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NATIONAL EDUCATION IN FREE INDIA*

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With the advent of political freedom, a very heavy responsibility has devolved on Indian educationists. The foreign rulers were interested in the Education of our young men only so far as their administrative needs were concerned. They had no vital interest in moulding the personality of students by giving the fullest scope for the development of their physical, emotional, intellectual and spiritual powers. Education in Free India, therefore, must be of a different pattern. If India is to realise herself and once again occupy a place of prestige and spiritual leadership among the Nations of the world, she must re-orient her system of National education without delay. Without a sound educational system suited to the genius and needs of our country, it will be impossible to build up India on sound and lasting foundations.

What should be the fundamental principles of a system of National Education for Free India? No system of education, however noble and glorious it may be, can be transplanted from one country to another. Each nation has got its own particular genius and uniqueness of culture which may be called its soul. It is essential that this genius or soul of a Nation should be always kept in mind while planning

a system of National education for that country. Just as a beautiful flower plant can be transplanted from one soil to another without substantial injury to its life-giving beauty and fragrance, so the educational system of a country cannot be adopted wholesale by another country without considerably reducing its value and utility. India therefore must reorganise her Educational plan along Swadeshi lines which could truly reflect her culture and civilisation. We are apt to attach too much importance to the history of our educational system during the last hundred years under the British rule. But we should not forget that India is a very ancient land with hoary traditions of sound and efficient educational organisation. We should again try to pick up the thread at the point it was snapped by alien rulers. Let me not be misunderstood. I do not mean to suggest that we should not learn the good points of other countries. The Britishers have certain remarkable qualities of character which are reflected in their Educational system. We must imbibe their good qualities. But wholesale imitation would give us a system of education which would be not a living organism but a dead and hollow structure.

What were the main characteristics of our ancient system of National Edu-

cation? Firstly, the teacher occupied a place of great honour and prestige. He was the centre of National culture and spiritual leadership. At the time of convocations of ancient Universities like Taxila and Nalanda, the audience would not rise even when the King entered the Hall. But when the chief Guru or the Kulapathy would enter the sanctuary all including the King would stand up in reverend silence. It was on account of this social, moral and spiritual leadership of the Teacher that India could attain unrivalled heights of glory and culture. Our National system of education cannot help India in regaining her lost glory unless it is based on the powerful and radiant personalities of our teachers from the primary schools to the highest University stage. In our National Education for free India, therefore we should attach the greatest importance to the selection and training of teachers. Mere Degrees should not be attached disproportionate value. The character and personality of the Teacher should be taken, into consideration before selecting suitable candidates. Moreover only those who feel a missionary zeal for the noble teaching profession should choose to be teachers in Schools and Colleges. To-day the educational sphere has become the last resort of unemployed educated young men. There are several reasons for this sad state of affairs. The low grades of salary constitute one of the main causes but it is not merely the financial aspect which has caused such degeneration in the teaching profession. The right type of people has also not joined the teaching profession with the zeal and faith of a missionary. Just as patriotic young men are asked by our leaders to join the National Army, so our leaders should appeal to brilliant young men and women to join the noble profession of teachers for the sake of rebuilding this ancient land.

The second important characteristic

of ancient system of Education in India was the intimate and day to day contact between the teacher and the students. At present there is hardly any living contact between the two. Students have come to regard their teachers as mercenaries who only care for their monthly pay and leave the institutions after delivering a few lectures without caring for the character building of the young boys and girls entrusted to them. The teachers also do not evince any real interest in the physical, intellectual, emotional and moral well being of students. The ancient Ashrams maintained by Gurus were residential institutions where the teachers and their disciples lived together as a big joint family sharing common joys and sorrows. The teacher was able to keep an eye on the development of the students during the 24 hours. The Ashrams were maintained by rich endowments of kings. The Ashram community lived a simple life and tried to be self-sufficient so far as their daily needs were concerned. Under the present circumstances it will not be possible for India to maintain residential institutions on the pattern of western countries. Such residential schools and colleges would be too costly for a poor country like India. But we can very well revive the old Ashram system in the form of basic schools and colleges on the lines suggested by the Father of our Nation, Mahatma Gandhi. I would therefore earnestly appeal to all concerned to attach the highest importance to the spread of basic education in the country. The Hostel of Basic schools and colleges should have full time Superintendents with noble personality, sterling character and ideal life.

There should be special Training Colleges for hostel superintendents and Universities should give the highest priority to such training.

Hostel life should be conducted on

principles of simplicity self-help, co-operation and the right use of leisure. The element of physical hardship and even 'asceticism' involved in hostel life should be welcomed. The aim of such hardship should not be 'repression' of natural instincts but their proper training for the future domestic and civic life of students.

The third feature of the Ancient system of Indian education was the preservation and evolution of national culture. One of the saddest results of English education in India has been the loss of respect and confidence among young men in their own National Culture and traditions. This is partly due to the English medium of instruction and partly due to the defective syllabi which gave prominence to western thought and culture and relegated the study of Indian thought and literature to the background. Political domination of Britain over India also engendered deep 'inferiority complex' in the minds of students. With the achievement of Swaraj our intellectual and cultural slavery must disappear. The heaviest responsibility for the revival and evolution of National Culture rests on the Indian educational institutions. The following are a few suggestions :—

(a) The courses of study should assign a much more prominent place to Indian subjects. Literature, History, Philosophy, Economics, Politics, Commerce, Art, etc. should be taught with special reference to India. Western thought should also be taken up for purposes of comparative study. But the roots of our syllabi should be firm in the soil of Indian thought and culture.

(b) With a radical change in the syllabi, the existing text-books will have to be replaced. The present books have been mostly written by Western authors from western point of view.

(c) Medium of Instruction must be the regional language. The English medium of instruction has not only stunned the growth of Indian languages, but has also rooted Western modes of thought in students' minds. English, however, can remain as a compulsory subject of study at the University stage.

(d) Besides text-books by Indian authors, importance should be given to the study of ancient Indian books like the Mahabharat, Bhagavatgita, Ramayana, Kautilya's Artha Shastra, etc.

(e) Universities should become great patrons of Indian classical arts. Students should be encouraged to learn and appreciate Indian paintings, sculpture, architecture, dance and music.

(f) Various functions in Universities and Colleges, like the Convocation and Social Gatherings, should be celebrated in an Indian style and atmosphere. For example, the gowns and hoods in Convocation halls look most odd and even heinous to an Indian eye. We can introduce artistic shawls and caps instead.

These are a few points for our serious consideration. It is not possible for me to enter into details. At the end I would earnestly appeal to the Government of India to review the whole problem of Educational reconstruction in this country in the light of our own National culture and genius. Free India must have a Swadeshi plan for reorienting the existing Educational institutions. India has not attained political freedom merely for fun and merry-making. She is a nation of destiny and is destined to play a very vital role in reconstructing a new world order. India should therefore not blindly imitate the West. She should follow the Teachings of Mahatma Gandhi and other ancient Rishies so that she may be able to lead other nations towards world peace and happiness.

LANGUAGE STUDY IN THE SECONDARY SCHOOL

K. NARAYANAN, ABIRAMAM.

Any scheme of Secondary Education must provide for the study of International, national, regional and classical languages.

Let me first discuss the place of English. It is an International language with a rich culture behind it. So far it has been occupying a dominant position in the curriculum. Now it has ceased to be the medium of instruction in the secondary schools and every provincial government has made the regional language the medium of instruction. Even in colleges either the regional language or the national language is to be the medium of instruction and final decision on this question is being awaited. It is definitely certain that English will not be the medium of instruction after the transitional stage. The Union Government is evolving a ten-year scheme to substitute a common language in the place of English. Again English is not going to be the state language of India. The Constituent Assembly will shortly decide what should be the national language. In the meantime, the U.P. and Bihar Governments have made Hindi, the official language. In Madras too in two districts—West Godavary and Trichy—the regional language is made the official language. All these definitely indicate that in every province the regional language will be the official language in the not distant future and the national language is bound to be Hindi or Hindustani.

Thus it will be seen that the practical utility of English as the medium of instruction and as the official language will largely disappear. This in essence means that English will cease to be studied as an expressional language. The aim of the study of English in future is to enable the pupils to under-

stand English, spoken and written. In the light of this, the Bombay Government, in its reorganised scheme, has made provision only for a four-year study of English from standard IV to Standard VII—from III Form to VI Form. It is even suggested that in the English question paper pupils should be asked to give the gist of passages or poems in the regional language and not in English. It is enough if pupils understand English. Madras can as well follow Bombay and introduce English in III Form or in II Form as originally decided, as it is not to be studied as an expressional language. Six periods a week in the lower forms and four periods a week in the higher forms will do.

A knowledge of Hindi is bound to be essential for entry into the all India services and as such Hindi will be the language of livelihood. It is also likely to be the means of Inter-provincial communication. Hence I would humbly suggest that Hindi or Hindustani, which is bound to be the national language, should be made compulsory throughout the secondary school course from Forms I to VI. Three periods a week in the lower forms and two periods a week in the higher forms will suffice. Whatever may be the script, Roman script should not be adopted as it would again perpetuate cultural slavery.

The Regional Language is to be studied as at present scheduled in the Madras Secondary Scheme—six periods in the lower forms and eight periods in the higher forms.

A word about the classical languages—Sanskrit, Arabic, Persian and Urudu. Sanskrit is the mother of languages. It is a mental tonic with high cultural value. It is studied with great interest in Germany, France and England. In

Bombay, Bengal and U.P. efforts are being made to establish Sanskrit Universities. Hence provision has to be made for the study of Sanskrit or any other classical language.

This problem is not incapable of easy solution. The study of classical languages may be made optional in the higher forms. Such of those as take a classical language may be exempted from the study of the Detailed Text in the Regional Language course and the time saved, that is roughly four periods a week may be devoted to the study of the classical language. The study of the Regional language is not likely to suffer, it being the medium of instruction and of examination besides being the mother tongue in most cases.

Thus as outlined above, provision can be made for the compulsory study of Regional, national and international languages, and for the optional study of the classical language. This must satisfy every shade of opinion and school of thought in the field of secondary education. It is earnestly hoped, that the Madras Government will act quickly and make necessary changes.

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question stressed by Gandhiji. But Gandhiji was not opposed to the learning of the national language through one's mother-tongue. "The national language is really more for speech than literary purposes. The script is, therefore, not so essential or is at any rate, of secondary importance." Hence for the man-in-the-street or for use in the highest class of an elementary school, the national language may be studied with the aid of the regional language with conversation as the objective. The national language must be taught in elementary schools also. This is not an outrageous suggestion, for English was taught in the primary schools till recently.

But in secondary schools which cater for children of a higher intelligence quotient, the Devanagari script ought to be used. The intelligence and the linguistic capacity of the children of the Tamil Nad need not be underrated. As Dr. Annie Besant wrote forty years ago, "for the sake of national unity, South India has to make this sacrifice, viz., the study of Hindi."

PRESS NOTES AND ORDERS OF THE GOVERNMENT OF MADRAS

BUILDING GRANTS FOR ELEMENTARY SCHOOLS

The Government have made a special lump sum allotment of Rs. 10 lakhs as building grants and subsidies to Elementary Schools under private management and local bodies during the current year.

The grant payable for a lower elementary school will be half the cost

not exceeding Rs. 4,000 and that for a higher elementary school will be half the cost not exceeding Rs. 7,000. The grants will be paid on the post-execution system. Only such of those building schemes as will be completed in the current year and grants claimed in time will be included in the list of schemes for the payment of grant out of the special allotment.

THE SCRIPT FOR THE NATIONAL LANGUAGE

R. SRINIVASA IYENGAR, PEELAMEDU

The study of Hindustani has been a puzzle to the present Madras Government. Like the language, the script is 'somewhat involved, difficult,' and causes tremendous strain on young children of the First Form stage if they were made to pick up both the Roman and the Devanagiri scripts. The loyalty to the national language is proclaimed by the statement that what is paramount is the learning of the national language at a tender age and not the learning of the Devanagiri script; and that the script is not altogether neglected, as it would be introduced at the Fourth Form stage. The sympathy of the Government for the tender children is demonstrated by introducing the common Roman script as "an eminently practical way out of the difficulty," and thus enabling them to learn at one stroke as it were both English and Hindustani. Their tender solicitude is further shown in the active consideration of the teaching of Hindustani in the script of the regional language so as to facilitate the learning of Hindustani by young children in this Province whose mother-tongue is not Hindustani.

The Madras Government is fortified in their view by the predilections of Pandit Jawaharlal Nehru that it would be desirable to explore the possibilities of the Roman script and to use it where possible or desirable, as the Roman script has been used with great effect in the army and has proved also a great unifying force. Rajaji sometime back tried as a hobby the Roman script for the study of the Tamil language; and a Madras daily is continuing the experiment in its weekly columns.

Pandit Jawaharlal has definitely expressed his warning, "I do not think it possible for us to adopt on any wide scale the Roman script." The Madras Government's language policy is not clear. Again, it is not easy to understand why Hindustani should be studied in the Roman script in the First Form, and again in the Devanagiri script in the Fourth Form. The inconsistency is perhaps not apparent.

The partiality for the Roman script is due to the prejudice against the Devanagiri script based upon the ignorance of the comparative merits of the two scripts. The one is phonetic, and the other, not phonetic at all. George Bernard Shaw's agitation to make English language phonetic is too well-known. He used to say in all seriousness that King George is made to waste half his life by being compelled to use six letters in signing his name when three would be quite sufficient. The eccentricities of the English language due to its unphonetic character are recited in humorous poems. The same letter has to represent many sounds, and one sound is represented by many letters. The Nagari script is phonetic and has a larger number of letters representing a wider variety of sounds. It is also well-known that the telegraphic messages couched in Hindi but written in the Roman script to the Hindi Sammelans could not be deciphered easily and that three or four persons have to be engaged in reading the messages correctly. The Roman script which has only 5 vowels and 21 consonants has to be reinforced by a plethora of special signs, symbols and multiplications of letters. Confusion between 'Budha' (wise man) and

'Bhuddha' (a dull-witted person), between 'Sat' (good) and 'Shath' (vile person), between 'baag' (a pleasant garden) and 'bagh' (tiger) is likely to rise. The equivalent for 'good' (Achchha) requires seven letters and two diacritical signs in the Roman script, but only two letters in the Devanagari script. The word 'baithiye' which could be written with three letters in the Nagari script needs eight letters and four symbols. The difficulties over the Tavarga and the Thavarga cannot be easily tided over in the Roman script. The seven sounds in Hindustani which the Nagari script does not provide for, viz., KH, K, G, PH, D, DH and J are provided for in the Nagari script by placing a dot underneath the letters; and the defects have been rectified.

Rationally argued, the Roman script cannot be an adequate vehicle for the learning of Hindustani. Politically considered, as Rashtrapathi Dr. Pattabhi remarked, 'there should be three rights guaranteed to each individual, namely, the right to have his own religion, the right to use his own mother-tongue, and the right to have his own script.' As Dr. Thakore observed in "Philomath" (London), "If anyone imagines that the East will ever accept the Roman script, that would appear as absurd as if I were to suggest that the Western world should adopt the Arabic alphabet." This aspect of the question has been voiced forth by Gandhiji for the past two decades in the pages of "Young India" and "Harijan". Gandhi wrote in "Young India" of July 1927 that "we must have an easily adaptable universal script for all India, and there is nothing so adaptable and ready-made as Devanagari script." But he advocated later on the use of the two scripts, the Devanagari and the Urdu in the interests of the Hindu-Muslim unity. Moulana Azad delivered recently this message of Gandhiji to the Muslim youths at the Aligarh Univer-

sity Convocation address that they should learn both the scripts. But Gandhiji was ever stoutly opposed to the use of the Roman script for any Indian languages. His views are summarised in his own words thus :—

"I am not prejudiced against the Roman script. I am against anything or anybody usurping a place not belonging to it, or him. The Roman script has come to stay in India. But it cannot take the place of the Indian scripts. The Arabic script from which the Persian is derived is a necessity for Muslims as Sanskrit is for Hindus. Roman has been suggested as a compromise and not for its merits. It has none except that it is almost universal. But it must not displace either Devanagari which is the parent of most Provincial languages and is the most perfect of all the known scripts, or Persian because it is written by millions of Hindus and Muslims in the North. The Roman script has its own unique place. It need not aspire after greater. English will appropriately remain the international language with the Roman script. But the latter can never be the script of the national language. Time-saving devices are good up to a certain point. But they take the form of a mania when they destroy human relations and desirable restraints. Let the Provincial Governments beware of the lure of the Roman script. Let it not be said of India that it is so degraded as to become the blotting sheet of civilisation." (*Harijan*, 2-2-'47.)

"However attractive the proposition may appear to be and whatever is true of the Indian soldiers, in my opinion, the replacing would be a fatal blunder, and we would find ourselves in the fire out of the frying pan." (*Harijan*, 23-3-'47.)

It behoves the Madras Government to examine the problem in the light of the moral and spiritual aspects of the

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EDUCATION FOR HIGH LIVING AND HIGH THINKING

DR. K. N. KINI, M. A., Ph.D. (Columbia University)

Director of Public Instruction, Jodhpur.

In these materialistic days when everybody at least wishes to have the best things of life, it is preposterous for anybody to sing this slogan "Plain living and high thinking". What such people should do is to afford and create opportunities to the humbler folk to work hard and earn more. Let us openly preach "*High living and high thinking*" because it is a natural urge in people to possess the best things of life which enhances their competency. When they do get them, they will have facilities for high thinking. The result of "Plain living" has been that the incomes of most people have gone down, so low that there is no margin of savings against a rainy day. Dependence on more opulent relatives or friends has become a common feature in our country, with its concomitant consequence of losing self-respect. Bickerings are common. On account of the fact that such people do not get enough nourishment and comforts of life, their efficiency as citizens is undermined. The very inefficiency leads to still lower standards. Laziness has become rampant. "One earns and ten live on him" can be heard throughout the country.

Our educational system should be so changed that every boy and every girl will be taught to produce something which is useful in life, which is saleable and by selling which he or she can make a little profit or at least get money in return for the labour spent. By learning to do useful and artistic things, not only will they get the joy of life but they will also procure some money in return for using to upgrade their own life. As the children construct these things, they should learn the language of their construction, the

geography of their raw materials and also of their manufacture in the factories and cottages, the mathematics involved in the purchase of the raw materials and the marketing, etc., of the finished goods, the drawing and the art relating to their production, etc. Culture, if it be defined as the intellectual development of the individuals, can be best sought through this type of education in its true sociological and economic setting rather than by working out imaginary problems unconnected with life and mugging up heights of mountains and lengths of rivers and everchanging boundaries of small countries and states which are no bigger than a district in India. For the Indian youth the boundaries of Chili or Bulgaria or Denmark are of no cultural importance, whereas if he is engaged in producing cotton cloth in the school, the knowledge obtained by learning commercial geography of cotton is of greater importance and consequence to him.

Our universities should so fashion their educational system as to foster production in the land. Merely producing graduates in abstract subjects and throwing them in the vast world to sink or swim is fraught with evil consequences to the nation. Most people in this world have to work and add to the national income. The number of people who have to become votaries of abstract subjects should be only a few. Let our universities therefore afford opportunities to most of their students to become proficient in production subjects and help the nation in objectifying the slogan "*High living and high thinking*". Every college gets affiliation in arts and abstract subjects, because equipment is simple,

Why should we not arrange courses in subjects like watch-making, manufacture of electrical goods, production of sanitary fittings, glass technology, ship-building, etc., where highest scientific knowledge will be utilised? Do not these courses lead to intellectual development as well?

The students should be encouraged to *earn while learning* and thus upgrade their living conditions. During term time as well as in vacations, every opportunity should be created for them

to earn and relieve the financial burden on their parents. Also our institutions of higher learning should adopt the motto "Learning while earning" and afford facilities to their alumni to upgrade their qualifications by taking up courses outside their working hours and thus enhance their efficiency and hence their earning capacity. Every individual should adopt the slogan "HIGH LIVING AND HIGH THINKING" and thus increase our national efficiency in this competitive world.

Mahatma Gandhi's favourite Gujarati Hymn (beginning with the words 'Vaishnav jan to tene kahia') as rendered by him in English:—

"God's truest saint is he
 Who holdeth others' woe to be his own
 No pride hath he,
 He speaketh ill of none.
 He holdeth all alive in honour.
 He ruleth well his speech,
 His passions, and his thoughts.
 Always he speaketh truth,
 He layeth not his hands on others' possessions.
 Pure is he and chaste
 No self-delusion bandageth his eyes
 His mind is drawn away from earthly things.
 No lust, no ill desires sear his soul.
 He loveth well the name of God,
 He knoweth well that God's most sacred shrine
 Is his own body.
 Generous is he, and free from cunning,
 He yieldeth not to anger.
 One such man
 To all around."
 Bringeth by his presence purity

('Harijan' dated April 3, 1949.)

The hymn is noteworthy as summing up the best in the teachings of all religions.



SOCIAL STUDIES AND CITIZENSHIP

S. BALAKRISHNA JOSHI, B.A., L.T.

The two new subjects in the re-organised scheme which have come in naturally for a good deal of comment and discussion are the Social Studies and Citizenship. Social Studies is a substitute for History and Geography taught in the past. Its object, they say, is to give youngsters a synthetic view of the evolution of human institutions through the ages. It is also meant to quicken their imagination and to implant in them right attitudes by helping them understand sympathetically and interpret intelligently the various factors that contribute to social well-being. The new conception is that the School is a well-organised state on a miniature scale preparing pupils for the responsibilities and rights of citizenship by providing life experiences. The subjects taught thus become meaningful and relevant only to the extent they interpret the evolution of human progress and of social institutions. History, Civics, Geography, Politics, Economics, Sociology, etc., have, therefore, to be viewed not as isolated subjects, utterly unconnected with one another but as inter-related parts of a synthetic scheme of studies. Social Studies is thus an attempt at harmonising several subjects which convey a knowledge of different phases of man's life and activities and of the various forces and institutions that have influenced man's progress. The inspiration for the introduction of this subject, we are led to think, has come from America where, we are told, there is a "fusion course". For aught we know, there is scope for a good deal of improvement in the organisation of the subject as introduced in our Province. We are all familiar that the Courses of Study are drawn under three categories—Social Studies, Social Training and

Social Activity. It is wrong to imagine that Social training can be imparted only through this subject. Moreover, there does not seem to be any coherence or underlying unity in the topics suggested for study. They look more like a patch-work of isolated topics. Some of the subjects suggested are so comprehensive that they admit of different interpretations and different methods of approach. Chronology which is the eye of history, seems to be lost sight of. There is very little of the history of our own Motherland. It is well for us to remember that several institutions in America, the example of which we often cite, patriotism is taught as a subject. Current events receive great attention and local history is dealt at length. Before we make our youngsters familiar with events and trends in foreign lands, it is but proper that we should acquaint them with the movements and institutions that have moulded the history of our own Motherland.

The expression, "Social Activities" implies that there are other types of activity like the intellectual and physical. Life, however, is a composite whole and all our activities are but different manifestations of the mind. It is for convenience that we compartmentalise them and call them by different labels. A purposeful unity runs through all our activities though it may not be visible to superficial observation. Strictly speaking, all types of activity are essentially for the development of personality and they are not fundamentally opposed to one another. Man is a physical creature, an intellectual being, an economic entity, a social animal and, above all, a spiritual force and he has to function as a whole and as a combination of all

these aspects. Therefore, all activities are physical, intellectual, social and moral. It is of happy augury that the ideals of education are fast undergoing a wholesome change in view of the changed surroundings and situation we are now in. It is now recognised that the school is a happy family, a well-knit community, a well-ordered society, a democratic state on a miniature scale. Life in it has, therefore, to be fashioned in such a way that pupils love to get into it and are not anxious to escape from it with howls of joy at freedom won. Its activities, rich and varied, purposeful and fruitful, must be so planned and integrated that they implant right attitudes in children, give them a healthy outlook on life and prepare them for enlightened citizenship. To that end, they have to be

equipped. They have to be taught to respect the rights of other members of the society, to discharge their duties efficiently and joyously, realise that they have a responsibility in promoting the happiness and strength of the society to which they have the privilege to belong. They should feel and act in terms of social welfare and not individual predilections. In short, they must rise to their fullest stature and give of their very best to society. In order to inculcate in the young vibrant, dynamic social virtues like affability, adaptability, sympathy, serviceability and resourcefulness, activities have to be organised on a concerted plan.—*From "Presidential Address" delivered to Anantapur District Teachers' Conference on 9-4-'49.*

POINTS FROM ARTICLES

1. HOW TO MAINTAIN THE HIGH STANDARDS IN EDUCATION

G. SITARAMAMURTY, B. A., B. Ed.

How are we to maintain high standards in education? Firstly let our national leaders now and then exhort our students to confine their attention during their school career only on studies and nothing else; secondly, they should be clearly told that they have no business to enter active party politics without prejudicing their knowledge of current politics; thirdly, let parents inquire about the scholastic record of children by making constant reviews

as many times as possible, find the causes of backwardness, if there be, and try to rectify it; fourthly, let there be no overcrowding in schools and classes; fifthly let no school be recognised if it is not properly equipped with teaching personnel and equipment; sixthly, let the teaching profession be made attractive and last but not least, let Government always insist on high standards and do not resort to lowering the standards unnecessarily.

2. VISUAL-INSTRUCTION AS I VISUALIZE IT

SRI T. N. RAO, B.A., L.T.

Deputy Inspector of Schools, Hadagalli

In these days of scientific advance, with several interesting aids and appliances at our disposal, it should be quite possible, to take note of the requirements of Social Education, and cater to the educational needs of the adult. The "Educational shorts" and the "Information pictures," now occasionally exhibited, on the screen between intervals, or at the beginning of a cinema show, for a few minutes, will never be adequate for our purposes. A comprehensive list of Educational films, embracing all subjects, past, current and future, should be drawn up as per well-ordered courses of Visual Instruction, and these should be taken and exhibited, at the very doors of the public, according to a schedule. It is hoped that the Visual-Education committee that is working out details, will soon come forward with practical schemes, and make Visual-Instruction, orderly and systematic. To achieve this end, a fully equipped touring Educational van, with a projector, films and other appliances, a radio and gramophone records and loud speakers and a small moving library, containing several interesting books, for lending and consulting, should be organised for every district, and should take the Educational amenities to the very doors of the public. These moving free emporiums of Educational service catering to the needs of the public, according to a schedule, will surely give a fillip to the public, not only to read and write, but to learn several things, and develop their knowledge, and culture in an attractive and pleasing atmosphere. The pious axiom "Each one teach one," will also automatically come into operation under this spectacular incentive.

The necessary arrangements for the exhibition of Educational films, can be entrusted to the Panchayat Boards, Gramasanghams, heads of rural colleges, Adult-Education centres, and other Educational Institutions, and village committees under the development scheme, under the direct control and supervision of the Educational department. How to finance this new educational enterprise is a problem. It is learnt that a sum of 17 lakhs of rupees has been allotted to this province by the Central Government, for Adult-Education scheme; with an equivalent amount of contribution from the Educational funds of this Presidency, the most effective part of the scheme of Visual-Instruction, can be put into working order: since the public are provided, with these new amenities, a slight increase in the Educational cess of this Province, on an uniform scale, should not be a burden or hardship.

With the spirit and determination of the ancient Roman-General, let every man, woman and child "come, see, and conquer" and the problem of Visual Instruction can be taken for granted as well-nigh solved.

Visual Instruction is a short-cut to learning, knowledge and culture. Like modern air-travel, it covers the longest distance within the shortest time possible. Only, the Visual Educator should guard himself against accidents, and pitfalls, and other exigencies during the course of instruction. This he can do well, provided he can pilot a well-planned scheme, and handle the projectors and films to the best advantage of pupils.

The first thing that is to be done is to provide our schools with suitable sound/silent projectors, and show the

teachers the way to handle them properly and with care.

Secondly, expert-teachers should prepare teacher's notes and make running commentaries with models and charts wherever necessary.

Thirdly, the time-tables of schools, High and Middle, should be conveniently adjusted to provide 50 to 60 minutes of useful instruction every day, on several subjects.

Fourthly, a separate auditorium should be provided or arranged in every school, for shows. The oil engine generators should be properly housed and run, in places not served by electricity.

Fifthly an inspecting officer, well versed in film lore and projectors should supervise the course of instruction and suggest ways and means of improving

it in the light of practical experience gained. He should combine in him, the functions of an Educational Inspector, a film-representative, and a cine-mechanic. He may be given the help of an expert mechanic when necessary.

Sixth, a film-library may be constituted for every 4 or 5 districts, for supply or loaning of Educational films that may be applied for, by institutions. These film libraries should combine the functions of not only a library but those of film-distributors, and film-exchanges.

Seventh, competent Educationists should be invited to suggest skeleton-themes for Educational films to be produced, and also suggest suitable fresh topics for filmitising, with a view to enrich the film-libraries.

3. COMPULSORY EDUCATION—A GLORIOUS VENTURE

A MYSORE EXPERIMENT REVIEWED

"We are inclined to favour the view that Compulsion should be used more to keep at school boys already sent there than to bring in the last boy in the village. It is more important to stop the wastage we have mentioned than to strain after the last truant,"—it was agreed to have compulsory attendance upto 12 years or passing primary IV year as per the Elementary Education Amendment Act of 1944. The whole State is to be included under this scheme within 10 years. As a first measure the scheme was tried in Nine Taluks and the same extended to other sets in the subsequent years. Necessary provision for increase in the number of schools, teachers, buildings was made. The Ranges were increased and the Inspectors were also made to check the Attendance with the help of Village Panchayats, the whole scheme costing 2½ lakhs at the beginning and 1½ lakhs later on.

Very soon, it was felt that full compulsion alone would be the proper measure and the same was introduced

from 1st August 1947 in Nine selected Hoblies, one in each District at a total cost of Rs. 1,92,317 in such places where the compulsory Attendance scheme had already been in vogue for a year and more. Separate Attendance officers were appointed to check attendance, meet the people, launch prosecutions under the Act wherever necessary.

As a further step in this direction, the scheme of full compulsion is extended during this year to Nine District Headquarters Taluks in such areas where the scheme of Compulsion has been in vogue for 2 years and more. Attendance Officers at the rate of one for about 30 schools (or a Hobli) have been appointed and they are selected from among Senior Primary School teachers who have proper aptitude in addition to qualifications. The scheme has been launched at a total cost of about 2½ lakhs. It is praiseworthy that since Popular Ministry came into existence, the State has been providing more than 25 per cent of the State Revenue for Education alone.

4. BROADCASTING AND CITIZENSHIP TRAINING

K. NARAYANAN, ABIRAMAM

In its latest annual bulletin the Union International de Radio diffusion, of Geneva gives statistics showing the rapid strides taken by European and American states in the sphere of school broadcasts. The Central Council for School Broadcasting in Britain has prepared a pamphlet which shows how history and geography, arithmetic, writing and drawing can all be included in broadcasts in the form of an exciting game. In America radio is used in the successful instruction of literature, dramatics, music, public speaking, history and geography, physical training and even in shorthand.

Citizenship Training is a new subject in the re-organised Secondary Scheme of Studies. The School Parliament plays a vital part in Citizenship Training. The Radio can be pressed into service as an aid in citizenship training also. In Germany this is being done. The A.I.R. stations at Bezwada, Madras, Trichy can usefully follow the German

School Broadcast in the task of educating the young towards working together.

The School broadcasting division of the radio services in the American sector of Berlin recently set itself to help in the task of educating young Germans towards working together. Its method was to organise a school parliament, a unique experiment in its history.

This children's parliament has caused such a considerable stir in teaching circles that it would be no exaggeration to speak of it as a new force in education. What is the special virtue of this experiment? First, it gives the children an opportunity of learning to express their ideas clearly and concisely in public and without preparation. Secondly, it gives them confidence. Thirdly, it gives them a chance of exchanging ideas with their friends and of learning how to resolve their problems together.

5. WHAT SHOULD WE DO WITH OUR EXAMINATION SYSTEM?

PROF. P. S. NAIDU

Allahabad University.

In the present state of affairs then, the essay type examinations must stay as a final test of the worth of examinees, but it should not be the sole test. The objective test of attainment constructed and administered by the teacher, the cumulative record also maintained by the teacher, and the final essay type examination conducted by the decentralised Board whose composition we have given in some detail should all be used to determine the final rating of candidate. Half the marks assigned to any paper should go to the final essay type examination, one-fourth to the objective achievement test and one-fourth to class records. In marking the scripts of the final examination the special method that I have outlined above should be followed, the final mark being determined in conjunction with the score of the psychological test.

As regards the Examination Boards decentralisation should be effected along the lines followed by the Dutch Schools. And finally intensive statistical studies of the results of examinations should be carried out by the special Board of Examination Audit or at least by a Special Statistical Officer appointed for the purpose. It will be noted that in my scheme of reform an overwhelmingly influential position is given to the teacher. The teachers' assessment of his own pupils receives considerable weightage in the final ratings deciding the fate of examinees. This is as it should be, for in a liberal democratic system of education the teacher occupies the place of prime importance. I commend my scheme to you in the hope that you will give it the attention it merits.

6. CITIZENSHIP ACTIVITIES—SOME ASPECTS.— SQUAD SYSTEM—ITS VALUE IN DISCIPLINE—TEAM WORK

SRI K. PARTHASARATHI, B.A., L.T.

Headmaster, Board High School, Owk, Kurnool District.

The Squad system of the Citizenship Activity in the Reorganisation Scheme aims at the development of the self-government ideal among the pupils of the Institution. The School community is the body-politic whose administration is vested in, and carried out by, the elected representatives who take the lion's share of the administration into their own hands and look after the common weal of the Institution. The Squads of each form are the constituencies and the Squad Leaders are like the M.L.A.'s and the Class Council is like the Provincial Cabinet with the C.P.L. as the Premier and the several Squad Leaders as the Ministers.

Important matters and affairs pertaining to the class are mooted, proposed, discussed, and momentous decisions are arrived at in the Class Council as in Cabinet meetings. These decisions are placed before the squads who in turn approve of them, carry on propaganda, and work them out in practice for the good of the entire class

even as the M.L.A.'s do among their constituencies for the good of the whole province.

The School Council is the Central Cabinet and the School Parliament is like the Constituent Assembly where important decisions are arrived at, put on the Legislative anvil and beaten into shape and moulded into proper form for practical working.

Thus the Squad system affords ample opportunities to the pupils (i) in the running and administration of democratic institutions, (ii) in developing team spirit and esprit-de-corps, as the pupils work in small democratic groups like the class and the squad, (iii) in instilling ideas of responsible self-government, (iv) in creating a spirit of healthy and happy rivalry leading to the common good of the School Community, (v) in building up a social sense of their own welfare, and of working for the common weal, (vi) in fostering qualities of self-reliance, self-help and self-confidence.

7. EXAMINATIONS—THEIR PLACE IN EDUCATION

A. VENKATAKRISHNA AIYAR, B. A., L. T.

Assistant, Board High School, Melur.

Examinations have a definite aim. They serve as an incentive to study, gather knowledge and arrange many bits of information, ideas and arguments in a proper form. They train a person to be ready-witted and to present those points that are needed in a compact and comprehensive manner.

At the same time, the evils of examinations have to be eliminated. Questions should be asked on what the pupils are expected to know. They should not be puzzles or catch questions to make all pupils blunder and get terrified.

8. RAISING THE STATUS OF THE TEACHER

K. NARAYANAN, ABHIRAMAM

The nobility of the teaching Profession

(a) The Status of the teacher cannot be divorced from his financial position. He has got to satisfy certain creature comforts. A devitalised and disgruntled teacher is a standing menace to educational progress. Improvement in the financial status of the Teacher is therefore very important if there is to be an improvement in our present social set up. It is refreshing to note that since the advent of Independence attention has been turned to this glaring injustice to one of our most important services. Here and there certain provinces have done something. There must be an all-out effort on an All India basis. The case for a liberal revision in general of salary grades of teachers is undeniable and urgent. In no country in modern times have teachers received less consideration at the hands of the state than in ours. And it is the primary duty of the state in the new set-up to evolve rapidly proper service conditions in its educational system. The Government should assume responsibility for organising all primary, secondary and collegiate teaching in distinct cadres, accepting the recommendations as the basis. This will mean an increase in the nation's education budget. But Education is the very pivot of national well being, and even Napoleon Bona-

parte, a Militarist, had stated that public instruction should constitute the first charge on the revenue of the Government. It is imperative that we attract to our educational institutions at least a fair proportion of first class brains who are prepared to devote themselves sincerely to education and scholarship, provided they get reasonably decent conditions of living.

(b) More important than improvement in the teachers' financial status is the necessity to improve the teaching personnel by devising a better system of selection of teachers so as to secure the right type of Teachers for the right type of Education. An extensive campaign to raise the professional standards of teachers has been mapped out by the National Educational Association (NEA) of the United States. A recent NEA meeting entrusted to a Commission on Teacher Education and Professional Standards a programme for the campaign which has a two-fold attack; (1) higher standards for admission to teacher training institutions; (2) better standards for admission to the teaching profession. If such campaign is found necessary in such a highly civilised country as the U.S.A. it is all the more so in such a country as India where everything has to be commenced anew.

9. THE BATTLE OF LANGUAGE IN INDIA

KODANDA RAO

*Servants of India Society***A Solution**

It is suggested that the medium of education in the Primary and Compulsory stages of education may be the local regional languages spoken, say, by about ten millions people each. Universal, Compulsory Primary Education may be uni-lingual in the local regional languages. The medium of education in the Secondary and University stages may be bi-lingual, the local Regional language and the English language. Arts subjects like History, Philosophy, Economic and Politics, may be taught in the local Regional languages, while Science subjects, like Physics, Chemistry, Mathematics, Geology and Biology, may be taught in the English language. Furthermore, English words, whether in the Arts or Sciences, which have come into use already should be retained. Indeed, the incorporation of English words not only in the Sciences but also in the Arts should be encouraged, so that the words common to the whole world will increase rather than

decrease. Provision for the teaching of languages, other than the local regional language and the English language, should also be made wherever there is a need for it, as for instance, Hindi, Bengali, Tamil, Urdu and German, French, Spanish, Chinese, Japanese and Russian.

Argument

Most people need only one language for all their purpose, and it may be the local regional language. The few who need a second language will be better served by English than by Hindi or any other language. For, English has already become the inter-lingual common language in India and also of the world. To the extent a common language can help to unify a multi-lingual peoples. English can do it well as Hindi. What is more, it can unify the multi-lingual world also. English as the single second language can serve the purposes not only of India but of the world, of India is an increasingly integrating part.

10. A THESIS ON THE PLACE OF SANSKRIT IN THE
NEW SYSTEM OF EDUCATION

B. GOVINDA RAO. B.A., B.O.L

Mangalore

Sanskrit literature is of such vast and almost unlimited extent that it is necessary that it should have priority and also the largest number of periods of study in the school time-tables. Sanskrit instruction should be imparted for the same reason in all the stages of education, greater importance being given to it as education proceeds higher and higher. The one characteristic of Sanskrit learning is that when one completes a certain course of studies in the language, he feels his own humility and stands amazed at the vastness of the knowledge yet to be known and learned in that particular branch and the more so in the other branches. The different provincial languages should all be taught with Sanskrit as the

background if we are to handle language-teaching on a scientific basis. Further, technical and scientific terms are in equal demand by all the provincial languages, and it is a sound proposition that roots and words from Sanskrit and their new derivations may be commonly employed with the same meaning in all the languages. This factor will also bring the various languages nearer to Sanskrit and nearer to one another so that in due course of time when a person from a certain province takes his abode in another, however remote it may be, he can easily learn the new language and adopt himself to the new environment, which is itself a great unifying force in the new set-up of the country.

NEWS AND NOTES

NAGPUR

REGIONAL LANGUAGE TO BE ADOPTED

From July 1949, Hindi and Marathi, regional languages of C.P. and Berar, will be the media of instruction in all arts colleges affiliated to Nagpur University.

The medium of instruction in primary schools and high schools upto the Matriculation standard in the Province has been the mother-tongue of the pupil since July 1948, and pupils receive education either in Hindi or Marathi with English as one of the optional subjects.

NEW DELHI

The plenary session of the Indian National Commission for Co-operation with UNESCO which met in the Council of State Chamber, on April 9, after considerable discussion, decided to set up a Committee of Nine to draft a constitution for the Indian National Commission.

The meeting also felt that in the UNESCO, programmes which are of special interest to countries like India, should not only be included but should be given high priority.

The Commission will consider three resolutions including a resolution placed before the plenary session embodying the decision to appoint a committee to initiate direct and stimulate the study of the ideas and techniques expounded by Gandhiji.

The resolution lays down that, in the light of these studies, a world-wide programme of action to promote universal peace and goodwill among all nations should be prepared for consideration by UNESCO in May 1950.

Two other resolutions which the Commission is expected to consider express sympathy with displaced persons and recommend the preparation of a plan for improving the living condi-

tions of the under-privileged sections of the community in India.

The Commission examined in detail UNESCO's programme for education for the year 1949 prepared at the third general Conference held at Beirut. It resolved that the Director-General of UNESCO should be requested to interpret the constructive development of education, science and culture to mean both constructive development in under-developed areas as well as reconstruction in war-devastated areas.

Important among the items which were considered in detail by the Educational Sub-Commission were, ways and means of improving text books and teaching materials, imparting of fundamental education with particular reference to free and compulsory primary education and adult education and education as a means for promoting international understanding. Regarding the proposed formulation of a teachers' charter, the Sub-Commission recommended that Central, Provincial and State Governments should be requested to improve the condition of service of teachers. The role of Universities in promoting international co-operation and the ways and means of associating young people with UNESCO's programme were also considered by the Sub-Commission

BOMBAY

VISUAL EDUCATION IN BOMBAY SCHOOLS

The Government of Bombay have decided to spend a sum of Rs. 75,000 in three years on grants to non-Government Secondary Schools for the purchase of 16 m.m. film projectors.

With a view to making increased use of films in imparting education, the Government sanctioned a visual education scheme under which educational films are to be purchased and sent in circulation to secondary schools for

showing them to school-going children with the help of 16 m.m. film projectors. The Government have now decided to give to the schools desiring to purchase such projectors a grant at the rate of one-third of the cost of the projector on the conditions that they undertake to exhibit the films to their own pupils as well as to pupils from other schools in the locality, they undertake to keep the projectors in good working order, the recurring expenditure incurred by them for freight charges of films and remuneration to operators, etc., will be admissible for Government maintenance grant and the students will not be charged extra fees for the shows.

USE OF FILMS IN EDUCATION

With a view to promoting the use of audio-visual aids for instruction in schools as well as for social education, the Ministry of Education, Government of India, has set up a Central Films Library and an Audio-Visual Education unit. The Education Ministry is also considering a scheme to undertake, in co-operation with the Ministry of Information and Broadcasting, the production of educational films as a pilot project.

MADRAS

TRAINING COURSE IN HOME SCIENCE

Two courses of training for teachers in the new syllabus in Home Science for middle school and high school classes respectively were inaugurated on May 17th at the Lady Sivaswami Aiyar's Girls High School, Mylapore, by Mrs. G. Sankunni, Central Inspectress of Schools.

The course intended to cover middle school forms has been organised by Mrs. V. Chellammal, Inspectress of Girls' Schools, Third Circle, and that for high school forms by Mrs. T. N. Ramamurthi, Principal of the Queen Mary's College. A large number of

teachers from all over the Presidency are attending the courses.

Mrs. Sankunni said that the new syllabus in Home Science met a long-felt want. She had found that Home Science was not being handled properly and she hoped that the training which teachers would receive at the centre would enable them to teach their pupils the scientific aspects of good House-keeping.

MEDIUM OF TEACHING IN SCHOOLS

The Cabinet Committee appointed to consider the question of medium of instruction in Secondary Schools in the bilingual and multilingual areas in the Province have made a number of recommendations to be discussed by the Cabinet on June 3.

The Committee's discussions related to the arrangements as regards medium of instruction consequent on the Government's decision to commence the study of English in I Form stage.

The points that emerged from the discussions, may be summed up as follows :

The medium of instruction in schools should generally be the regional language.

Where the mother tongue of a pupil is not the regional language, arrangements should be made for teaching in the mother tongue to such pupils, even if they are only ten in a class.

In cases where the number of pupils who require to be taught in their mother tongue (which is not the regional language) is less than ten, the Government should be prepared to meet the loss incurred by the management in having to run an uneconomic class.

Hindustani, which is now a language for study in I Form stage, may, in future, be taught either in I Form or in II Form, having regard to the fact that English has been included in the curriculum for I Form. It may be taught also in Roman script or the script of the regional language.

Pupils whose mother tongue is not the regional language, are to be given the option of choosing Hindustani as the medium of instruction and not English.

In Anglo-Indian schools, non-Anglo-Indians including refugees from the Punjab and Sind might be admitted up to 50 per cent of the sanctioned strength, the medium of instruction being English.

SECONDARY EDUCATION BOARD'S PROPOSAL

The Board of Secondary Education at its meeting on 23rd May 1949 endorsed the decision of the Government to introduce English in I Form, if it is learnt.

As a consequence, the Board recommended that the teaching of Hindustani might be begun in I Form or II Form, as found convenient by managements. It was also suggested that the script in which Hindustani should be taught need not be made obligatory and that the choice in respect of Devanagari, Roman or the regional script might be left to the schools themselves, if it is understood.

The Board, it is gathered, recommended that, as a temporary measure, an additional paper in Higher Mathematics might be provided in the S.S.L.C. examination for the benefit of students who desire to take up Mathematics in their University course. It was recommended that the performance of students in this additional paper should not affect their eligibility to the University course. This would mean that Higher Mathematics would be a purely optional, additional subject and provision for imparting instruction in that subject would have to be made in schools from the next academic year.

SCHEME FOR TESTING PUPILS' ABILITY

The Committee appointed to draft a suitable scheme for testing and recording the progress of pupils in the new activities that are being introduced in the reorganised S.S.L.C. scheme has submitted its report to the Director of Public Instruction.

It is pointed out that under the new scheme formulated by the Committee, greater emphasis and importance is attached to the day-to-day work of the pupil and thus the strain of a final promotion examination is reduced. Academic learning and practical activities are given equal importance. Under the proposed scheme, it is believed that the "cumulative record" of each pupil will play a particularly valuable role. It will enable pupils to choose appropriate courses of study and will considerably assist teachers in evolving suitable corrective devices to remedy the shortcomings of individual pupils both in the academic and practical activities.

PRIVATE CANDIDATES FOR S.S.L.C.

EXAMINATION

A notification by the Secretary, Board of Secondary Education in Ft. St. George Gazette says that the following will be admitted to the S.S.L.C. Examination as private candidates without the production of school record and attendance:

Holders of the Trained Teachers' Certificate of the Higher Elementary Grade and other members of the teaching profession, such as pandits, munshis, weaving instructors, instructors in other crafts, physical training instructors, drawing masters, music teachers, manual training instructors and commercial instructors, who are in service, at the time of application as whole-time teachers in recognised schools under the control of the Director of Public Instruction, Madras, or in the Civil Station, Bangalore, and in the Coorg Province for at least three years, provided they possess the qualification according to the Madras Educational Rules and have not appeared for the S.S.L.C. Examination before.

The number of times such private candidates may appear for the examination is limited to four. Candidates belonging to the Scheduled Class may appear five times.

The term "Higher elementary grade teachers" includes also those who are in possession of higher elementary grade trained teachers' certificates and elementary grade teachers trained under the revised scheme introduced in 1940-41.

Text-books prescribed for the Public Examination in March, 1949, have been prescribed for the October examination also.

VISUAL EDUCATION SCHEME

The Government of Madras are now considering a proposal to give a grant to schools towards meeting a part of the cost of cinema projectors, which schools are now being encouraged to buy in order to give a fillip to the visual education scheme.

A "silent" projector costs about Rs. 1,500 and a projector for a talkie about Rs. 3,000. Already a few schools have bought their own projectors.

Films are to be lent from the Central Film Library in the office of the Director of Public Instruction, which has already about 250 films for exhibition in school classes.

A guide book on visual education is now under preparation, it is learnt.

ENDOWMENTS FOR AIDED SCHOOLS

Agreeing with the view of the Director of Public Instruction that the imposition of conditions for building up an endowment with retrospective effect, decided on by Government in 1948, had caused hardships, and accepting his suggestion that the condition for the creation of an endowment need not be insisted on in respect of schools opened prior to June, 1948, it is learnt that the Government of Madras have issued orders modifying the original directions.

It had been previously ordered that aided secondary schools, which had been opened prior to April 1940, might be exempted from providing an endowment, that the schools opened between 1940 and 1948 might be permitted to build up an endowment within five years from April, 1948, and that no relaxation of the existing conditions should be made in respect of schools opened after April 1, 1948.

LONDON

UNESCO BOOK TOKEN SCHEME TO BE EXTENDED*

The international book token scheme sponsored by UNESCO has proved such a success that it is to be extended. When the experimental period ends in December it will be continued indefinitely. The initial amount of \$150,000 with which the scheme was launched will be increased to \$250,000.

The object of the scheme is to overcome currency difficulties which might limit the interchange of knowledge between nations. It enables organisations and individuals in areas with soft currency to buy publications other than fiction from hard currency countries.

Coupons are issued by UNESCO and sold in the countries participating in the scheme. They are paid for in the currency of the country where they are bought and are accepted by any of the book-selling nations as payment for books or journals ordered.

EXPANSION OF TECHNICAL EDUCATION PLANNED

Big plans for expanding technical education in Britain have now been completed. This has been disclosed by the Minister of Education, Mr. George Tomlinson, who also said that he was inaugurating a national scheme for providing suitable candidates with training in management. He also announced that the next important educational reform would be the introduction of County Colleges. The Government regard this reform as one of the most important.

INDIAN SOCIAL AFFAIRS FELLOWS IN LONDON

Seven Indians, representing the three great cities of Bombay, Madras and Calcutta, are included in the latest group of 12 United Nations Social Affairs Fellows to arrive in London. The purpose of their visit is to study

* By Courtesy of British Information Service.

Britain's social services at first hand—a task which will occupy them until the end of August.

SCHOOL GOES BY AIR

A feat unique in air freight history has just been accomplished by four British aircraft. The planes, Bristol Freighters, flew a complete two-classroom school from Weston-super-Mare (England) to Paris, a distance of some 300 miles. Within a week of the first aircraft's departure from Weston the school had been erected and placed on exhibition.

The school, which is of the same type as Britain's first aluminium prefabricated school at Lockleaze, Bristol, was placed on exhibition in Paris by an organisation which plans to rouse the interest of education authorities throughout France in the "Bristol" prefabricated schools.

NEW COLLEGE FOR SOCIAL RESEARCH

The foundation stone has been laid at Oxford University of a new college which will be devoted to bridging the gap between academic pursuits and practical affairs by specialising in social research. It has been endowed by Lord Nuffield and will bear his name.

MOVE TO ABOLISH EXAMINATIONS

The bane of school life—"examination day"—may disappear for the 11-year-olds in London. The London County Council is planning to abolish the common entrance test—in arithmetic, general knowledge and English—at the same time that the Education Ministry's scheme to change the examination system for the school certificate comes into force in 1951.

EASTERN STUDIES AT OXFORD

Oxford University has approved a statute making permanent the Spalding Professorship of Eastern Religions and Ethics and expressed gratitude to the benefactors, Mr. and Mrs. K. N. Spalding, whose new gift of £42,000 had made this possible.

EUROPEAN EDUCATIONISTS IN BRITAIN

Inspectors from schools in Europe are now studying the educational system in Britain. Their visit has been arranged by the Ministry of Education.

STUDY GRANTS FOR INDIAN SCHOLARS

Under the scheme for the promotion of interchange between British Universities and those in Commonwealth countries, the British Council has awarded travel grants covering return fares to Mr. O. P. Bhatnagar, Lecturer in History at Allahabad University, and to Mr. B. Bhattacharya of Benares Hindu University.

NEW ENGLISH UNIVERSITY

England's 12th University, and the United Kingdom's 17th, came to full status when, before 3,000 people, Lord Trent was installed as the Chancellor of Nottingham's 10-month-old foundation.

OVER 3,000 COLONIAL STUDENTS IN BRITAIN

There are now 3,493 Colonial students in Britain either as scholarship holders or privately. More than 600 are studying medicine, 586 are reading law and over 300 are going in for engineering.

Most of these students are from Africa but many come from Malaya, Hong Kong, the West Indies and other distant lands. A number are residing at the International Language Club in East Croydon where the different peoples of the Commonwealth meet and get to know one another.

EDUCATIONAL FILMS

Six new instructional films released in March by "Coronet" are: 1. Developing Leadership, (2) Ways to Good Habits, (3) Improve your Pronunciation, (4) Carbon and its Compounds, (5) Family Life, and (6) Rest and Health.

"Coronet" films releases six new instructional films, viz., (1) Finding the Right Job, (2) Stories of Holland (background for reading), (3) Improving your Posture, (4) Exercise and Health, (5) Use of Forests, and (6) Life in Lowlands (Netherlands).

FROM OUR ASSOCIATIONS

MADRAS

The new secondary education scheme formed the special subject for consideration at the Madras Teachers' Guild Conference held on April 16.

After prayer, Mr. P. Duraikannoo Mudaliar, President of the Madras Teachers' Guild, proposed Mr. Kuruville Jacob to the chair and requested Lt.-Col. M. A. Hamid, Joint Director of Public Instruction, to declare the Conference open. Mr. P. Ramaswami Chettiar welcomed the gathering on behalf of the management of the Theagaraya Chetty High School.

Declaring the Conference open, Mr. Hamid said that Madras had proceeded on progressive lines in the field of education and teachers in the Province had the good fortune that the material that they had to deal with was of quite a high quality. It was necessary that teachers should keep a balanced mind and not cultivate any fads. It was their job to brighten and illumine the personality of the pupil and enable him to grow to his full stature.

Messages from H.E. the Governor of Madras and Mr. A. B. Shetty, Minister for Education, wishing the Conference success were read by Mr. M. Vivekanda, Secretary of the Guild.

Moved by Mr. L. R. Chandrasekaran, a resolution recording the appreciation of the teachers of Madras of the valuable services rendered by Mr. T. S. Avinashilingam Chettiar, former Minister for Education, to the cause of teachers and of education in this Province, was unanimously passed.

Mr. K. Kuruvilla Jacob, Headmaster of the Christian College School, who presided over the Conference, reviewed the working of the scheme and urged the need for improving the methods of teaching and the efficiency of teachers in general.

Mr. Jacob said that the reorganisation

of secondary education was being planned by the Government, the South India Teachers' Union and the Headmasters' Association during the last 15 years. Two years ago the Government had asked the Secondary Education Board to recommend a new scheme suited to the needs of the country and in keeping with the modern trends in secondary education in other parts of the world. A scheme was submitted. It was accepted with some modifications and was given effect to by the Government in 1948.

Mr. R. Narasimhalu, District Educational Officer, Madras, said that, in the course of the brief period of one year, the reorganised system of education had produced noteworthy results. Far-reaching changes were noticed in the attitude of school children. He felt that the children were happier and more confident. There was no doubt that a good beginning in the right direction had been made.

Several aspects of the new scheme of education were then discussed and a number of teachers participated in the discussions.

Mr. M. P. Rajagopal proposed a vote of thanks.

THE HINDU THEOLOGICAL HIGH SCHOOL, MADRAS. MASTERS' ASSOCIATION.

The Inaugural Meeting of the Masters' Association of the Hindu Theological High School, Madras, came off on Wednesday, the 29th of June, in the School Prayer Hall. Rao Bahadur Prof. K. V. Rangaswami Aiyangar addressed the gathering of teachers. Sri S. Balakrishna Joshi, Headmaster, presided on the occasion.

In offering welcome to the guests, Sri Joshi remarked that educational policies and programmes seemed to change so often and so quickly that

teachers needed at the present, much more than at any other time, the guidance and advice of eminent educationists of the type of Professor K. V. Rangaswami Aiyangar, who combined in themselves mature wisdom and ripe experience, exalted idealism and a sense of practicality.

Delivering the Inaugural Address, Professor Rangaswami Aiyangar paid a tribute to the work that the Hindu Theological High School had been doing and characterised its latest Annual Report as an excellent document of school administration, extraordinary in its up-to-dateness and sobriety of views. The country was passing through very critical times after the attainment of independence. Strange ideologies had gripped men's minds, and their attitudes and activities were often characterised by frenzy, unknown in the past history of our country. Hence the teachers' responsibilities were greater than before. They had to be spiritual beings, exert their utmost moral influence on the youngsters and train them on healthy lines. It was their duty to inculcate into juvenile minds catholicity of outlook and help them comprehend and assimilate truth instead of super-imposing theories on them. Teachers ought not to be satisfied with merely making their pupils patriotic or equipping them for world-citizenship. They must foster in them universal love which was the highest concept of Hindu Dharma. The educational theories that were now propounded were not new to India. They were known to our ancestors long ago. We had only to understand aright and interpret correctly our ancient scriptures to draw inspiration for our work. "Brahmacharya" which is a wonderful concept of the Hindus, sums up the noblest educational ideals in our land. It denotes not only studentship but also a sublime mode of life. A *Brahmachari*, when he was taken to the *Guru* for initiation, was literally detached from

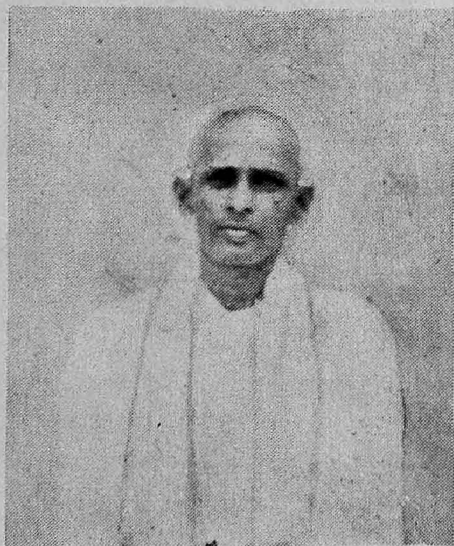
his family and made to feel that he was dependent on the community at large and that he had an obligation to Society. In modern conditions, the only way in which a teacher could effectively train his pupils was by paying individual attention to them, understanding their limitations and difficulties sympathetically and evolving suitable methods for their progress, as was done in the Theological School. Thus the teacher had to be an educational force. If he were merely one lesson ahead of his pupils, he was no better than an animated text-book. He had to be a perpetual student, enriching his knowledge and adding to the stock of his experience. Then he would command respect and be a source of good to society.

THIRUNELVELI

The Annual Education Conference organised under the auspices of the Thirunelveli District Teachers' Guild was held in the Tilak Vidyalaya, Kallidaikuruchi on Saturday, the 30th April, 1949. Sri P. A. Thangaswami Nadar, B.A., M.L., M.L.A., Advocote, Palamcottah, presided. About 200 delegates representing various Educational Institutions attended.

After prayer Sri K. M. Sundaram, B.A., L.T., Headmaster, Tilak Vidyalaya, Kallidaikurichi and Chairman of the Reception Committee welcomed the delegates. Mr. T. V. Venkatarama Ayyar, B.A., L.T., District Educational Officer, Tinnevely West, in declaring the Conference open exhorted the teachers to do their best for the cause of education.

Mr. Thangaswami in his Presidential address dealt with the place of the mother-tongue, Hindustani and English in Schools and Colleges. While stressing the prominence that should be given to the mother-tongue he pleaded for the retention of English because of its international importance. He was of opinion that any neglect of English was



Sri V. Jayarama Ayyar, B.A., L.T.



Sri C. Ranganatha Aiyengar, M.A., L.T.
Journal Secretary, S. I. T. U.



bound to retard the progress of the nation. He pleaded for a proper study of Hindi and also Sanskrit as it contained precious treasures. He stressed the importance of religious Education and pointed out that nothing could be achieved by imparting moral instruction for one period a week. Teachers in his opinion were engaged in nation building activity and it was the duty of the Government and the public to see that they were kept above want.

There was a symposium on the re-organisation of Secondary Education in which Messrs. Samuel Muthiah, R. Sastha Ayyar, V. Antonyswamy, S. Venkatarama Ayyar and others took part.

Re-assembling after lunch the Conference passed the following resolution :

The Conference expressed its great sorrow at the untimely demise of Sri A. Sundaresa Ayyar of Tuticorin and placed on record the invaluable services rendered by him to the Teaching profession and the Guild.

Mr. S. R. Narayana Rao of Shermadevi spoke on Elementary Education and pleaded for the removal of the disabilities of teachers working in Elementary Schools.

The Teachers' Association of Tilak Vidyalaya was at Home to the delegates and visitors of the Conference.

The following are some important Resolutions passed :

1. This Conference requests the Government to adopt the recommendations of the Central Pay Commission in regard to scales of salaries, age of retirement, provident fund, bonus, dearness allowance and other benefits.

2. This Conference recommends to the Government that a declaration of the right of the teaching profession be made by the enactment of the Teachers' Charter in consultation with organised teaching opinion and in this connection invites the attention of the Government to "The Teachers' Charter" approved

by the All India Teachers' Federation at its Nagpur Conference in 1935.

3. This Conference requests the D.P.I. to modify the new agreement so as to ensure greater security of tenure for the teachers and make it impossible for the management to remove any member of their staff *without the prior approval of the D.E.O.*

4. This Conference requests the Government to meet the entire salary and D.A. bill of the members of the staff of Training Schools and Colleges or meet three-fourths of the cost.

5. This Conference requests the Government to grant full fee concession to Teachers' children studying in Schools and Colleges.

6. This* Conference requests the Government to take steps to restore the grant of railway concessions to pupils and teachers proceeding on excursions, in as much as such excursions are obligatory in the re-organised scheme of education.

The following office-bearers were elected for 1949-50.

President :

Sri E. H. Parameswaran, M.A., L.T., Headmaster, Tirthapati High School, Ambasamudram.

Vice President :

Sri Sam Victor, B.A., L.T., Headmaster, St. John's High School, Palamcottah.

Secretary :

Sri H. Visvesvaran, B.Sc., L.T., Assistant, Thirthapathi High School, Ambasamudram.

Treasurer :

Sri Y. S. Jeyaraj, B.A., L.T., Schaffter High School, Tinnevely.

Representative of the Guild on the

S.I.T.U. Executive

Sri Samuel Muthiah, B.A., L.T., Headmaster, Caldwell High School, Tuticorin.

Auditor :

Sri Somayajulu, Assistant, Swarajya High School, Srivaikuntam.

HOSUR

The School day celebrations of the Board High School, Hosur, the birth place of His Excellency Sri C. Rajagopala Chari, was held on 22-4-'49 at 5 p.m. under the distinguished Presidentship of Sri N. J. Kamath, I.A.S., Sub-Collector, Hosur. Many sports events were held. There was a large gathering of many prominent local people and students. After the Hoisting of the "NATIONAL FLAG", by the Sub-Collector, the meeting commenced. Sri C. M. Krishnan, the Headmaster of the Institution welcomed the guests and announced that His Excellency Sri C. Rajagopala Chari had kindly presented a Medal to the Institution to be awarded to a Student who distinguished himself in the sports. Mrs. Kamath kindly presented His Excellency's Medal to H. C. Choodappa, a Student of V Form.

ANANTAPUR

Some of the resolutions passed at the Anantapur Teachers' Conference on 9-4-'49.

1. This conference resolves to request the Government to grant full fee concession to the children of all teachers of all grades and under all managements.

2. This conference resolves to request Government to start a pandit's training centre in Rayalaseema, preferably at Anantapur.

3. This conference resolves to request the universities to throw open L.T. and O.T. examinations to all pandits without any age limit.

4. While welcoming the reorganisation scheme the guild is shocked to note that no provision is made for the Commercial Instructors who will be thrown out of employment after one year, after spending a good deal of their life time in the profession and have become age-barred for Government service, and requests the Government to pass orders to absorb them either in the Government service, pro-

viding them the chances of appearing for the Madras Public Service Commission and the Federal Service Commission or in the regular service of the local board in which they serve.

5. This conference resolves to request Government to provide free medical facilities to all teachers under local bodies and aided agencies on the same lines as those to Government servants.

6. This conference requests the Government to direct Local Boards and Municipalities to pay suitable remuneration to teachers who look after the proper working of libraries in such of those schools where there are no separate qualified librarians.

7. This conference deplors the scanty prominence given to Sanskrit in the reorganised scheme and prays the Government to restore Sanskrit to its former position and also requests Government to make Sanskrit a compulsory subject in Secondary Schools in view of its heritage and culture (passed 23 to 16).

8. This conference resolves to request the Government to make supervision at S.S.L.C. examination by teachers optional and not compulsory; and to appoint teachers as far as possible, in their own places; and in all cases where teachers are sent outside their place of residence, T.A. and D.A. be paid to them as to Government servants in addition to remuneration for the days of supervision.

AMBUR

On 23rd April 1949 the Anniversary Celebrations of the Hindu High School, Ambur, were held in a gaily decorated Pandal when prominent citizens and public of Ambur and its Suburbs numbering more than 4,000 attended. The Hon'ble J. Sivashanmugam Pillai, M.A., B.L., M.L.A., Speaker of the Madras Legislative Assembly, presided over the function. Sri B. T. Seshadri Achariar, the Vice-President of the Hindu Edu-

cational Society, Ambur, welcomed the distinguished visitors. An address of welcome was presented by Dr. C. Nathamuni Naidu, the Secretary of the Hindu Educational Society, to the President of the evening. The Annual Report of the Hindu High School was read by Sri T. S. Sankaran, M.ED., the Headmaster. The Annual Report of the Hindu Lower School was read by Sri V. Chandranatha Nainar, the Headmaster.

A most enchanting programme of variety entertainment by the pupils of both the institutions was gone through which the distinguished President and the visitors enjoyed.

Sri R. Parthasarathi Iyengar proposed the vote of thanks and the pleasant function terminated with '*Vazhia Senthamizh*'.

COONDAPOOR

On the occasion of the Silver Jubilee Celebration of the Board Higher Elementary School, Kotishwar, a meeting of the General Body of the Union was held on 1-5-1949 with Sri B. Srinivasa Achar, B.A., L.T., Deputy Inspector of

Schools, Coondapoor Range, in the chair.

The Silver Jubilee of the Board Higher Elementary School, Kotishwar, was celebrated on the 1st, 2nd and 3rd May 1949.

KRISHNAGIRI—KAVERIPATNAM

On the 21st January 1949, a refresher course from 21-1-1949 to 12-2-1949 was inaugurated by the D.E.O. Sri V. A. Maria Susai, B.A. (HONS.), L.T., at Kaveripatnam. He explained the new scheme of studies begun in I and IV Forms and made an eloquent appeal to work out the scheme in all sincerity. He exhorted the teachers to undergo the citizenship training with a right spirit and make themselves useful to the children. Sri R. Narayanaswami Ayyar, B.A., L.T., Headmaster, Board High School, Krishnagiri, who presided over the meeting, assured the D.E.O. on behalf of all, that as they had organised themselves with contribution of necessary funds from their own pockets to carry out the programme, they meant business.

THE SOUTH INDIA TEACHERS' UNION

WORKING COMMITTEE

Soon after the Executive Board Meeting on the 2nd July 1949, the newly elected members of the Working Committee met and transacted the following items of business:—

1. Mr. C. Ranganatha Aiyengar was elected as the Journal Secretary and Mr. G. Srinivasachary as the Additional Journal Secretary.

2. The Budget Estimates for the Union, the South Indian Teacher and the Balar Kalvi were presented and approved.

3. The following resolution with regard to operation of accounts was passed:—

Resolved that the Secretary and Treasurer operate jointly on the accounts (both Current and Savings Bank) of the Union and the Journal Secretary and the Treasurer operate jointly on the accounts (both Current and Savings Bank) of the South Indian Teacher and the Savings Bank account of the Balar Kalvi.

4. With a vote of thanks to the members present and the authorities of the Muslim High School for permitting the Union to hold its meeting in their building, the meeting terminated.

Madras,
4th July 1949.

V. ARUNAJATAI,
Secretary.

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

A meeting of the Executive Board of the South India Teachers' Union was held at 3 p.m. on Saturday the 2nd July 1949 in the Muslim High School, Triplicane. Mr. S. Natarajan, the President of the Union, took the chair.

The following members were present:

Messrs. C. Ranganatha Aiyengar (Journal Secretary), V. B. Murthi (Secretary, Protection Fund), K. Subramaniam (Salem), Samuel Muthiah (Tinnevely), G. Krishnamurthy (Joint Secretary), K. A. Vanchi Iyer (Ramnad), Simpson Rajarathnam (Chingleput), G. Narayana Rao (Vice-President), G. Srinivasachari (Addl. Journal Secretary), S. E. Selvam (Malabar), S. K. Yegnanarayana Iyer, (Ex-President), and V. Arunajatai (Secretary), Mr. T. P. Srinivasavaradan, Headmaster, Hindu High School, Triplicane, was present by special invitation.

The Secretary read out the minutes of the last meeting. It was duly passed.

Taking up matters arising out of the minutes, the President made a statement about his interview with the Hon'ble Mr. A. B. Shetty, the Director of Public Instruction and the Hon'ble Mr. K. Madhava Menon in order to press upon them the following points for their immediate attention: (i) The adoption of the Central Pay Commission's recommendations regarding pay, dearness allowance and house rent allowance, (ii) Free education for teachers' children, (iii) Enhancement of provident fund contribution by the employee as well as by the management and the Government, and (iv) Increasing the salaries of secondary grade teachers.

The President also told the members present that he sought clarification of the G.O. of December 1948 regarding the appointment of Tamil Pandits in the lower forms. He reported that, in view of the changes subsequently introduced in the reorganised scheme there was no need for apprehension that the G.O. would affect the position of the secondary grade teachers.

The President further told the members that he drew the attention of the Hon'ble Mr. K. Madhava Menon to the problem of insecurity of tenure of teachers in aided schools where managements sought to interfere with the work of headmasters and teachers of schools on extra academic grounds. He reported that the Minister promised to look into the matter.

The President then appealed to the members of the Executive Board to take the responsibility of seeing that the District Guilds functioned on effective and powerful lines. He also asked the members to give him definite information if there were deficit institutions which were not able to pay dearness allowance at Government rates in spite of higher fees collected from pupils and Government grants, so that representations might be made to Government for increased rate of grants.

The following routine items were then transacted:

1. In view of the arrears of affiliation fee due from the Cuddapah District Guild and in view of the continued absence of information about it, it was resolved to disaffiliate the Guild.

2. The following four members were co-opted to the Executive Board for the year 1949-50:—

(i) East Godavari: Mr. C. B. Jagannatha Rao, M.A., P. R. C. High School, Kakinada.

(ii) West Godavari: Mr. R. Bhas-kara Ramamurthi, B.A., B.ED., Taylor High School, Narsapur.

(iii) Guntur: Mr. T. S. Narayana-murthi, B.A., L.T., Taluk High School, Tenali.

(iv) Cuddapah: Mr. C. Elisha, London Mission Training School, Cuddapah.

3. *Election to the Working Committee*: Mr. V. B. Murthi proposed Messrs. S. E. Selvam, K. Subramaniam, Simpson Rajarathnam, K. A. Vanchi Iyer, and Samuel Muthiah to the Working Committee. The proposal was seconded by Mr. C. Ranganatha Aiyengar. As there were no other nominations, these five persons were declared elected to the Working Committee.

4. *Election of Auditor*: Messrs. V. Soundararajan & Co., were elected as Auditors to audit the accounts of the year 1949-50 on the same remuneration as for last year.

5. *Internal Auditors*: Messrs. P. Doraikannoo Mudaliar and V. B. Murthi were elected as Internal Auditors for the year 1949-50.

6. *Programme of work for the year*: The President referred to the weakening of the organisation in some places and invited suggestions for the programme of work for the year.

I. Mr. S. E. Selvam referred to what was obtaining in his own district to make the District Guild strong. He said that elementary school organisations in his district sent their own representatives to the District Organisations and thus their interests were safeguarded. He suggested that a specified number of representatives representing various interests, such as, elementary school teachers, secondary school teachers, etc., might be sent to the central organisation and that this might offer a remedy for the weakness referred to by the President. At the

suggestion of the President this matter was left to the Working Committee.

II. The President also suggested that district representatives should do propaganda about the work of the Union in their respective districts.

III. Mr. T. P. Srinivasavaradan suggested that the activities of the Union, the Protection Fund and the Journals might be sent to all the associations in the form of monthly bulletins.

7. *Education Week*: The Executive Board resolved to observe the 19th South Indian Education Week this year and authorised the Secretary to form the Central Education Week Committee. The dates were tentatively fixed as 10th to 16th October 1949, and the central theme to be "Education and Citizenship in Free India". It was resolved to place a sum of Rs. 50 at the disposal of the Secretary for the initial expenses. The Executive Board members were requested to help in the successful celebration of the Education Week in their respective centres.

8. The President suggested the formation of *Ad Hoc* Committees to study the various educational problems from time to time and submit their suggestions to the Executive Board which could then take up decisions on the problems studied.

9. Mr. C. Ranganatha Aiyengar and Mr. G. Krishnamurthi were requested to see that associations were formed in the South Arcot district so that the District Guild could revive its functions. They were also asked to do propaganda in other districts.

10. *Changes in the Scheme of Education*: The President acquainted the members with the proceedings of the Extraordinary Meeting of the Presidents of the District Guilds, Headmasters of the City Schools and the Office-bearers of the S.I.T.U. convened by him on the 21st May 1949.

Another important matter that came up for consideration of the Executive

Board was the introduction of English in Form I and the place of Craft.

The President wanted the members to consider the question only from the educational standpoint. He said, "If we are of the view that craft and citizenship training are important, we must tell the Government so and press upon them that the grant for equipment, etc., should not be reduced and the importance of the subject should not be diminished."

The following resolutions were then passed by the Executive Board :

(1) The Executive Board recommends that the language part of the Reorganised Scheme of Secondary Education be introduced in stages so that the scheme introduced in Form I in 1948-49 may be extended to Form II in 1949-50, and Form III in 1950-51, and Form IV in 1951-52, and so on, the first examination in the language part according to the reorganised scheme being held in March 1954.

(2) The Executive Board feels that there should be a qualitative difference in the scope and content of the first and second languages at the high school stage.

(3) With a view to meeting the requirements of the Universities, the Executive Board recommends that a composite course in arithmetic, algebra and geometry be framed and offered as an alternative to the general mathematics course in Forms V and VI ; and if for any reason it is not considered immediately practicable, then as a temporary measure it recommends that a course in algebra and geometry may be provided as an additional subject for those pupils who desire it in Forms V and VI without in any way affecting the other examination subjects. It also recommends that in Form IV in the year 1949-50, some provision may be made for the study of formal mathematics.

(4) The Executive Board expresses emphatically against the adoption of the regional language or Roman script

in the study of Hindi and declares its opinion that Hindi should be taught in the Devanagari script.

(5) In as much as the list of books approved by the Text-Book Committee may not be published before the schools reopen, the Executive Board recommends that, as a special case for the school year 1949-50, Headmasters may be given freedom to choose books from amongst those available without waiting for the approval of the Text-Book Committee.

(6) The Executive Board is of the opinion that Craft and Citizenship training are essential features of the Reorganised Scheme of Education and requests Government to provide adequate facilities to schools to work-out successfully the programme in Craft and Citizenship training already outlined and to ensure that the importance given to these should in no way be diminished.

11. The Secretary then read out the appeal of the "Saranathan Memorial Committee". It was resolved to sanction Rs. 50 to the Saranathan Memorial Fund. The President then referred to the Saranathan Commemoration Volume to be published very soon and commended the appeal to the district organisations.

12. The President suggested that District Guilds might arrange to conduct educational camps.

13. *Public Meeting to express thanks to Mr. Sabhesan* : The President was authorised to issue appeals to all the District Guilds and Associations as well as to the public for generous contribution to a "Thanksgiving Fund", so that we could express our gratitude to Sri Sabhesan in a fitting manner.

14. With a vote of thanks to the members present and the authorities of the Muslim High School for permitting the Union to hold its meeting in their building, the meeting terminated.

V. ARUNAJATAI,
Secretary.

THE SOUTH INDIA TEACHERS' UNION

GENERAL BODY MEETING

(Proceedings continued from page 258)

On behalf of the Executive Board the Secretary then moved the following amendments to the Rules of the S.I.T. Union :—

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 in 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—Rs. Two per member.

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

(c) Retired Teachers—Re. One per member.

(d) Non-Teachers—Rs. 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.

These amendments were unanimously passed.

Mr. S. Srinivasan of Cheyyar then moved the following amendments to the rules, notice of which has been given by the Secretary, Teachers' Association, Board High School, Cheyyar :—

1. Rule 5 : Office-bearers, etc. :

Add the following after the words "Concerned Provincial Association" in line 6 of the rule :—

"and three others from the ranks of non-graduate teachers to be nominated by the President."

2. Rule 5 : Powers of the Executive Board :—

Add the following after the words "It shall have power to" :—

"appoint paid servants of the Union."

3. Rule 5 : Powers of the Working Committee :—

Add the following to clause 5 :—

"subject to the approval of the Executive Board".

There was no seconder and so the amendments were dropped.

Mr. S. Srinivasan of Cheyyar further moved the following amendment to the rules :—

4. Rule 5 : Duties of the Secretary and the Joint Secretary :—

Delete the first sentence and add the following as clauses 6 and 7 :—

Clause 6 :—“To prepare a report of the work of the Union during the year together with a financial statement based on the audited accounts for the consideration of the Executive Board and edit a report of the full proceedings of the annual conference for distribution among the associations.”

Clause 7 :—“To prepare an annual budget for the consideration and approval of the Executive Board.”

This was seconded by Mr. S. Subramaniam of Ambur.

The amendment was put to vote and was lost.

The following two resolutions were then unanimously passed by the General Body :—

1. This General Body records its great appreciation of the valuable services rendered by Sri M. S. Sabhesan,

the Architect of the S.I.T.U. It expresses its great concern at his illness and prays to the 'Almighty for his speedy recovery and long life.

2. The General Body of the S.I.T.U. records its appreciation of the valuable efforts of Sri T. S. Avinashilingam Chettiar in raising the salary and status of the teachers in this province.

The President then announced that the Ramnad District Teachers' Guild had invited the S.I.T.U. to hold the 40th Provincial Educational Conference in Ramnad in May 1950.

The President and the Secretary thanked the members and the meeting came to a close.

S. NATARAJAN,

1st June 1949.

President.

[We regret the omission, in the previous issue of the journal, of this portion of the proceedings of the General Body Meeting, as one page of typed matter relating to the proceedings was missed. —Editor.]

THE SOUTH INDIA TEACHERS' UNION

Central Education Week Committee

A meeting of the representatives of the South India Teachers' Union and of organisations interested in Education was held on Saturday the 30th July 1949, at 5 p.m. in the office of the S.I.T.U. with Sri S. Natarajan, President of the Union, in the chair.

Members present :

1. Mr. V. S. Rathnasabapathy
2. Mr. V. Subramaniam
3. Mr. T. J. R. Gopal
4. Mr. M. Vivekananda
5. Mrs. Saraswathi Srinivasan
6. Mr. S. Natarajan (President)
7. Rev. D. Thambuswami
8. Mr. S. Swaminathan
9. Mr. G. Srinivasachari
10. Mr. V. Arunajatai (Secretary)

It was resolved to constitute a Central Education Week Committee and to take steps for observing the 19th South Indian Education Week from 10th to 16th October 1949. Miss K. N. Brockway, President of the Christian Education Council and Principal St. Christopher's Training College was elected President, and Mr. V. Aruna-

jatai was elected the Convener of the Committee.

The Secretary was authorised to invite the various organisations interested in the spread of Education to become members of the Central Education Week Committee.

The Committee then decided that the central theme for this year's Education Week should be "Education and Citizenship in Free India."

A sub-committee consisting of Rev. D. Thambuswami, Mr. G. Srinivasachari and Mr. V. Arunajatai was appointed to prepare a pamphlet giving suggestions for the effective observance of the Week.

The Secretary was authorised to appeal to the participating associations to contribute towards the expenses of the Committee.

It was resolved to hold the next meeting of the Central Education Week Committee at 6 p.m. on Saturday the 13th August 1949.

V. ARUNAJATAI,

31st July 1949,

Secretary.

PRESIDENT'S LETTER

Sri C. Ranganatha Iyengar, our Journal Secretary has just returned from a fortnight's tour in South Arcot and Ramnad Districts. I understand from him that in all the places he visited he was very cordially received and that teachers showed great enthusiasm. I take this opportunity of thanking all the teachers of these two districts.

A Central Education Week Committee has been constituted and the theme chosen this year is Education and Training in Citizenship for Free India. I need hardly say how the topic is of great importance. It is necessary that teachers should take the initiative not only in placing Education in the forefront but also in creating a correct appreciation amongst the public of the work of the schools and of the teachers. I therefore appeal to local Teachers' Associations to take immediate steps for the effective observance of Education Week from October 10th to 16th. I am hopeful that Managements of Aided Schools and Officers of Local Bodies will render all help in the project.

There is great need for vigilant organisation amongst teachers. We still get reports of Managements interpreting the salary scales in a very narrow spirit and of schools that are still unwilling to adopt the Government rates of Dearness Allowance. Cases of unjust termination of services are also on the increase. Government too seem to be withdrawing even the little chance they opened up for promotion of teachers in non-Government schools. They seem to feel that they have done all that is possible for teachers and that they can do no more. This state of things can be remedied only if we can strengthen our organisation. The struggle for better Salary and Service conditions has not ended. It only begins. I therefore appeal to all teachers to strengthen our organisation and secure good support to our just cause by forging effective public relations.

Sri M. S. Sabhesan is slowly improving. May I request all teachers to offer special prayers for his speedy recovery?

S. NATARAJAN.

THE SABHESAN THANKSGIVING FUND

Acknowledgment.

		Rs.	A.	P.
1. Messrs. B. G. Paul & Co, Publishers, Madras-1	...	100	0	0
2. Teachers' Association, S. S. V. High School, Kodumudi, Coimbatore Dt.	...	10	0	0
3. Mr. G. Krishnamurthi, E. R. High School, Tiruchirapalli...		10	0	0
4. Rev. D. Thambuswami, Principal, Kellett High School, Triplicane, Madras.	...	10	0	0
5. Teachers' Association, Board High School, Kannamangalam, North Arcot Dt.	...	5	0	0
6. St. Gabriel's High School, Broadway, Madras (1st instalment)	...	16	0	0
Total	...	151	0	0

THE SOUTH INDIA TEACHERS' UNION

PROPAGANDA

The Honorary Publicity Officer, Mr. C. Ranganatha Aiyengar, M.A., L.T., visited the following centres in the Districts of South Arcot and Ramnad between 14th July and 4th August 1949 :—

South Arcot District :

1. Tindivanam.
2. Tiruvannainallur.
3. Kallakurichi.
4. Tirukkoilur.
5. Villupuram.
6. Valavanur.
7. Nellikuppam.

Ramnad District :

8. Virudhunagar.
9. Sattur.
10. Rajapalayam.
11. Srivilliputtur.
12. Watrap.
13. Sivakasi.
14. Paramakkudi.
15. Ramnad.
16. Keelakarai.
17. Devakottai.
18. Karaikudi.

At all these centres, meetings of teachers of all grades in high and elementary schools (both boys' and girls' schools), Government and non-Government, were held in the respective high schools and were addressed on the S.I.T.U. organisation, the journals and the Protection Fund.

There was enthusiastic response particularly to the appeal for enrolment to the Protection Fund. Some new subscribers to the journals were secured and school teachers' associations were asked to affiliate themselves to the respective District Teachers' Guilds.

Sri V. Jayarama Iyer, retired Headmaster of Municipal High School, Villupuram also joined in the propaganda in the South Arcot except at Tindivanam.

Sri K. Narayanan, Headmaster, Muslim High School, Abiramam, and a Director of the S.I.T.U. Protection Fund, accompanied the Publicity Officer in his tour in Ramnad District except at Devakottai and Karaikudi.

On the 29th July the Ramnad District Educational Officer, Mr. A. Gopalan, presided over a large gathering of teachers at Ramnad and advised the teachers to join the Protection Fund to provide for their rainy day and appealed to them to give up separatist tendencies.

On the 13th July the Propaganda Officer and Mr. V. B. Murthy, Secretary of the Protection Fund, visited the Hindu Theological High School, Madras, and had a talk with the Headmaster on the need for enrolment of all the eligible teachers as members of the Protection Fund.

OUR BOOK-SHELF

SOCIAL STUDIES (in Tamil) for Forms I to IV. By S. Maria Joseph, (G. S. Viswa & Co., 520, High Road, Triplicane, Madras 5. Price As. 14 and Re. 1-4-0).

The author has taken much pains to illustrate the topics by suitable and adequate maps, charts diagrams and pictures. The language and the contents are just suited to the standards.

OXFORD NAVEENA GANITHAM—Book I (in Tamil) by R. Narasimhachari, M.A., L.T., Mathematics Teacher, P. S. High School, Mylapore. (Oxford University Press. Price Re. 1-8-0.)

The book is written according to the latest syllabus for Form I. There is plenty of oral exercises to drill the pupils in the principles and processes. The exercises are based on everyday experience. Test papers are given at reasonable intervals.

TOY-MAKING IN SCHOOL AND HOME: By R. K. and J. R. Folkinghorne. (George G. Harrap & Co., Ltd. Price 7sh. 6d. net.)

"This practical book gives advice and instruction on the way to make original toys out of very simple materials and with the aid of very few tools." Each section is graded and deals with materials to suit the powers of children in all age groups between 3 and 12. Although intended for the teacher, the course is equally suitable for use in the home. Teachers of Arts and Crafts classes will find the book very useful. The printing, binding and get up are all very attractive.

BOADICEA: By C. H. Abrahall. (George G. Harrap & Co. Price 7sh. 6d. net.)

The book is intended for juvenile reading and the subject selected cannot but appeal to children enaged in reading stories. Many of us have read about the Warrior Queen in the poem 'Boadicea', but a historical narrative of her exploits in prose form is given in this volume. The book is suitable for reading in VI Form. The get up is excellent.

UNDER THE RED ROLE: By S. J. Weyman. (Oxford University Press. Price Re. 1-4-0.)

This is an abridged edition of the same book first published in 1894, written for the benefit of school children by B. M. Chester, Principal, Woodstock Training College, Mussorie. Suitable for Library Study in Form VI.

A LEARNER'S DICTIONARY OF CURRENT ENGLISH: By A. S. Hornby, E. V. Gatenby and H. Wakefield. (Oxford University Press. Price Rs. 12.)

An illustrated dictionary primarily intended for those learning English language. To the Indian student it will be found very useful. Illustrative pictures are given wherever possible. The syllables of each word are clearly marked so that the learner may read it correctly. The various uses of the same word are illustrated in sentences so that the meanings may be clearly brought home to the learner. It will be a good addition to reference books in schools, though its cost may prohibit individual possession. The size is 7½ x 5½ inches and contains about 1,520 pages on thin paper. The get up leaves nothing to be desired.

* * *
Receipt of the following publications is thankfully acknowledged:

1. A REPORT ON UNESCO 1946-48: (Government of India's publication.) Contains summary of the three conferences held at Paris, Mexico and Beirut and the part played by the Indian delegations thereto.

2. TO-DAY—No. 19 of interest to colonials everywhere. (With the compliments of the British Information Service).

BUCK COMMEMORATION VOLUME: Edited by L. K. Govindarajalu, with a foreword by Dr. P. Subbaroyan—Published by the Buck Commemoration Volume Committee of the Alumni Association of the Y.M.C.A. College of Physical Education—Price Rs. 4/8—6 sh.—2 Dollars.

The Bucks did yeomen service to the cause of Physical Education in India. The Y.M.C.A. College of Physical Education is a monument to their untiring zeal and selfless work. The late H. C. Buck, ably assisted by his energetic wife has done a great service to India in focussing public attention to the im-

portance of Physical Education, sportsmanship and the need for recreational facilities. Referring to the establishment of the Y.M.C.A. College of Physical Education, Dr. J. H. Gray says "But it must never be forgotten that through thick and thin, dark days and bright, year in and year out, for more than two decades, it has always been the dogged perseverance of Crow Buck, as he has selflessly put his best into the task, not only of securing adequate equipment but also into the lives of the men who have been sent for training that the success of this project has been due."

The commemoration volume is an appropriate testimony of their valuable services. It is a volume which we would recommend to every School and College. L. K. Govindarajan's memoir is touching reading and the articles, eleven in number describing what the late Mr. Buck had done from a very informative section. Mr. Buck's papers given at the end are very instructive and will be found very useful.

C.R.

THE SOUTH INDIA TEACHERS' UNION

Diary of Events—July 1949.

- 2nd July 1949. Meeting of the Executive Board and of the Working Committee of the S. I. T. U.
- 9th July 1949. Informal meeting of the Office-bearers. Draft of Appeal for The Sabhesan Thanksgiving Fund was prepared and sent to Members of the Working Committee for approval. A plan of action for taking up the salary question was discussed.
- July 1949. The Journal Secretary, Mr. C. Ranganatha Aiyangar, left Madras on propaganda tour to South Arcot and Ramnad Districts.
- 17th July 1949. The President of the Union attended the Council Meeting of the All-India Federation of Educational Associations at Secunderabad.
- 20th July 1949. Appeal for 'The Sabhesan Thanksgiving Fund' sent to all District Teachers' Guilds and Associations.
- 23rd July 1949. Informal meeting of the Office-bearers. The question of endowments by managements in aided secondary schools was considered.
- 30th July 1949. Central Education Week Committee was constituted.

THOUGHTS ON CURRENT EVENTS

“THINKER”

Condition of Local Board Schools:

Even after one month since the re-opening of the High Schools, the work for the term does not seem to have commenced in right earnest, particularly in many of the District Board High Schools. These are understaffed and about 50 per cent of the teaching staff have yet to be appointed. Response to advertisements calling for applications is very poor. There are no suitable buildings. These are mostly thatched sheds (combustible and liable to be easily burnt out these days) divided into compartments by *thattis*. The Headmasters have no separate office rooms. One Headmaster complained that he had to carry on his work 'sans office, sans laboratory and sans library.'

Another feature is the great discontent among senior teachers on the verge of retirement. For some reason or other these senior teachers who have served a long time in one and the same school, are transferred though they have only one or two years time for retirement considerable hardship is caused. They are so depressed and disgusted that they would either take long leave (thus causing further depletion in the staffs) or resign their jobs and find employment in aided schools which offer vast field for employment of trained and experienced teachers. The headmasters of schools are powerless and have no controlling voices over their assistants nay, even over the menial servants.

No wonder there are factious groups in these schools. There is no *esprit de corps*, no sense of fraternity among the teachers. The Headmaster is left severely alone and has to work after school hours till 8 or 9 p.m. in the night. He has no time to mix in society, enjoy outdoor games and activities and very soon his health is shattered. Usually a teacher has family cares and these are intensified if he has no time to attend to his family and has no menial servant to look after the small domestic services.

The District Board Educational Officers who till now were entrusted with elementary education department are, I understand, having jurisdiction even over secondary schools. What is the need for this? These officers are usually junior officers and are they to check the administrative work of headmasters of High Schools? What an unhealthy change! Conditions seem to deteriorate rather than improve in the Local Body schools. It is high time that measures were taken by the authorities concerned to decentralise the work of the secondary schools, the headmaster being made responsible for the schools even including the power of recommending appointment and transfer of members of the staff. He should have full power in the matter of appointment, punishment and dismissal of menial servants. Then alone will the efficiency and quality of work of these schools improve.

EDITORIAL

Teachers' Charter

That the members of the teaching profession need a charter not only of their rights but of their responsibilities has been recognised by the World Educational Conference which recently met at Geneva. Sri S. N. Agarwal stressed this subject with special emphasis on the character of the teacher. The All-India Federation of Educational Associations of which Mr. Agarwal is an Executive Committee Member and which he has so ably represented at the conference long ago asked for such a charter. At the Mexico session of the UNESCO conference Dr. Radhakrishnan put in a strong plea for raising the pay and the status of the teacher and for a charter of rights and duties of teachers.

The teaching profession all over the world is suffering from the same kind of trouble—low pay, want of provision for old age, sickness and risk and free education for teachers' children and a recognition by the society of the noble status of the teacher. The handling of this problem by the UNESCO on the international plane itself shows the seriousness and importance of the subject. The proper recruitment and treatment of teachers by the different member states on an internationally agreed formula consistent with the dignity and status of the noble profession and the creation of a panel of the world's best teachers for being appointed as ambassadors of the respective countries is perhaps the only way of restoring peace in a warring world. The sooner this charter is put into force by the different member states, the better will it be for humanity itself.

Sri V. Jayarama Iyer

Sri V. Jayarama Iyer has recently retired from the Headmastership of the Municipal High School, Villupuram.

He was born on 17th July 1894. After graduating from the S. P. G. College, Tiruchirapalli in 1916, he served as a teacher for a year before training, in the Municipal High School, Villupuram. Having completed his teacher-training in 1917-18, he served as History Master in the same school from 1918 to 1943. He was appointed as Headmaster after the death of the late Nagaraja Iyer, and during the six years, 1943-49, he ably filled the position. He retired from the beginning of this academic year after a distinguished service of more than 30 years.

Sri Jayarama Iyer, throughout his career, has been a loyal member and worker of the South India Teachers' Union. The South Arcot District Teachers' Guild owes it to Sri Jayarama Iyer for the able manner in which he represented it at the several Provincial Educational Conferences and on the Executive Board of the S.I.T.U.

We wish him a happy period of retirement and pray that his leisure time be available for service to the cause of the teaching profession and that the S.I.T.U. will make the best use of retired teachers of his type who have the zeal and experience to work for the organization.

Still the Salary Question :

We are sorry that Government do not seem to be in a mood to consider teachers' request for improved salaries. They seem to feel that the last revision effected in 1947 must satisfy the teachers and they should ask for no more. It is argued that the provision for Education in the Budget had been increased from about 5 Crores to 10 Crores during the last 7 years and that more money of the tax payers could not be given to teachers. The Provincial Revenues during the same period have increased from about 20

crores to 57 crores. It should be remembered that this period records a great increase in the enrolment in our Schools and Colleges and also in the number of Educational Institutions—specially Secondary Schools. A large number of dependants of those enrolled in the defence services were in receipt of educational concessions. The enrolment of pupils of the backward communities and of the scheduled castes has been steadily increasing and all these account for the greater part of the increase in the Education Budget. According to Government report for the quinquennium ending 47, the increase in the Education Budget due to the grant of Dearness Allowance to teachers and increased salaries is only 134 Lakhs. It will thus be seen that increase in Teachers' salaries claimed only 20% of the total increase. The cost of living index has gone up 400% and employees in every other department have been given almost a cent per cent increase by way of rise in salary and cost of living allowances and other emoluments like house rent allowance etc.

The revision of salaries for teachers has been most disappointing. It is inadequate. It maintains an invidious distinction and is full of inequalities. It has caused great discontent among teachers, who are finding it extremely difficult to make ends meet.

Government cannot be unaware of the difficulties of teachers. Their hopes of increased enrolment in the Training Colleges and Schools with the setting in of economic depression and with the closing up of avenues of other lucrative employment have not materialised and they themselves feel that the quality of enrolment is far from satisfactory. Under these circumstances we would urge the Government to take up the question of Teachers' Salaries immediately and by doing them justice, take away the chief im-

pediment for the improvement of Education.

S. Vasudevachariar :

We are sorry to learn of the demise of Sriman Vasudevachariar, a pioneer of Teachers' Associations in Madras. He was a founder member of the Madras Teachers' Guild and from 1895 to 1912 he served it actively in various capacities and helped not a little in making the organisation strong and active. He took a prominent part in the establishment of the South India



Teachers' Union in 1909 and served it as Secretary for a year. An impressive teacher, a great organiser, a selfless worker, Sriman Vasudevachariar won the esteem and love of all those who came in contact with him. After his retirement from the Wesley College, where he served for nearly thirty years he settled in Mambalam and helped in the establishment and effi-

cient working of the Ramakrishna Mission Schools in Thyagarayanagar. From very early times he was associated with the Ramakrishna Mission Students Home. His was verily a life of unselfish service, rendered with great zeal and devotion. We offer our most sincere condolences to his adopted son and his nephew and share with them their sorrow.

A. I. R. Educational Broadcasts :

We commend to the attention of all School authorities to the extended School Broadcasts Programme of the A.I.R., Madras, Trichy and Vijayawada. These are made between 12-30 to 1, 2-15 to 2-45, and 4 to 4-30 p.m. each day, for the Middle Schools, High Schools and Elementary Schools respectively. The programme is varied and interesting too. We would appeal to all school authorities to make effective use of this good aid which the A.I.R. is furnishing. A feature of the programme is the Questions and Answers. Pupils may be encouraged to send their questions to the Station Directors who we are sure will make arrangements for broadcasting the answers. Pupils are inquisitive and have an insatiable curiosity. This means of answering questions by the A.I.R. will go a great way in satisfying that urge for information and at the same time give the young listeners a pleasurable thrill at his questions being answered by an invisible fellow-student. Another feature of the A.I.R. is their announcement of School news. There is a great need for publicising the activities of our schools so that not only schools may know what other schools are doing and thus develop a healthy spirit of emulation, but the public may have a correct appreciation of the good work done in our schools. We appeal to all School authorities to make effective use of this service. We shall be glad to receive from student listeners

and from teachers their comments on the talks and their suggestions for the improvement of this useful service.

Sri S. Radhakrishnan :

Teachers all over India will rejoice at the announcement that Dr. S. Radhakrishnan has been appointed India's Ambassador to Russia. It is a high and responsible office and Dr. Radhakrishnan who had ably represented India at many International Conferences and at the various sections of U.N.E.S.C.O. is undoubtedly the best man to fill this most difficult post. Russia is politically great and it will be an advantage to India if she can have the most cordial relations with Russia without in any way giving up her principles. Dr. S. Radhakrishnan may well be expected to strengthen the bonds of friendship and help to a correct understanding and appreciation of the differing ideals of the two countries. We rejoice at this appointment as in this we see honour done to a teacher, for undoubtedly Dr. Radhakrishnan is a great teacher. We wish him all success in his new field of service.

The S.I.T.U. PROTECTION FUND, Ltd.

Districtwar number of policies issued in July 1949.

Madras	..	17
North Arcot	..	3
Tanjore	..	1
Nellore	..	1
Tinnevelly	..	1
		—
Total	..	23
		—