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THE PROGRAMME OF PHYSICAL EDUCATION IN SCHOOLS AND THE REVISED SYLLABUS IN PHYSICAL EDUCATION*

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To understand the significance of the programme of Physical Education in schools and the Revised Syllabus in Physical Education and their contribution to the total educational results it is necessary to be clear in our minds as to what we understand by physical education. Time was when the whole concept of physical education centered round a few physical jerks. This concept later changed in significance to include also the use of certain games; but now it may not be wrong to say that the concept has widened further and while physical education centres still slightly round some physical jerks it is achieved mainly through games and sports. Physical education has been considered and is still being considered as a mere adjunct to the educational scheme and is not yet regarded as a corporate and integral part of the whole cultural scheme of education. To consider it on its own merits and in the light of its contributions towards the total educational results is something different. Dr. J. F. Williams, one of the greatest leaders in the field of physical education in the U.S.A. and one who has a vast experience in the field and has given lot of thought to the subject, defines physical education as "education of the physical and

through the physical". In doing so he considers physical education to be an aspect of education, as a part of it, as a corporate part rather than as something merely added on. Through this definition of physical education he emphasises that the whole programme of physical education has the same outlook, aim and purpose as any other programme of the educational scheme. Undoubtedly physical education has got mainly to deal with the body. The body is its primary tool. Through a daily programme of physical activities, physical education aims mainly to educate the body and its inseparable mind and spirit. In other words, the body and the whole organism is trained and educated in such a way as to make it function efficiently as a harmoniously developed and well-balanced organism. The muscles, both the voluntary and the involuntary, are exercised to make them supple, pliant and in tune with each other to be able to achieve the optimum benefits with the minimum of effort. Undoubtedly, there is muscular growth and development but it is not the growth of the muscles of a Sandow but it is the growth of the muscle of a healthy being supported and strengthened by the efficient functioning of the vital organs. To say that

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the body is trained to behave as a well organised and developed organism should behave, is to say also that the body is helped to keep fit and healthy. Education of the body, of all its systems, of the external and internal, is necessarily the primary function of physical activities and so we say the body is being educated, is being trained, is being developed, is being made to function as perfectly as a healthy well-developed organism should function.

But the education of the body is not the only purpose of a programme of physical education. Education through the body is as much an end, as much a benefit as a well-developed and educated body. The mind is trained to be more alert through the many activities of the physical education programme, through situations calling for quick thinking and a power of judgment. Physical education activities are generally of such variety and they consist of so many rapidly changing situations that the participant has got to use the mind processes of analysis, synthesis and judgment in the twinkling of an eye. The mental process perhaps is the same as in the class room; but while in the class room sufficient time is available to pause and to come to a judgment, in the gymnasium or in the playground, judgment has to be made then and there, instantly and without hesitation, on the spur of the moment. It is therefore, that physical education claims to attain this high purpose of education—the training of the mind through bodily activity. To act quickly and efficiently in a rapidly changing situation or environment. It is needless for me to go into details of how the mind is thus trained. But let me give one example. In the game of football or hockey, in fact in any game or physical activity involving speed and requiring alertness, the participant has got to size up the situation in the game or the activity to a nicety before he comes to a decision. The football player does not just play with the legs alone; as he plays he is so thoroughly alert in mind that he can direct his bodily movement skilfully and efficiently to achieve the immediate purpose

of kicking or dribbling or heading or passing or dodging an opponent. Such neuro-muscular control or co-ordination as is achieved through physical education activities is not attained through any other activities. This neuro-muscular co-ordination it is that results in or amounts to an alert mind, a mind which can come to decisions not only quickly and promptly in any emergency, but safely, wisely and with economy of movement.

Physical education as education through the body aims not only at the development of the neuro-muscular co-ordination but is also concerned intimately with character development. Social and personal virtues and character traits are of tremendous importance to a citizen. No doubt in the various educational activities of a school or a college ample opportunities are provided for helping the individual to develop those virtues and traits which are essential for sound citizenship. But it is in the field of physical education, in the gymnasium, in the swimming pool, the football and hockey grounds and in all the varied group activities of a sound physical education programme that the opportunities for the development of personal, social and civic virtues are attained or found in abundance.

Sportsmanship does not mean mere excellence in play; the term connotes a perfect gentleman also. Sportsmanship involves understanding of the other, involves the practice both on the field and off the field of those great virtues like honesty, fair play, team spirit, *esprit de corps*, citizenship, obedience, discipline and numerous other qualities of character which are fundamental to life. A programme of physical education affords, time and again, opportunities to the participant to develop those great virtues that are of great value not only during the school or college career but also later in holding the responsibilities of the citizen. We say physical education is education through the body because the same groups of bodily activities which make the body healthy and physically fit are also utilised to provide ample

opportunities for the development of morals and character by which society is advanced and improved.

To understand the new Syllabus and the new Programme in Physical Education, therefore, it is necessary to revise our concept of physical education, understand it aright and to think of it as an integral or inseparable aspect of education, that is, as a part and parcel of education. It is a part of education not just because of an accident or an expediency, but because of its inherent contribution to the development of the individual as a whole. If academic education uses the mind as a tool and thereby tries to train the intellect through the several subjects of the curriculum of studies such as English, Mathematics, History, Science and languages, Physical Education as an equally important aspect of education uses the body as its tool and includes in its curriculum of activities a wide variety of skills and situations such as have been now listed in the revised Syllabus. Not that these activities are exhaustive or the only ones that could be made use of; but these are some of the most essential. To these could be added water sports like swimming, diving, boating, outing activities including hiking and camping, combative activities like boxing, wrestling and so on. There are many more activities which could and should be included in the programme, if facilities permit; but the activities which have been listed or recommended have been selected on the basis of the wide experience of many countries and the progressive scientific findings of biologists and psychologists. In the revised Syllabus the needs and limits of the schools in this Province have been kept in view and only limited groups of activities are included in the programme, which has to be tried out during the school working day and within the time-table of the school.

The principles on which the Syllabus has been revised are as follows:—

(1) In the first place, it is essential that for the achievement of the results mentioned above through physical

education, adequate provision should be made daily for the bodily activities. The syllabus itself includes certain activities which should be taught during the periods of the school time-table and these should be supplemented by activities on other days through activity periods allotted outside the time table. The need for daily physical activity is considered absolutely necessary.

(2) Total body activity is also an equally important need. It is not just the muscular exercising of the arms or the legs or the trunk; but it is affording the opportunities for the exercise of the whole body, of the total musculature both voluntary and involuntary that is basic to effective physical education.

(3) The activities given are of a wide variety and only by such variety can we provide opportunities for total bodily activity and at the same time sustain the interest of the participant in physical activity. A varied programme incidentally facilitates also achievement and progress.

(4) Supervision, guidance, instruction are considered fundamental; and, therefore, it has been very strongly recommended that the proportion of physical education teachers to handle this programme of physical education should be in the ratio of one for every 250 pupils. Each teacher should handle at a time not more than a division of a class of 40 boys, as mass instruction will not be generally helpful to gain the pupil's interest and sustain it. Individual attention is as necessary in physical education and as important as in any other educational activity.

(5) Lastly, an attempt is made to provide such activities as are generally attractive to pupils and will therefore provide an abiding source of interest to those participating in them and will serve at the same time as carry-over activities for use even later in life as a means of maintaining their own health and ensuring their physical welfare as citizens.

The specific objectives of the several groups of activities in the revised syllabus may be said to be the following:

(1) Marching.

Body carriage, response to command, obedience, discipline, rhythm, group sense and orderliness are some of the values that are aimed at. Marching is generally considered to be a military activity. As we are a free and independent people we should so train our pupils as to prepare them to a certain extent to be disciplined even for a military career if need be. While marching in peace the pupil should be prepared to march for war. Though we would very much abhor the idea of war recurring again, so long as human nature is what it is—avaricious, greedy, selfish and ambitious to dominate over others,—it is necessary to prepare ourselves against the eventualities of war. Not that through marching alone will the preparation for war be complete, but that these activities well combined along with the others of the Syllabus would render the pupil physically fit for the stress and strain of war. Military training is advocated by many as a panacea for the physical degeneracy and unfitness of our nation; but it is necessary first of all, to see that those who join the armed forces are physically fit and really able to take up the strenuous and arduous tasks of a military career. A sound programme of physical education with its wide variety of activities lays the foundations of our national strength not only in peace but also in war.

(2) Body building Exercises of the Free Arm Type and Indigenous Type.

Agility, strength, endurance, muscular tone and form, self-control, determination, keep fit, all-round body development are some of the values that are expected to result from them. They do not involve the use of any apparatus and can therefore be used at any time, in any period of life. These are essentially carry over activities which are useful throughout life as a means of welfare.

(3) Yogic Asana Exercises.

The objectives of these exercises are :

(1) To induce the habit of good posture in sitting, independent of support.

(2) To strengthen the shoulder and knee joints and to increase their mobility or flexibility.

(3) To stretch and strengthen the muscles of the neck, back, abdomen, hips and legs.

(4) To correct tendencies to stoop or to uneven shoulders or to scoliosis.

(5) To teach muscular relaxation.

These are traditional exercises of national origin and, coming from the hoary past, have a definite appeal to the nation.

A word of explanation regarding these Yogic Asana Exercises is, however, necessary. In the first place they are not introduced in the Syllabus as Yoga Asanas. Yoga Asanas are generally static and reposeful and result in negation of activity. As they are introduced in the Syllabus these are exercises of a dynamic nature and calculated to serve merely as general physical exercises for total body activity.

It is urged by many that these Yoga Asanas should be practised only early in the mornings; that they should not be introduced in the middle of the day. Asanas being intended mainly for silent meditation, the silence and coolness of early morning hours are very useful for this purpose. Many asanas are also claimed to be curative for a number of ills that the human body is prey to. Such asanas may have to be practised in the early hours of the morning. Because of the dynamic feature given to the Asana exercises listed in the syllabus, it may not be absolutely necessary to restrict the practice of these exercises to any particular time of the day provided the general rules of physical exercise are observed. Just like any other exercise, it appears as if these Yogic Asana Exercises could also be introduced along with other activities during the part of the day most conducive to physical development.

(4) Competitive and Non-Competitive Games.

Through these activities recreation, organic growth, obedience, discipline, good sportsmanship, co-operation, physical alertness, sense perceptions, etc.

can be developed. Particularly during the team games, team spirit, loyalty, sense of response, courage and resourcefulness can be achieved. These games, being varied and natural, serve as valuable means of enjoyment and of general physical exercise; and besides they inculcate the great virtues of sportsmanship.

(5) Fundamental skills of Games and Athletics and lead up Activities.

The poor standard in athletics and games displayed by our boys in the interschool sports and games tournaments indicate that sufficient attention is not given to the teaching of the fundamental skills of these activities to the pupils at a time they are in a position to learn. It is incumbent on teachers of physical education that they should give proper instruction in the fundamental skills of games and athletics so that the pupils may know how correctly to play the games and take part in athletics and improve day by day in the acquisition of play skills with more and more practice. If India has to take a very high place among the nations in games and athletics and if she has to gain a lead over other nations as in hockey, it is urgent that a carefully planned programme of training in these games and sports should be adopted.

(6) Rhythmic Activities.

Rhythm, grace, expression, aesthetic appreciation, group work, etc., are some of the values of the rhythmic activities. Folk dances, the gymnastic dances and the classical dances have a great contribution to make in education and they are as essential in the physical education programmes of boys as in those of girls.

(7) Set Drills.

Through these set drills, varied through the use of light apparatus, precision is attained and practice in group work given. The use of apparatus adds to the interest of pupils in exercises. Light apparatus like dumb bells, Indian clubs, lathies, wands, lezim, poles etc. are of real value.

(8) Stunts, Tumbling and Pyramids.

Correct posture, alertness, strength, steadiness, grit, control, balance, agility, daring, courage, team work are some of the values of these activities. These are achieved not by merely knowing all about them but by constant practice. Opportunity is, therefore, given for participation in them in order to produce these results.

(9) Efficiency Tests.

These are necessary for any physical education programme just as examinations are necessary to test the progress of students in class work. The individual excellence of performance and the progress in standards of achievement and physical development can only be decided by specific batteries of tests. Efficiency tests are included as a required item in the syllabus and have to be conducted at least once in a year.

It will thus be seen that the activities included in the physical education syllabus are of such a nature as to provide the pupils with ample opportunities for the learning and practice of activities essential for their bodily development, health and physical well-being. In addition to these however, the programme of physical education should also include as already indicated, games and sports and other activities which are not listed in the Syllabus but which can be provided in the school such as the combative activities like boxing, and wrestling, water sports like swimming, diving, etc., and outing activities. Such of those activities as schools can afford should be offered to boys in the intramural sports and games programme immediately after the school is over, i.e. after indoor class work, but yet as part of the regular school work. During these periods called "Participation Periods" it is possible for a teacher to handle more than 40 pupils. As a matter of fact he is expected to engage on the playgrounds as many as the playground can accommodate. And for such intramural games and sports programme it has been recommended that if the major games like football,

hockey and cricket stand in the way of providing for the larger number of pupils they may be held up for the time being, and the grounds used for some of the small area games like Volley Ball, Basket ball and Indigenous games. The purpose of the intramural programme is to provide every pupil an opportunity to take part in as many different types of sports and games activities as a school can afford and thus to supplement the results of the activities of the syllabus through active participation in these supplemental activities. Besides this, intramural programme it is also recommended that schools should provide play periods after the participation periods to enable such of those students as are highly proficient in several games to get together and to be trained into representative school teams. It is the training given in these periods which may be called "Optional play periods" that is of value to the teams that are to be entered for interschool tournaments or competitions. It is needless to say that even these optional play period activities should be closely supervised and guided just as the activities of the syllabus or the activities of the intramural programme should be both from the point of view of skills and of character.

One other aspect of the physical education programme in schools is tournaments and competitions. Each school should organise its own intraschool sports competitions and games tournaments. These are essential and should be encouraged as far as possible to provide as many opportunities for a large number of boys to get the benefits of such competitions and tournaments. But, as far as the District Interschool or District Sports and Tournaments are concerned it is desirable that schools should prepare carefully before they enter for the tournaments and send up teams well organised, well trained and well coached for these strenuous competitions. It is as a result of the experience of many years that it has been recommended that all tournaments except for seniors should be scrapped and that athletic sports com-

petitions should be open to only two classes namely seniors and juniors. Some districts have already accepted these suggestions in the interest of the pupils, of better competition, better standards and better sports. It is hoped that these suggestions would be welcomed in all the districts soon. In this connection it will be of interest to remember that the U.S.A. suggestion for a Junior Olympics every four years has not met with support in British Sporting circles where it is felt that hard competitions between youth ultimately do more harm than good and that tender years should be spent in training and coaching for strenuous rivalry to come later.

In conclusion, it may not be out of place again to emphasise that physical education is not mere body development but that it is an aspect of education which, using the body as its tool, contributes largely to the education of the total organism. To achieve this result no doubt certain minimum requirements should be fulfilled as a preliminary. Playgrounds are necessary. The Government have taken steps to help schools in this respect by making the required budget provision for the development of playgrounds. The scheme is to spread over a period of ten years. The Training of more Teachers of Physical Education and the appointment of District Physical Directors are some of the accepted proposals of the Post-war Reconstruction Schemes. Thus Government are taking necessary steps to accelerate the progress of Physical Education. That progress also depends on the co-operation of the managements and headmasters and the members of the profession. Candidates for training as physical education teachers should be deputed. Effective steps should be taken to improve the playground situation not only by providing adequate playgrounds, but also by using the available playground fully a hundred per cent. Necessary provision should be made in the timetable daily for a sound programme of physical education so as to supplement

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"QUESTIONING" IN THE EDUCATIVE PROCESS

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Education is a 'developing process,' and in this process the question plays no mean a part. The question is the key to all educative activity. It is as Prof. Bossing says "the major mainspring to mental activity." By a conscious process of good questioning an intelligent teacher can lead his educational traveller through unfamiliar regions to a desired destination. A teacher's skill can be measured by the way he handles this most important pedagogical instrument. The acquisition of a good style of questioning may be laid down definitely as one of the essential ambitions of a young teacher. A good questioner is a good teacher. Having stressed the importance of questioning in the educative process, we shall now proceed to deal with some essential principles of questioning, the question-and-answer method, the teacher prerequisites to successful class questioning and finally the testing of the teacher's ability in oral questioning.

Essential principles of questioning

"The art of putting questions is one of the first and most necessary arts to be acquired by a teacher. To know how to put a good question is to have gone a long way towards becoming a skilful and efficient instructor. Questions must be put in a pleasing manner so as to invite genuine activity of the mind. Questions should be audible. Questions should not be given to the pupils in any regular order e.g., by rows of seats. The pupils of the class would not be troubled about the work until their turn comes. Almost as bad is the method of asking questions which prefixes the questions with the names of the pupils who are to answer. The pupils other than the one addressed will realise that there is nothing for them to do. The teacher should address the question to the whole class, should announce the question, and then wait long enough for all

to be active before calling on any one. Young teachers frequently conceive of an ideal lesson as one in which the teacher maintains brisk fire of questions from first to last. A series of rapid-fire drill questions is at times an excellent device for the review or testing of what has already been learned. It is however practically useless as a teaching device, that is as a means of helping a class to learn a new material. Miss R. Stevens tells us that in New York City High School 576 questions were put in five periods of 40 minutes each so that the rate is about 2.58 questions and 2.58 answers per minute for each of the 200 minutes. A large number of questions is an indisputable index of bad teaching except in some modern language and developmental lessons. Thought questions are put at a rate too rapid for a large majority of the class. Time is required to perceive thought relations and hence it is an imperative necessity that the teacher should allow a reasonable amount of time for the pupils to comprehend and answer the question.

Questions must be evenly distributed all over the class. There should be no repetition of questions as repetition of questions breeds inattention on the part of the pupils. There should be logical sequence in questioning in the various stages of the lesson. In putting a series of questions great care should be taken to preserve continuity and order. Each question should grow out of the last answer or be in some way logically connected with it.

The question-and-answer method

The teaching type of question or the thought question is so important that it has been exalted to the dignity of a special method known as the Question and Answer or Catechetical Method. Its main virtue is that it demands the reciprocal activity of pupil and teacher. No

fault is more common among inexperienced teachers than the tendency to do all the talking and to treat the pupils as mere sleeping partners. The Catechetical Method is a good corrective to the purely Telling Method or the Lecture Method.

The Lecture Method is a typical instance of the pouring-in-process in Education. It is impression without expression which is the other half of the learning process. The pupils need frequent periods of discussion. On no other basis can adequate assimilation be expected.

The disadvantage of the question-and-answer Method is its tendency to beat about the bush, to be discursive, and to wander from the point. It requires great skill on the part of the teacher. In fact the art of teaching probably finds its widest scope in the application of this method.

Teacher pre-requisites to successful class questioning

The teacher must be well skilled in the art of questioning for it plays the most important part in the exercise of his craft. How can skill in questioning be obtained? Mere practice will not do. Practice should be guided by established principles of questioning. As Professor S. C. Parker says, clear and rapid thinking is essential. Clarity involves mastery of the subject-matter and the habit of logical thinking. A keen sense of relative values of the questions is also necessary. The teacher words his questions very skilfully. Care in the selection of words which have the same experimental content for both the teacher and the pupil is essential. Again the teacher should possess self-confidence.

Above all it is absolutely essential to bring conscious attention to bear upon the subject before one can command the habit of questioning well. A teacher who wishes to improve his questioning

should plan the major questions to be asked. All questions obviously cannot be planned. But there should be no random questioning. He should make adequate preparation for each lesson. Questions must be as far as possible worked out before-hand and arranged in a proper order. One cannot trust to the inspiration of the moment for this factor. As Dr. W. C. Bagley well observes in his "The Educative Process," the teacher who has got beyond the necessity for a strenuous daily preparation has outlived his professional usefulness.

How may efficiency in questioning be tested?

A rating list from W. H. Burton ("Supervision and the improvement of Teaching", P. 91) is quoted as a test of the teacher's ability in oral questioning.

1. Does the question satisfy the requirements of a good question?
2. Does the teacher follow the principles of questioning?
3. Does the teacher use thought and drill questions in right proportions?
4. Does the teacher avoid answering the questions himself?

To these we would add one more. The answer should always be considered in framing a question.

Conclusion

To sum up the question plays a vital part in the educative process. A teacher's skill lies in his mastery of the art of questioning. He should have a thorough knowledge of the tests of a good question, the different types of questions and their utility and the principles of questioning. It is his skill in questioning that largely determines his efficiency in instruction. He should have sound practice in the art of questioning.

GOVERNMENT'S EDUCATIONAL PUBLICITY

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About quarter of a century ago, Dr. Annie Besant wrote, "When India gains her political freedom, may she be wise enough to restore Freedom to Education and Culture, and once more, the higher honour to Learning." Hence the latest move of the Madras Government to achieve publicity of their educational policy and reforms is not a step in the right direction. Nothing is more dangerous to the country than regimentation of educational opinions. The Government seem to opine that their work in the educational sphere is not appreciated on account of inadequate publicity and incorrect accounts of the activities in the various branches and aspects of education appearing in some newspapers and magazines.

The Government's educational policy and work are getting enough of publicity. The Minister for Education is strenuously and zealously active in making speeches on public platforms and on the air which are fully reported in the daily press and the Government's organ "Madras Information," which gives in every issue of it more pages to the Educational portfolio than to the rest. It is open to the Government even now to correct wrong statements in the press and in the periodicals. A separate organisation for publicity is not necessary and will defeat its objective. When Lord Willingdon was Governor of Madras and the Non-cooperation movement was in full swing, a publicity bureau consisting of some headmasters and others in Madras City similar to the one now contemplated was organised and pamphlets were issued and circulated to schools; but it was a failure. In education there have been differences of opinion since the days of Plato; and these should be welcomed by the Government.

After all, the Government's educational policy is not free from criticism.

The ideology of making manly, self-reliant, God-fearing citizens is accepted by all; but the methods of achieving the objective may be different and subject to criticism. The Government's having an open mind to change or modify their views may be laudable, but it causes great dislocation in the work of schools. No amount of explanation by the officers of the Department will be satisfying. A syllabus for the compulsory study of Tirukkural was introduced in the middle of the school year 1947-48; and a revised syllabus has been introduced after the re-opening of the schools for adoption in 1948-49. In the schools which were teaching Hindi in the first three forms, orders were issued for teaching Hindustani from the Second to the Fourth Forms from January 1946, in the middle of the school year 1946-47. Now Hindustani is to be taught this year from the First Form onwards. English is taught from the Second Form onwards from this school year; but who knows that it will have to be reintroduced from the First Form, in accordance with the recommendations of the Syndicate of the Madras University? A syllabus for Engineering was drawn up in 1946 for imparting theoretical and practical instruction simultaneously in the Fourth form in the several branches of engineering in four groups of six pupils each; and equipment list was drawn up for a unit of six pupils in woodwork, smithy, electrical-wiring and auto-mechanics. But an entirely different syllabus for engineering has been communicated now, requiring practical work in woodwork in the Fourth Form, Fitting in the Fifth Form, and Electrical Engineering in the Sixth Form; but the equipment list of 1946 has not been modified. Advance grants have been sanctioned for purchase of equipment detailed in the syllabus. How the equipment prescribed for a batch

of six pupils is to be used for the whole class of the maximum 24 pupils in the branch of Engineering introduced in the Fourth Form is a problem. Again, guide books are to be published before syllabuses are finalised. Prof. Venkatarangiah's editorials in 'Educational India' on Social Studies deserve consideration. At any rate, the suggestion that social studies may begin in the Fourth Form after a good grounding in history and geography is given in the lower forms seems to offer a happy compromise in the period of transition. Taking up larger issues, the Madras Government's scheme of basic education is not identical with Gandhiji's scheme of basic education, and the reasons for departure have not so far been explained. There is therefore room for criticisms of Government's educational policy; and it is hoped that teachers and the public at large would not be asked to take for granted that the Government's views on education are the only true or correct ones. Independent opinions on education should

be welcomed, lest totalitarianism should develop in the sphere of education to the detriment of our national interests.

The Government will do well to encourage the few educational magazines now running in the province insist on each school subscribing for all of them, and permit their officers too to enjoy academic freedom without, of course, causing embarrassment to the Government, by contributing articles to the educational magazines. I do hope that the Government will abandon their new move for publicity.

May I conclude with this fitting observation of Sir Fred Clarke, a leading authority on educational sociology in his "The study of Education in England."

"If we conducted our medical and engineering services and industrial production in the same way as we carry on discussions about education, most patients would die, most bridges would fall down and most manufacturing concerns would go bankrupt."

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the work that is being done in the school through other educational activities.

Independent India requires that her citizens should be strong and physically fit, brave, able, daring and healthy, alert in mind and of high character. Physical education programme provides opportunities to develop such citizens in no small degree. The greater attention paid to physical education, the more importance paid to it in the whole educational scheme and the closer co-operation and integration with the other activities of the educational curriculum, the greater no doubt will be the success and the benefits that accrue from the physical education scheme. If physical education has not succeeded so far, it is not because of its inherent weakness or because it is lacking in contribution but because real opportunity has not been given for physical education to succeed. Without sufficient and adequately trained physical

education leadership or the provision of facilities such as playgrounds, equipment, etc., or the setting apart of the time necessary for daily physical activity, it is futile to expect results. Unless these fundamental wants are fully met, physical education will never succeed. It is open to all who are interested in the physical, mental and moral health and welfare of pupils, who look upon these youngsters as future citizens of this great country to pause and consider what steps should be taken to see that these defects no longer continue to exist. Every opportunity should be given, every facility provided and ample time allowed to the thousands and thousands of boys and girls who pass through school during the many impressionable years of their lives to take part in these activities so that they may emerge from schools as stalwart citizens, able ultimately to shoulder the responsibilities of the future India with courage, hope and cheer.

CITIZENSHIP TRAINING CAMPS

I. NELLORE

Y. VITTAL RAO, M.A., B.ED.

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The Fourth Citizenship training camp had its course in the V. R. College High School premises from 18th October to 22nd October, 1948. Thanks to the arrangements made by the Headmaster of the School as also the Departmental Officers, the course was conducted successfully under the guidance of the Special Officer Sri T. V. Nilakantan.

Sri T. V. Nilakantan, a stranger at first sight, but an acquaintance quickly turning into friend, philosopher and guide, with a dynamic personality and wonderful power of expression and application, is one of the rare personalities one comes across. There is a commander, an efficient teacher, and a faithful friend in him. He is the embodiment of patience and forbearance the essential qualities of a true citizen. He has, in short, a sort of versatility which has excited the awe and admiration of the teachers and the public that had occasion to have any sort of contact with him.

Even on the first day, immediately after the inauguration by the Divisional Inspector of Schools, Anantapur, and also a few introductory observations by the Special Officer, the officer very skilfully made all fall into the work proper, of forming into several squads, which again into classes, and the election of the School Pupil Leader, the representative of the whole camp.

The camp was run on the model of a Republic, with a Parliament, a Speaker and a Deputy Speaker, and Ministers of Food and Health besides the School Pupil Leader who was the Premier also, with Secretaries to assist them. It is worth stating that the camp was representative of the Lady Teachers also, who formed "the Aruna" class, of whom the Minister for Health and the Deputy Speaker were elected, and who not a little contributed to the

picturesque and colourful atmosphere of the camp.

The camp had a daily routine to be observed strictly, and the most noteworthy features of the routine, besides the breakfast, dinner, afternoon tea and supper, were the Flag Salutation by the campers standing in the proper line according to different squads under their respective squad leaders who follow their concerned Class Leader, at the signal of the School Pupil Leader, Spare Time Activity and the Night's Council which sat at camp fire after supper for entertainment and diverting talks.

The class instruction on "citizenship" by the Officer according to the Syllabus book in the forenoon and the afternoon for one and a half hours at a time, was followed by the Trainees in a very rapt attention, for the items as seen at first in the syllabus considered impracticable and dull, were made so interesting, clear and practicable. The Officer has a facility of expression, due balance in the use of words and a commanding voice which rang through the hall.

The Demonstration classes made the Trainees feel like small pupils before their teacher, in spite of the age of several teachers ranging from 20 to 52 years nearly. Inter-class, and Inter-squad co operation was superb and the entertainment items by the campers enlivened the camp.

The inspection of the camp in squads by the officer afforded a good scope for the healthy but amusing rivalry between the squads for neatness, alertness and improvisation of gadgets, to snatch the banner of merit for the day. In spite of the Aruna's monopoly of the flag for two successive times, the other classes vied with them in displaying their sense of neatness and aesthetics, and could at

last have the banner out of the Arunas, who though in the end recovered it for themselves.

There has been a sort of misapprehension and scepticism about the course, and it was quite evident even among the educated people. "What is citizenship?" they say, "nothing but scouting." But does everyone know the real features of scouting? Scouting was only voluntary, to make the youth of the country owe allegiance to the British Flag and do useful service to humanity. Citizenship is more comprehensive and expects every future youth to owe allegiance to the National Flag and render useful service to the Nation as well as the entire humanity. The idea of a world citizen is not new to this.

When scouting was introduced, barely a few percentage had the advantage of knowing its elements, whereas now this course aims at diffusion of the elements to all, so that even in little matters of daily life, the pupil must feel confident that there is something he can do, not merely carrying books to school and returning with a load of them. A

thorough knowledge of the civil institutions, and of the locality where the pupil lives, the way of directing a stranger or an enquirer to a particular spot, observation and appreciation of natural phenomena in relation to the actual life,—all these are undoubtedly indispensable for every pupil. In short, citizenship only aims at synchronising the various branches of knowledge to the application in actual life. Not that other subjects would fail to do it. But in practice, they made the pupils book-worms mostly and examination-passing products. While not dispensing with what the other subjects were doing, this new subject, 'the name new' but the 'concept' very old in history aims at a readjustment of the pupil and his knowledge to the new requirements of the country which is direly in need of worthy citizens in future, if we want to make our freedom a reality. The Department has to be thanked immensely for this arrangement of itinerant courses of Citizenship Training by which many teachers have been benefited to a great deal.

II. CHITTOOR

A. S. VENKATARAMAN

Headmaster and Convenor

Chittoor Secondary School Teachers' Refresher Camps on the 10th and 11th December 1948.

In the idyllic woodlands of the B. S. Kannan High School in between two roads, the camp opened at 6-30 A.M. with a general assembly of 92 campers. After the flag salutation the proceedings began. Sri A. S. Venkataraman, convenor of the course, welcomed the gathering of teachers. Sri C. Raghunathan, Dt. Educational officer and camp chief, in his inaugural talk emphasised the idea, "Let us achieve something by making education activity centred." Sri A. S. Venkataraman in initiating the talk on '*Citizenship-Training and Social Studies*' described the 'I know everything' behaviour as unsocial and learning as a social co-

operative venture. Citizenship training and social studies corresponded to the body and brain of humanity. Sri K. Natesa Iyer opened a talk on languages, bifurcated courses, mathematics and sciences. Then followed a discussion on *citizenship-training*.

The whole of the afternoon session was taken up with an explanation and clarification of *social studies* syllabuses by the D.E.O.

After lunch a short playlet on '*The Importance of the Vote*' composed by Sri Sundarachari was enacted by the Board High School girls. Next Sri A. S. Venkataraman spoke on *Contour maps* with special reference to maps 57 $\frac{v}{3}$ and 57 $\frac{v}{4}$. According to him the ordinary wall maps were mere conven-

(Continued on Page 53)

GLEANINGS

Should we be teaching the same subjects to-day as we taught before the war, or have the experiences of the war years made changes necessary in the school curriculum?

Educational systems reflect the ways of thinking and ways of living of different societies and as such will never be completely uniform. But it is possible to see certain trends developing in various parts of the world as a result of searching inquiries by educators and laymen on the aims of education and the methods of achieving those aims. In several countries this reconsideration of education has resulted in curriculum changes made by the national or local Governments. For older boys and girls there is considerable divergence of opinion as to what should be taught, but for young children there seems to be much more unanimity of opinion.

Most of the subjects which have always been considered basic, are still basic to-day—such as reading, writing, and arithmetic. The methods by which they are taught are changing, but the subjects are very much a part of the curriculum everywhere.

There is an increasing recognition, however, of the rights of the child—the right to happiness both in and out of school, the right to his full individual development, the right to be guided into an understanding of the human and physical world in which he lives. There is a greater awareness than ever before that such happiness and growth depend upon the child's physical and mental health; upon the exercise of discipline developed from within rather than imposed from without; upon the encouragement of individual abilities as well as the acquisition of the skills needed by all; upon an appreciation of beauty and a chance to develop self-expression through some form of creative art; upon the ability to communicate with others; upon an understanding of the scientific age in

which we live and an ability to adjust to it and make use of it for worthy ends; and upon an intelligent participation in the life of the society or societies of which one is a member.

Recognition of these rights has led to curriculum changes in many places. Some of these are outlined below:—

Health Education:

When observance of the simple rules of bodily cleanliness, of proper sleep, of as much sunshine and fresh air as is possible, may mean the difference between life and death and the difference between combatting epidemics and helping them to spread, Health Education looms large in the work of the classroom teacher. Most teachers will want to advise and consult with the local authorities to see in what ways they can be of help to them in combatting disease and strengthening their pupils. Teachers will want to teach some of the elementary facts about health, and encourage the children to make up simple plays about them, draw posters to help combat disease, and listen to talks and watch demonstrations arranged by Government health authorities. In the school itself teachers will want to carry out these simple rules of health by taking their classes outdoors as much as possible, by having nap periods for the smaller children, and by insuring the most complete sanitation possible in the buildings. Close co-operation should be encouraged with the home on all these points.

Communication:

Written communication has always been an important part of school in every part of the world. It will undoubtedly remain so. But educators in various parts of the world are more and more stressing the fact that most children will communicate orally most of the time. With this fact in mind, they are emphasizing the importance of oral communication as an essential of classroom work, particularly with small

children. Teachers in war-devastated countries may want to consider the merits and demerits of this emphasis.

The Creative Arts:

The more the psychologists delve into the inner life of children, the more importance they attach to music, painting, rhythms, dancing, plays, and all forms of handicraft for small children. These activities release children from all kinds of inhibitions which need channels for positive outlet. Imagination and creativity are an integral part of boys and girls and need to be provided for in their learning experiences: No teacher can supervise all these subjects, but he or she can provide the ways and means for something of the creative arts in the life of his or her school children, and can often enlist the aid of others in the community in other phases of this work.

Science:

The mechanization of the modern world and the discoveries of recent months and years have made educators realise that we are living in an industrial world, and that our education must help us prepare for such a life. Scientific interests are most likely to develop in the young adolescent, but teachers are more and more trying to help young children understand and appreciate the world around them by observance and understanding of the simple phenomena of nature in the weather, in the growth of crops, in changes in seasons, in the stars, and in a simple understanding of human growth and development. With very young children much of this is intended to cultivate and feed the sense of wonder in them, as well as to help them achieve a feeling of at-homeness in the universe and to give them a sense of the permanent and imperishable.

Social Studies and Civic Education:

There is a noticeable trend all over the world to combine geography and history into what some people are calling the social studies, and to have children study ways of living in their own immediate environment first, then in different parts of the world under

widely varying conditions. This approach is based on the theory that children are most interested in their first few years in the world in which they live—which is the local community—then in the world into which they are growing—which is their nation and the world. With the development of world communication, world transportation, world government, more and more attention is being given with older students to world geography and world history and simple international relations and current affairs.

Combined with this is the emphasis upon the school and classroom as laboratories in citizenship training. It is increasingly realized that the basic attitudes and actions which are developed in the human relationships of the classroom and school are those which will be applied later to civic, national and world affairs. Bearing this fact in mind, more and more teachers are looking upon their classrooms as miniature democracies in which future citizens of the community, nation and world are being trained.—(*From the Teacher and the Post-war Child*).

Vocational Guidance and the Teacher

Vocational Guidance is one of those youth services which have acquired a richer meaning in this modern age, so much so that no teacher of secondary school pupils can expect to be able to discharge his duties effectively without some knowledge of what this service involves and how its aims can be achieved.

Vocational Guidance has been defined as "the giving of information, assistance and advice in regard to choosing a career, preparing for it, entering it and progressing in it." The definition has been interpreted in various ways, but the liberal view of it requires that the organisations which are concerned with the *choice* of an occupation and with the *preparation* for it, should be appropriately linked with those which give help in *finding employment* and in promoting subsequent progress. Too often the emphasis has been on the agencies of *placement* rather than on the

instruments of *guidance*, among whom are to be found, of course, all progressive teachers. Yet the educational implications of the definition are not difficult to discern; in the secondary school the provision of suitable courses of study presupposes a serious consideration of the career problem both before and during the school course itself. . . .

Some teachers may be surprised, perhaps even annoyed, at this interpretation of their function; for there has undoubtedly been a tendency in some schools to regard the vocational aspects of education as outside their main sphere of interest and activity. But education concerns the whole man, and we cannot isolate any of the numerous aspects of his development and try to deal with each independently. If Vocational Guidance is to have any real meaning in the schools of today, it must serve as a coordinating influence, bringing together many diverse aspects of the individual's growth and development and relating them to the adult society which he is shortly to enter.

Not a Recent Innovation

Contrary to general belief, Vocational guidance is not a recent innovation but an aspect of education whose roots lie deep in the past. The problem of preparing for occupational life has, in one form or another, occupied the minds of parents and educators in many previous generations and has been discussed quite explicitly by Elyot, Brinsley, Milton and other eminent English writers. The conditions of employment and the means and methods of education are, of course, very different now from what they were when the Courtly Academies flourished; consequently our interpretation of the nature of the vocational services which young people require must be adjusted suitably to the range of industrial and professional careers which lie before them. In short, while the procedures and methods may be, in some respects revolutionary, the basic intention in Vocational Guidance is, as it always has been, to help the child to solve

his peculiarly personal problems of growth and adjustment, and this obviously, involves much more than assisting him to find a job.

The Vocational Psychologist

It is the realisation of this which has influenced the development of Vocational Guidance during recent years. The means and methods have changed during the present century, partly because the introduction of large numbers of young people into expanding industries has brought new problems, partly because secondary education has developed greatly in the same period, and partly because new discoveries in the field of mental measurement have enabled us to study the abilities of children more effectively than ever before. *To know how to distinguish the potential capacity of one child from that of another would seem essential if we are to provide each with the education and training most appropriate to his needs and, at the same time, to avoid time wasting trial and error procedures.* It is fair to say that the vocational psychologist is now giving us reliable techniques of child study which will enable us to make these very important distinctions sufficiently accurately for sound guidance, and that they are techniques with which most secondary teachers should be acquainted. This is not to say that the teacher must become a trained vocational psychologist; but if he is to help in the coordination of guidance activities, he must have some knowledge of what these are and how they affect his work.—(*From the Educational Times, Sep. 1948*).

Role of the Teacher in International Affairs

In the first place, I suggest that only good citizenship in separate country can ensure good international relations between countries. In establishing such good citizenship, it is merely repeating the obvious to say that the teacher is all-important. The first objective of such teaching, even in respect of citizenship, is to think clearly, to express thought clearly, both in word and writ-

ing. This may seem an irrelevant, even trivial consideration, but I assure you that it is not so. International relations are bedevilled by prejudice and misunderstanding which are often the result of the inability of the half-educated mind to resist the appeals of other half educated minds; of inability to look behind the headlines which, with all respect, are often mischievous and misleading; of inability to distinguish between the sincere and the sham, between the true and false appeal, between the appeal to prejudice and the appeal to reason. The results can be disastrous when sloppy thinking, when the mentality of the catch slogan and the comic strip is applied to international problems.—(*Educational Review of Canada, page 5 of October 1948.*)

Education is a Human Right

1. Everyone has a right to education. Elementary and fundamental education shall be free and compulsory and there shall be equal access on the basis of merit to higher education.

2. Education shall be directed to the full development of the human personality, to strengthening respect for human rights and fundamental freedoms and to combating the spirit of intolerance and hatred against other nations and against racial and religious groups everywhere.—(*Phi Delta Kappan, October 1948, page 64.*)

The Teaching of Internationalism

Education in world-citizenship is a difficult task; it is not wholly free from danger. * * * * * By common consent some preparation should be given for the duties and responsibilities of citizenship; but it is of the highest importance that the dangers inherent in the task should be recognised and avoided.

Adolescence is the period of violent enthusiasms and strong loyalties. It is the time when sides are taken not as the result of weighing the pros and cons, the advantages or disadvantages of a case, but largely on experiences consequent on accidental circumstances.

Emotion often plays a greater part in the decision than does knowledge. The consequence is that frequently extreme opinions are expressed with more vigour than sound sense. * * *

The whole method of approach and presentation of internationalism, demands most serious and careful thought. No one, could be a good internationalist who was not making his contribution to the life of his own nation. Citizenship, like charity, begins at home. The first aim should be the training of worthy citizens, those who are prepared to be competent both as workers and as members of the community. It is too much to expect persons who cannot live at peace with their fellowmen whom they meet every day to be ambassadors of universal peace.—(*Schoolmaster, 11th Nov. 1948, page 498.*)

The Three Groups of Teachers

Contact with numerous teachers over a long period has led me to the opinion that we tend to fall into three broad groups. First of all, there are the steady conformers who have a bias in favour of long established methods and are therefore apt to keep on saying "Change and decay in all around I see." They may have pleasant recollections of their own school days and see no reason why schools should not continue very much the same as in those happy times. Such teachers there will always be, for their point of view is the result to some extent of their natural inborn disposition and temperament. Provided they do not unduly predominate in numbers in any school, they are valuable members, for they keep our feet on the ground, they are apt to provide a very desirable challenge regarding new developments, and they are a guarantee that progress will be a matter of evolution rather than revolution.

Secondly, there are those teachers who might be called the enthusiastic reformers, who are continually blazing the trail in all sorts of directions, perhaps not going very far in any particular direction, but nevertheless exploring the ground, sometimes m g - t

ing with success and sometimes with failure. Such people serve as pathfinders, for they are more concerned with the way ahead than with the road on which they are standing. Sometimes they may not be among the most successful teachers in the classroom, but they are naturally endowed with the pioneering spirit, and therefore their maximum contribution in the field of education is to be expected in this direction. They may irritate the traditional members of the first group mentioned above, but heated discussions on professional matters is a healthy sign in any staff room.

Thirdly, there are those teachers who lie midway between the steady conformers and the enthusiastic reformers and who therefore may be called the cautious progressives. They are less venturesome than the enthusiastic reformers, although keeping a keen eye on experiments that are being carried on by others. They are less static than those who are bound down by tradition and custom, but when they do introduce a change they make sure that it is not associated with decay. They are looking forward as well as backward, and are continually relating the present to the future as well as the past. They therefore possess some of the stability of the traditional routine member allied with some of the venturesome spirit of the enthusiastic pioneer, and are therefore an asset in any school. —(*Schoolmaster*, 25-11-1948, page 547.)

SCHOOL VISITS AND EXCURSIONS

Accidents and Responsibility

It is most important to bear in mind that an accident does not necessarily mean negligence on the part of the teacher or indeed on the part of any third person; and that the onus of proving negligence is placed on the individual who is injured. I think it is true to say that in the majority of cases of this kind which are brought to my notice, the accident is in no way the fault of the teacher, but is usually the result of a chain of fortuitous circumstances against which no reasonable person could be expected to guard.

It is perhaps natural for the parents of an injured child to imagine that the adult teacher or employing authority should be responsible for what has happened. "Poor little soul," they say, "it certainly wasn't his fault," and they immediately look for some one else on whom to pin responsibility. Well, that person certainly will not be the teacher if he has observed the golden rule of taking such care of the pupils as would be taken by a reasonable and prudent man under similar circumstances.

What steps to maintain such care ought properly to be taken when pupils are engaged upon an out-of-school activity? I would suggest that the two principles to remember are —

- (i) the provision of adequate supervision when the number of pupils and their ages are taken into account, and
- (ii) the avoidance of any risks which would be eschewed by a wise and prudent parent under like circumstances.

If proper supervision is arranged and maintained and pupils are not allowed to take unreasonable risks, no claim can even succeed as against the teacher, although, of course, this is not to say that some other person, e.g., a motorist, may not be responsible in law for an accident to a child. It is as well to recollect, too, that judges have often stated in Court that a teacher cannot be expected to exercise close and constant supervision over each and every pupil. It is the general oversight which is so important, taking into consideration all the surrounding circumstances of the activity and the ages of those children engaged in it.

When a child is sent to school his parents impliedly delegate to the teacher a part of the parental power to control and guide that child, and the parent cannot be heard to say that he does not wish the boy or girl to participate in some perfectly normal school activity which appears on the curriculum, so long as there is no medical reason to the contrary. On the other hand, many teachers have found it preferable to

warn the parents previously, if the activity involves a considerable journey, and in some cases a suitably worded "letter of consent" may be obtained, particularly where participation in the activity is likely to be of long duration, e.g., a school camp.

On those occasions when a pupil engages in some team game or pastime, the implied risks of the game or pastime are deemed to be accepted, and if, for example, a boy is kicked at football, the teacher cannot be held responsible for the accident, regrettable though it be, unless possibly it can be shown that it was the result of some dangerous act on the part of another player which could have been stopped in time by the master in charge.—(*Schoolmaster*, 25—11—48, page 552).

The Joys of Teaching

For one with vision and unselfish purpose, the teaching profession offers unlimited opportunity and satisfaction. Nowhere is one able to minimize the cares that come into life so completely as when met by the sea of faces in his schoolroom, each individual child radiating expectancy, faith, and hunger for truth.

What Do You Think?

Schoolboards, state and local, are composed of laymen, not one of whom is a school official. The medical profession provides board members from its own group; lawyers do; merchants do; farmers do. In fact, about the only group with no representation on the board of control is the teacher group. Is it any wonder that teachers are neglected?—(*NEA Journal*, December 1947—page 616).

Spiritual Values

Good elementary schools do much more than help children to grow in knowledge, skills, and health—important as, these are. In good schools children are helped to live on a high plane. They learn to understand and believe in themselves; to get in tune with others, to have consideration for others; to enjoy

learning; to appreciate and gain satisfaction from competent achievement by themselves and others in skills, the arts; music, literature; to begin to understand that there is order in the natural world that the mind of man can regard with reverence.

People sometimes say that the schools should develop spiritual values, not realizing how much the schools already are doing. For millions of children the schools provide ethical, aesthetic, and emotional experiences that help to elevate and liberate the human spirit.

What are Spiritual Values?

There is much that an individual can do to make himself a better human being, of more value to himself and others. He learns to do these things through association with people, ideas, ideals, and institutions. In these actions and associations he is attaining spiritual values. Those values which, when attained, make a finer person are spiritual values.

The idea of spiritual values may be associated with the idea of living on a high plane. A human being has many needs and functions in common with the lower animals but he has insights, aspirations, and possibilities that are uniquely human. They represent spiritual values that are to be attained by good living in the natural world. Ideals of justice and co-operation, love of beauty, intellectual curiosity—such values and appreciations develop in human living.

How are Spiritual Values Developed?

Values are learned through experience. A boy may learn for example, to accept increasing control over his own life by many experiences in which he and his classmates feel zest and satisfaction in making plans and in assuming responsibility for carrying out activities that are important in the life of his group.

The same boy, in a different setting, might learn to depend increasingly on other people to control his life, by many experiences in which he finds that praise and status come to him if he keeps silent except when called upon and if he readily obeys the teacher's direc-

tions without asking or caring why the directions are given. The learning occurs when the experience bring satisfying results and is acceptable to him because of the satisfaction that he feels.

Each day the boy learns something that helps or hinders him in accepting control over his own living. His learning may be negative. He may be learning to accept responsibilities and to follow through with shabby performance. If his classmates and his teacher have different sets of values, he may be learning habits of defiance or deception, encouraged by the approval of his classmates; or, with wise teaching and a healthy school situation, his learning will be positive. But, in either situation, learn he will.

Although spiritual values are unseen, they influence conduct that can be observed. Children develop spiritual values by observing and sharing in the conduct of adults or other children whom they admire.

A child may come from a drab and colourless home to a school where beauty is valued. Dark paint in corridors and classrooms has been replaced by pastel tints. Children's art and reproductions of great paintings are on display and are changed often. Pottery, tinted glass, and small sculptures—not too many—are found in classrooms and offices; they, too, are moved from place to place and admired in each new setting.

Art materials are plentiful for creative activities by the children. Teachers and pupils are fascinated by the charm of rhythmic motion in games and folk dances. Color and line are noted in sky and earth visible from the school windows and playgrounds; birds, trees, and flowers are watched through the changing seasons. Something happens inside the child as such experiences are shared in months and years of school living. He sees and is stirred by beauty that, without this learning, he might have missed all his life.

Some children spend six years or more in the elementary school without learning that learning can be fun. Mastering a new process—in arithmetic,

in art, in the use of books—can be zestful experience, especially when the process is one that is needed in completing some undertaking in which the class is engaged.

The skilful teacher senses the spiritual value that derives from successful achievement in any phase of school work. Intellectual insight and creative thinking bring a thrill to the thinker, whatever level of accomplishment he has reached. If the experience is renewed at successive levels of maturity, the child learns to use his best abilities with confidence. The learner is always encouraged to do his best, and to do something better than what used to be his best. The school sets the stage for experiences in successful achievement and helps the child make the most of them.

The Elementary School's Responsibility

The first responsibility of the elementary school in developing spiritual values is for teachers and principal to be keenly aware that some kind of learning is going on constantly either to build up or tear down spiritual values. Life directions of children are being changed, for better or for worse, by this learning.

A second responsibility is for the faculty to be aware of its own values and to study the school environment and administrative and instructional procedures to see what values are being developed and what values thwarted. Is it essential, for example, to develop a sense of community and mutual respect among pupils? If it is, what does the school do to encourage fellow feeling and co-operation? Do any school practices create snobbishness or unfriendly competition?

Is it important for each child to develop a sense of belonging, of being useful, of being wanted? What is the school doing to build self-respect and confidence? Does any practice tear down a child's faith in himself?

The third responsibility of the school is to develop the school atmosphere and programme that will help the spirits of children to grow into something fine.

The child must be accepted at school just where he is when he comes from home—from the first hour he should know that in this school he really belongs and really counts as a person. But there should be no doubt on his part that the school expects him to be an excellent person.

Adults in the school should treat children with courtesy and consideration. An adult can give a child a feeling of dignity by listening attentively to what he has to say, by giving him time to express himself, by assuring the child who needs reassurance that he can do better another time, and by giving recognition to the child who does something exceptionally well in terms of what he is able to do. The child should know the principal and the teacher as his good friends, with whom he can feel secure and confident.

"Every teacher has spiritual effect on his pupils in many ways." Sometimes a teacher who is only average in intellectual attainments has helped children grow into fine human beings through showing respect, love, and interest in each child.

Values in the School Environment

The school should be a serene place. Such simple things should be considered as avoidance of cluttering, reduction in the number of pictures in corridors and classrooms, responsibilities of the proper size, and simple programmes that do not excite everyone.

Children can learn to respond inwardly to music, both in hearing it and in creating it. The power of music to enrich the lives of children is so great that schools should do far more than at present to surround children with the beauty of sound. A collection of good records makes it possible to greet the children with inspiring music as they

enter the building in the morning. In band, orchestra, and glee club, boys and girls can learn the loftiness and depth in music through creating it themselves.

What is done is less important than how it is done. Many things will be done differently when the spiritual growth of possible spiritual stunting of the child is clearly taken into account as one of the outcomes of every school activity.

To evaluate spiritual development is difficult but not impossible. An older boy after working with a group of younger children, was asked what he had learned. His reply was "Patience, and how!" He did not need a formula to evaluate his experience, but he did need to know that patience was something to be learned. If the desired values are known, there can be some conscious evaluation of growth toward them.

And further, there must be faith that there is more spiritual growth than is apparent on the surface. One person, after 30 years, still responds to the challenge of the teacher who said, "John promised to do this for us and you know that if he promised, he will do it." Many teachers whose former pupils have become adults have been told of remembered classroom experiences that have been lifelong sources of strength.

A schoolhouse was the scene of surrender at the close of hostilities in April 1945. No more fitting place could have been found in which to end a war. The school seeks to build and to make a better world. It is a place of hope for the future. Let the people of the world turn to schools everywhere to build, through children, the spiritual values needed for a better world — (*NEA Journal*, December 1947—pages 628 and 629.)

LETTERS TO THE EDITOR

Plight of Hindustani Pandits in Secondary Schools

Sir,

Through your valuable columns please give wide publicity to the plight of Hindustani Pandits even at the hands of the Congress Government in our province, though Hindustani was one of the main planks of the constructive programme adumbrated by the Father of the Nation. It is a tragedy that the All-India language Hindustani is having step-motherly treatment at the hands of his successors who are at the helm of affairs.

It must be of interest to recall that under the British regime all languages were on a par.

It is earnestly hoped that our people's Government will realise at least the injustice they are doing to their fellow soldiers in the fight for freedom and without any further delay have their scales of pay revised to be on a par with those of other pandits of other languages working in secondary schools with corresponding qualifications.

So it is the bounden duty of the National Government to remove immediately all traces of dissatisfaction and bitterness prevailing in the ranks of the Hindustani Pandits and see that they are turned into contented and loyal nation builders in charge of the future citizens of our Motherland.

L. KANNIAH,

*Secretary, Hindustani Premi Mandali,
Madanapalle.*

12-12-48.

Plight of Commercial Instructors

Sir,

The Government has not clarified its policy of introduction of Bifurcated courses of study in the Secondary Schools of this Province. - During 1948-49 only 50 schools have been selected for imparting Bifurcated courses. Many of the aided institutions are hesitant to introduce the courses for want of trained teachers in the particular subjects and primarily due

to lack of the requisite funds to introduce the courses.

Taking for instance, Secretarial course, not all schools can introduce it because of the enormous expenditure involved in purchasing sufficient number of Typewriters (even if they are made available by the Firms). Further more, not all teachers are duly qualified to teach the several subjects of the course. Many of them are qualified in only one or two commercial subjects.

Now that the optional subjects system has been abolished from next academic year, what will be the fate of the commercial teachers, especially those working in schools which do not propose to introduce Secretarial Course for one reason or the other, and for those of them who have put in long periods of service but qualified only in one or two commercial subjects? I therefore invite the attention of all those concerned to take up the matter and call upon the Government to issue definite orders clarifying the position so far as the commercial teachers are concerned.

K. SIVARAMAKRISHNAN,
Kurnool.

Unfortunate Hindustani Pandits in the Chittoor District Board

Sir,

When the Hindustani Pandits have been anxiously hoping for revised scales of pay promised by the Government of Madras and expecting to be placed on a par with regional language Pandits, the Chittoor District Board has ordered that the Hindustani Pandits are not entitled to advance increment due to weightage of service and that therefore the amounts that are already paid to them should be recovered from them.

This is the "Most unkindest act" of all to take away with one hand what is given with the other. Is this the big promise of bettering the conditions of the Hindustani Pandits which has been held out to them and which they have been looking for every day?

The public will be shocked to know that these Pandits have been on a

temporary basis for 11 years since 1937—without confirmation, increments, provident fund and any weightage for service except this recoveries and step-motherly treatment.

These Pandits having given 11 years of their best part of their life in the service of the Chittoor District Board have suffered thus a great setback and feel greatly discouraged and depressed as a consequence of this differential treatment.

Why should all the benefits of the new scales, enjoyed by other teachers be denied to the teachers of the All India Language?

It is high time that Government sees this injustice done to them and takes immediate steps:

1. To modify G.O. No. 2756 dated 27-12-47 and G.O. No. 934 dated 20-4-48.

2. Waive all recoveries in respect of weightage pay.

3. Place all Hindustani Pandits on a footing of equality with Pandits of other Languages in all matters of service conditions and scales of pay.

M. V. PAPANNA GUPTA

*President, Hindustani Premi Mandali
and Town Congress Committee,
Madanapalle.*

School Librarianship Courses

Sir,

A library without an efficient librarian is like a dispensary without bottles. It is very distressing to note school libraries are not run on proper lines. The causes are not far to seek. Every year a new teacher is asked to be the Teacher in charge of the Library. The inevitable off-shoot of this policy is

that there is no continuity in the work, no pride in the library or interest in building it up, and little care of books. Secondly the teacher in charge of the Library is not generally trained in Librarianship. Very few schools can boast of full-time librarians. A large majority of schools can ill-afford to have full time libraries on account of financial difficulties. The only remedy for this state of affairs is that a qualified part-time 'teacher-librarian' should be appointed in all schools. Needless to say that he should be given extra payment for a position of special responsibility, and a number of free periods each week for library duties.

In England the Ministry of Education has resumed its short courses in school Librarianship. These courses are held periodically and no wonder that school libraries are well organised and utilised with result that the reading habit is fostered and a stimulus for greater knowledge is created. In our own Province, the Department of Education can very well conduct courses in School Librarianship. To begin with, such courses can be organised and conducted every May at Madras and at Select Mofussil centres with the active co-operation of the Madras University Library Authorities. The South Indian Teachers' Union, the District Teachers' Guilds, and the Headmasters' Associations can usefully help in doing their bit in this field of activity in a spirit of service and sacrifice.

K. NARAYANAN,

*Secretary, The Ramnad District
Headmasters Assn., Muslim
High School.*

Abiramam, }
7-12-1948. }

NEWS AND VIEWS FROM FAR AND NEAR

GREAT BRITAIN

(Based on *British Information Services*).

Social Studies for Young Londoners

Young Londoners over school age but under 18 and not in full time attendance at school are to have compulsory weekly courses in social studies, physical education and English, under a new scheme just approved by the London County Council Education Committee.

Each of the 34 colleges to be set up under the scheme will give instruction to 2,500 under-eighteens a week, on a one-day-a-week basis.

The colleges, which are to be up-to-date in every respect, will work 44 weeks in a year, and the plan is to cost the Council £14,000,000 (Rs. 18.62 crores).

Britain has over 2,00,000 School Teachers

Since the Education Act came into force in Britain three and-a-half years ago 2,50,000 more school places have been provided; 16,500 more teachers are in the schools than before the war; classes of over 40 children have been reduced by 8,000; and 487 new schools or major enlargements to schools are now under construction.

University Interchange Between U.K. and India.

To facilitate interchange between the Universities of the United Kingdom and those of India, Britain is arranging for a number of travel grants.

The awards will be made on the recommendation of a Committee composed of representatives of the Association of Universities of the British Commonwealth, of the Committee of Vice Chancellors and Principals of the U.K., and of the Universities Advisory Committee of the British Council.

Recipients will fall under three categories: distinguished scholars and scientists invited by universities for

visits of at least 6 weeks' duration to enable them to meet fellow specialists and to mix with rising young workers in their own fields; university teachers on recognised study leave; and post-graduate research workers holding research grants. The latter two categories must undertake to spend at least 6 months of the academic session at the university where they propose to work.

British Universities.

There has been immense growth in the number of students at Britain's universities. From 50,000 before the war the total has risen to 83,000 today—66 per cent. increase. Already, before the war, the change in the composition of undergraduates was noticeable, just over 41 per cent being assisted by financial grants in 1935-36. This figure is a mathematical expression of the great principle that the best education a country can offer must be available to all who can profit by it irrespective of their private means.

CHICAGO

Coronet Films

In order to provide educators and the entire visual education field with an up-to-date reference for the complete *Coronet Film Library*, *Coronet* has just made available its new 1948-49 catalog.

Copies of this new catalog are now available without cost or obligation upon request to *Coronet Films*, *Coronet Building*, Chicago 1, Illinois.

Coronet Films

The five latest productions to be released by *Coronet Films* include one in the field of Basic Study Skills, two in Mathematics, and two in Business and Economics. The outstanding new 16 mm. sound motion pictures just made available are: *Making the most of School*, *Your Thrift Habits*, *Installment Buying*, *Per Cent in Everyday Life*, *Geometry and You*.

FROM OUR ASSOCIATIONS

TANJORE

The second quarterly meeting of the Tanjore Dist. Teachers' Guild was held at the Board High School, Tiruvarur, on 11-12-48, Sri N. S. Krishnamurthi Iyer B.A., L.T., President of the Guild, presided.

Sri R. Subramania Iyer of the N. H. School, Negapatam spoke on "Some aspects of the Re-organised Scheme of Education". Sri Narayanasamy Iyer of the Municipal High School, Mayavaram spoke on Wood work. Sri S. R. Balasubramania Iyer, Headmaster, Sir Sivaswamy Iyer School, Tirukattupalli spoke on Agriculture—a subject introduced in his school.

The following important resolutions among others were passed.

1. Resolved to request the Govt. to sanction Central Govt. pay and D. A. to Teachers.

2. This Guild requests the Govt. to arrange the grant of Railway concessions to pupils and Teachers undertaking Educational tours.

3. This Guild requests the Govt. to conduct Citizenship Training Courses and Refresher Courses in Craft Training in this District, itself, so that teachers of all Schools can easily take advantage of the Training.

4. Resolved to request the Govt. to permit Secondary Grade Trained Graduates to appear for B. T. degree examination privately.

5. This Guild Requests the Govt. to sanction Duty allowance for the Headmasters of all Elementary Schools.

BODINAYAKANUR

A very pleasant function came off on the evening of the 23rd of December 1948 in the V. M. High School, Bodinayakanur, when Mr. S. C. Sethuram, M.A., (Cantab), Secretary of the School and the Chairman of the local Municipal Council, was the Guest of Honour at the Terminal Tea Party of the Teachers' Association.

The Headmaster, Sri S. Narayana Iyer, M.A., L.T., in welcoming the Guest observed that it was indeed a 'red letter day' in the history of their Association inasmuch as the Secretary was to talk to them on the "Educational Institutions of the West" at a time when Free India was studying the problem of a re-orientation in its educational outlook.

Mr. S. C. Sethuram, M.A., (Cantab) then spoke on the organisation of the Schools and Colleges in the West. He traced the growth of education from its Kindergarten and Montessori stages right up to the Degree and Technical Courses. The lecture which was at once interesting and instructive dealt with the methods of instruction and discipline adopted in the Western countries.

RAMNAD

Proceedings of the Zone Conference held at Ramnad on Saturday the 4th December 1948:—

The First Conference of Teachers in the Ramnad Zone was held on 4-12-'48 at Ramnad, 89 delegates from the Rajah's High School, Ramnad, Schwartz High School, Ramnad, St. Andrew's Girls' High School, Ramnad, Government Basic Training School, Ramnad, Hameedia High School, Kilakarai, R. S. Board High School, Paramakkudi, Muslim High School, Abiramam, Board High School, Kamuthi, Sathakuthum Jaria Secondary School, Kilakkarai and Muslim High School, Ilayangudi, besides others interested in Educational Reorganization attended the meeting.

The forenoon session commenced at 10-30 A.M. in the Basic Training School, Ramnad with prayer by Sri M. S. Subramania Iyer. Sri M. Rajah Iyer, the Zone Convener welcomed the delegates and stressed the importance of such conferences to discuss academic problems and proposed Sri Krishnan Nair, Headmaster, R. S. Board High

School, Paramakkudi to preside over the Conference. This was seconded by Sri K. S. Venkatasubbier, Headmaster, Hameedia High School, Kilakarai.

The President in his introductory remarks pointed out the significance of the Reorganization. During the transitional period, the teachers who have been trained in the old traditional way would find it difficult to adapt themselves to the new scheme. The record number of delegates who attended the Conference to find solution for the problems and difficulties was sufficient proof of their interest in the new scheme.

Sri S. S. Thyagarajan, Headmaster, Basic Training School, Ramnad, then spoke on "Craft and Correlation". He gave an exposition of Basic Education. The New Draft Syllabus prepared by the eminent educationists, he said, embodied the Gandhian Spirit and Principles and was but a natural corollary to the introduction of Basic Education in the Province. He explained with numerous illustrations how craft and education should go hand in hand with each other. He deprecated the bringing in of fantastic and improbable situations not related to the pupil's life.

At the end of the talk, he gave a demonstration lesson in spinning and correlation for Form I.

The delegates then adjourned for lunch.

The deliberations of the Conference were resumed at 2-30 P.M. in the Rajah's High School Hall. Sri M. Rajah Iyer, Headmaster, Rajah's High School, Ramnad, spoke on Takli Spinning as a subsidiary craft and its advantages.

Representatives from Abiramam, Kamuthi and Kilakkarai took part in the discussions.

Sri M. J. Rengasami, Rajah's High School, Ramnad then spoke exhaustively on the Administration of the School according to the "Squad System". This was followed by a short talk on "Social Studies and Activities for the I Form" by Sri Krishnaswamy Iyer,

Board High School, Kamuthi followed by a useful discussion.

The President in his concluding remarks, appealed to the teachers to take to the Scheme with earnestness and sincerity without any mental reservation and thanked the Zone Convener for the arrangements made to make the Conference a success.

Sri P. Ramanatha Iyer, Headmaster, Board High School, Kamuthi, associated himself on behalf of the visitors with the sentiments expressed by the President.

The delegates were then entertained at a Tea Party provided by the Rajah's High School Teachers' Association.

The Zone Convener then proposed a vote of thanks and announced that the next meeting will be held in the middle of February 1949.

At the close of the Conference there was an exhibition of some interesting and instructive educational films by Sri J. Satagopan of Messrs. J. S. Pictorials, Trichirapalli.

MADRAS

The Headmasters' Association

Resolutions passed at the meeting held on 11th Dec.

Visual Education Association for Madras City:

"This Association of the Headmasters of Madras City recommends the formation of a Visual Education Association for the City of Madras with the City Schools as members. It appoints a sub-committee (with powers to co-opt others) consisting of the President, the Secretary of the Association and Mr. P. Doraikannu Mudaliar, President of Madras Teachers' Guild, to take steps for forming such an Association."

Exempting Visual Aids from Import Duty:

"This Association requests the Government of India to exempt from import duties, all appliances and materials used for visual Education in schools and colleges like film and film-

strip projectors, epediascopes, educational shorts, etc."

House Rent Allowance to Teachers :

The Association resolves to request that Government to approve for purposes of grant the House Rent Allowance at Government rates if any of the Managements are paying the same to their staff.

Religious Education :

In the light of the decision of the Constituent Assembly that there should be no religious instruction in Schools wholly aided by the state, the Association passed the following resolution :

"The Association recognises the need for a conscience clause for religious teaching in Educational Institutions. But the Association would state that a study of the lives and teachings of the great saints of the world can only do good to the pupils. While young children should be protected against any unfair or unjust pressure for changing from one religious community to another, schools should not be deprived of the benefits that will accrue from teaching those eternal truths which are acceptable to all religions.

"The Association therefore suggests that the Department of Education should invite the scholars of various denominations to submit selections of stories and teachings from their respective sacred books and literature which in their opinion will be of undoubted benefit to all. These works may be compiled and published separately as suitable for use in schools as the basis of moral instruction."

Training of Teachers :

This association would emphasise that the University should recognise the teachers' training as a professional training and as such the staff of the training colleges should have besides professional qualification, good teaching experience in schools. The lecturers should be required to have close contact with High School work by being in charge of classes.

This Association also recommends the close association of experienced tea-

chers and headmasters of schools with the work of training colleges so as to vitalise the work in the training colleges and provide it with a realistic background. This will also be an incentive to teachers and Headmasters of High Schools to keep up to date in educational theory and practice."

Retirement Age of Teachers :

The Association discussed the pros and cons of raising the age of retirement of teachers and decided to defer the decision to a later date.

TIRUVADI

The XVIII South Indian Education Week was celebrated in the Srinivasa Rao High School, for five days from Monday 18-10-'48 to Friday 22-10-'48 daily at 4-30 p.m. in the school.

Monday (18-10-'48) was observed as 'Students' Day' when the Students' Parliament reviewed the work done and the task ahead. Sri R. Soundararajan, B.A., L.T., Headmaster, stressed how the hopes of our nation are on the present day pupils and their important role in building our nation. "An appeal to parents" a pamphlet—was sent to all the parents with hope to bring in cordial co-operation between the parents and the teachers through their children.

Tuesday (19-10-'48) : The Education Week was inaugurated by Sri K. Pattabhirama Sastri, B.A., L.T., Retd. D.E.O., when Dr. B. N. K. Sarma, M.A., Ph. D., Principal, Rajah's College, Tiruvadi addressed us on, "Social activities and the Development of personality." He vividly explained the formation of society, its main functions, what is personality and its worth, the need for its development, how the curriculum should aim at training ideal citizens, and how social activities can go to develop the personality of our pupils.

Wednesday (20-10-'48) : Sri G. Sundaram, B.A. (Hons.), B.L., Advocate, Tiruvadi, addressed us on "Social Activities and the Enrichment of School-life" when our Headmaster presided. The lecturer dwelt at length on the

importance of one's life at school, the school as a training centre for activities pertaining to the welfare of the society and how the enrichment of one's school life would give him a worthy place in Society.

Thursday (21-10-'48): Sri K. Guruswamy Sarma, M.A., B.L., Advocate, Kumbakonam gave us a delightful discourse on "Social Activities and fostering National Culture", when Mr. S. Ramalingam Pillai, M.A., B.L., District Munsif, Tiruvadi presided. Defining the term "Culture," he pointed out how different nations and religions evolve a culture of their own, how the society lives up to that, and how students should direct their activities and strive hard to foster our glorious national culture.

Friday (22-10-'48): This day was observed as "Parents' Day". An "Exhibition" was organised—which

enabled our pupils to express in concrete form their talents, handicrafts, creative imagination, artistic taste etc.—that is the outcome of their activity in school. In the evening there was a fancy dress entertainment. Under the presidency of Dr. P. S. Subramanya Sastrigal, M.A., Ph. D., Retd. Professor, Annamalai University, Tiruvadi the "Parents' Meeting" was held in which almost all the parents participated. President, in his valuable address, stressed how best the home and the school should act in co-ordination, in educating their children. Sri V. K. Hastamalak, B.A., B.T., Secretary, Teachers' Association, thanked all the parents and the public for their great earnestness and co-operation in such functions.

As all the exhibits were highly appreciated by the public we were obliged to keep the "Exhibition" open on Saturday (23-10-'48) also.

(Continued from Page 44)

tional symbols while the contour map was a reality. At night there was a movie show on the Panama Canal and other subjects arranged and run by Miss. Zwemer. On 11-12-48, the campers first paid a visit to the *crafts* section of the B. Z. High School. Discussions on languages, Science and Mathematics followed in which several took part. Then Sri A. S. Venkataraman spoke on 'The Evaluation of Skills and Behaviours' with the aid of charts prepared for the occasion. The talk was supplemented by the Dist. Educational Officer. The evening

session was devoted to a discussion of *drawing, music and dancing* in which the D.E.O. drew largely and freely upon his experiences and travels in the East and the West enlivening his talk with his rich anecdotes and observations.

The concluding session comprised of squad entertainments, reactions by campers, statement of the convener, talk by the D.E.O., thanks by Sri K. N., Sri C. L. S. Rao, and Sri A. S. V. In the entertainments Sri Arunachalam and Sri T. N. K. Rao were at their best. The Jhansi Squad expressed their appreciation in the form of a song composed for the occasion.

A CORRECTION

The talk on 'Social Studies' published in the January number was by Dr. (Miss.) M. Cornelius, and not by Mr. T. V. Nilakantam, as printed.

[Ed. S. I. T.]

POINTS FROM ARTICLES

Leisure-A Stimulus and a Challenge.
(by R Padmanabhan)

Enjoyment of leisure is essential in the modern age when man has lost his sense of values and the civilised world is an ugly spectacle of haste with its love of the mammon of unrighteousness.

It is in the little moments of occupation off one's business in the regular observance of the leisure that "we pass judgment upon ourselves and declare that we are civilised or uncivilised."

Reading during leisure hours but carefully eschewing the 'penny dreadfuls', a study of and an assiduous practice in the liberal arts like music and crafts and cultivating the friendship of congenial companions and acquiring community interests are some of the prominent features of planning for leisure. The keynote of enjoyment during leisure is that it is spontaneous without assumption, assimilative without automatism, and restorative without being sedentary.

With the advance of scientific discoveries and the abnormal increase in the use of machinery on a factory scale, leisure and its proper use is a dire need. Otherwise, the factory would take the edge off the life of the average labourer. For one thing, leisure is absolutely essential after the day's hard toil. Secondly, every labourer must be well-balanced intellectually and up to the mark in health and physique besides his family.

He must also know the simple rules of hygiene and citizenship and occupy his fitful place in the body-politic. Therefore, the need for the peremptory use of leisure can never be exaggerated.

How is leisure used in our educational institutions? One is ill at ease when we are confronted with the question of leisure as it is used in educational institutions. For the major part, it is not organized and planned in any sense of the term. It is taken for granted that pupils have their own leisure time pursuits but the sorry fact remains that with a few exceptions most pupils idle their time by indulging in gossips and tall talking. A visit to the library, a common discussion on problems affecting the student community, a hard game in the playground, an extension lecture on current problems etc., would go not a little distance in the occupation of the student's leisure. It must be deliberately planned by the men in power with the willing co-operation and practical suggestions of the scholars and the scheme must be reviewed and revised when necessary.

The state has an onerous responsibility in the matter of organizing leisure time activities deliberately, especially with the introduction of universal prohibition in different parts of Free India. From the school to the various Labour Unions, leisure must be organized and arranged by educationists trained every inch in their mission.

THE XXIV ALL INDIA EDUCATIONAL CONFERENCE

MYSORE

This annual conference of the All-India Federation of Educational Associations was held in Mysore City from the 29th to 31st December 1948. About 1900 delegates from all parts of India, both provinces and states, official and non-official, attended.

The entire arrangement for conducting the conference was in the hands of the State Education Department from the Minister to the Teacher in the state schools. The venue of the conference, which was to be Hyderabad, was suddenly shifted so late as October to Mysore owing to disturbed conditions in the Hyderabad State. Hence the strain on the organisers should have been very heavy indeed. Moreover, the visit of the Prime Minister of India just on the eve of the opening of the Conference took all the time of all the officers of the state, though a special officer was deputed to conference work; but it was also to our advantage, for, the decoration, exhibition and accommodation arrangements made for the Prime Minister's visit were allowed to continue to the end of the Conference.

The delegates were lodged in the colleges, schools and boarding houses situated round about the Crawford Hall and the Maharajah's College and mess was provided as far as possible in the delegates' camps. Buses carried the delegates from camps to the conference Hall as often as it was necessary. His Highness the Maharajah of Mysore opened the Conference. The hall was full, including the balcony, the audience numbering roughly four thousand. Sir A. Ramaswamy Mudaliar, the Dewan, who presided over the conference in his extempore address referred to education in general and in particular to education for democracy. He also drew the attention of the house to the labours of the UNESCO in the task of promoting world peace. He appealed to teachers to maintain their freedom and the following words, translation of a Latin inscription, will never be forgotten by

those who listened to him: "What say they? They say so. Let them say." The delegates were fortunate in having him on all the days of the conference guiding the proceedings and contributing his valuable suggestions whenever found necessary.

Dr. Sayiddain, Educational Adviser to the Government of Bombay, addressed the general session on 'Education for Democracy'. The resolutions that were passed in the general session related mainly to the pay, prospects and status of the teaching profession and amenities to the teacher. Provision for old age and retirement benefits and insurance scheme and sickness allowances was stressed in another resolution. There was some discussion about an amendment to this resolution, viz., that the children of teachers should be given free education at all stages. This amendment was allowed to be moved as a substantive resolution reiterating the one passed at the Trivandrum Conference in 1946. Another resolution warned the Government against retrenchment in educational expenditure in the general retrenchment policy.

As usual, the reports and resolutions of sectional meetings were read and adopted with very few modifications. This time the Basic Education section and Secondary Education section meetings were attended by larger number of delegates than other sections. Among the delegates from the South India Teachers' Union, who attended the conference, Sri S. K. Yegnanarayana Iyer presided over the University section, Sri S. Natarajan was the Secretary of the Secondary Education section and Sri C. Ranganatha Aiyengar led the symposium on 'The Draft Constitution and Religious Instruction in Schools.' These and Messrs. A. Satyanarayana, G. Krishnamurthy and Mr. Bheemasena Rao took part as either movers or seconders of resolutions of the general session.

There was an educational exhibition at which the state departments were well represented. The Exhibition was opened by Dr. Amaranatha Jha.

The Sixth All-India Adult Education Conference was also held presided over by Dr. S. R. Ranganathan, Professor of Library Science, Delhi University.

The delegates enjoyed the excursions to places of interest in the City and other places in the state, not far from the city, viz., the Krishnarajasagar and Brindavan, the Khedda Operations, the Sivasamudram Falls, Somnathpur, Srirangapatam etc. and people's college in Nanjangud.

The Maharajah's party to the delegates was a very splendid social event on the open lawns of the Chamundi Gymkhana and as many as about 3000 invitees were present.

On all the days of the Conference entertainments, such as dramatic scenes, music, dances and other shows were held in different places in the city for the mental recreation of the delegates.

The Conference was a great success. It seemed, as it were, that the State Government spared no effort or money in providing for the comfort of the delegates.

A souvenir volume (costing 8 annas) brought out on this occasion will serve

as a useful book of reference for those interested in the study of Mysore and her achievements in the field of educational enterprise. May the Mysore State Prosper!

The next conference is invited to Hyderabad. This promises to be a momentous session in view of the celebration of the Silver Jubilee of the Federation and of the prospect of the Second All-Asia Educational Conference synchronising with it.

At the Council Meeting held on the 27th morning, Messrs. C. Ranganatha Aiyengar and N. Kuppaswamy Aiyengar have been re-elected to the Executive Committee and Mr. S. Natarajan will be Secretary of the Teacher Training Section while Mr. T. P. Srinivasavaradan is relieved at his own request of Assistant Secretary's Post and is entrusted with the Secondary Education section as its Secretary. Mr. M. S. Sabhesan has been re-elected as a Vice-President of the Federation for 1949.

[N.B.—If there are other delegates from the S. I. T. U. who have taken active part they are requested to send a short note of their activity for publication in the journal.]

C. RANGANATHA AIYENGAR,

Journal Secretary, S. I. T. U.

10—1—'49.

TRAINING IN MUSEUM TECHNIQUE

The Superintendent Government Museums, Egmore, Madras 8, writes:—

We are planning to organise this summer a short course of training in Museum Technique for the benefit of teachers. It is expected that the teachers who undergo the course would be able to make their own models, relief maps, herbarium specimens, plaster and wax casts, and also to learn a good deal about how and where to collect museum material, in their own field, with the help of the pupils in

their charge. The course will be of very short duration, no fees will be levied, and the incidental charges to meet the cost of materials required will be under Rs. 10/- (Rupees ten only). Please let me know if you are interested in the proposed course and if so whether you will depute a member of your staff to undergo the course. Unless a batch of about twenty-four teachers comes forward it may not be worth while to have the training arranged.



OUR BOOK-SHELF

Preface to Library Science: by *S. R. Ranganathan*. (University of Delhi, Price Rs. 9.)

Dr. Ranganathan, the prolific writer of books on Libraries and Library Science, now comes out with what he calls 'Preface to Library Science'. Surely a book of about 200 pages is a fitting preface to a collection of 25 books (23 already published and 2 in the press) on the science of Libraries and the Art of Library maintenance in the intellectual progress of any civilised nation. Dr. Ranganathan is far in advance of his country in the field of Libraries. His books are based on the study of Library systems in other countries and on the need for Libraries in India and hence form a very useful guide to those in authority who wish to institute libraries and sponsor bills for a widespread system of library maintenance. This book gives a rapid resume of the contents of the books already published which together complete an authoritative volume on library science.

Annual Report for 1947-48: (Union High School, Coimbatore)

During the year of report,

(1) a new block of buildings called Mahatma Gandhi Memorial Block was completed and opened forming a useful addition to the old buildings to meet the growing demand for accommodation,

(2) the number of pupils on rolls rose from 918 to 1040, making it necessary for the management to provide 3 new sections,

(3) literary societies are conducted by pupils according to a regular programme,

(4) physical activities continue to be a prominent feature of school life,

(5) the social service league of the school gives proper training to the pupils in carrying on Harijan uplift and village sanitation,

(6) a party of 41 boys and two teachers went on an excursion to Ernakulam, Cochin and Trichur and short excursions were undertaken to the Nilgiris, Mettur Dam and Sengooth for the benefit of younger boys, and

(7) out of 117 sent up for the S.S.L.C. public examination, 67 pupils were declared eligible, working out to 57%.

C. R.

THE S. I. T. U. PROPAGANDA

Mr. C. Ranganatha Aiyengar, Honorary Publicity Officer, visited the following institutions in the City of Madras in the months of November and December 1948 for enrolment of members to the Protection Fund:—

1. Christian College High School, George Town.
2. R. B. C. C. C. High School, Perambur.
3. The Kellett High School, Triplicane.

Mr. V. B. Murthy, Secretary of the Protection Fund, accompanied him to Nos. 1 and 2 and also separately visited the Sama Rao's Secondary School for Boys, Triplicane. The Honorary Publicity Officer addressed the Provincial Secondary Grade Teachers' Conference on December 25th on 'Social Security for Teachers and the S. I. T. U. Protection Fund.'

THE

S.I.T.U. PROTECTION FUND LTD.

Districtwar number of Policies issued during December 1948

Madras	... 24
North Arcot	... 6
Tinnevely	... 3
Chingleput	... 1
South Arcot	... 1
South Malabar	... 1

Total ... 36

THE S. I. T. U. PROTECTION FUND LTD.

Details of Claim Payments during 1948

S. No.	Policy No.	Name and Address	Age at Death	Prem.	Claim amount	Date of Receipt of Claim Papers	Date of payment
				Amount paid by Member			
				Rs.	Rs. A.		
1.	3195	Sri D. Jebamani, Tuticorin ...	25	45	255 0	30-12-1947	5- 1-1948
2.	925	„ R. Srinivasa Iyer, Madras ...	52	216	343 12	6- 2-1948	10- 2-1948
3.	2363	„ S. Gopichandran, Madras ...	34	150	795 0	21- 2-1948	26- 2-1948
4.	1319 } 1444 } 1571 }	„ K. Venkataswami, Kurnool ...	40	492	1,208 0	28- 3-1948	7- 4-1948
5.	598	„ K. Raghava Menon, Tiruchengode ...	49	238	348 12	23- 4-1948	28- 4-1948
6.	1232 } 1965 }	„ S. Narayanaswamy Iyer, Madras ...	44	414	927 2	6- 5-1948	8- 5-1948
7.	641	„ G. V. Rama Iyer, Gobichettipalayam	50	235	348 12	5- 5-1948	„
8.	332	„ R. V. Srikanta Iyer, Bhavani ...	50	263	366 4	10- 5-1948	11- 5-1948
9.	1147	„ R. Satyamurthi Iyengar, Madras ...	39	356	659 10	12- 7-1948	16- 7-1948
10.	3644	„ P. J. Gnanakan, Nandyal ...	39	47	500 0	8- 7-1948	„
11.	2115	„ E. Devaraj, Vellore ...	43	81	275 0	5- 8-1948	10- 8-1948
12.	1105	„ V. Kalyanarama Iyer, Wandiwash ...	47	203	336 8	11- 8-1948	18- 8-1948
13.	424	„ N. Ananthanarayanan, Namakkal ...	55	263	366 4	15-10-1948	19-10-1948

THOUGHTS ON CURRENT EVENTS

'THINKER'

Educational Conference

The All-India Educational Conference, Mysore, was a very big affair; but it loses much of its significance by some defects, though it was a phenomenal success. For the first time during the 24 years, the Council members of the Federation had to content themselves with an annual report without the statement of receipts and charges for the year 1948 and the budget for 1949. Whatever may be the reason for this, it is hoped that the defect will be rectified at a very early date by the Secretary or the Treasurer or both getting the accounts audited and circulated to the members. The members should know the financial position of the Federation before at least the next Council meeting.

The Conference lacked life and social contact among the delegates. Much thinking does not seem to have been bestowed in regard to bringing the delegates to live very near to one another. A non-official organisation of teachers with the backing of the Government could have done better. The last conference held in Bangalore in 1931 was, in my opinion, much better from this point of view. The services of teachers in non-state schools were then freely available and placed at the disposal of the delegates in an unstinted measure.

There does not seem to be any propriety in the proceedings of the Adult Education Conference being adopted at the open session of the All-India Educational Conference. Once a section of the Federation, it has outgrown in size to an independent status. Supposing there was some opposition to some of the resolutions of the Adult Education Conference, would it have been accepted or even tolerated? The procedure in previous years was that the proceedings

were read out to the conference for information only as a matter of courtesy, because Adult Education was once one of the sections of the Federation.

Vidyanagar

The Minister for Education, Government of Madras, deserves to be congratulated on the happy idea of an educational exhibition as part of a general exhibition of Arts and Industries held annually. All Arts and Industries owe their growth to education. How the reformed scheme of education will bring out the potential capacities of the pupils in schools is to be illustrated in these exhibits. There were several booths in the Nagar relating to different stages of education, viz., Pre-school education, Basic education, Adult education, Social studies, Citizenship Training, Arts and crafts, Health and Physical Education. This arrangement gives an opportunity to the public to have an idea of the new spirit in education, so that they may understand the significance of the changes.

A better selection and planning is required. There seems to have been some hurried attempt at gathering the exhibits from the different schools in the province. The basic education and social studies sections seem to have done better. The social activities programme conducted by the different schools in the city have added to the practical side of the social studies and citizenship training. When this scheme of exhibition becomes an annual feature, and schools in the mofussil areas too are encouraged to send their best exhibits as turned out in the course of regular class work (not specially for an exhibition), the Vidyanagar is bound to increase in area and contents and by itself will need all the space of the Exhibition Ground in Teynampet.

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

Proceedings of the meeting of the Executive Board of the S. I. T. U. held on Saturday the 27th November 1948, at 8.30 p.m. in the office of the Union:—

Members present:

Messrs. S. Sundaresa Iyer, (Tanjore), C. A. Samuel (North Arcot), K. A. Vanchi Iyer, (Ramnad), P. Ramiah Choudhry (Chittoor), N. S. Periaswamy (Salem), G. Krishnamurthy (Joint Secretary), P. Doraikannoo Mudaliar (Madras), Samuel Muthiah (Tinnevely), R. Bhuvanarahan (Tiruchirapalli), K. N. Pasupathi (Kurnool), C. Ranganatha Aiyengar, (Journal Secretary), A. Satyanarayana (Vice President), V. Arunajatai (Treasurer), S. E. Selvam (Malabar), G. Srinivasachari, (Addl. Journal Secretary), V. Bhuvanaramurthi (Secretary, Protection Fund), A. Rama Iyer, (Vice-President), S. K. Yegnanarayana Iyer, (Ex-President), and S. Natarajan, (Secretary).

In the unavoidable absence of Prof. Sabhesan, Sri A. Satyanarayana (Vice-President) took the chair.

The secretary presented the minutes of the last meeting. On the motion of Mr. C. A. Samuel it was taken as read.

The Secretary reported (1) that the persons who were co-opted to the Executive Board have accepted the invitation to serve on the Executive Board and (2) that the President, in exercise of his powers, nominated Messrs. P. Doraikannoo Mudaliar and C. A. Samuel to the Working Committee.

He further reported that the resolutions of the Executive Board in respect of Malabar teachers were communicated to the authorities. He was glad to report that Government have passed orders for the payment of grants every month and have adopted the revised rates of dearness allowance to teachers in elementary schools. He brought to the notice of the Executive Board that the Government have appointed a

committee for advising Government on the construction of cheap buildings to suit the requirements of the reorganised scheme of secondary and basic education and that the Secretary of the Union has been officially nominated a member of the committee.

Mr. C. C. Nair, Secretary, Malabar District Teachers' Guild, represented to the Executive Board,

(1) that several aided elementary school managements have not paid Rs. 5/- per teacher which the Government expect the managements to pay,

(2) that certain secondary school managements have not yet adopted the revised rate of dearness allowance,

(3) that the action of the Malabar District Board has led to many Board School Teachers' Associations with drawing from the Guild, and,

(4) that teachers whose certificates were suspended have not been paid the grant for the period they actually worked in the schools.

The Secretary then sought the Board's approval to the Working Committee's decision, viz:

1. that the Union be affiliated as an Institution Member to the Indian Conference of Social Work; and

2. that the clerk be given dearness allowance at the revised Government rates, namely Rs. 24/- a month.

The Board approved the action.

The Executive Board then proceeded to recommend a panel of six persons for the presidentship of the ensuing Provincial Educational Conference to be held in Kurnool. About 12 names were suggested and on a ballot the following six secured high priority:

1. Sri M Arunachalam.
2. Sri P. Doraikannoo Mudaliar.
3. Rev. Fr. Jerome D'Souza.
4. Sri K. Kuruvila Jacob.
5. Mrs. Mona Hensman.
6. Prof. C. S. Srinivasachariar.

The Board resolved unanimously to nominate these six persons for the Presidentship of the Conference.

It was further resolved;

1. that the last date for the return of the voting papers in the office of the Union be 31st January 1949;

2. that the last date for the registration of delegates to the conference be fixed as 31st March 1949;

3. the last date for the receipt of resolutions for the consideration of the Working Committee for inclusion in the agenda of the Conference be fixed as the 31st January 1949.

Council of the A. I. F. E. A :

The Executive Board then elected the following to the Council of the All-India Federation of Educational Associations :—

1. Sri M. S. Sabhesan.
2. Sri A. Rama Aiyer.
3. Sri A. Satyanarayana.
4. Sri C. Ranganatha Aiyengar.
5. Sri S. Natarajan.

Amendments to the Rules of the Union ;

The amendments to the rules relating to the affiliation fee were then taken up for consideration. The Secretary reported the replies received from the District Guilds and said that there was a general appreciation of the need for revising the rates so as to improve the income of the Union, but that there was a desire to go slow. There was then a free discussion on the amendments proposed and the following was unanimously adopted for being recommended to the acceptance of the General Body :—

Substitute the following for the existing clauses in Rule 3 :—

Clause I. Affiliation Fee :

(a) District Teachers' Guild :—

The affiliation fee of a District Teachers' Guild shall be made up as hereunder :—

(i) Subject to a minimum of Rs. 25 and a maximum of Rs. 100, an amount calculated at the rate of two annas per member on the rolls of its affiliated associations other than Taluk or Municipal or Range Elementary Teachers' Unions, as on the 30th June of the year preceding;

(ii) a sum calculated at the rate of Rs. 3/- per Taluk or Municipal or Range Teachers' Union affiliated to it; and

(iii) a sum calculated at annas two per individual member on its rolls on the previous official year.

(b) Associations not attached to any school and considered as a Provincial Association :—

The affiliation fee of an association considered as a Provincial Association shall, subject to a minimum of Rs. 50/- and a maximum of Rs. 100/-, be an amount calculated at annas four per member on its rolls as on the 30th June of the year preceding:

(c) Teachers' Associations attached to schools or colleges in areas where there are no District Guilds :—

The affiliation fee for an association attached to any school or college in areas where there are no District Teachers' Guilds shall be an amount calculated at the rate of four annas per member on the maximum strength in the preceding year subject to a minimum of Rs. 5/-.

Clause II. Subscription :

The annual subscription for individual Members of the S. I. T. U. shall be as under :—

(a) Teachers in Elementary Schools—Annas Eight per member.

(b) Teachers in other schools :

(i) Graduates—Rupees Two per member.

(ii) Non-Graduates—Rupee One per member.

(c) Retired Teachers—Rupee One per member.

(d) Non-Teachers—Rupees Five per member.

Note.—The Madras Teachers' Guild shall, for the purpose of reckoning its affiliation fee, be considered as a Guild with associations affiliated to it.

Affiliation of Associations :

The Secretary reported that the following associations sought affiliation with the Union. The Board resolved to affiliate for the year 1948—49, the following associations :—

1. M. S. N. C. High School, Jagannaickpur, Cocanada, E. Godavari.

2. C. C. C. High School, Trivellore, Chingleput.

3. C. S. I. High School, Trivellore, Chingleput.

4. Pachaiyappas High School, Kancheepuram, Chingleput.

The Secretary informed the Board of the propaganda done by the Journal Secretary and the Secretary of the S. I. T U Protection Fund in Chingleput. He also reported the efforts of the Joint Secretary in reviving the South Arcot District Teachers' Guild. The letter from Mr. C. S. Ranganatha Aiyengar offering to pay up some part of the arrears was placed before the Board. The Board then resolved that Mr. C. S. Ranganatha Aiyengar be requested to arrange to pay the arrear affiliation fee for the two years 1945-46 and 1946-47 as per the rate paid for 1944-45. The Board then resolved that the application for renewal of affiliation be considered in accordance with the rules.

Training of Teachers and Grants to Training Institutions :

The Secretary informed the Board that Government and University authorities were contemplating the reorganisation of the Teacher-Training courses at different levels. In the discussion that ensued it was pointed out that the training courses need to be reorganised so as to provide for greater teaching practice and a thorough acquaintance with the principle of Basic Education and essentials of Citizenship Training. A committee consisting of the Secretary, Sri T. P. Srinivasavaradan and Sri P. Doraikannoo Mudaliar was constituted to prepare a memorandum on the subject.

The Secretary informed the Board of the system of grant-in-aid to training institutions. As the institutions were not levying fees, the present principle of grant taxed the resources of the managements. With a view to enabling the managements to make adequate provision for efficient training of the large number of teachers that the province needed, it was resolved to recommend to the Government that the basis of grant be raised from half to three-fourths of the net cost.

G.O. on Private Tuitions :

The Secretary then placed before the Executive Board copy of his letter to Government regarding the G.O. on Private Tuition and the reply of the Director of Public Instruction. There was a discussion on whether the evils were so great as to require special rules. It was then agreed that teachers should not misuse the privilege of giving private tuitions and that a few simple rules might be framed so that teachers might not become guilty of abuse of the privilege. A committee consisting of Messrs. G. Srinivasachary, G. Krishnamurthy, A. Satyanarayana, C. A. Samuel and S. Natarajan was formed to go into the question and make suitable recommendations.

Requisition of School Property Bill :

The Executive Board then considered the Bill to requisition the buildings and property used for educational purposes. The Secretary explained the scope of the Bill and said that it was to empower Government to arrange for the continuance of educational facilities in a locality where the recognition of the existing institutions had to be withdrawn. He pointed out how it was likely to disorganise education in the locality. He therefore suggested that if such a bill was considered necessary, it may be so modified as to empower Government to take over the management of an educational institution if the managing body proved recalcitrant and administer it either directly or through a trust until such time as the managing body would guarantee the observance of the regulations. He further suggested that a judicial tribunal may be constituted on the advice of which Government may exercise such powers. The Board agreed with the views and authorised him to communicate the same to the Select Committee.

There was then a general discussion on the scheme of Reorganisation at work.

S. NATARAJAN,

10th Decr. 1948.

Secretary.

THE SECRETARY'S LETTER

The Ballot papers for the Election of the President of the ensuing Provincial Education Conference to be held in May 1949 are coming in and the results will be announced next week.

The last date for registration of Delegates is 31-1-1949 Secretaries of Teachers' Associations affiliated to the Union either directly or through guilds are requested to send to the Office of the Union the names and addresses of their delegates and the registration fee calculated at annas Eight per delegate, so as to reach the Office not later than 31st March.

Individual members i.e., those who are not members of any affiliated teachers' association but are members of District Guilds may also enrol themselves as Delegates but they should forward a certificate of membership from the Secretary of the Guild.

It is requested that these instructions should be strictly adhered to so as to facilitate the work of the Reception Committee and of the Conference.

A Memorandum setting forth the important resolutions of the meeting of the Executive Board of the Union held in November 1948 was submitted to the Director of Public Instruction, Madras and in the course of an interview with the Dy. Directors of Public Instruction in charge of Finance, Secondary Education and Primary Education the Secretary brought to the notice of the authorities the many grievances of teachers. The question of taking into account the services of teachers in Local Boards prior to 1934

for purposes of calculating advance increments has been referred to Government. The occasion was also utilised to present the case of Secondary grade teachers, Hindi Pandits, Manual Training Instructors and Art-masters.

The Union has received information re: certain Aided Secondary Schools that have not yet adopted the Government rates of Dearness Allowance to their teachers and of a large number of Elementary Schools which are not paying the teachers the Management's part of the revised salary. The authorities have been apprised of this and the matter is engaging their attention.

The All India Federation of Educational Association will be celebrating its Silver Jubilee this year. A special silver jubilee membership is being organised and members of the Union can enrol themselves as Silver Jubilee Members. The minimum membership fee is Rs. 5/- and application may be sent either to the Union or to the Secretary A. I. F. E. A., Post Box. 56, Secunderabad, Deccan.

A children's Book and Art Week is being organised in co-operation with a number of organisations from March 12th to 17th.

Secretaries of Teachers' Associations are requested to pass resolutions expressing their concern at the indifference of the U.P. Government to the demands of the Primary Teachers of the Province and offering their sympathy to them in their hard struggle.

EDITORIAL

Education in Madras

Extracts from the report of the Director of Public Instruction for the Quinquennium 1942-48—1946-47 refer to a substantial increase in the number of pupils and students in the Schools and Colleges of the Provinces. The early part of the quinquennium was marked by discussions of Postwar planning and had nothing by way of achievement. But the last 18 months of the period to which the report relates was marked by many desirable improvements. There has been a phenomenal increase in the enrolment in Arts Colleges and even in Professional Colleges, chiefly Engineering and Medicine. The number of Arts Colleges increased from 43 to 50 with the enrolment rising from 16,600 to 27,000, and the number of professional Colleges rose from 13 to 26.

In respect of Secondary Education too the increase has been fairly high. There were 3,16,000 Boys and 80,000 Girls in Secondary Schools at the end of the Quinquennium as against 2,20,000 Boys and 40,000 Girls.

In respect of Elementary Education, on the other hand it must be said that there has been a set-back for the slight increase in the enrolment is far short of the increase in total population. The Government recognise that there is a serious shortage of school buildings and that the accommodation provided was on the whole not satisfactory. The report admits that the provision made for mid-day meals, slates and books as an inducement to poor children to join schools under the Compulsory Elementary Education Scheme had to be cancelled for want of funds. In the beginning of the Quinquennium, plans were drawn up for compulsorily bringing into school 4 lakhs children but the plan was modified with the aim of enrolling immediately only 1·20 lakhs. Even here they experienced difficulty in respect of buildings and teachers.

To meet the situation caused by shortage of teachers, Government were

pleased to effect some improvement in the service conditions of teachers in general and of elementary school teachers under local bodies and private managements in particular. Payment of stipends for secondary grade and higher elementary grade training was completely restored for both men and women. But, the profession has not attracted the requisite number of men and women. It is unfortunate that Government should contemplate relaxing the rules in respect of professional qualifications for teachers with a view to meeting the shortage of teachers. The appointment of untrained teachers, while it may temporarily solve one aspect of the problem, will lead to serious difficulties later. Children are the assets of the nation and their care and upbringing should not be entrusted to persons who have not had the requisite training. It is therefore high time that the Government should face the problem of Educational finance squarely. There is no point in taking shelter under legislation and shirking their responsibility in the matter of financing education. The Local Boards Amending Act 1943 was intended to enable local bodies to levy a higher rate for education. At the time the bill was passed into law it was explained that it was not intended to prevent Government from bearing their share of the expenditure as defined in the original act, but was merely to empower the local bodies to have a means of augmenting their resources without being tied down by the difficulties of the Provincial Government. Whatever might have been the position then, August 1945 has completely changed the picture.

The Central Government have realised that they too have a share in the development of Basic Education and are willing and ready to make grants to the Provinces. The question therefore has to be examined afresh and we suggest that in consultation with representatives of local bodies and of aided managements Government should arrive

at a workable financial formula so that the progress of Basic Education may be smooth and rapid.

We are sorry to hear that a Mission Body in South India had decided to close down a large number of Elementary Schools, at a time when there is need for more schools. It is equally distressing to note that the good intentions of Government in respect of teachers in private schools could not be wholly carried out. Many managements have pleaded inability to pay their con-

tribution of Rs. 5/- per month per teacher and this had led not only to discontent among teachers but the cause of great hardship and suffering. It is not possible for Government to take upon themselves the responsibility of paying the teachers from their own funds.

We appreciate what has been done. But what has yet to be done for teachers is indeed great and we trust that the patience of the teachers of Madras will be rewarded by the Government, taking early action.

Educational Statistics: British India—1945-46

We are thankful to the Government of India Education Department for sending us a copy of the above volume as free presentation. A mine of statistical information relating to education is found here. We give for the benefit of our readers' knowledge and as a useful record a few facts about our own province as compared with other eleven provinces, including centrally administered areas :

<i>Items</i>	<i>Leading</i>	<i>Second</i>	<i>Third</i>
1. Institutions for general education	Bengal	Madras	U.P.
2. " for vocational and special education ...	Bengal	Madras	Behar
3. Enrolment in general education ...	Bengal	Madras	U.P.
(The proportion of females to males is highest in Madras, about 66%)			
4. Enrolment in vocational and special institutions ...	Bengal	U.P.	Madras
5. Teachers in schools ...	Bengal	Madras	U.P.
6. Provincial Output of Graduates	U.P.	Madras	Bengal
7. Provincial output of Matriculates	Madras	Bengal	Punjab
8. Expenditure on Education ...	Madras	Bengal	Bombay

(Nearly 8½ crores was spent in Madras)

CHILDREN'S BOOK WEEK IN ISTANBUL

Over 5,000 Turkish children attended the second International Children's Book Week in Istanbul put on co-operatively by the Istanbul Book Publishers' Association, the United States Information Service, the Y. W. C. A. Service Centre, The French Cultural Division, and the American Board Publication Department.

The bi-weekly News Bulletin issued in Istanbul by the American Board Publication Department under date of December 11, 1947 reported: The gratifying results in the local celebration of International Children's Book Week, held during the third week of November, can now be summarized. Approximately 10,000 visitors, of whom half

were children, visited the exhibition which was kept open a second week because of the interest shown.

One definite result has been the opening at the Service Centre of a Children's Library, with about 130 illustrated books provided by the U. S. I. S., and other books from different sources. Tables, chairs, bookcases, and wall pictures have been provided. The librarian in charge is assisted by volunteer helpers. First day's catch-six small urchins, brought in off the street by their chum, the janitor's son!

MABEL E. EMERSON,

November 1948.

Children's Religion
Pilgrim Press, U. S. A.



Midday Meals for School children

Sweet potatoes are prepared by these workers for Mauritius school children. The proper feeding of children in their growing years will make for a much healthier nation.

