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THE NEW SPIRIT IN EDUCATION

AND

THE ROLE OF SOCIAL STUDIES IN SCHOOLS

(A talk given by Sri T. V. Neelakantham to the Teachers of Madras, in connection with their Camp-Conference held from 2nd to 4th October, 1948.)

A New spirit has come into education as it has in all other aspects of life. It is a long awaited spirit and we are glad that it has come, in spite of the strain and stress that follow a change. We won't mind the inconvenience any more than we would, the inconveniences caused by a tornado that sweeps down the accumulated dust and rubbish from off the corridors of our 'academia' and knocks down the barriers that have been keeping out the health-giving sunshine and invigorating air from it.

We congratulate the Government for their courage and firmness in bringing about a change in education, which we realise is not an easy job, with nearly a century old practices, tradition and prejudices attached to it. This new spirit is no mere temporary exuberant idealism and as such cannot ebb out. Let us hope that the tremendous impetus given to education will firmly establish it. The changes have brought excellent opportunities for those leaders with initiative to seize upon new ideas and get new 'thinks'. It seems as though the spores and germs of ideas that have lain dormant have come to life.

Education has had a jolt and has come out of the groove it has been in since 1854 when the Wood's Despatch was

formed, which while it gave an impetus *then* to secondary education and evolved an efficient machinery for educational administration, sadly lacked the elements which go to develop a self-respecting and self governing nation. We have come out of the rut and are on the move. Whether on the right track or not, thank God for the fact that we are *moving*: So long as we are moving we shall find the right track if we are in the wrong.

Let us now turn to the class-room. The leaven of the new spirit is active there too the results of which are unseen and undetected at present. The old class room practices remind one of the dialogues between a wandering angel and a tramp by the road side as reported by H. G. Wells in *The Wonderful Visit* and adapted by Thomas Briggs in his *Improving Instruction*.

"Ever heard of a pithed frog?" inquired the tramp.

"Pithed Frog?" said the Angel
"No".

"It's a thing the vivisectionists do. They take a frog and cut off its brain and shove a bit of pith in its place. Well, the village there is full of pithed human beings."

"Is that so?" said the Angel.

"You take my word. Every one has had his brain cut out and chunks of wood put in its place. And you see that little red house there?" That's the school" said the Angel.

"Yes, that's where they pith them," said the tramp. "If they had brains, they'd have ideas, and if they had ideas they would think for themselves. But you can go through that village from end to end and never meet anybody doing as much as half a thinking."

"Is it a painful operation?" asked the Angel.

"In parts. The head does not get hurt. It takes a long time. They take them young into the school and they say to them, 'Come in and we'll improve your minds', and in the little children go as good as gold. And they begin shoving it in bit by bit—hard and dry word lists, dates and things, crowding out the nice juicy brains. Out they come, all wound up nice and tight full of facts and not knowing how to think an act. They've been pithed—been educated!"

In contrast with the old class-room spirit the new class-room tries to provide education that is of life's kind a heart-felt and a mind created situation because the new education believes that learning to live and to live *now* richly and well is the art it should teach children. It believes learning is from deeper down the soul and not memorizing facts from textbooks. It has shifted its emphasis from the factual to the functional aspect of learning—for e.g., a child has very little chance of becoming an intelligent and efficient citizen in the future unless he is given the opportunity to be an intelligent and efficient citizen in the school. The school must be within itself a democracy for the citizen to carry out the purposes of democracy in the nation. That is we learn what we live and the degree to which we live. Therefore the school should be a place rich in opportunities of such living, making possible student body self-government to function 'squad' system and 'honour' system to be administered by the students themselves. This will eventually be blended into good citizenship in the community.

Fast founded knowledge no longer suffices in a rapidly changing world. The curriculum did not fit the academi-

cally lowest one-third of the school population. What did we do? We lowered our standards that a respectable percentage might pass. Was it fair to the students who had exceptional abilities? They were not challenged to the high accomplishments of which they are capable and those with abilities of other kinds but the academic wasted their time in attempting the academic curriculum for which nature did not equip them and in which they were doomed to insignificant achievement and failure. They get along better almost everywhere else than in school!

Modern times demand that our youth be trained to make adjustments to the complex civilisation. The school is in a strategic position to render this help and can no longer be out of step with changing social conditions. The implication of the rapid social changes is that we must prepare individuals to face a novelty of conditions. The old moorings of traditional methods and undeviated devotion to textbook materials have to be loosened if we have to relate education to life which means it must be based on experiences and activities. Teachers will be directors of activities and will have no chance to 'rusticate' in the new programme of education.

Successful modern living demands the ability to live and work with others. For this reason group education that shall contribute towards social adjustment is not only desirable but necessary. Therefore we emphasise group activities at least up through the middle school. We want pupils to engage actively in socially useful work. The shift in emphasis in education is along the following lines—from factual knowledge to a functional programme; from text-book to experience; from formal information to learning by doing; from minimizing the present day problems to a new stress on contemporary situations; from ideas that are remote from life to experiences that are vitally connected with living; from academic achievement to all round growth and development including social adjustment and emotional balance; from the text-book being the source of what is to

be learned to a wide variety of materials and various types of media of learning; from emphasis on intellectual activities to a wide variety of activities or challenging things for children to do out of which learning takes place.

We too often take what the child remembers as a sign of learning, whereas the capacity to behave, to act in a socially competent manner, and the ability to think and perform are the positive proofs that he has learned. There are other abilities much more important, than the capacity to hold facts, that are necessary for success in life and yet the traditional curriculum would not recognise them. No individual ever acts on knowledge or facts but on *how* he looks at these facts and according to *what* he believes. His *philosophy* keeps control of his behaviour. His *insight* into a situation has the governing control of his behaviour. For this reason it is important to train children *how to think*, to help them *mould their attitudes, build their habits and increase their self-direction*.

Is there any loss in such life-centred education? Do children learn anything? It is yet to be proved in India. But in U.S.A. many studies have given overwhelming evidence that this education is far superior to the traditional or academic kind, and that the ideas that certain subjects must be taken in high school to ensure college success is fallible. Mention must be made of at least one experiment—the biggest and conducted on the widest scale ever known: it is known as the Eight Year Study carried on by the Progressive Education Association of U.S.A. for the improvement of secondary education. The association having realised that the high schools were not serving the youth of the country, set out to study the problem especially as every proposal that was coming for fundamental changes for improvement in schools was blocked by the prescriptions and requirements of college which in turn determined the curriculum of the school. In this study 1475 matched pairs of high school pupils were selected to form the experimental and control groups. The experimental group was

selected from 30 different high schools. A plan was worked out in 1936 between the 30 experimenting schools and the principals of colleges and universities of the country, by which these secondary schools were freed for 5 years from college preparatory requirements so that they might adopt progressive methods of curricula and still send a good proportion of their students to college. One of the purposes of the experiment was to find out whether students trained according to progressive ideas would do better or worse than students trained in the traditional academic curriculum which is really college preparatory course. Did the candidates from the experimenting schools who were admitted in college succeed? Yes, they did and did better than the companion group which was trained in the conventional academic type of curriculum. A comparison of the 1475 matched pairs revealed that the students from the experimenting schools performed in the following manner in the colleges—did slightly better in academic work; specialised in the same academic fields as did the comparison students; possessed a much higher degree of intellectual curiosity and drive; were more often judged to be precise, systematic, and objective in their thinking; more often demonstrated a high degree of resourcefulness in meeting their situations and problems; had about the same problems of adjustment as the comparison group but approached their solution with greater effectiveness; had a better orientation towards the choice of a vocation and demonstrated a more active concern for what was going on in the world. Thus the Eight Year Study demonstrated beyond question that successful preparation for the liberal arts college does not depend upon an academic type of education and that the basis of success in college is intellectual curiosity, practical competence, character, emotional balance and a sound philosophy of life.

So the question is—can schools depart from their conventional curriculum, without handicapping their students for college? Yes! The stimulus of the non-conventional curriculum of schools is

far greater. The great shift has been from imparting knowledge to understanding, directing, guiding and helping young people through activities and by providing situations of various areas of living. Competence in dealing with situations will be the real gauge and not the amount of factual knowledge memorized.

This conflict between the academic or traditional type of curriculum and the functional or progressive type of curriculum has persisted for five centuries as reflected in the reforms suggested by the following educators of importance.

Montaigne—16th Century (France) Aim of Education—Not to produce the scholar and the professional man, but rather to prepare the young boy to live the life of a gentleman. Training of judgment and understanding rather than memory. Good manners rather than information.

Locke—17th Century (England) Process of learning more important than the content. Intellectual education consists of good thinking.

Rousseau—18th Century (France) "To live is the art I would teach my Emile"—Education from direct experience.

Basedow—18th Century (Germany) Instruction connected with realities rather than with words. Each child must learn man's duty to his fellow man.

Pestalozzi—18th and 19th Centuries (Switzerland) Study of real objects. Learning through senses. Individual expression of ideas. Child activities. Development of Child's powers.

Herbart—18th and 19th Centuries (Germany) Citizenship Training. Education as Social purpose of training. Aim of education is virtue and character.

Froebel—18th and 19th Centuries (Germany) Education is not preparation for but participation in the life around one. School is a miniature society.

Spencer—19th Century (England) Training for all in daily duties of life.

Mann—19th Century (U. S. A.) Aim of education: social efficiency civic virtue and character rather than mere learning.

Dewey—20th Century (U.S.A.) Education is life not a preparation for life. School is the chief means of social betterment. The ideal school is a miniature society. The means of education are play, construction, use of tools, contact with nature, expression and activity. Acquaintance with social institutions and industrial processes takes place by actual living and working. The school is the social environment simplified, purified, balanced and graded. The goal of the school is co-operation and mutual helpful living. Learning takes place by doing. Originality and initiative are the chief virtues of the school. The school prepares for political life by giving pupils opportunity for exercise of virtues of responsibility and social insight.

Gandhi—20th Century (India) Education around a major life activity.

Even H. E. Rajagopalachariar in his convocation address to the Madras University graduates (August, 1948) said that it is erroneous to think that education is imparting all the knowledge that there is to a child but that education is the development of the mental mechanism of adjustment and formation of habits and attitudes.

In this new setting of education what role has Social Studies? Let me first define Social Studies and defend its position in the School curriculum. Social Studies deal with man in all matters that affect his social relations. These relations begin with life itself and continue without interruption into ever increasing complexity. Any programme of education should make it possible for man to adjust himself to this ever increasing complexity of civilisation. This adjustment is possible if the aims and purposes of teaching

the Social Studies are achieved. The subject matter of history, geography, civics, economics and sociology in the hands of a competent teacher lend themselves to accomplish in these aims.

What are the objectives and purposes of Social Studies? They are:—

1. To develop a desire to co-operate with fellow students, teachers, administrators as a good school citizen.
2. To develop interests in various types of reading materials and in a variety of topics especially in the fields of biography, travel and social problems.
3. To develop an understanding of vocational possibilities after leaving school.
4. To build up a basic pattern of social behaviour.
5. To develop an understanding of present day problems which will enable the student to better interpret past experiences.
6. To develop an objective attitude towards all social customs, organizations and institutions.
To discourage blind loyalties to them and to create a disposition to weigh and measure them in terms of their usefulness in service of society.
7. To develop a critical attitude and to base criticism on facts and not on ignorance.
8. To develop an appreciation of the fact that social machinery must be constantly readjusted to meet the changing social world and to discourage reactionary tendencies.
9. To incorporate into the behaviour of the rising generation the great pattern of democratic living: appreciation and respect for talent, training and character; a healthy scepticism of all pure authoritarian pronouncements; personal liberty and dignity; a loyalty to the democratic process of free discussion, criticism and group decision.
10. To develop the ideals of nationalism and internationalism.

11. To enlarge understanding and mutual toleration among the diverse races, religions and cultural groups which compose the Indian nation.

12. To fashion a mentality marked by fair mindedness and one that would be uncomfortable and even outraged in the presence of poverty, injustices, special privilege, denial of opportunity, persecution of minority and the exploitation of the weak.

We said that these objectives could be achieved by a competent teacher. We shall now consider who is a competent teacher of Social Studies. He has the following characteristics.

1. Either has had a broad preparation by way of a broad basic course in history, political science, economics, sociology and geography or enlarges his knowledge or educates himself by means of wide reading.
2. Keeps up with current developments and seeks to integrate the present with the past.
3. Has a taste for wide reading.
4. Has originality, exploratory tendencies and courage to work out his new ideas.
5. Has discretion to adapt the syllabus to the best advantage of the particular group of children in his charge.
6. Does not expect adult standards in the child but sees the child in the child.
7. Is interested in the social and emotional development of the children as well as in their mental and physical growth.
8. Has a knack with children and is a wise leader. Has thrill in guiding young people.
9. Has professional magnetism and a contagious contact to inspire. Every lesson shines with his individuality.
10. Keeps a reasonable balance between activities and study.
11. Enjoys planning out work and there is nothing haphazard about his teaching.

12. Provides flexible assignments according to individual differences of children.

13. Has enthusiasm and vitality.

14. Is easy to approach. Has dignity.

15. Recognises the indispensable role of human association and communication in the creation of human personality and therefore provides opportunities for children for such associations.

The implications of achieving these aims and purposes of Social Studies and of securing competent teachers are many.

Firstly the colleges and teacher training institutions must catch the spirit. Graduates who hope to teach Social Studies will get their basic subject matter of the component subjects of Social Studies in their college course, and the Secondary grade teachers in the first year of their training course. Methods courses will emphasise activities and careful planning out of them so that a smooth continuous progress is effected in children.

Meanwhile what could be done for the present teachers in service whose preparation is not so broad and who perhaps have been catapulted into teaching Social Studies without any enthusiasm for the subject: An in-service programme of training could be given through the following means:—

1. Demonstration of units of work in the schools where the subject is taught with some enthusiasm.

2. Planned and continuous series of talks by specialists to groups of teachers.

3. Arranging a Social Studies training camp just as it was done for citizenship training.

4. Getting hold of key people in each locality and inspiring them to organise small groups for professional discussions, readings, reports etc.

5. Capitalizing resource persons in one's locality—such as those interested in art, co-operative officers, corporation

or municipal councillors, people who have travelled abroad, the craftsmen such as the potter, the carpenter, the weaver to come and talk or demonstrate to teachers not on whatever they like but on relevant points from the syllabus for the enrichment of teachers' knowledge.

6. Organising teachers' conferences by Teachers' associations where difficulties and problems could be cleared and teacher could be directed or guided to try other methods of achieving the purposes of teaching Social Studies.

7. Presenting a demand to commercial educational film companies for slides, films, and other visual materials on such topics as are difficult to put into text books. For e.g., in the unit of Art for Form I, pictures of famous buildings, paintings, and sculpturing of India and varieties of classical and folk dancing are topics rather difficult to present in a small text book. The film and the slide can do the job.

There are other implications. The school libraries must be expanded. Books for children's reading should be translated into their regional languages. Publishers should be encouraged to produce a series of topical books suitable for children. Syllabuses may change from time to time and text books will then fall out of step with the syllabus. In our experience we find that children get into the spirit of playing the game of Treasure Hunt when asked to bring information from their reading in the library. They get a thrill out of this experience. Their intellectual curiosity is sharpened, their interest heightened and their desire for finding things satisfied. I do not say that text-books are unnecessary. They are necessary for inexperienced and beginning teachers as guides or for basic understanding of the topic. But a far superior process of learning takes place from pursuing the former method.

If the Government find it difficult financially to cope with the library demand of the schools for Social Studies a revenue may be collected by levying

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THE SIVASWAMIPURAM AGRICULTURAL FARM

SIR SIVASWAMI AYYAR HIGH SCHOOL, TIRUKATUPALLI, TANJORE Dt.

According to the reorganized courses of studies introduced this academic year by the Government of Madras, 'Agriculture and Gardening' is included as one of the three recognised crafts to be provided in all forms of the High School and as one of the subjects of the Bifurcated Vocational Courses of Studies from Forms IV to VI. This School has adopted Agriculture both as a *Craft* and a *Vocational subject* of Study.

By imparting Agricultural Instruction here, forty pupils of the Agricultural Section of IV Form at present, (about 120 pupils when the full course comes into effect up to VI Form) and more than thousand pupils of this rural school will be made Agriculture-minded.

In the School compound itself, there are two acres of garden land fit for raising vegetables and this is fully exploited for the use of the inmates of the Hostel.

To teach Agriculture on scientific lines and to give full scope for all kinds of experiments, it was felt that a large farm was necessary. Therefore the management, got last year by alienation from Government a plot of poromboke waste land situated a mile from the school to the extent of 30 acres.

After the acquisition of these lands, a lay-out was prepared thanks to the help and guidance of the District Agricultural Officer, Mr. S. M. Su'aiman and the valuable advice of the Deputy Directors of Agriculture Messrs. Kantiraj and Chidambaram Pillai.

All the 30 acres have been reclaimed with the help of a Bull-Dozer kindly lent to us on hire by the Department

of Agriculture. A central road has been formed. A fish pond, a threshing floor, footpaths, channels, and outlets are provided for. An area of seven acres is reserved for horticulture, a paddock, an orchard and a vegetable garden. About 20 acres have been brought under the plough and paddy crop has been raised on this plot. So far the management has spent about Rs. 15,000.

Our scheme contemplates the establishment of a Poultry and Dairy Farm, run on scientific lines. To meet our normal requirements experts have calculated our requirements at a minimum of 36 head of cattle, 13 cows and 18 buffaloes, two breeding bulls, a poultry unit of 10 cocks and one hen and its probable cost is estimated at Rs. 28,500. We hope to apply for aid to the Government as an approved rural centre for the development of Live-Stock under the Government of India Five year plan for the increase of milk production in India.

The Agricultural Farm was opened by the Hon'ble Mr. K. Madhava Menon the Minister for Agriculture on the 15th November 1948. The Hon'ble Mr. M. Bhaktavatsalam, who presided on the occasion christened the Farm after the illustrious name of the founder of the School '*The Sivaswamipuram Agricultural Farm.*' An Agricultural Exhibition arranged for the function was opened by Mrs. Kuttiammalu Ammal, M.L.A.

His Excellency Dr. C. Rajagopalachariar, the Governor-General sent the following message:—

'I can imagine what great pleasure this function would have given to my

esteemed teacher Sir Sivaswami Ayyar. His spirit hovers over this school and will protect the efforts of his devotees from going in vain.'

Here is the message of His Excellency the Governor of Madras :—

It is gratifying to note that the Agricultural Farm of Sir Sivaswami Ayyar High School, Tirukatupalli, is to be inaugurated on the 15th November. At a time when India is facing a food shortage, it is imperative that every

available bit of land should be put to maximum use for Agricultural purpose. A first hand study of agricultural problems and practice is therefore indispensable for students who take up the vocational agricultural course, and I hope that the proposed Farm will give them ample opportunities to learn and perfect agricultural technique.

I congratulate the promoters of this Farm on their enterprise and initiative and wish them every success.

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a small fee of 6 to 8 annas per pupil for the subject like the fee that is collected for Visual Instruction in the schools of Madras. A proportion of the sum which is usually spent as grant to libraries may be set aside as a rotating fund for extra furnishing of reading materials for a needy subject each year in turn. The Social Studies library will contain reference books, Government pamphlets, magazines, newspapers, slides pictures, gramophone records, etc.

It is a good practice to have a room set apart for Social Studies. It will then be looked upon as a laboratory where most of the materials for work would be assembled and most of the work done.

Greater use will be made of community resources. The community around the school will be looked upon as the laboratory where social life and customs may be studied at first hand.

There will be more crossing of subject matter boundaries. Geography will be learned as basic information to understand human relations. In history there will be increased emphasis on the

present. There will be reduced emphasis on social, economic and cultural history. Chronology will be subordinated. More attention will be given to rise of Nationalism and Internationalism. The rise of the common man will engage attention.

If the purpose of teaching Social Studies is to develop the mentality, habits and attitudes as enumerated in the objectives of Social Studies there must be a new technique of evaluating or measuring the development of the child. It would be not in terms of what the child has memorized for examination but largely in terms of what he contributes to common good. In some of the forward looking schools in U.S.A. a child's progress is measured according to the amount of service he has given and the quality of positive contribution he has been able to make to the school community. The stress in education first moved from 'subjects' to 'child' and now to 'maximum good of the social group.' In the spirit of this new stress in education, training our youth for significant and effective living in society is the glorious privilege of Social Studies.

GLEANINGS

School Meals:

The colony of Mauritius has always been concerned for the well-being of its children. One of the welfare schemes started in recent years is the provision of midday meals for children of certain schools. It is limited at present to the pupils attending the primary schools in the coastal area in the South-eastern part of the island. Those receiving the school meals are weighed and measured at regular intervals to see how they develop in comparison with an equivalent control group from neighbouring schools where no meal is provided. Some 1,600 children receive the school meals, which are prepared at a central depot and transported to the schools by motor-van. While this meal programme will be continued for the present the experiment is to be extended by the supply of "snack" supplementary meals, consisting of milk, biscuits and yeast extract, which will be supplied at other schools to provide information for determining which method gives the better results and whether the supplementary meals prove sufficiently beneficial to justify the large expenditure demanded by their extension to all school children.

(From "Today" No. 14)

What can we as teachers provide for our children?

Crowded together in make-shift school buildings, with little or no equipment with which to learn, large groups of children in war-devastated countries are spending a great part of their waking hours with one adult—the teacher. Day after day, week after week, month after month, these groups are entrusted to the guidance of one individual. Sobred by this fact, the teacher quite rightly asks, "What are the most important things I can give these boys and girls with whom I share

this large proportion of time during their formative years?"

And the reply comes—food, clothing, shelter or warmth. These are major needs in any group; one is more acutely aware of them where they have been scarce or non-existent. These are the basic necessities which the home and community should provide, but the school as a community institution shares in the responsibility, even though it may be only in the distribution of food or clothing or in the provision of some shelter or warmth. Any good teacher, anywhere in the world, will consider the fulfilment of these needs as basic to the more specialized job which he or she is expected to undertake.

When these needs are met by the family, the government, the school and other agencies as adequately as is possible, what then can the teacher give?

Sincere, affectionate understanding is probably the greatest gift a teacher can transmit to his or her pupils. This feeling of being appreciated, of being understood, of being respected as a unique individual is as essential to the growth of a child emotionally and intellectually as water and sunshine are to the growth of plant life. Children are sensitive to the feelings of others, and when a teacher really cares about a pupil, he is aware of that fact and the proper climate for growth has been created. Conversely, when a teacher dislikes or disregards a pupil, even without expressing this feeling in words, the child senses this reaction and a poor climate for growth is developed.

Therefore the basic and most essential job of a teacher is to create within himself, within the classroom and within the school community an atmosphere based on the attitudes of respect, of kindness, of understanding between children and between adults and children. When such an atmosphere exists, education is already taking place.

Such an atmosphere, however, must be based not only on love and affection, but also upon as thorough and objective a knowledge of each pupil as is possible. Ideally this would mean a study of every child—his health, his family, his family background, his native ability, his interests, his skills, his attitudes. Such thorough studies are impossible to-day in most schools, but the wise and sensitive teacher will learn as much about each pupil as is possible and adapt his teaching to these individual differences, so that every child is given a sense of accomplishment within the school group, whether the contribution he makes is large or small—depending upon his individual talents. Many teachers have found a thorough study of one child provocative of thought, and helpful in handling others of that age group.

In addition to developing attitudes in children and meeting their individual needs, the teacher has a real obligation to develop the basic skills of reading, writing, arithmetic, and a host of other skills such as those involved in elementary science and social studies. The newer emphasis upon the development of attitudes as an important function of education is not intended to supplant the acquisition of skills, but to supplement them. In war-devastated countries much time has been lost and children are oftentimes woefully backward in these skills; their importance cannot be minimized.

The teacher can likewise foster the child's inquisitiveness, and help to satisfy his curiosity about himself and the world about him. It is incumbent upon the teacher to discover what the children are curious about, and to capitalize upon that curiosity. It is a well-known axiom of education that where there is interest, learning takes place more rapidly and is longer retained. It is the duty and privilege of a teacher to arouse and to foster this sense of inquiry, of satisfying one's curiosity, of exploring one's interests. This may occasionally lead to digression from the regular outline of study, but they will often be useful digressions and stimulate the learning process.

The teacher also has an obligation to impart authoritative knowledge. Boys and girls are often keen judges of teachers and teaching. They respect the adult for what he knows as well as what he is. Having lost years of education, the older ones in particular are anxious to acquire knowledge. They expect the teacher to be able to furnish them with such facts or at least to help them find the sources of the knowledge they desire. Having been subjected to all kinds of propaganda, many boys and girls to-day are incredulous; they will challenge everything.

The wise teacher can share his knowledge and the sources for further knowledge. And he or she will not be surprised or displeased if every fact is challenged. Indeed, this can be used as one opportunity for developing critical thinking. The expert teacher will also be willing to admit his or her ignorance, and exhibit a willingness to set out in a common search to find the answers.

The mere accumulation of knowledge and skills is undesirable, however, and at times even dangerous. Recent history illustrates all too clearly that peoples possessing a high degree of literacy and a vast amount of technical knowledge and skill, may misuse and abuse that knowledge to the detriment of the entire world.

With the breakdown of civilization twice within this century and the unleashing of atomic energy, men and women everywhere are convinced that we must acquire knowledge and skill and transmit them to future generations, but that we must achieve something much greater and much more important—the discovery and transmission of ideals and standards of conduct. An English educator, Sir Richard Livingstone, in his book "*Education for a World Adrift*," maintains that education must help to develop standards, a philosophy of life; a principle by which to judge and rule it; a formula or formulas to integrate our civilization; some knowledge of the "science of good and evil." Further on he suggests that "The most indispen-

sable viaticum for the journey of life is a store of adequate ideals, and these are acquired in a very simple way, by living with the best things in the world—the best pictures, the best buildings, the best social or political orders, the best human beings.”

Teachers can help their pupils to develop such standards, such sets of values, such integrating principles—a philosophy of life. Otherwise one may challengingly pose the question—education, for what?

Many of the children of to-day have been deprived of their rightful inheritance of joy and happiness through play, through parental and familial love, through access to beauty and through a partial protection against the grim and sordid side of life. Through the school as well as in other ways, society must now pay them its long-overdue debt—even if only in part. Every opportunity must be embraced to help children experience the beauty in nature, in music, in art, in handicraft, in literature, in human beings. They must be given a chance to see the good in the world; they have far too long seen an over-abundance of evil. Balance must again be attained. This, too, the teacher can help to achieve.

What then, are the most important things we can give our children? A national Commission on Teacher Training in the U.S. recently answered this question in this way:—

“ . . . sincere respect for every child, a clear sense of professional obligation to help every child, a vigorous interest

in securing competent professional diagnosis and treatment of any suspected pathological condition and a strong code of professional ethics that governs all dealings with children and their parents, and regulates the safeguarding and use of all information about individuals.”

The National Committee for Mental Hygiene in Canada has produced a “Chart of Child Needs” in which it lists the following as essentials for the full development of boys and girls: emotional affection (feeling of being loved), belonging (feeling of being wanted by the group), independence (feeling of management and directing own life), achievement (satisfaction from making things and doing jobs), social approval (feeling that others approve of conduct and efforts), self-esteem (feeling of being worthwhile), intellectual (for training in ability to think clearly and solve problems widely), character and social (for developing ability to live with others in a co-operative and worthy way), and physical (for developing a healthy body and good health habits).

Sincere, affectionate understanding, a chance for every child to develop his or her unique personality and to contribute something to the life of the group; aid in satisfying their quest for knowledge and skill; help in learning how to think and act; contact with beauty in every form; and assistance in developing a philosophy of life—these are some of the fundamental ingredients in the education of the post-war child which the teacher can give his pupils.

—(*The Teacher and the Post-War Child*).

EDUCATION IN THE MADRAS LEGISLATURE (NOV. 1948)

Elementary Education in the Province.

The Education Minister, Mr T. S. Avinashilingam Chettiar, in a reply to an interpellation of Mr. R. Suryanarayana Rao in the Madras Council stated that there were 1816 Elementary Education Centres working in the province now.

Giving other particulars about the work, the Minister stated that the expenditure incurred on the scheme in the three years 1947-48, 1946-47 and 1945-46 were respectively Rs. 23,04,644, Rs. 50,53,513 and Rs 13,72,337. The number of pupils enrolled upto December 31, 1946 was 1.09 lakhs and information regarding children brought to school subsequently was not available.

The district-wise list of villages where compulsory elementary education had been introduced showed that there were 81 centres in Anantapur district, 61 in N. Arcot, 102 in S. Arcot, 59 in Bellary, 65 in Chingleput, 119 in Chittoor, 72 in Coimbatore, 78 in Cuddapah, 50 in East Godavari, 42 in West Godavari, 183 in Guntur, 50 in Krishna, 81 in S. Kanara, 92 in Kurnool, 47 in Madura, 78 in Malabar, 87 in Nellore, 9 in the Nilgiris, 34 in Ramnad, 146 in Salem, 79 in Tanjore, 46 in Tirunelveli, 78 in Tiruchirapalli and 77 in Vizagapatam.

Private Tuition Work by Teachers.

The undertaking of private tuition by teachers formed the subject of a series of questions in the Madras Legislative Council on November 23.

Answering an interpellation by Mr. R. Suryanarayana Rao, Mr. T. S. Avinashilingam Chettiar, Minister for Education, stated that the undertaking of private tuition by teachers in Government schools was governed by Subsidiary Rule 6 of Fundamental Rules 46 and 47; by teachers in schools under the local bodies by Rule 6 (3) (1) relating to the personal conduct of officers and servants of local bodies. In the case of teachers in aided secondary schools, it was governed by the agree-

ment entered into by the teachers with the management. There was no rule governing the undertaking of private tuition by teachers in aided elementary schools. The question of introducing reform in this matter was under consideration.

Mr. R. Suryanarayana Rao: In view of the prevailing distress among the teachers owing to the high cost of living and the inadequate salaries they were receiving, will the Government consider the desirability of deferring enforcement of the ban on private tuitions by teachers?

The Minister stated that even under the new proposals there was no ban on private tuition at all. These had been made in such a manner that the privilege was not abused.

Mr. B. Bhima Rao: Will the Government at least allow two private tuitions for every teacher to supplement his meagre salary?

The Minister stated that a limit had been placed in certain local bodies. But these restrictions were not being observed. Cases had come to the notice of the Government where a teacher had as many as sixty private tuitions and that when he came to school he was dead tired and merely took rest. Such reports had made it necessary to go into the question. While the teachers might have legitimate right to have private tuitions, the work in schools should not be allowed to suffer.

Endowments for Schools

Mr. T. S. Avinashilingam Chettiar, Minister for Education, clarified the position with regard to the creation of endowments for aided educational institutions in reply to a short notice question in the Madras Legislative Council on November 23, and stated that no exemption had been given to any institution. He also added that if in this connection it was felt that he had used any words or expressions stronger than might be necessary, he regretted having used them and regretted that

there should have been occasion for the use of those words.

During question-time in the Madras Legislative Council Dr. V. K. John, Leader of the opposition, asked (a) whether it was a fact that endowments had been asked for in respect of secondary schools in the Province and (b) whether any exemptions had been given to any Hindu institution as mentioned by the Catholic Bishops in their statement?

The Minister replied to clause (a) of the question in the affirmative.

In reply to clause (b) of the question the Minister stated: "On July 21, 1948, the Director of Public Instruction made a reference to Government upon the necessity for executing a separate conveyance to create endowments for institutions run by charitable bodies consequent on a representation received by him from the S. K. P. D. Charities. The S. K. P. D. Managing Committee are running an elementary school and two secondary schools, one for boys and the other for girls. That management, on the information given to them to create endowments for those schools, represented to the Director that, in view of the provisions in the scheme for the administration of the S. K. P. D. Trust, sanctioned by the High Court and in view of the fact that practically both the Managements, that which supplies funds and the management which maintains the schools, are one and the same body, and that endowments, if any, now made separately for the schools, will also come into the hands of the same management, whether the condition regarding the legal conveyance for the creation of an endowment could not be waived. The Director referred this to the Government for a decision. In that communication, he added that these are registered public trusts like the Ramakrishna Mission and the Pachaiyappa's Trust. What the Director referred to was not for an exemption from endowments for any of the schools conducted by these trusts, but for directions over a technical and legal matter whether the same trust was managing schools, whether endowments for each of them

must be executed separately. While this matter was pending before the Government, the Director issued an interim proceeding stating that schools managed by charitable bodies under proper trusts like the Pachaiyappa's Trust and the Ramakrishna Mission, may be left out for the time being. The words "for the time being" in the proceedings, may be noted. The Government did not approve these proposals.

D. P. I's Proceedings

"When this matter was pending, Government issued orders on the representation of the Catholic Bishops giving certain concessions to them for the provision of these endowments in G.O. No. 2501, Education, dated 1st October, 1948. The Director of Public Instruction, on receiving these orders, issued two proceedings; on 19th October 1948, one communicating the decision of Government on the representation of the Catholic Bishops with regard to endowments and the other applying these very same provisions to the other managements. The Bishops, in their statement, said, 'We fail to understand that while exemption has been accorded to schools managed by Hindu organisations like the Pachaiyappa's Trust and the Ramakrishna Mission, why such exemption should not be granted to our schools'. The presumption under the statement is not correct.

"It has been represented", the Minister added, "that I have been discourteous in the use of my words. I would like to make clear that the Government do not want to be discourteous to any community or to any person. If it is felt that in the circumstances of the case, I have used any words or expressions stronger than may be necessary, I regret to have used them and regret that there should have been occasion for the use of these words".

Mr. S. B. Adityan: Are all aided managements treated impartially?—The Minister: Absolutely.

Mr. R. Suryanarayana Rao: May I know whether the Bishops are in receipt of the Proceedings referred to by the Minister?—The Proceedings are not to be given to the individual managements.

These Proceedings are intended to give instructions to the District Educational Officers.

Mr. Suryanarayana Rao: Should not the District Educational Officers communicate these Proceedings to the managements?—In certain matters, the District Educational Officers communicate these proceedings to the managements. But those proceedings which are in the nature of instructions to the District Educational Officers, may not have been communicated to the managements.

Mr. Suryanarayana Rao: In view of the fact that the creation of endowments rests with the managements, should they not know the Proceedings of the Director?

The President: I think that is enough.

Dr. V. K. John: May I know whether any Government Order has been passed cancelling the instructions contained in the Proceedings of the Director of Public Instruction?

The Minister: Never was any exemption given so that there was no necessity for the Government to issue an order saying these exemptions need not be given. In reply to a letter for clarification as to whether certain things could be done, the Government said "no". There was no necessity to issue a G. O. because no exemption was granted.

Dr. John: I was intending to ask for a half-hour debate under Rule 14. But having heard the Minister and his expression of regret for the words he has used and which has caused great concern and anxiety, and in certain quarters, great resentment, I suggest the whole matter should be considered closed. It is my expectation and hope that the Bishops and all others also will treat this matter as closed and that there would be no more public agitation or meetings or reference to the subject. The Minister's assurance and his regret should be accepted in the spirit in which it is offered.

Admissions to Colleges

Mr. T. S. Avinashilingam Chettiar, Minister for Education, answered in the

Legislative Council on Nov. 24th, a question asked by Mr. B. Bhima Rao on the constitution of Advisory Committees for admission of students to colleges.

"The Government have had under consideration the question of constituting an Advisory Committee for aided colleges, as in the case of Government colleges constituted in G. O. No. 9 Education, dated 3rd January, 1948. They therefore advise the managements of aided colleges to constitute an Advisory Committee with the Principal of the College as its Convenor, one representative from the staff, two representatives from parents, two representatives to be nominated by the management out of its donors and helpers and three people to be nominated by the Government. The duties of the Committee may be to advise the management on the following: (1) Framing of rules for admission of students consistent with the rules laid down by Government in this regard; (2) opening of new groups of subjects or abolition of old ones; (3) provision of hostel facilities; (4) provision of extracurricular activities in the college; (5) other matters connected with the management and running of the institution; and (6) to help in the maintenance of discipline of the college and generally help the management of the college in all other possible ways.

"The Director of Public Instruction is requested to communicate these orders to the managements of all aided colleges and ask them to report to him the action taken in the matter. He should submit to Government in December, 1948, a report on the action taken by the various institutions in the matter and also on the working of the Committees wherever they have been formed."

It might be observed, the Minister added, that the Advisory Committees were only expected to advise the management, *inter alia*, on framing rules for the admission of students.

Asked whether the Government had received any replies to that order from Principals of Aided Colleges, the Minister stated that no reply was expected by

the Government from the Principals. But a report had been called for from the Director of Public Instruction on the action taken by the various institutions in the matter and also on the working of the committees wherever they had been formed. This report could be expected only by December, 1948.

Mr. Bhima Rao enquired what the object of the rules was and whether the Government wanted aided institutions to follow the policy of the Government in regard to admissions.

The Minister replied that what the member had stated was not the intention of the Government. In certain matters the Government had given directions, as for instance, reservation of ten per cent of the seats for Harijans. The Government expected aided institutions to fall in line with the Government in the matter of admission of Harijan students. But in the matter of rules, it was entirely left to the managements to make what rules they liked.

Mr. Bhima Rao asked whether Government proposed to interfere in respect of certain colleges in Madras which admitted students on merit.

The Minister replied to the question in the negative and added that one college had given about 150 seats to a particular community out of a total of 200. The Government would not interfere in that. They only desired reservation of ten per cent of seats for Harijan students.

Seats in Engineering Colleges

Mr. B. Bhima Rao asked the Minister for Education, for information as to the number of applications that were received from the Bellary district for admission into the Engineering Colleges of the Province, the names of the students admitted and the names of those who were refused admission, and the marks obtained by them in Mathematics.

Mr. T. S. Avinashilingam Chettiar, Minister for Education, replied that 51 students applied for admission and that the names of those who had been admitted in the Engineering Colleges had appeared in the Gazette. The

Minister stated that it would not be in public interest to place on the table the names of those who had been refused admission and their marks and the trouble taken for the purpose would not be commensurate with the results.

Asked why he considered this step would not be in public interest, the Minister stated that the students themselves would not like their marks to be known to the public.

Mr. Bhima Rao asked whether it was not a fact that a student who had obtained cent per cent marks in mathematics had been refused admission, whereas another who had secured only about forty per cent, had been admitted.

The President: You cannot expect the Minister to have all these details in hand. You must give the Minister the details.

Dr. John: When can we expect the Congress Government to do away with the communal representation in the matter of admission to colleges?

Dr. Rajan: There is no such thing as a Congress Government.

The President: That question does not arise.

The Minister: If details were given and if there were any mistakes committed, they would be looked into.

Communal G.O. in Colleges

In reply to a volley of questions in Madras Council on Nov. 25, Mr. T. S. Avinashilingam Chettiar, Minister for Education, replied that, with reference to certain allegations in the Central Assembly by Srimathi Durga Bai, the Government of India asked for information regarding the procedure adopted in making admissions to colleges in this Province and that was supplied to them.

The Minister further said that the Government's attention had been drawn to the communication sent by the Private Secretary to Pandit Nehru, Prime Minister of India, to *Swatantra* and published in its issue of August 28, 1948.

(Continued on Page 26)

NEWS AND VIEWS FROM FAR AND NEAR

MADRAS

At the luncheon party given by a committee of hosts on 21st November to felicitate Dr. S. G. Manavalarman, as Vice-chancellor of the Annamalai University, Sir M. A. Muthiah Chettiar referred to the introduction of the mother tongue as the medium of instruction, and said in their enthusiasm for the mother tongue, they should not in any way deter the progress of knowledge. He felt that the time had not come to change the medium of instruction in colleges. Had they found out that they had achieved the standard they expected in the high schools by the introduction of the mother tongue as the medium of instruction? He wanted that a committee should be set up to find out the results of such introduction.

Primary Schools in Province:

A 16 crore scheme spread over ten years to provide everyone of 85,000 elementary schools in the Province, with a building of its own is stated to be before the Madras Government.

Each building is estimated to cost Rs. 4,000. At present, only 5,000 elementary schools have buildings of their own; others are reported to be run in rented buildings or improvised structures.

The building programme would be hastened, if the villagers were willing and able to contribute half the cost.

Reorganisation of Secondary Education:

The Syndicate of the Madras University has stated that it is agreeable to the abolition of optional subjects in the high school classes. The Syndicate is of the opinion that two languages should be studied compulsorily in schools, one of which shall be the regional language, or mother tongue, and the other English. Provision should be made compulsorily in all schools for at least one third language, which shall be Sanskrit, Hindustani, Arabic, Persian, or Urdu.

At the Hindu Kalamandir in Thiagarayanagar on 28th November Dr. Lakshmanaswami Mudaliar said that an educationist should try to understand the various points of view on educational problems. There was need for tolerance. Mere differences of opinion should not make an educationist label those who differed from his reactionaries. He hoped and trusted that in the few months ahead of us when important committees would be sitting, there would be a "dispassionate consideration of the momentous questions" and also that there would be exercised "that wise conservatism which is so essential in matters pertaining to education." He added, "*Festina lente*—make haste slowly—is a wise thing in education."

GREAT BRITAIN

(From British Information Services)

London Night Schools More Popular.

More Londoners than ever before are going to night schools. Enrolments for London County Council evening classes are twenty per cent more than for the same period last year.

Subjects studied range from Ancient Greek to bee-keeping, from foreign affairs to folk dancing.

Britain Accelerates School Building Programme:

Britain is to adopt new methods for building schools. These are outlined in a report just issued.

The main object of the recommendations in the report is to secure acceleration in Britain's educational building programme. To complete the work envisaged in the local authorities' plans will require £70,000,000 (Rs. 93.17 crores) worth of school construction each year for the next 15 years.

The Working Party recommend a system of standardisation, flexibly applied. Bulk ordering of prefabricated units and their use on a wide

scale are suggested. This will not mean mass-produced schools. It means that factories will produce, on a large scale a series of building components which can be assembled in a variety of ways.

The Report recognises the danger that standardisation may produce monotony unless imaginatively interpreted. It stresses that its proposals must not be put into effect in such a way as to create a dull uniformity for schools of all types throughout Britain.

Butchers and Bakers become University Students.

Butchers, bakers and junior office workers in Britain are once again being offered the opportunity to take up full-time university courses even though they are over 25 years of age.

The courses, which lead normally to honours degrees, are being offered by the Ministry of Education and are known as State Scholarships for Mature Students.

The courses cover various subjects such as philosophy, economics and psychology. Of the first 20 students only seven were at school after the age of 16 and 10 left at 14.

Foundry Workers have their own College.

Foundry workers in Britain are being provided with their own college where they may take courses in advanced technological research and training. Before they can qualify for entry, students must have at least one year's experience in a foundry.

The college, the National Foundry College, is one of the several national colleges established or being established by appropriate industries in conjunction with the Ministry of Education, the expense being shared by the Industry and the Ministry.

Britain's Educational Headache.

"The present school planning position is perhaps the worst headache that has ever afflicted the educational world", said Mr. D. R. Hardman, British Parliamentary Secretary to the Ministry of Education, when opening a

Women's Conference organised by the London Labour Party. "It is also a challenge and an opportunity—perhaps the greatest opportunity we have ever had to equip ourselves worthily for the future."

Since January 1, 1947, the Ministry had approved £ 44,500,000 (Rs. 59.23 crores) worth of building against £ 7,700,000 (Rs. 10.25 crores) in the four years following World War 1. By the end of August 1948 £21,000,000 (Rs. 27.95 crores) worth of building was actually under construction, and between August 1947 and August 1948 the national labour force on educational work was increased from 3,750 to 12,450. The building programme in 1949 will be much bigger than those in 1947 and 1948.

AUSTRALIA

Problem of Film Censorship.

Three of Australia's six State Parliaments have passed new Federal-sponsored censorship laws which spotlight sex and horror films unsuitable for children. Other State Governments have promised similar legislation before the end of this year. Under new classifications parents will have nobody to blame but themselves if they send or take their children to a programme of sex or sadism.

NEW YORK

Educational Council for Carnegie Corporation.

Appointment of Dr. Frank Diehl Fackenthal, formerly provost and acting president of Columbia University, as educational consultant on college administrative problems during the coming year for the Carnegie Corporation of New York, is announced by Charles Dollard, President of the Corporation.

Since Dr. Fackenthal's experience in higher education extends over forty years and covers almost every phase of administration, his counsel should prove especially helpful.

PRESS NOTES AND ORDERS OF THE GOVERNMENT OF MADRAS

Dearness Allowance for Teachers.

Teachers in the service of Government and District Boards, acting as Branch Postmasters, have been granted with effect from September 1, 1948, dearness allowance at the maximum rates, admissible to them in Government or District Board Service, without taking into account the dearness allowance credited to them by the postal department.

Payment of Grants to Elementary Schools.

The Government have directed that with effect from February 1949 (in respect of the grants payable for November and December 1948) the grants payable to elementary schools, including the 15 per cent grant due to managements, be paid monthly according to a specified procedure and programme, instead of quarterly grant which has hitherto been in force.

Admissions to Schools

Amendment to Madras Educational Rules.

The Government of Madras have amended Rules 37 of the Madras Educational Rules:

The amendment states that the headmaster of a secondary school into which a pupil is admitted shall place him in

the class for which he is found fit. Provided in the cases of admission from one recognised secondary school into another, the pupil shall be admitted into the class or Form for which his transfer certificate declares him fit and that he shall not be placed in a higher class or Form without previous permission of the District Educational Officer. A pupil coming from an elementary school or after private study shall not be admitted into a class above Form III and a pupil who has passed the elementary school leaving certificate examination with English as optional subject shall be eligible for admission into Form IV, without further examination. Similarly a pupil who, having undergone a course of training in a recognised advanced Sanskrit school, passes Sanskrit Entrance Examination with English as optional subject shall be eligible for admission into Form IV, without further examination.

Teachers Acting as Headmasters.

The Government have now issued an order directing District Boards that L. T. assistants when they are placed in full additional charge of the Headmastership should be granted the special allowance besides the charge allowance as per fundamental rules.

30 DEC 1948

FROM OUR ASSOCIATIONS

CHITTOOR

The Annual Conference of the Chittoor District Teachers' Guild was opened by the Hon'ble Sri B. Gopala Reddy, Finance Minister, Govt. of Madras, at about 10 a. m. on 19.9.48 in the 'Gurunatha Talkies', when members from almost all affiliated associations were present. After prayer, Mrs. S. W. Zwemer, M.A., of the Sherman Girls' High School, Chittoor, welcomed the large gathering in a Telugu speech in the course of which she alluded to the part to be played by teachers in Free India. Sri P. Sriramulu Reddy, retired Telugu Pandit, Board High School, Chittoor, then welcomed the teachers. He compared the position of teachers in ancient days with that at the present time. He pleaded for a certain amount of religious instruction in schools as is the case in Muslim schools and Christian institutions. He wished that Elementary School Teachers should be treated with respect not only by their immediate superiors but also by the Government. Then only they will be looked upon with respect by society. In conclusion he welcomed all the teachers and wished them a happy stay.

In the course of his address the Hon'ble Minister assured the teachers that the Government were doing their best to improve the status and pay of the teachers as far as their finances permitted them to do so. He requested the teachers to co-operate with the Government in spreading literacy, especially in Andhra Desa where the percentage of literates was very low. He said he knew that the teachers were the makers of the future scientists and politicians and as such the profession was a noble one. Concluding, he appealed to the members to realise the difficulties of the Government and take to their work in a spirit of sacrifice.

In the unavoidable absence of the President-elect, Sri Duggirala Balaramakrishniah (Joint Secretary, Andhra Provincial Congress Committee), Sri M. Ananthasayanam Aiyengar, B.A. B.L.,

M. L. A. (Central), Deputy Speaker of the Indian Parliament, delivered the address. He declared that it was the primary duty of the Government to give the teachers the barest necessities of life, so that free from cares and anxieties regarding food and clothing, they can devote their full time and attention to their sacred calling. Teachers had produced great men like His Excellency C. Rajagopalachariar and Premier Pandit Jawaharlal Nehru. What more is required to prove the greatness of the profession?

In the afternoon, Sri D. Balaramakrishniah, who had arrived by that time, addressed the gathering in Telugu for more than an hour. He painted in vivid colours the sufferings of teachers. He wondered if the introduction of Prohibition was well-advised when thousands of teachers were suffering without sufficient food and clothing, and prices were soaring higher day by day. He assured the teachers that he would do his best to induce the Ministry to come to their help.

The following were elected office bearers of the Guild.

President: Mrs. S. W. Zwemer, M.A., Principal, Sherman Girls' High School, Chittoor.

Vice-President: 1. Sri Y. K. Sastry, M.A., L.T., Headmaster, The School, Rishi Valley.

2. Sri P. Srinivasiah, Headmaster, Bd. Higher Elementary School, Puthal-pattu.

Secretary: Sri C. L. Sripada Rao, B.A., L.T., Headmaster, B. S. Kannan High School, Chittoor.

Joint Secretary: Sri K. Narayanaswamy Pillai.

Representative on the S. I. T. U. Executive: Sri P. Ramiah Chowdry, B.A., B.ED., Board High School, Madanapalle.

The following among other Resolutions were passed.

1. This conference requests the Government to go through the Memor-

andum submitted by the South Indian Teachers' Union, Madras, on 6th April 1948 and this Guild unanimously supports it.

2. This conference deems it its duty to invite the attention of the Government to the continuance of the feeling of discontent among teachers in non-government schools owing to the persistence of the time-old anomalies in respect of salaries and allowances and is of opinion that the Government should, in view of the universal demand of the employees in the several departments, reconsider the salary problem and allowances on the basis of the recommendations of the Central Pay Commission and fix the scales of salaries and allowances for Educational services irrespective of agencies.

3. This conference recommends to the Government the adoption in schools under Local Bodies and Aided Managements, of the scales of salaries fixed for teachers in Government schools and appeals to the Government to give liberal grants to enable the managements, to take on hand the salary revision till the recommendations of the Central Pay Commission are given effect to.

4. In view of the fact that most of the teachers with 15 years and more of service cannot reach the maximum in the new scales before their retirement, this conference requests the Government to allow them to draw the maximum pay or one advance increment for every two years of service instead of four.

5. This conference requests the Government to reconsider the G. O. Ms. 2158 Edn, dated 10-7-1947 and make it obligatory on the part of the managements to contribute one anna in the rupee of the teacher's salary and the Government should contribute half instead of one-third of the total Provident Fund Deposit.

Education Week

The 18th S. I. Education Week was celebrated with much enthusiasm and success in the various Schools of this town, from 29th Oct. to 5th Nov. 1948, both days inclusive.

1. The inaugural function of the celebration was held at 6 p.m. on the 29th Oct. at the Sherman High School. Mr. K. Natesa Aiyer, the convener of the Education Week Committee, in welcoming the guests, explained the objects of the celebration and pleaded for the effective co-operation of the parents and public with the teachers in the great task of education for nation building.

Sri N. Subrahmanyam I. C. S., Dt. Collector, in inaugurating the week, said that education being essentially a human problem should assimilate new ideas and innovations, and that teachers should be given the proper social status and kept above want.

Dr. Forrester of St. Christopher Training College gave a lecture on the new subject of "Social Studies" introduced in Forms I and IV.

The girls of Sherman School gave some small items of entertainment between speeches and Mrs. Zwemer offered a vote of thanks.

2. On Tuesday, the 2nd Nov. set apart as "Parents' Visiting Day," the Gridley School for girls gave an interesting demonstration of the Project Teaching in Elementary Schools.

3. On 3rd Nov. the meeting was held in the B. H. High School at 6 p.m. at which Mrs. S. Zwemer presided. There was a symposium on the Reorganization of education led by Sri K. Natesa Iyer, Messrs. Venkatarama Reddy, S. T. Ramaswami Aiyer, Narasappa, C. R. Parthasarathy Iyengar, M. S. S. Raghavan, C. Raghunathan (D.E.O.) and Miss. Joseph took part in the symposium and spoke on the various aspects of the reorganization—primary, secondary, collegiate and technical.

4. On 4th Nov. set apart as Ladies' Day in the celebration, there was a public meeting of the ladies of the town in the B. H. S. hall at 6 p.m. when Mrs. Ratnabai Srinivasa Rao presided and Miss. P. Samuel and Miss. S. Arthur spoke on "The Duty of Mothers" and "Duties of school children". There was also a Cinema Show by Mrs. S. Zwemer. Miss. Kanthamma was the convener for the meeting.

5. On the last day, 5th Nov. 1948 at 6 p.m. there was a meeting at the Govt. Training School under the presidency of Mr. C. Raghunathan, the D. E. O. when Sri E. N. Subrahmanyam M.A., B.L., of Madanapalle spoke on some aspects of education. He regretted very much for the public indifference to educational work, appealed for a far better and more tangible recognition of the teacher's services by a proper implementation of the recommendations of the Sargent's Scheme, stressed the need for the retention of English as a medium of instruction in Colleges for at least 15 years more till we train a band of teachers and professors to do their work in the regional languages, pleaded forcibly for the teaching of the chief tenets of all religions and the biographies of all saints, in our schools, and exhorted the teachers to dedicate themselves whole heartedly for the great task of Nation-Building Education for the children of today who will be the citizens of to-morrow.

Mr. K. Natesa Iyer proposed a vote of thanks

Town Teachers' Association

"Have faith in your elders and trust in their leadership. Dream well and work hard to realise those dreams. Conscript not only College Students but also able bodied pensioners for educational purposes. Do not aim only at quantity, but also at the more important factor, quality, of instruction given. You have a heavy task, if you are to work successfully the ten year plan. Pay your teachers amply and attract the best men to the profession. Remember that nation building education is not the education of the mind alone but the education of the whole man—his body, mind and soul"—This was the substance of a very interesting address delivered by Sri E. N. Subrahmanyam, M.A., B.L., of Madanapalle Besant College to a crowded audience in Sherman High School Hall, while inaugurating the Chittoor Town Teachers' Association at 5-30. p.m. on Wednesday, the 25th Nov. 1948 Mr. C. Raghunathan, the D.E.O., the heads of all the schools, the

departmental staff, almost all the town teachers and the gentry of the town were present from start to finish.

Sri K. Natesaiyer, B.A., L.T., in his "welcome" address explained briefly the circumstances that led to the starting of this association, its aims and objects and its need to supplement by frequent monthly meetings the work of the Guild which cannot meet except once a year or a half year.

Sri A. Padmanabha Reddy, Divisional Inspector of Schools, Anantapur, who presided over the function said that the feeling of restlessness of which the association was the outcome was indeed a good sign of progress, that the teachers of this town would give close attention to the reorganization schemes of the Government and help with constructive criticisms on their working and that teachers need not be worried about their pay and prospects as these are bound to improve when the present generation of students grow up to become citizens. He wished the association a long life of useful service for the cause of National Education.

Mr. K. Natesaiyer, proposing a vote of thanks, referred to the question of pay and prospects touched by the president and said that the relief given so far to teachers was quite incommensurate with the high cost of living and far below the minima recommended in that historic document the Sargent Report, that it was too much to expect teachers to wait for another generation for relief because most of them would have become tired of this world and 'retired' into the better world and that a timely relief was more valuable than a belated and unwilling recognition of services.

SRIVAİKUNTAM

The Education Week was celebrated in the Swarajya High School on Friday the 22nd Oct. and Saturday the 23rd Oct. 1948. An exhibition was arranged in connection with it. The proceedings of the first day were exclusive for the ladies. At 6-30 p.m. Mrs. Cherian, L.M.P. gave a lecture on 'Anatomy and

Child Welfare' with the aid of magic lantern slides.

On the second day Sri Singaravadi-velu Mudaliar Avl., B.A., B.L., District Munsif, Srivaikuntam, presided over the function and our headmaster Sri V. Venkatakrisna Iyer spoke on 'The Reorganised Course of Education.' Then Sri Adinathan spoke on 'Citizenship.'

TRICHINOPOLY

Resolutions of the T. D. T. Guild passed at Thirupplathurai on 23-10-48

1. This meeting of the Tiruchy District Teachers' Guild is of opinion that the proposal of the Government to conduct the S S L.C. Public Examination only at District and Taluk Headquarters will entail needless hardship and expense to the pupils of those schools which are situated away from such Headquarters particularly the pupils of Girls' schools, and that these hardships are bound to be the more keenly felt in view of the reintroduction of rationing.

2. This meeting of the Tiruchy District Teachers' Guild requests the Government to take steps to restore the grant of railway concessions to pupils and teachers proceeding on excursions, inasmuch as such excursions are obligatory in the reorganised scheme of education.

3. This Guild reiterates its plea that there should be no distinction in scales of salaries as between Government and Local Board Teachers, and points out that such an invidious distinction is the source of needless irritation to the profession as a whole, and discontent to the teachers adversely affected.

4. This Guild regrets that Government have not yet passed orders sanctioning House Rent Allowances to teachers working in areas where similar allowances have been granted to Government and Local Fund servants.

ALATUR

Schools in and around Alatur joined together to celebrate Education Week this year. A meeting was held on 22.10.1948. Mr. P. V. Gopalakrishna

Iyer, B.A., L.T. (Headmaster, N. E. High School, Alatur) presided. A large gathering was present. Mr. Krishnan Nair of the Kalappatti Basic School delivered a speech on Basic Education and how it can influence society in the most desirable manner.

The Ramnad District Teachers' Guild

The Annual Conference of the Guild was held on 6-11-1948 at Devakottai in the central hall of the N. S. M. V. P. S. High School. More than 250 delegates representing almost all the affiliated associations were present. It is worth recording that the attendance of delegates at this year's Conference has broken all previous records. Special mention must be made of the presence of a fairly large number of lady delegates at this Conference for the first time in the annals of the Guild.

At 3 p.m. the General Body met in Sectional Conferences on "Social Studies", "Correlation", and "Citizenship Training" under the joint presidencies of Messrs. K. S. Subramanyam, B.A., L.T., Headmaster, S. S. Board High School, Rajapalayam, K. Subramania Pillai, B.A., L.T., Headmaster, N. M. Board High School, Tiruppathur, and M. Rajah Iyer, M.A., L.T., Headmaster, Rajah's High School, Ramnad. The meeting began with prayer by Sri C. Viswanatha Ayyar, B.A., L.T., Headmaster, G. V. C. High School, Manamadurai. Sri S. Raghavachari, M.A., L.T., Dip. Geo., Headmaster, C. A. M. High School, Kondanoor, and President of the Guild welcomed the gathering in a short felicitous speech. This was followed by a very interesting and useful discussion on "Social Studies," "Correlation," and "Citizenship Training" in the Reorganized Secondary Education Scheme.

The public meeting commenced at 4-30 p.m. with the hoisting of the National Flag by Sri A. Gopala Ayyar, B.A., L.T., District Educational Officer, Ramnad.

The open session was held under the distinguished presidency of Sri. P. S. Chandrasekara Ayyar, B.A., B.L., Subordinate Judge, Devakottai. After prayer by Sri N. S. Ramachandran, B.A., L.T., of

the G. V. C. High School, Manamadura, Sri K. A. Vanchi Ayyar, B.A., L.T., Headmaster, N.S.M.V.P.S. High School, Devakottai welcomed the delegates.

The conference was opened by Sri AL. AR. Subbiah Chettiar, B.A., Secretary, N. S. M. V. P. S. High School managing committee, Devakottai. He exhorted the teachers to prove themselves worthy of the respect of the public by making teaching a life and an example.

Sri. A. Gopala Ayyar, District Educational Officer, Ramnad, next addressed the gathering on "Some Salient Aspects of the Reorganised Secondary Education Scheme."

Then the Rajah Sir Annamalai Medal for 1948 was awarded to S. Viswanathan of the Rajah's High School, Sivaganga who stood first in the District in the S. S. L. C. Examination 1948 with 488 marks in the aggregate.

The President of the Conference Sri. P. S. Chandrasekara Ayyar, in the course of his address impressed on the gathering how it was quite necessary at that stage of their National life to mobilise all their available resources to serve the cause of true education. Then alone it would be possible to root out ignorance and superstition, communal and sectarian antagonisms and all other kinds of social evils and bring about the unity of mankind and the brotherhood of nations.

The Guild next passed unanimously the following resolutions:—

1. This Guild requests the Government to take immediate steps for the renewal of the grant of the necessary railway concessions so as to make educational tours possible, as they have become essential school activities especially after the introduction of the Reorganised Secondary Education Scheme.

2. This Guild requests the Government to fix the age of retirement of teachers as 60, instead of 55 as at present.

3. This Guild requests the Government to make it obligatory on managements of aided schools to grant

leave and other privileges to their teachers as per Madras Leave Rules (C. S. R.)

4. This Guild requests the Government to enhance the basic salary of the Elementary Higher trained teachers immediately in consideration of the high cost of living.

5. This Guild appeals to the University Authorities to exempt Secondary grade trained graduates from the production of attendance certificates and to permit them to appear as private candidates for the B. T. Degree examination and requests to permit L. Ts. to appear for the M.Ed. Degree examination privately.

6. This Guild requests the Government to pass clear and precise orders regarding the conditions of service of Elementary School Teachers under private managements to enable them to have stability of service as in the case of teachers in Secondary Schools.

7. This Guild appeals to the Government to make it obligatory on managements of aided secondary schools to grant to their employees the latest enhanced Government rates of dearness allowance with retrospective effect from 1-1-1948.

8. This Guild requests the Government to so modify the scales of pay of teachers as to enable teachers of different grades to reach the maximum within the same number of years.

9. This Guild requests the Government to fix the scales of pay of teachers employed in Secondary Schools in such a way that no teacher receives a salary less than that of a Secondary grade teacher.

10. This Guild requests the Government to pass orders immediately granting dearness allowance to teachers in aided elementary schools, on the basis of their actual salaries and not at the flat rate of Rs. 19.

11. This Guild appeals to all Managements to grant at once full fee concessions to the children of their teachers and requests the Government to provide for the free education of children of all

teachers in all schools under all agencies.

The following were then elected un-animously as *Office Bearers for the year 1948-1949*.

President:—Sri. K. A. Vanchi Ayyar, B.A., L.T., Headmaster, N. S. M. V. P. S. High School, Devakottai.

Vice President:—Rev. Fr. R. Doraiswamy, B.A., L.T., S.J., Headmaster, De-Britto High School, Devakottai.

Secretary:—Sri. S. S. Narayanaswami, B.A., L.T., N. S. M. V. P. S. High School, Devakottai.

Joint Secretary:—Sri C. Viswasam, M.A., L.T., De-Britto High School, Devakottai.

Representative on the Executive Board of the S. I. T. U.:—Sri. K. A. Vanchi Ayyar, Headmaster, N. S. M. V. P. S. High School, Devakottai.

N.B. Sri. M. Raja Iyer of Ramnad moved that, as a convention, the president of the Guild for the year be also the Guild's representative on the Executive Board of the S. I. T. U. This was accepted by the house.

Auditor:—Sri. K. R. Srinivasa Ayyar, B.A., L.T., Headmaster, S. M. S. Vidyasala Karaikudi, to audit the accounts for the year 1948-1949.

Then the newly elected President Sri. K. A. Vanchi Ayyar, B.A., L.T., took the presidential chair amidst applause. He was installed and garlanded by the retiring President.

The following resolution moved from the chair was then unanimously passed:—

“This Guild records its deep sense of thankfulness to Sri. S. Raghavachari, the outgoing President who was the President of the Guild for the last three years, and the other outgoing office bearers of the Guild for the meritorious services they have rendered in furthering the activities of the Guild during their term of office.

The outgoing President and the outgoing Secretary were both garlanded amidst cheers.

Sri. S. S. Narayanaswami, B.A., L.T., Vice-President, N. S. M. V. P. S. High School, Teachers' Association, thanked the delegates and all others who contributed towards the success of the conference.

With a vote of thanks by Sri. V. Gopalakrishna Ayyar the retiring Secretary, the conference came to a close.

All the delegates were entertained at supper, by the N. S. M. V. P. S. High School Teachers' Association.

CUDDAPAH

The meeting of Cuddapah District Secondary School Teachers was convened on 17-10-48 at 10 A.M. by Sri P. Narayana Char, M.A., L.T., Mathematics Assistant, Municipal High School, Cuddapah and Sri T. Kuppuswami Iyengar, B.A., L.T., Headmaster, Sri Ramakrishna High School, Cuddapah, was proposed to be the Provisional Chairman.

The following resolutions were carried by a majority.

(1) This Conference of the Secondary School Teachers of the Cuddapah District resolves to constitute themselves as the “Cuddapah District Secondary School Teachers' Guild.”

(2) It further resolves to have the following office-bearers for the current year.

President: Sri Y. V. Subbaiah, B.A., B.ED., Headmaster, Municipal High School, Cuddapah.

Secretary and Treasurer: Sri T. Kuppuswami Iyengar, B.A., L.T., Headmaster, Sri Ramakrishna High School, Cuddapah.

Joint Secretary: Sri P. Narayana Char, M.A., L.T., Mathematics Assistant, Municipal High School, Cuddapah.

Members of the Executive Committee: All Headmasters of Secondary Schools in the District.

At this stage Sri Y. V. Subbaiah, (President) took the Chair. A number of resolutions were unanimously passed regarding the teachers in general. The more important of them were:

Resolutions

This Conference of the Secondary School Teachers of the Cuddapah District hereby resolves

(1) To place on record their deep sense of gratitude to the Departmental authorities and to the organisers that have made this Conference possible and have thus afforded a valuable opportunity to the Teacher delegates to discuss the Reorganised Scheme of Secondary Education in its various aspects and derive much useful information and guidance therefrom.

(2) To thank in benign popular Government of Madras for giving a much needed re-orientation to the system of Secondary Education through their new scheme and to assure them of their whole-hearted co-operation in the successful implementation of this scheme.

(3) To request the Government for the immediate adoption of a uniformity of scales of pay for all categories of teachers—Government, Local Board or Aided—on the lines recommended by the Central Pay Commission.

(4) To urge on the popular Government the necessity for teachers' children to be given free education at all stages.

(5) To request further the Government to revise the age of retirement of teachers to 60 and to order the grant of house-rent allowance and Malaria allowance to teachers in non Government employ as in the case of Government Servants.

(6) To request the managements of various Secondary Schools in the District to grant the actual expenses of the teacher delegates taking part in this Conference of high educational value as otherwise it will work as a hardship to meet such expenses from their own pockets.

VIZAGAPATAM

The tenth Annual Conference of the District Guild was held on the 4th and 5th October 1948 in the premises of Mrs. A. V. M. College, Vizagapatam, with Sri S. Parthasarathy Naidu, M.A.,

L.T., President in the chair. About 200 members attended the meeting. Sri G. Rangarao Naidu, B.A., L.T., the District Educational Officer, Vizagapatam South, was also present.

Sri T. Viswanadhan, Chairman, Reception Committee, extending a hearty welcome to the delegates said that in independent India great changes had taken place in all spheres except in Education. He felt that politicians should consult people in the Educational field before embarking on social reforms inasmuch as education was responsible for the growth of the nation. He said that one could not go to the old Gurukula type under modern conditions and the basic type of education had come to stay. He expressed that parents owed a duty towards teachers by being sympathetic and helpful in their criticisms.

Janab P. Sharifuddin, District Judge, delivering the inaugural address said that without education, one could not live in this atomic age.

The Presidential address of Sri Vikram Dev Varma, Maharaja of Jeypore, was then read by Sri D. Venkatavadhani, M.A. (Hons.).

Mr. G. Rangarao Naidu, District Educational Officer, opening the exhibition, dwelt at length on the reorganisation of secondary education.

Mr. N. R. Raghunadhachari, M.A. was elected President and Mr. A. L. Narayanarao, B.A., L.T., Secretary for the coming year.

Mr. S. Parthasarathy, in his closing remarks, exhorted the teachers to take a living interest in their profession.

The following are some of the important Resolutions passed.

1. This Guild while supporting the main principles of re-organised courses of study in Secondary Schools brings to the notice of the Government the following difficulties in the actual working of the Scheme, namely:—

(a) the paucity of qualified trained hands to impart instruction in crafts and Hindi.

(b) the non-availability of artisans for the craft instruction on account of the low rate of salaries allowed to them.

(c) the insufficiency of accommodation in most schools to locate the craft classes and want of tools and equipment to conduct them properly.

(d) the impossibility of many of the existing teachers to pick up efficiency in the crafts to teach pupils.

It therefore requests the Government in order to implement the Scheme in all its aspects

(a) to take immediate steps to properly equip and staff the schools.

(b) to reopen centres in each district to facilitate teachers to get themselves trained in crafts and in citizenship.

(c) to consult Teachers' Guilds and Headmasters before finalising the Re-organised Scheme and Syllabuses thereof and,

(d) to instruct the Government Officials in the Departments of Engineering, Agriculture and Industries to make it part of their regular duties to give necessary training to teachers to enable them to handle craft classes satisfactorily.

2. This Guild requests the Government to make it obligatory on the part of all managements to grant house rent allowances to the staffs of their schools as is done in Government Institutions.

8. Resolved to request the Government to accept the scales of pay as recommended by the Central Advisory Board in all Educational Institutions, Government, Local Board and Private, uniformly.

4. This conference requests the Government to make it compulsory on the part of managements of Aided Schools, as they have done in the case of Local Bodies and Municipalities to give dearness allowance with retrospective effect from 1-1-48 in order to avoid any invidious distinction in pay and other allowances among teachers working under different agencies.

5. Resolved to request the Government to grant teachers, permission to elect to enter new scales of pay from any date between 1-1-47 and 1-1-48 without detriment to the weightage increments.

(Continued from Page 15)

The communication was to the effect that he (The Prime Minister) was opposed to all kinds of communalism, Brahman, Non-Brahman or any other in educational institutions.

The Minister stated that his reaction to that communication was that he entirely agreed with it and that 'there should not be any sort of communalism whatever'.

While the Government have accepted that policy, we must see that communal justice is done to all sections of the people so that all people get sufficient opportunities to receive education.

Dearness Allowance for Teachers:

The Minister for Education, replying to an interpellation by Mr. Suryanarayana Rao in the Legislative Council on November 27 stated that Government had ordered the payment of dearness allowance to teachers in elementary schools under all managements. This allowance

was to be paid at the rates applicable to Government servants with effect from January 1, 1948.

All managements of elementary schools were required to pay the teachers under their employ the salaries in accordance with the revised scale fixed by the Government with effect from January, 1, 1947. It was open to the managements to give weightage for the service of the teachers under them.

Asked by the same member whether it was not desirable to allow managements of aided secondary schools also to give weightage for the service of their teachers, by promising these institutions that Government would make good the loss they might sustain in this respect, the Minister stated that though he sympathised with the suggestion, it would be difficult to do that in the present state of the province's finances.

POINTS FROM ARTICLES

Reorganisation of Education in India.

Sri Y. Krishnamurthi, B.A., B. Ed., Teacher, Board High School, Narasannapeta, Vizagapatam District, in his lengthy and argumentative essay suggests the following reforms in the educational system :—

1. Up to the fifth standard or during the Junior Basic the education of a child should be in his mother tongue.

2. In the Senior Basic and in the middle school or pre-bifurcation stage both the regional and national languages should be studied the subjects being studied through the regional language medium. There is no place for English here. This will be the position even in the high school stage except for those who enter technical colleges.

3. The languages to be studied in the academic high school should be the national language (the regional language for the subjects only) and English will be taught, major attention being paid to the other and more important subjects of the curriculum, i. e., the humanities and the sciences.

4. The medium of instruction in colleges should be the common national language—English being allowed to continue in the transition. But when English goes, the Part I language should be the regional language, and the medium of instruction; the common national language, the non-provincial students being allowed to study the national language under Part I.

5. Vocational or technical high schools should be established as distinguished from academic high schools.

6. The branching off to the technical colleges should be from the technical high schools. For this purpose the authorities of the technical colleges should have supervision and control over the instruction in technical high schools while the arts and science college authorities (i. e., the University) will supervise the academic high schools.

Why teachers are scarce?

Mr. K. Subba Rao, B.A., B. Ed., History Assistant, V. T. High School, Rajahmundry, attributes the scarcity of teachers to the unattractive scales of salaries and the unsatisfactory conditions of service which are not bettered even by the revised agreement.

Adult Education.

Sri R. Padmanabhan, B.A., B.T., District Board High School, Hubbathalai, Aruvankadu, in a symposium on adult Education draws attention to the urgency of the problem of liquidating adult illiteracy and explains its scope, viz., equipping those who had already learnt the 3 R's with something which will improve their lot in life, teaching of crafts such as spinning, weaving and basketing, etc., and generally the acquisition and expression of life interests. He also pleads for the establishment of rural colleges to provide higher Adult Education.

Adult Education in Foreign Countries.

R. Padmanabhan, B.A., L.T., Dt. Board High School, Hubbathalai, Aruvankadu P.O., (Nilgiris).

In England the Education Act, 1944, provides full or part-time educational facilities for adults and simultaneously affords occupation to the adults during their leisure hours in planned activities in recreation without sacrificing their personal proclivities.

All adults over and above the age of 15 receive not only academic education like lessons in history, geography and literature but also craft education in the 'group or community centres'.

Women were not, as in other matters, neglected in the British system of adult education. There are special provisions for instructions in home-craft and in the art of domestic management which enable the women-folk to employ their leisure hours in recreative and purposeful educational activities. These

refresher courses are conducted by experts such as university lecturers well-informed in their subjects and spread over a few weeks mostly covering the week-end holidays.

The place of the teacher and teaching in Education (by G. Sitaramamurti, B.A., B.ED.)

The greatness of a nation depends upon the education it receives, and as such, it should receive the prime attention of the Government.

Education and teaching are closely interlaced with each other. Teaching is therefore considered as one of the technical subjects, because the success of any educational enterprise rests mainly on the teacher. It is the teacher that has to make the scheme a success or a failure. As such, it requires a good deal of capacity on the part of the teacher to impart the knowledge to the pupils methodically and make the pupil digest the matter.

Teaching can be reckoned as a big talent. Its validity can be proved from our own experience. Pupils feel interested in the teaching of some and desire its continuation, whereas in the teaching of some, they feel bored and want to avoid it. But to a person of patient labour and determined effort, nothing should be impossible. Such persons by their will power to succeed, can become good teachers. However the fact cannot be ignored, that to become a teacher, is not an easy thing but requires technical skill.

The teacher should possess vast knowledge of all the subjects vital to society as he must serve as a ready reckoner to the curious questions often flung at him by the pupil. He must be intelligent, diligent and industrious; he must be calm, patient and kind. He must have sobriety of judgment, good character, principled manners, and

cheerful disposition. Above all he must be tactful, resourceful and lovable.

What is the status given to such a person in the present set up of things? The teacher is neglected not only by the society but also by the Government of the day.

It is also being said, that the teacher's place in the field of education, is secondary. I cannot conceive of an education, where the teacher's part is secondary. The teacher must be there to guide the pupils, and it is he, who has to mould the get up of the pupils. If the teacher is not given the due importance, educational schemes will be mere failures.

The most important aspect to be considered is the emoluments of the teacher. It is this aspect that has not been satisfactorily dealt with even by the present Government.

How to attract the best elements to this profession? The Government knows the answer, but they do not move in the matter. First of all the emoluments of the teachers should be substantially raised so that they need not lead a beggarly life. They might be given all the facilities to lead a happy and contented life. Secondly, Government must not allow each Tom Dick and Harry to take up this profession thus lowering the dignity of this profession. They should select the best persons from the society who satisfy all the requirements of a teacher. Thirdly, the training given to the teachers should be thorough and modern. If necessary the duration of the training period may be prolonged. Fourthly, research institutes should be started and facilities given to the teachers who evince keen enthusiasm for it.

It is therefore evident that a good deal has to be done in the field of education for its improvement.

OUR BOOK-SHELF

Citizens All: by *Maurice W. Thomas*. (Thomas Nelson & Sons:—Messrs. Essco Ltd., Madras. Price 15 sh. net.)

This is a beautifully got up volume of 156 pages dealing with the essential phases of British Democracy at work. It describes succinctly "the outstanding features of British Local, National and Imperial Government and with the aid of illustrations and diagrams (occupying about a third of the volume) it provides the basic information demanded for intelligent citizenship of the modern world." The subject is treated under four parts—Local Government, Central Government. The Empire and Beyond, the Citizen and the Law, and in 35 sections. Every citizen of a democratic country—and we, particularly Indians, who have obtained freedom and are trying to introduce a fully democratic constitution—should read this book. Teachers of secondary schools having to do with the teaching of social studies and practice of social activities will find very good help in this volume and particularly the last part (fourth part) is well worth special study.

In Times of Danger: by *Herbert Harrison*. (Messrs. George Harrap & Co., London. Price 7 sh. 6 d.)

This is intended for young readers who will enjoy the exciting story of the adventures of Jim Mesurier. The setting of the story is the time of Napoleon's imprisonment in the island of Elba and the battles which followed his dramatic escape from the island.

The Teaching of English Abroad: Part I: by *F. G. French*. (Oxford University Press. Price 2 sh. 6 d.)

This small book is one of a set of three intended for the use of the classroom teacher, offering him a variety of practical teaching devices. It discusses the main principles of language teaching and their application to modern practice. Teachers of English in India will obtain good tips for teaching the subject.

Artie and the Princess: by *Marjorie Torrey*. (George G. Harrap & Co., London. Price 7 sh. 6 d.)

This is a very interesting story for children written in simple English and illustrated with delightful pictures.

In Nature's Workshop: by *Norman Wymer*. (George G. Harrap & Co., London. Price 7 sh. 6 d.)

The author describes in this neatly illustrated book the intricate marvels of insect life and demonstrates the orderly and logical plan upon which all the processes of nature are based. The insects described are familiar to children, being commonly met with in and around their homes—such as wasp, spider, bee, ant, etc.—fourteen in number. The book will be of great use to teachers in Nature Study classes.

Oxford High School Grammar: (Oxford University Press. Rs. 3/8.)

This is the second edition—printed in 1948—of the book, first published in 1933. Suitable for higher forms of secondary schools. The uses of words and phrases are amply and well illustrated by their being used in sentences.

The Mohan Man Eater and Other Stories: by *Jim Corbett*. (Oxford University Press. Price Re. 1-8-0.)

The author of 'Man-Eaters of Kumaon' and 'Man-Eating Leopard of Rudraprayag' now adds another book to his credit in this publication. This time the adventure is in the hills and forests of Naini Tal. It was left to Jim Corbett to finish with the beast that had killed two hundred human beings in Nepal and had added another two hundred and thirty-four victims in Kumaon during the four years preceding the fatal wound she received from his gun. There are questions at the end to test comprehension and explanatory notes. The book may be read in the VI form of secondary schools as a library or non-detailed study.

Aur Logonke Ghar (Others' Houses) in Hindi: by *Krishnakumari* and *Amrita Kapur*. (Oxford University Press, Price Re. 1.)

This is a Hindi Book useful for beginners—of Madhyama standard of Dakshina Bharat Hindi Prachar Sabha.

A boy wishing to build a better house than the one he was living in consults his father's friend who takes him in an aeroplane to different parts of the world. He sees the houses of various peoples in the various parts and not being satisfied with any of those types, returns home. He consults an engineer and finally gets a house built for him according to the expert's plan. The reader is introduced to simple words of everyday use in Hindi. The book is profusely illustrated so that children's interest may be kept up. The printing is in bold type.

The Book Trade: (Oxford University Press. Price 8 annas.)

This is a book of the series 'Rotary Guide to Careers' which gives practical advice on the personal and educational qualifications and the opportunities and essential training required for the book trade. Printing and binding, book-selling, publishing and prospects are the four chapters under which the subject is treated.

Here and There in Burma: Books 1 to 8. by *C. A. Parkhurst*. (Macmillan & Co., Ltd. Prices 8 as., 6 as. & 7 as. respectively.)

These books—all dealing with Burma—tell us about all the important features of Burmese territory and life by taking us on a trip from the Irrawady delta to Upper Burma and then to the right bank of the Irrawady. We are just introduced to the things that are likely to interest a tourist. Photos of important places and scenes help the understanding of the reader. Questions at the end of each book form good exercise for remembering the contents.

The Life of Muhammad: by *Al-Haz F. R. Hakeem*. (Oxford University Press. Price 9 d.)

A complete account of the life of Prophet Muhammad told in good and easy English in a book of 48 pages. Young people in schools should read this book so that they may have a correct knowledge of the greatness of Muhammad which entitles him to be ranked along with the Prophets, Christ and Buddha. The book may be prescribed for non-detailed reading in the higher forms of secondary schools. A few pictures including map of Arabia provide the necessary inspiration to the reader.

C. R.

Receipt of the following journals and periodicals and publications is gratefully acknowledged:—

1. The Hindu High School Magazine, Triplicane. Volume VIII, No. 1, October 1948 containing articles contributed by past and present pupils and teachers in Tamil, Telugu, Hindi, Sanskrit and English, and picture plates, and diary of school events from 24-1-48 to 27-8-48.

2. To-day, No. 14, published by the Central Office of Information, London, containing colonial information mainly through pictures.

3. Catalogue of Books in the British Information Service Office, 9, Mount Road, Madras-2, up to 1st August 1948.

4. United Nations Day: A personal responsibility, by Benjamin Cohen.

5. The Interim Committee of the General Assembly (Background paper No. 43, August 30, 1948.)

6. United Nations Chronology: Supplement No. 2, (1-1-1948 to 30-6-1948)

7. The Secretariat of the United Nations: (Background paper No. 44 of September 1, 1948.)

8. UNAC: A record of Achievement (Background release for United Nations Day.)

(Items 4 to 8 are United Nations Publications, Lake Success, New York.)

THOUGHTS ON CURRENT EVENTS

“THINKER”

Dr. Louis Renou

During the past one month Dr. Louis Renou of Sorbonne University of France, has been addressing several institutions and scholars in the City of Madras on the greatness of Sanskrit Literature and of Indian culture as reflected through this literature. Dr. Renou is a distinguished savant of oriental learning and literature and has made vast and intensive study of Sanskrit. His lectures reveal the sympathetic understanding and appreciation of the culture of India by a Westerner. Many such scholars have in the past approached the heart of our country only through Sanskrit. Sanskrit is therefore the only language that opens the door to correct knowledge of India's past. The great Epics, Ramayana and Mahabharata, and the great bible, the Bhagavat Gita, have been translated into chief European languages by scholars like Louis so that the people of the west might know something of India whose past glory lured many adventurers to find a passage to reach it both by sea and by land. But look at the hesitation in the minds of our public men and statesmen about the importance of Sanskrit language in our country! Petty parochial patriotism seems to stand in the way of this great language having once again its legitimate place in our country. Unless Sanskrit is made a compulsory subject of study at some stage in the secondary school course with provision for further study in the university stage, and knowledge of it and Indian Philosophy insisted on as an essential qualification for Indian Ambassadors overseas, our country cannot command the respect in the world for her culture and civilization. Any place that India may have in the councils of the Nations can only be on the basis of her Sanskrit culture. Sanskrit is the parent of Indian vernacular languages and many European and classical languages have words whose roots can

be traced to Sanskrit. It is reported that the study of Sanskrit is compulsory in the university of Kabul for those taking languages for the degree course since both Afghan and Pushtu have a large number of words of Sanskrit origin. I hope that the present apathy and even hatred in some quarters towards this language is only a passing phase and that when the conditions in the country settle down, the truth will be appreciated by the people and the Government that India can remain as an entity in the world only if Sanskrit has its place restored to it as it had in its days of glory.

All-India Organisation of Teachers

The need for an All-India organisation of teachers was stressed by Acharya Narendra Dev, Vice-Chancellor of the Lucknow University, in the course of his address as President at the First All-India University Teachers' Convention on 4th December 1948 at Delhi. He said: "It is the only way in which the teachers can protect their legitimate interests and succeed in exerting their influence on the side of reform and progress. It is necessary that such an organisation should embrace teachers of all categories belonging to different stages of education. It is only when a national organisation of teachers has been established that they can think of joining the world organisation of teaching profession."

I wonder if Acharya Narendra Dev was aware of the existence of the All-India Federation of Teachers, when he made the statement. People very easily forget existing things whether consciously or unconsciously and suggest *de novo* organisations.

There is an All-India Organisation of Teachers functioning for the past twenty-four years and recognised by the Government of India for representation at the World Educational Conferences. It has as its members all grades of teachers—elementary to

university stage--and as many as fourteen sections are constituted to discuss the various phases and problems of education—even including a university section. Its annual conferences are attended by distinguished educationists and teachers from all parts of the country—including the States. It is represented at the World Educational Conferences by one or two delegates, one of whom generally is its President. Dr. Amaranatha Jha, the President, and Prof. P. Seshadri, its previous president, never failed to get the organisation its due place in international conferences on education. May I therefore appeal to all those people like Acharya Narendra Dev not to ignore the Federation of Teachers but to strengthen it by bringing in every teacher as its member, either individually or through local teachers' organisations, and compel the present Government to grant it the recognition it deserves.

(Continued from page 30)

Educational Broadcasts : October to December 1948 : (All-India Radio, Madras.)

We acknowledge with thanks receipt of three pamphlets and two wall charts containing the daily programme for the quarter for Secondary and Elementary schools. As the note of the Station Director itself says, in planning the educational broadcasts for the current term the syllabus of the reorganised scheme is closely followed. There is also provision in the schedule for student participation in discussions, debates, featured incidents of historic interest, literary plays, conducted tours vividly illustrated with on-the-spot, recordings of sound effects, interviews, etc. which form the extra curricular (rather I would say *co-curricular*) activities in the new scheme.

C. R.

EDITORIAL

Teachers and the New Year.

We are happy to note that at a well attended conference of the Tiruchendur Taluk Teachers' Union, held at Arumuganeri, there was a noticeable appreciation on the part of the delegates that theirs was a national service. They expressed themselves to be ready to do their duty. A keen desire to learn and understand the principles of Basic Education was much in evidence. It was not that they had no dissatisfaction with their conditions of service and their salaries and allowances. They had; but they believed that their organisation can look to these. They strengthened the hands of their executive by passing a few well-worded resolutions on the subject but devoted the main time of the Conference to a consideration of how they might discharge their privilege of educating the children. We appreciate this attitude and we do hope, that in the New Year, this spirit would animate all gatherings of teachers.

gingly and willingly. Not only that. Teachers are expected to face the new problems that have come in with the advent of freedom and everywhere it is realised that in right education is the solution of all ills—economic, social and even political. It is therefore the duty of teachers to apply themselves seriously to face the challenge with vigour and courage.

We do not for the moment seek to minimise the bread and butter aspect. Salaries are inadequate. Inequalities exist and many managements, private and public, are still finding it difficult to come up to requirements and teachers are finding it hard to make ends meet. But teachers must have faith in organisation, strengthen their organisation and entrust them with the task of securing better conditions and better emoluments. The country to-day expects from teachers right guidance in respect of policy and programme in Education, and we are sure teachers in this province will not be found wanting.

Times have changed and the country needs devoted service given ungrud-