be prescribed for non-detailed study in the higher forms of Secondary Schools.

THE VISUAL APPROACH TO TEACHING: By T. L. Green. Price Limp Rs. 5.50. Boards Rs. 6.25. (Oxford University Press.)

Education through visual aids is playing an increasing part in Educational institutions. The author deals in this book with the various kinds of materials — Static and moving that serve the purposes of illuminating the methods of teaching.

GOVERNMENT ORDER

AN INTRODUCTION TO THE HISTORY OF ENGLISH EDUCATION SINCE 1800: By S. J. Curtis and M. E. A. Boulwood. Price Rs. 12.80. (Oxford University Press).

This book has been prepared for Training College Students. It deals with the history of schools and other Educational institutions and the writers who have been influential in the developments of the theory and practice of Education in England and Wales. Those who seek an understanding of new problems through a study of 1944 Act and subsequent developments are helped a great deal by being informed of those other changes and controversies which have shaped English Edu-

cation through many ages. The book will guide training students in the search for an understanding of the great services they are to join and will stimulate them in the formation of their own opinions and philosophies.

Receipt of the following publications is thankfully acknowledged:

1. Education Abstracts. Education in (i) Finland (Vol. XII, No. 2). (ii) Primary Education in Asia — Selected references. (Vol. XII, No. 3).
2. Nigeria Today: The making of a Nation (BIS).
3. Commonwealth Today: (BIS).
4. Facts about Germany.

C. R.

GOVERNMENT ORDER

DEPARTMENT OF EDUCATION AND
PUBLIC HEALTH

(Education)

MADRAS TEACHERS' CONTRIBUTORY
PROVIDENT FUND INSURANCE
PENSION RULES

(G.O. No. 1778, Education,
18th August 1960)

S.R.O. No. A-224 of 1960.

In the Madras Teachers' Contributory Provident Fund Insurance Pension Rules, 1958, in rule 9, for the first proviso, the following shall be substituted, namely:—

"Provided that nothing contained in this rule shall preclude a teacher who has completed the age of 55 years or 60 years as the case may be from being employed after retirement either in the same school or in any other school under the same or a different management in accordance with the rules and orders on the subject. During the period of such employment

the teacher shall not be entitled to draw any pension. The management of the school which employs the retired teacher shall intimate the fact of appointment to the District Educational Officer and the Accountant-General so that the pension due to the teacher may be kept in abeyance for the period of re-employment.

Provided also that when a retired teacher is employed under the State Government in any capacity whatsoever, he shall be allowed to draw his pension in full and in addition such pay and allowances as will bring his total emoluments up to the total emoluments drawn by him on the date of retirement. In the case, however, of a teacher re-employed in lower post his emoluments plus pension during the period of re-employment shall be limited to the total emoluments drawn by him at the time of retirement or to the maximum pay of the post in which he is re-employed together with the corresponding allowances which ever is less."

(True Copy)

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