

# THE SOUTH INDIAN TEACHER

Vol. XXXVII

JUNE 1964

No. 6

## EDITORIAL

### OUR GREAT LOSS

In the demise of Pandit Jawaharlal Nehru, our country has suffered its greatest loss since the death of Mahatma Gandhi, the Father of the Nation.

Mr. Nehru belonged to the whole mankind as he belonged to the people of India. The world today mourns the departure of this great figure.

He was the chief architect of modern India. He dedicated himself not only to the ideals of national freedom, unity and solidarity, but equally to those of world peace and progress. He strove tirelessly against war and for total disarmament. He initiated and supported action for the liberation of dependent countries, fought against the exploitation of man by man and worked ceaselessly to bring freedom from fear and hunger not only to his own people, but to the world at large.

Mr. Nehru set his face against all political and military blocs as the greatest impediments to world peace. His great contribution was his concept of a revolution in the national economy through planning within a democratic framework. The acceptance of economic planning as a way of life by many new free nations is an eloquent tribute to his basic social and economic thinking. He endeavoured unremittingly for the unity and solidarity of the nation and struggled ceaselessly to integrate the different elements of our national life into one social structure.

He fought against all barriers of caste, religion and language and for the uplift of the less-privileged. He constantly affirmed the secular concept of our State as necessary for all sections of people to live together in peace and harmony.

Pandit Nehru was a man of letters. His works, viz., 'Autobiography', 'Letters from a father to his daughter', 'Glimpses of World History' and 'Discovery of India', have become world famous and have found a permanent place in literature. He was a great educationist and firmly believed that with the right type of education a great nation could be built up.

Mr. Nehru was a dominant personality. He led his country for many decades and administered wisely and consistently for eighteen years — an upholder of the noble values of human life and the dignity of man.

The void created by his death is extremely difficult to fill and will be felt for many years. The only way by which we can cherish his memory is by following the principles laid down by him as a true disciple of Mahatma Gandhi.

# THE 54th MADRAS STATE EDUCATIONAL CONFERENCE

## Welcome Address

By SRI G. KARUPPAIYYA MOOPANAR,  
*Chairman, Reception Committee.*

*Mr. President, Ladies & Gentlemen,*

Seen from the larger historical perspective August 15, 1947 clearly marks the beginning of a new chapter in human history. The aftermath of Independence proved to be a testing time to our infant democracy but with the masterly guidance of our leaders we were successful in bringing about political solidarity. By adopting the way of planned development great strides have been made in enlarging and promoting quick industrial and agricultural output. Thanks to the efforts of the Union Government and their enunciation of the concept of socialistic pattern of society, the gulf between the rich and the poor is being narrowed down by affording opportunities of equality of enjoyment of the results of labour. Human survival at this atomic age depends largely on peace and an active international co-operation. In spite of threat to our freedom from without, we should not lose sight of the compulsion of tradition and heritage but solve our problems based on the elements of reverence, order and human dignity. As rightly emphasised by our beloved President, Dr. S. Radhakrishnan, "Today, when humanity is in great danger and our civilization precariously balanced, we must rediscover lost values and recapture reverences and wonder, which have fallen victims to the increasing secularisation of human life and consciousness".

Education has to play a vital role in building up our Nation's defence potential. The dire necessity of the moment is better engineers, better scientists,

better administrators and better commanders. Education formulated on sound lines will cater to the needs of the hour. The field of education is the meeting point of three branches of learning Philosophy, Psychology and Sociology. The school therefore plays a dynamic role from these points of view. It should not be a place of incarceration for the mischievous and the naughty and to which the pupil 'creeps like a snail'. Sir Percy Nunn's words summarised the ideals and functions of a school. He says, "A nation's schools are an organ of its life whose special function is to consolidate its spiritual strength, to maintain its historic continuity, to secure its past achievements, to guarantee its future, etc. Through its school, a nation should become conscious of the abiding sources from which the best movements in its life have always drawn their inspiration, should come to share the dreams of its nobler sons, should purge its ideals, should reinform and redirect its impulses."

Today it is realised that the progress of any country in the world depends upon the progress of the education at all stages. Our Education Minister has rightly made an eloquent plea that education should be more important in a National Emergency than at other times and pointed out, that in the United Kingdom, the allotment for education during the Second World War was far greater than in peace time. The stupendous achievement of our State in the field of education is that education up to the Secondary Stage has been declared free for all pupils. "The greatest wealth of a country is not to

be found in the bowels of the earth but in the ingenuity and skill of the people." The pursuit of truth, the enjoyment of beauty and the practice of goodness are also necessary for the proper and harmonious development of mind and integration of human personality.

Ours is the greatest democracy in the world. In this world which is fast becoming smaller every day, it is essential for us to make our hearts big and minds large. Unfortunately the spirit of individual liberty seems to be on the decline. Democracy means equal opportunity for all people. We should subordinate our self interest to the public good. It is a challenge to a new life where each individual feels himself to be a responsible being who can shape the future of the society to which he belongs. By means of democratic methods we should strive to release the creative energies of men. We cannot afford to waste even a single talent.

Civilization is not a matter of mere material possession and legal inheritance; it is a state of mind, a tradition of culture, a sense of values. We must develop the pursuit of wisdom, the passion for beauty and the practice of love and compassion.

It is not possible to implement the educational objectives of a democratic society without the stimulation and active guidance of teachers. It is easy to envisage a good school with poor buildings; but it is not possible to envisage a good school with poor teachers. "With sound knowledge, good leadership and sterling character, the teacher's effectiveness can be enhanced and respect ordered. Everything in education depends ultimately on the teacher and everything in educational progress depends upon there being teachers with right qualities and in adequate numbers to carry it out".

We must speak of education as investment rather than expenditure. To devote resources to the training of young people will lead to higher productivity and richness of self sustaining

prosperity. We should not rest content with the quantitative growth in our schools but aim at qualitative expansion as well. It is here in the latter aspect that the teacher has a great responsibility to devise means and methods of taking the parents and the public into confidence and active co-operation and lead the young "to fresh woods and pastures anew."

Educational institutions form the bed-rock of national life and culture and if they deteriorate the nation is bound to perish. We hear of strikes in schools and colleges. In fact there is indiscipline in other spheres of national life and this echoes in educational institutions as well. Also the teaching profession has never attracted the best talents in the country on account of low emoluments and poor prospects. Extra curricular activities are very good and beneficial only within certain limits. But when they are carried on at the expense of regular curricular activities they upset the balance and become a danger threatening to destroy all moral and intellectual values in the field of education.

Educationists, conversant with the content and methods of instruction materials to be supplied to our young children, are the best fitted to codify and formulate the scheme of syllabi. At any rate the Government with a view to bringing about integrated system of education assumes the responsibility for the frame work of all the matters concerned with education. We are fortunate enough that our Chief Minister who is also the Education Minister has taken a realistic and hence correct view of the problem and afforded opportunities to the educationists and members of the teaching profession to express their considered opinion in the matter of framing a permanent scheme of syllabi. This is a golden opportunity given to us and we should strive to do full justice to the faith placed in us. While it is legitimate on our part to fight for our rights and privileges, it is also incumbent on us to formulate a permanent scheme and frame an integrated syllabus for the eleven year

course of secondary education academic and diversified.

While expressing our gratitude to the Madras Government for the introduction of free education in the Primary and the Secondary stages, we wish that the Government would consider all the difficulties that might be experienced by the managements and teachers and devise ways and means to rectify them.

I, as the Chairman of the Reception Committee, deem it a pride and privilege to associate myself with the teaching profession which is pronounced to be the noblest of all. I have great pleasure in extending a hearty welcome to you all to this ancient town which has been a seat of culture and learning. It has been widely acknowledged as the 'Cambridge of South India' and has produced intellectual stalwarts such as the Rt. Hon'ble V. S. Srinivasa Sastri and the Mathematical prodigy Srinivasa Ramanujam. It is but fitting that this worthy place has been chosen the venue for the 54th Madras State Educational Conference.

Mr. Balakrishna Joshi, who is to inaugurate this conference is a pre-eminent Headmaster. With his deep sense of devotion to duty and spirit of sacrifice, he has proved a model for us to follow. It is fitting that Mr. Joshi should inaugurate this conference.

We are really proud that a veteran Headmaster and one of the senior most members of our fraternity has consented to inaugurate this conference. It opens a unique chapter in the annals of the conference of the S.I.T.U.. By honouring you, Sir, the teachers feel that they are honouring themselves.

The President of this Conference, Prof. A. Srinivasaraghavan, Principal, V.O.C. College, Tuticorin is a renowned scholar both in English and Tamil. With his vast experience in the field of education he is keenly alive to the problems facing the teachers and he is competent to suggest suitable remedies.

His nobility of thought and deep insight into human nature is best revealed in his learned discourses and writings.

It is a great delight to us that "the First Citizen of Kumbakonam," Sri N. Kasiraman, B.Sc., has found it convenient to open the Educational Exhibition and to participate in the conference.

Prof. G. R. Damodaran, Principal, P.S.G. College of Technology, Coimbatore is a great educationist. He is an expert in the field of technical education. We are much indebted to him for his zest and zeal in making obtruse scientific and technical knowledge percolate to the common man. It is fortunate that he is amongst us after a strenuous foreign tour to unveil the portrait of the late T. P. Srinivasavaradan whose sacrifice to the cause of education is exemplary.

We are happy that Mr. S. Natarajan, a former President of the S.I.T.U. and Vice-President of the World Federation of Teachers, a valiant fighter for the cause of education is here with us to help in our deliberations.

On behalf of the S.I.T.U., the Reception Committee of the Conference and all the members of the teaching fraternity of Madras, I offer a hearty welcome to them. I extend a warm welcome to all the patrons and donors who have contributed to the successful working of the Conference, to all the Presidents and Conveners of Sectional Conferences and all the delegates and observers from far and near.

While extending a hearty welcome to you all we submit that we have tried to carry out all the arrangements to the best of our ability. But we have our own doubts whether they may come up to the expectation of you all. We crave your indulgence and request you all to bear with us for all the inconveniences that you may have to experience.

JAI HIND.

## Inauguration by

SRI S. BALAKRISHNA JOSHI,

Head Master, The Hindu Theological High School, Madras-1

Dear Delegates and Friends,

It is very kind of the organizers of this conference to have invited me to perform the auspicious function of inaugurating it. I am thankful to them for having conferred upon me this honour which generally goes to some distinguished personage in other walks of life whose good-will is sought to be enlisted. While we have always been eager to welcome members outside of our fold to offer us useful suggestions and helpful guidance, our Annual Conferences have been mainly intended to afford us valuable opportunities to draw closer together in harmony and fellowship, to discuss common problems in a spirit of constructive criticism and to evolve methods and plans for academic progress and professional advancement. As one whose privilege it has been to be in the sacred calling by choice for thirtyfive years now, I may in all humility claim to speak with some amount of confidence if not certitude and with a little first-hand knowledge if not borrowed authority. My message to the beloved members of the teaching fraternity on this occasion of our annual confabulation is that we need to develop a sense of self-esteem, actively aware of the lofty mission that destiny has carved out for us, to cultivate a spirit of professional solidarity and to equip ourselves to serve as inspiring models of good life and right conduct. The diffidence on our part that often manifests itself in the pathetic expression 'only a teacher,' is the most serious obstacle to our progress. It is unfortunate that we should ourselves whine in despondency that our work does not come in for a due measure of recognition and reward. Honest and conscientious toil can never go unnoticed : sincere and selfless service can never go un-honoured. Impersonally, and in the abstract, the teaching profession has always been held in the

highest reverence, and worthy representatives of it have always enjoyed the greatest esteem which is their desert. In the exaltation and glorification of the profession as a whole, lie by implication the recognition and reward of individual members that compose it.

Let us remember that it is not every flower that blossoms that adorns a divine image in a *sanctum sanctorum* ; that it is not every flower that blooms that perfumes the magic tresses of a noble matron ; that it is not every flower that unfolds itself that embellishes the bewitching charm of an artistic bower. There be many buds that blush unseen, in loneliness, far from the cheery haunts of men and herds, content to fulfil their mission by breathing sweetness into the atmosphere around them. They attain immortality through their immolation by perpetuating the fragrant traditions of their colourful species.

The world never knows of its greatest men. In these days of organized flattery and studied publicity, popularity and praise are not a measure of intrinsic greatness : counterfeit fame is not an index of genuine worth. A teacher whose constructive and consecrated business is to fashion the invisible spirit through silent efforts, cannot by the very nature of his being, get blinded by lime light or become deafened by indiscriminate applause. A teacher's greatness is to be gauged not by the brick and mortar structures he has reared up, which may collapse at any time, not even by the tall intellectual poppies that manage to sprout under his fitful gaze but by the consistent and continuous influence that he exercises on his wards, which influence transfigures their beings and shines resplendent in righteous life and virtuous conduct.

Education has to be character-centred if it is to fulfil its lofty purpose. The greatest tragedy of modern times is that human character has become brittle. The vaunted progress in Science and Technology, while multiplying artificial wants and increasing material prosperity, has tended to benumb moral sensitiveness and to atrophy the spirit. The result is that, living in a state of vague restlessness, man dreads solitude and shuns company. Learning becomes an irrelevant and tortuous process if knowledge does not ripen into wisdom and flower into culture, exuding goodness all around. The sickening repetition that deterioration in moral standards has become a normal feature in our national life, is perhaps the most tragic confession of the fruitlessness of our educational system. To take it for granted that the national Ethical Code has sunk down and to set up an elaborate machinery to fight the evils of unmoral and unsocial behaviour, is the most painful challenge to the civilizing influence of the teacher's work. The spectacular increase in the numerical strength of teachers or the mechanical addition to the number of educational institutions, cannot minimise the evil and brighten the situation unless there is considerable improvement in the quality and the temper of the vast army of teachers, spread over the nook and corner of the land. To-day education is not merely a moral obligation but a social responsibility and a political necessity. The entire edifice of national progress and prosperity depends upon the enlightenment and the equilibrium of the citizens. Teachers who mould the mind and stabilise the character of the budding citizens who will fashion the destiny of the future, constitute in a real sense the back-bone of the nation. While it is true that they have to be inspired by an exalted sense of idealism, it is incumbent on the part of the public and the Government to set up and guarantee favourable conditions which will help them discharge their duties in a spirit of creative faith and dynamic enthusiasm. Teachers who have definitely to be inspiring models

of right conduct, should on no account resort to indecorous methods to make themselves felt. That is exactly the reason why others should vigilantly safeguard their interests and strengthen their position. Let us, on our part, realise that in united aspiration lies our strength; that in concerted action lies our might and that in disciplined effort lies our victory.

Our minds are naturally full of the recently-adumbrated scheme of free education and its possible repercussions. The announcement of the Government that education will be imparted *gratis* upto the S.S.L.C. Standard, is a great and bold step in the direction of social progress and symbolises its eagerness to be fair and helpful to all children, irrespective of superficial considerations. We welcome the reform in principle since it is inspired by a very lofty ideal. But in the process of its implementation in all its details, it is felt that certain difficulties and disabilities may vitiate its usefulness. No doubt it is wise to hope for the best, but it is prudent to be prepared for the worst. As is stated in popular parlance, in trying to dig a helpful well, one should not raise a harmful ghost. In the history of a country which has embarked on a career of progress, a short period of time taken to reflect on a problem in all its ramifications, to understand the inconveniences likely to arise from it, to hammer out methods to obviate the anticipated difficulties and to introduce it in progressive stages, may not be construed as delay, resulting from lack of enthusiasm or earnestness. Sometimes we feel that in our zeal for pioneering activity, we are like children who, attracted or distracted by too many bright trinkets before them, grasp at more than they could possibly hold in their tender hands. It is not right to brush aside the caution of experience as baseless fear; nor is it desirable to complacently console ourselves that in the initial stages of any reform difficulties are natural and that they must not be made much of. Often times, theories, the validity of which has not been tested, gain the strength

of truth by a process of constant repetition and forceful suggestion. It is a pity that, on account of the hectic life that has become the characteristic feature of modern age, most of the people do not have the time and the temper, the necessary background and the equipment to think about problems independently and to arrive at sensible solutions. They simply find it convenient to clutch at ideas that swim in the air and to accept them as final decisions. Thereupon it becomes a mechanical part of their civilized behaviour to accord their approbation to popular opinions and to belittle vehemently those who dare to disagree. It is forgotten that, in the formulation of policies which are pervasive in their sweep and universal in their application, honest difference of opinion, conveyed without passion or prejudice, deserves respectful consideration. Without meaning the slightest disparagement to anyone, it is well to recall in this context how during the last fifteen years, we have been witnesses to the introduction and withdrawal of several changes relating to the span of education, the scheme of language study, the stage of introduction of English, the nature of the tests to be administered for evaluating the progress of pupils, the choice, cohesion and the classification of subjects, the content and organization of syllabi, etc. Any scheme, therefore, conceived with the best of intentions and purest of motives, is bound to have some drawbacks, if not defects, because of the inherent limitations of human thought and planning. Hence a critical study of its weaker elements which may possibly minimise its influence for good, is by no means a challenge to the sincerity and sagacity of its authors, but only a recognition of the eternal scope for improvement and progress. Human nature being what it is, it is not possible to categorically aver that a course of action will have only one anticipated effect when it takes within the ambit of its influence a variety of interests and when the scope of its effect is spread over a vast area. The lesson of an ancient allegory may well be borne in

mind in this connection. A pedestrian who was bound for a new region was advised to take with him a staff. His way lay through a dense forest which was suspected to be infested with wild animals and fierce robbers. If any danger presented itself to him in the course of his travel, the staff would be a welcome weapon for self-defence. But, if the fears entertained, proved to be groundless, the staff may be discarded at the end of the journey as a harmless superfluity. Anyway it was preferable to carry the staff as a measure of abundant caution. It is in that spirit that due regard has to be given to honest apprehensions expressed on the eve of the inauguration of a novel scheme or a new reform.

The fixation of salaries of teachers of Aided Secondary Schools, as conveyed in the recent official communication, has caused a good deal of depression, anxiety and concern to the members of the Profession all over. There is no use hiding the fact. In an enlightened democracy, the only disciplined course of conduct for an individual or an association, in order to focus attention on an important problem, is to make a respectful and un-ambiguous representation, in an organized and constitutional manner. Even as it is our duty to present our case with decorum and dignity, the Government has a right to learn with sympathy and imagination our view points. Proper understanding and reciprocal good-will can alone pave the way for peace and progress.

The situation brought about by the release of the April salary bills, is unfortunate, and may not be softly ignored as unwarranted or un-necessary. We are not aware of the basis on which the calculations have been worked out ; but the fact is that there has been a fall, a cut, varying in degree, in the salaries of a fairly large number of teachers. It is not necessary to discuss the ethical aspect or legal responsibilities involved in the matter. It stands to reason that, on humanitarian grounds, apart from moral considerations, a peaceful phalanx of devoted

workers, engaged in a sacred national task, should not be subjected to hardship for no fault of theirs, when there is a change in the administrative set-up. Teachers should be helped to continue to get their salaries as before according to the scales in vogue in schools, and managements whose scales of pay are higher than those prescribed by the Government, should be aided to honour the terms of agreement entered into by them with teachers. It cannot be denied that Managements of private institutions have been rendering a gallant national service and co-operating with the Government in serving the vital needs of the community. Rightly enough, the role of private enterprise in education, as in other spheres, in supplementing and strengthening the efforts of the Government, has come in for repeated approbation. If here and there Managements have failed to come up to the standards of efficiency and integrity expected of them, it is always within the competence and purview of the Government to take the necessary steps to set right wrongs. But, when an important source of income is not available to the Managements, it is not easy for them to make good the deficiency in the cost of school administration. To a large number of Managements, Government grant and fee collections have been the only sources of income. In some cases these are supplemented by fitful donations. It is with considerable difficulty that Managements have been able to make both ends meet, drawing sustenance from advance grants whenever necessary. Only a few institutions have perhaps rich endowments, the income from which would come to their succour during periods of difficulty. In fairness, it has to be stated that no enlightened Management would like to run an institution on a surplus-gaining basis. If, however, the responsibility of finding the deficit is entirely thrust upon Managements, perhaps they may have recourse to indirect methods of collection which may not be steady and certain on the one hand and which may not always be fair and acceptable on the other. If again, permanent contri-

butions by individual members of the Committees of Managements become a necessary condition of their association with institutions which they have been administering honorarily in a spirit of civic and national service, there is just the possibility of public institutions becoming private concerns with the defects inevitable in oligarchical proprietorship.

Apart from this, once the feeling gains ground that there is apathy on the part of managers and discontent on the part of teachers, it is not unlikely that unscrupulous parties will exploit the situation and mushroom private organizations will spring up, promising efficient instruction, to supplement what is given in schools. On no account should teachers be allowed to get dispirited and lose zest for work. It is true that man does not live by bread alone, but it has to be conceded that contentment, which is the fruit of a decent competence, is the very foundation of effective work.

Whatever may be the cause or explanation of the present situation brought about by the fixation of salaries to teachers, I make a very fervent and earnest appeal to our benign Minister for Education whose vibrant interest in the welfare of the teaching profession and in the progress of educational endeavour in our State has been a source of strength and encouragement to us, to ensure that teachers are helped to get at least what they were getting before. In an extra-ordinary situation like the present one, technical difficulties and procedural flaws should be simply swept off, and considerations of humanity and sympathy must alone prevail. We remember with gratitude how during the gloomy period of evacuation in our State in connection with the Second World War, when the strength in our Schools got depleted early in the Short Term and there was a terrific fall in our income, the Government came to the rescue of teachers and helped the payment of their salaries for all the months even though schools were closed long in advance before the summer vacation. There is no doubt

that our popular Government which enjoys the confidence and the respect of the teaching fraternity, will bring to bear upon the consideration of the question of teachers' salaries the utmost possible sympathy.

It is not right to state that our ancient teachers were wedded to Dame Poverty; not is it helpful to declare that suffering has been the eternal badge of the teaching tribe and that therefore they must reconcile themselves to any situation, nourishing their bodies and minds on airy ideals. There is a tremendous awakening now and the whole world has become alive to the immense potentialities of a sound system of education. The very survival of the human race depends upon right attitudes implanted in the young men and women that swarm our schools and colleges. The hideous advance of scientific knowledge has only shown how easy the extermination of civilization is. It has coarsened the spirit of man who seems to progress towards bestiality. It is not knowledge, therefore, that we have now to seek to build up in the young, for, as much of it as is necessary for physical existence, comes to them easily and from sources other than schools. What we need, however, is the cultivation and nourishment of those elements of character which alone sustain humanity and lead it to higher altitudes of perfection. Educational expansion in the real sense is thus the enlargement of the humanizing influence in men and women. Teachers alone, as the avowed missionaries of the spirit, can transfigure by their instruction and inspiration the young into worthy citizens of a spiritual democracy. Hence anything that society does to help teachers discharge their duties with faith and enthusiasm, will not be too much. Buildings, Laboratories, Libraries, aids, appliances, etc., which are necessary and helpful, are but the outward

trappings of education. But it is the solid contentment and the missionary zeal of teachers that will alone ultimately decide the quality of education and ensure progress. May we not hope, therefore, that the Government will do all that lies in its power to see that there is no cause for frustration among teachers.

To the sister and brother-members of the Profession, I feel prompted to make an earnest appeal that they would remain calm, fortified by the faith that

‘God’s in His Heaven,  
All’s right with the world.’

Under all circumstances, we have to be exemplars of goodness and nobility. That is the privilege and glory of our calling. As for the Managements, I have a request that they should not lose hope and interest in the community-service they have been rendering. With reinforced zeal and redoubled effort, they should do all that is possible by peaceful means to safeguard the interests of teachers. This duty is primarily theirs and they will shoulder it with a sense of dedication and confidence. Education of children is a corporate responsibility. Let us, Teachers, Managers and Government Officials, join together in harmony of hearts and address ourselves to the holy task of training and inspiring the young of our land in a worthy manner, so that it may be said of them with legitimate pride in the terms of a motto inscribed in a celebrated Public School, ‘Here on these benches, sit the Saviours of the World.’

I hope and trust that, under the wise leadership of my esteemed friend, this conference will prove to be a great success and an inspiration. I have pleasure in inaugurating it, invoking upon all the participants God’s blessings in an abundant measure.

## Presidential Address

By SRI A. SRINIVASA RAGHAVAN,  
*Principal, V.O.C. College, Tuticorin.*

Friends,

The teachers of our State have done me great honour by calling on me to preside over this conference. I am deeply grateful to them and to our organisation, the South India Teachers' Union. But, let me confess it, I am nervous too, when I think of the heavy responsibility assigned to me. I turn to you therefore, my teacher brethren, for inspiration and strength at this moment when, after forty years of day-labour in the field of education, I am asked to pause awhile, take stock of the present and think with you on the shape of things to come. It may not be possible for me here to do anything more than mention a few points and comment briefly on them. I have to request you to receive these introductory remarks of mine as at best a hesitant and fragmentary overture. I am sure that the various succeeding sessions of the conference, both sectional and plenary, will correct, amplify and complete what I say and weave it into a symphony of educational judgement and vision.

We shall start with our State and last year. We note with pleasure that the expansion of education at all levels has continued; more schools and colleges have come into being, more student places have been provided and most of them taken; and the expansion bids fair to continue. Only the other day, the respected Chief Minister of our State announced that the Government are starting this year, five colleges and a hundred high schools. In addition, philanthropy, individual and collective, is undertaking educational work on an encouraging scale. Thousands of people who had kept away from formal education for their children are now clamouring for it. The State is fast becoming education-minded and one who is a teacher cannot but be thrilled.

The content and process of education has also received considerable attention. The new syllabus in primary education is being tried and carefully watched and in the various committees of the Secondary Education Board, experts in the different subjects sit with those who teach them, pruning and improving it. Having issued elaborate and useful teachers' handbooks for the teaching of English in the third and the fourth years of the course, the Government have taken steps to bring out a first book in English for the use of children. It would be desirable to have a few text-books instead of one so that teachers could choose from among them. This would allow for initiative and originality on the part of the teacher and for the difference in the quality and background of the pupils who are to be taught. I venture to think that the Government have taken up the work of publishing text-books not so much as a socialistic measure but as a means of furthering education. This objective can be realised only if efforts are made to produce not one, but a variety of first-rate text-books, so beautifully got up and illustrated that they hold the eye and the mind. The monopoly that the Government have claimed and taken should not be a cover to mediocrity and dullness and become the yoke of a single book for lakhs of children.

The Government of our State have held firm to their decision to allot eleven years to the complete course in primary and secondary education. This is good, provided the additional year thus given is used properly and the syllabi are not merely covered but taught. On financial grounds and also because most of the secondary schools are at present, not equipped for it, the State Government have declined to shift the Pre-university from the college to the school. The educational

value of such a step has been, however, still left an open question and I hope it will be considered fully before a final decision is taken.

The principle of selecting students to take a public examination has been given up with respect to the S.S.L.C. in deference to the principle of equality of opportunity and the faith that if properly taught, any student should be ready to take any examination at the end of the course. When the State Conference met last year, the first batch of unweeded candidates had taken the S.S.L.C. examination and the second batch is now on trial. It is a bold experiment and one that puts the entire responsibility squarely on the teacher; it is a challenge to him and a testament of faith in him. But it is too early to decide what effect this will have on the quality of education, on discipline and on the teacher's peace of mind. I hope that careful assessment of the results of this experiment will be made before we adopt it at all stages and levels of education. The principle of selection both in determining who are to take the examination and also in the matter of admission appears at first sight to be a harsh instrument of discrimination, specially in a country like ours, where a number of backward communities are slowly but in ever-increasing numbers coming into the stimulating aura of education. It is, however, inseparable from the fundamental of all education, the pursuit of quality and the attainment, not of the label, but of the substance of excellence. Also, it arises from the condition that all children are not equally gifted and equally quick and to press them into promotion is not merely a sacrifice of standards and a wastage but cruelty.

To give more time to the pupil who needs it, is not discrimination but doctoring; and to make all pupils aware that the right to take an examination is not certified by merely marking time in a school but is dependent on hard work and merit is surely, not a threat, but an incentive to the shedding of laziness, to greater effort and to discipline. But I do not want to prejudice

the issue by an academic discussion. The experiment is on; let us do our best as teachers to aid it; let us wait before we judge and let us judge before we accept what is now merely an experiment, however great and generously conceived, as a cardinal directive principle at all levels of our education.

I should like to say a word here about the new secondary school curriculum. At the last conference, there was a spirited plea for making History and Geography, one of the three core subjects, count directly for 'eligibility'. It was argued that the study of a subject which is unimportant from the point of view of the examination cannot but be perfunctory and can lead only to waste of time and to indifference and indiscipline on the part of students, which again, will have a baneful effect on the study of the other subjects. This was countered by the argument that credit secured in History and Geography (and we may add to it now, Hindi or its alternative, the third language in the scheme) will be taken into account to off-set to a certain extent the lack of proficiency in the other disciplines. I should like to view the question from two different angles. One is the unavoidable continuity that exists and perhaps, has to exist between school and university. I admit that secondary education should be complete in itself and should be a preparation for life. But of that life, a further preparation for it, may be and is a part. To forget this is to commit a mistake as great as the other and older one of imagining that the sole purpose of secondary education is to lead to the university. The S.S.L.C. examination is at present a qualifying examination for admission to the university; and thousands of those who get through it, do go in for higher education. I do not believe that the claims of the university and those of life are irreconcilable or that an education that equips one to enter college unfits one to enter life. Let us accept the connection between secondary and higher education in principle as we do it in practice, without how-

ever, giving up the position that secondary education instead of being merely a stage, should be a completion, in a world where nothing is complete. So it is that while I recognise the great value of Mathematics and Science as disciplines, I do not think that History and Geography and the languages are less valuable or that from the point of view of the university or of life, they are less useful. In the university, at least in the Pre-university course, where standards in the study of the sciences have been raised recently, though the old parity between the humanities and the sciences has been given up, a certain balance between them has been recognised and implemented. This principle of balance may well be adopted in secondary education too, even on the assumption that our secondary schools are primarily concerned with preparing their alumni for life. I would suggest that the elective subjects in the S.S.L.C. curriculum may be grouped suitably so that each group has two sciences or two humanities. The core subjects should have an equal number of sciences and humanities. A student who chooses two science electives should study at least one of the humanities as a core subject. Similarly, one who takes humanities as electives, should study either Mathematics or Elementary Science as a core subject. This would keep the curriculum from becoming unduly heavy; it would provide for variety so that courses could be chosen or prescribed according to the ability and aptitude of the pupil; secondary education would be more balanced and would be at once a preparation for the university and for life.

I grant that even then, there will be a scramble for the science electives. But in a world where science and technology play such an important and ever-growing role, this cannot be helped. I would go further and say that this should be welcomed by us as teachers for, the sciences are worthy disciplines. Such an apostle of liberal education as Cardinal Newman is the first to admit it. 'Physical Science', he says, 'brings before us the exuberant riches and resources, yet the orderly

course of the Universe and elevates and excites the student'. Vast regions of life however, and those the most important, are left untouched by Science, 'Science' to quote the words of Sir Richard Livingstone, 'is dumb if we ask it to explain the greatest human works or emotions or experiences,

'Exultations, agonies, and love,  
And Man's unconquerable life'.

Science has little to teach about how to live with our neighbours and about what is even more difficult, how to live with ourselves. It is with what science does not touch—the world of human motive and conduct and of the validity of experience and the meaning of life—that the humanities are concerned. When we study them we learn about life, we do something more valuable, we live. So a judicious provision has to be made for the humanities in the curriculum; for only thus can we neutralise the defects arising from the confusion that identifies livelihood with life and compels every student to play with a screw gauge and a spanner and try to swallow the dry mathematical  $\pi$  and the thorny algebraic puddings. Let us allow those who want to do it and who have the knack for it to square the circle, let others remain within the modest circle of the humanities square. It is not as though we do not need both types of students; we need technicians and scientists; but we need lawyers, judges, administrators, commercial men, managers, educationists, statesmen and philosophers too; above all, we need men; and to make them, whatever they may be in addition, is the primary task of the educationist.

In the universities of our State though at the Pre-university stage, we have provided for a certain balance between the humanities and the sciences, at the degree level, there has been a swing back to the specialisation of the old B.A. and B.Sc. of the forties and the early fifties. In the University of Madras, the minor subjects in the B.Sc. course which were humanities have disappeared as also the minors in science, which those who took the B.A. course had to study. But this could

not be helped since it was felt that the first degree should certify the possession of a certain quantum of precise, reliable knowledge in one or two subjects; and in the almost unlimited sweep of modern knowledge, to claim and own a part, however small, is to be obliged to sacrifice to that extent, the rest of it. It is fortunate, however, that languages and literature under Parts I and II are studied to the same extent in the B.Sc. and the B.A. courses.

A concern over falling standards has led to this view in the university that it is better to know something well than to nibble at many. This concern is not peculiar to our State; it is now widespread in the country. It is clear that the Government of India are seized of this general dissatisfaction and are anxious to do something about it, specially in the field of secondary education. There are indications that they are considering a dual approach. One is to offer financial assistance to the States so that better buildings, laboratories, libraries and staff could be provided. Many of our secondary schools do need toning up in all these directions; and monetary help from the centre will surely be welcome.

The other approach is to evolve an all-India pattern in education. The Inter-University Board and the University Grants Commission serve now as co-ordinating forces among the universities of the land and have succeeded in evolving a general agreement on the ideology of higher education and research and on the imperative need for maintaining high standards. And now, in the sphere of secondary education, efforts are being made by the Central Government to evolve something similar. A committee of educational experts is to examine the situation and probably, a Secondary Education Grants Commission may come into being. This is all to our good; for, though according to the Constitution, education is a State subject, it is of national importance. The progress of any State in

education is to that extent the country's progress; and by the same rule, any State that is educationally backward is a drag on the rest of the nation. States may hesitate to share river waters but surely they will be only too ready to share the waters of life. There has been very rapid expansion in secondary education and fall in standards is often the result of a too rapid quantitative growth. The Central Government are therefore perfectly justified in trying to stem this tendency and to define and tighten up standards. Not that State Governments are not doing it. Many of them are, and Madras, we are happy, is in the fore-front of them. But a central authority that watches development in secondary education in every part of the country, that serves as a clearing house of educational experiment and achievement, and that tries to prevent the falling-off of standards can serve as a guide and a sentinel.

I am all for a broad, agreed national ideology in secondary education. This ideology should however, be continually tested with reference to the ever-changing economic and social needs of the nation in the various regions and if necessary, modified from time to time; for, an education that is static and is unable to change and renew itself to meet the challenges of a changing world ceases to be the life-giving, life promoting force that it ought to be. Let us have by all means a national ideal, let us raise the standards but let us be cautious in evolving what we call a national pattern. The world 'national' has a magical, opiate effect about it and anything that promises to be simple and to lead to a permanent resolution of difficulties is likely to be welcomed by those of us who are harassed and tired by the 'eternal restless change' that marks our education. But change and a ceaseless adjustment to environment is the law of education as it is of life. Too frequent changes brought in without much thought are certainly bad but stagnation is worse. Again, secondary education as distinct from university education is more conditioned by local needs and by the lin-

guistic and cultural traditions of the area in which it functions. While welcoming therefore, the Central Government's help in promoting secondary education, I cannot help feeling that it would be desirable to be circumspect in arriving at what is called a national pattern, to make the pattern, if it is evolved, as flexible as possible and to allow a large measure of freedom to the States.

The word 'freedom' starts a train of memories and thoughts in our minds. We think of the recent decision of the Madras Government to make secondary education free for all. On principle, this is a great and noble decision. Only 17 per cent of secondary school students, it is pointed out, were paying school fees; others were covered by fee concessions and freeships. To bring this minority of 17 per cent within the ambit of Governmental help and to make secondary education free for all is a step worthy of a welfare state. A great burden has been taken away from private managements, and a great relief granted to teachers in secondary schools by the Government undertaking to pay their salaries. Secondary school teachers are now assured of regular and full payment of their salaries; at least, that is what we thought before the disturbing news came that the vacation salaries of secondary school teachers have been cut in varying proportions. This is very unfortunate. These salaries were revised in June 1960 according to Government directions and the salaries and the scales have been scrutinised in each school, year after year, by Government auditors. Any teaching appointment in a secondary school during these years has been made with the knowledge and approval of the District Educational Officers. Besides, the teachers are entitled as per existing rules to a vacation salary (which they have earned already) to be calculated on the basis of what they were getting on the last day of the financial year. Our State Government have been very progressive in many respects and have shown their sympathy by providing for pen-

sion for all categories of teachers and only ten days ago, they have announced an increase in dearness allowance. I hope, therefore, that even if the Government have a legal right and justification for what they call 'reassessment' of salaries, they will look at it as a human problem and let the teachers be. We teachers have the right to ask for more. Let us at least be left with what we have.

We should have free schools, as many of them as we need and even more, if need be, than we can afford; for, it is certain we cannot afford in a democracy to allow the majority to be uneducated.

But let us not forget that free schools should, if they are really schools, do something more than give education free, they should give an education in freedom. In fact, education as distinct from instruction is possible only where there is freedom both for the teacher and the pupil. The Government in a free democracy should do all they can to provide the means and the environment to promote educational progress. But they would do well to restrain themselves from making schools and colleges through too severe a bureaucratic control, into dull factories where, teachers function as cogs in a machine and the young are conditioned as in Huxley's 'Brave New World'. We are a democracy; and what Morley said of liberalism is true of it: 'Respect for the dignity and worth of the individual is its root'. When one comes to think of it, this statement is true of education too. The power of a Welfare State has grown so great and the points at which it impinges on a citizen's life are, under modern conditions, so many that no individual can cope with it on equal terms. The only safeguard against the power of the State tending consciously or unconsciously to become totalitarian is 'to educate our masters' in freedom and in the self-imposed inner discipline without which freedom is a mockery. Freedom and discipline are the essentials of all education and specially in a democracy. 'It should be the aim of an ideally constructed education', says

Whitehead, 'that the discipline should be the voluntary issue of free choice, and that the freedom should gain an enrichment of possibility as the issue of discipline'. This is admirably put. I shall not go into details of pedagogy and psychology and discuss how the two principles of freedom and discipline are to be 'so adjusted,' in the words of Whitehead, 'that they correspond to the natural sway, to and fro, of the developing personality.' That this has to be done, we will admit; which means that every pupil is to be treated as a separate and different individuality instinct with life and growth and having its own dignity and worth. And yet, the teacher has to look after a number of such units at the same time while having to cover the syllabus in a number of subjects, within the allotted time. When we talk of standards, generally, we confine ourselves to the measuring of information, perhaps a little of skills, and do it with an objective external examination. Very rarely do we think of the delicate and difficult process by which the teacher if he is worth the name, has applied the principles of freedom and discipline to aid the flowering—each one differently, each one at a different pace of the personalities of the young entrusted to his care. Freedom and responsibility cannot be learnt by a prisoner under duress; nor can it be taught by a slave. That is why we have to provide for an atmosphere of freedom in the classroom and the school and much more in the university.

A true democracy develops many agencies to serve as bulwarks against tyranny masquerading as law and slavery priding itself as citizenship. Of these agencies, the university seems to me to be the best-fitted for the task. In its purpose and structure, it is devoted to truth as against indoctrination; it provides for the conscious inter-play of minds and of various spheres of learning; it fosters free and uninhibited thought; and in all these ways, it prevents man from becoming the monster whom Plato dreaded, the creature without principle, order and

restraint; it saves him from becoming a tyrant or a slave, a danger ever present if the State in its anxiety to promote material social welfare encroaches more and more on individual liberty.

How can the university do all this if it is not itself free, if its functioning depends on the caprice or the doctrines of this political group or that which, for the time being, exercises Governmental power or if it is controlled by a bureaucracy that has been trained to believe that on any and every subject there can be only one opinion, namely what is published in the Gazette?

School and College and University are all public institutions; and the freedom in which alone they can be fruitful from the point of view of education and democracy does not mean they can function in isolation and should be a law unto themselves. Public criticism and Governmental guidance and supervision are not to be resented. On the contrary, they are to be eagerly welcomed. Only, teachers should feel they have a right to answer public criticism frankly and freely; and though Governmental supervision in the administrative and financial aspects of an educational institution may be through executive officers, the inspection of and the guidance offered to organisation and teaching should be by teachers of approved standing, experience and worth. In schools, for instance, the annual inspection may be dual in nature, one of administration and finance by the Government executive and the other of teaching and academic standards by a team of experienced teachers. I would suggest that for the latter work, a committee of elder teachers may be constituted for each area. This committee's work will be both supervisory and advisory and the reports that they send to the Government should first be discussed by them with the teaching staff of the schools. This would make the inspection more thorough and useful and less rear-ridden.

Does the teacher deserve this freedom? But I shall ask another question

'Does the teacher deserve to be entrusted with the education of so many?' We have about 1½ lakhs of teachers in our State alone and lakhs of young minds are in their hands. As things stand, there will be more of them, thousands more of them every year. No weapon is more powerful than the control over a child's mind; with it a nation can be made or marred. We give this weapon to the teacher and yet deny to him the freedom in which alone he can develop the self-respect and responsibility that will save him and the young given to his care. Chained economically and with no professional status and right to sustain him, it is no wonder the teacher is unable to give of his best. Efforts are being made through teacher-training colleges and schools to turn out teachers in larger and still larger numbers. In-service training through extension services, has been attempted in recent years. But more, very much more has to be done, not merely to meet the increasing demand for teachers but to meet it with good teachers. Formal teacher training has to be more intense and more purposeful and I think, of a longer duration. Even an educationally advanced country like Great Britain has a three year course of training for non-graduates and though there is only a one-year course for graduates, the idea of adding to it an apprentice period or in the alternative, to add one year to the course is being considered. I think that a three year course of secondary-grade training and a two year course for graduates would be just the thing here. The courses should provide in addition to pedagogy, for a further study of the subjects that the teacher proposes to teach and should be accompanied by intense teaching practice and regular seminar work on all aspects of the training. Can we afford it? If we can afford free education and increase in the number of schools, we can afford this too. And as for those who are poor and who desire to be teachers, so long as they are not poor in mind, help has to be to be given by the public and the State. We say education is an investment. Let

us prove that we really believe in it. Let us also prove by providing properly-trained teachers, that it is an investment that brings the most precious and the most lasting dividends.

The longer and more specialised teacher training that I suggest will end once for all the pernicious idea that still lingers among people that teaching is a soft job even if ill-paid and that anybody can become a teacher. When that happens, teaching will rise from a nominal to a real profession. People will then see the absurdity and the harm of hesitating to trust the band of trained men in whose hands they have placed their children. Then, and only then will the voice of the teacher be heard in educational planning and administration; and at every level, in the various public committees and boards that supervise, direct and co-ordinate educational activity in the country, the teachers will find an important and respected place. Even more than pay, though adequate salaries—I dislike to use the term 'minimum wage'—are vital and should be certified, the raising of the standards of teaching and of the professional status of the teacher should be the immediate concern, not of the teacher alone but of the nation.

Those who think on the lines of Hegel and his followers will affirm that there can be no antithesis so far as education is concerned between individual perfection and general welfare, that is to say, between the claims of individuality and those of citizenship. They will argue that the individual at his best, and that is what education aims to produce, will naturally, be a good citizen. Not necessarily, those who argue contra will say, if by good citizen you mean one who agrees with the Government in power, is anxious to maintain 'status quo' in society, helps to buttress an imposed peace and order, ignorant of and indifferent to the tumultuous and disturbing claims of justice and truth. Such a one goes about acquiescing, not merely saying 'Let sleeping dogs lie', but acting as though he believed that dogs were crea-

ted for the sole purpose of sleeping and to wake them is to fail as a citizen. Surely, this 'good citizen' is only a goody-goody windbag, one of the "hollow men" of whom T. S. Elliot speaks. Are we, teachers, to mould children into such lay-figures? Some of the best men in the world, the most intrepid spirits, men like the Buddha and Socrates, Jesus Christ and Galileo and Gandhi, to name but a few, were not accounted perfect citizens by sections of the society in which they lived; and yet, could education produce better men than these? I accept the argument but I think that in relation to the needs of our country today, the creation of good citizens is as important and urgent as the educating of the best in every individual. We as teachers can and have to reconcile the claims of both if the nation is to survive; for, the spectres of national disintegration are still not laid and are corrupting the youth of the land. To combat this evil through education, we need a body of teachers who can rise above the narrowness of caste and creed, linguistic and religious fanaticisms and the frustration that breaks out as parochialism, nihilism and a turning away from brother man. There are such men fortunately, in our midst, but they are a handful. 'The harvest truly is plentiful but the labourers are few.' When their ranks are strengthened as they should be, the youth of our land will learn from them to move joyously and willingly towards that Heaven of which Tagore speaks:

'Where the world has not been  
broken up into fragments  
by narrow domestic walls...  
Where words come out from the  
depths

of truth and tireless striving  
stretches its arms towards  
perfection....'

They will learn what the poet Iqbal calls the secret of life:

'Sever thyself not from the flame  
like a spark.

Live not like a stranger in the world  
that environs thee'.

Education is an endless quest. Each generation has to wrestle with immediate practical problems, however small, look about its feet at the rough and narrow path, removing the boulders and thorns so that its children may move forward. All the while, it has to keep its eye on the ideal, the shining table-lands of the spirit, so that the path may rise from failures, shortcomings and weakness, slowly but steadily, though now and then seeming to curve away from the heights, steadily and upward towards where

'a loftier race

Than e'er the world hath known  
shall rise  
With flame of freedom in their souls  
And light of knowledge in their eyes'

It is the teacher's mission to make this path, to maintain it, and lead the young to walk along it and move towards 'an ampler ether and diviner air'. Let us realise it at this conference; patient, fearless and united, let us clear the path immediately before us; let us also keep our eye firm and unwavering, on the mountain top; and let us pray to the Kindly Light to lead us at least a step towards it and the fulfilment through education of our country's high destiny.

# CONDITIONS FOR QUALITY TEACHING

## 1. Teacher Education

BY Prof. R. RAMANUJACHARIAR

*Present position* : At present we have the following types of teacher training in our country : (a) Higher elementary training/junior basic training, (b) secondary grade training/senior basic training, (c) post-graduate training/basic, non-basic ; B.T./B.Ed. and M.Ed. The minimum qualifications to these different courses are : (a) a pass in third form or higher elementary school VIII standard public examination (now abolished), (b) S.S.L.C. holders with eligibility to college courses (even without, in senior basic training schools) ; (c) a degree in arts or science for B.T./B.Ed. and a degree in teaching, in addition for M.Ed. The duration of the courses of (a) and (b) is two years and that of (c) is one year. The higher grade/junior basic trained teachers are qualified to teach in elementary school, the secondary trained in elementary and secondary schools up to the new VIII standard and B.T./B.Ed. trained in high schools. The M.Ed. trained are preferred for appointment in training colleges if they have a basic post-graduate degree like M.A./M.Sc. as well.

*Suggestion for improvement* : (1) It is now commonly accepted by all that the minimum general qualification of any teacher should be S.S.L.C. preferably with high marks. So the sooner the lowest type of training (higher grade/junior basic) is abolished the better will it be. (2) In the secondary grade training course not enough attention is being paid to the imparting of instruction in different subjects ; improved techniques and methods of teaching cannot be employed successfully without proficiency in the different subjects the trainees would be called upon to teach. Particularly in respect of their attainments in English there is considerable scope for improvement. An

intensive course in English must therefore be made an integral part of this course. Those that do not come up to the standard may be certified as teachers in respect of subjects other than English. (3) In respect of postgraduate training course, there is a general feeling that the duration must be extended to two years. Though there is provision for content course very little time is available for it. Here again a certain standard of proficiency in English must be insisted on ; even in respect of special subjects like history, geography, sciences, etc. an intensive content course is necessary. Only if the duration of the course is extended, this can be provided for. (4) In selecting candidates for different types of teacher training, merit should be the only criterion. There must be proper screening of candidates—personality traits and special aptitude for the profession must be assessed. (5) The methods of teaching adopted by the staff of training schools and colleges continue to be old-fashioned. The modern techniques of instruction are only talked about and not practised by them. Unless they adopt the new techniques they recommend to their students, their words will not carry conviction. (6) Knowledge is not stagnant and no teacher can rest content with what he has learnt at school or college. An active in-service training programme financed by the State and run by professional organisations must be instituted—teachers must not be given licence to teach for life after the period of training—it may be limited to, say, three or five years ; the renewal must depend on their active participation in the in-service programme. (7) There must be a search-wing attached to each training college ; It must take up for investigation actual classroom problem so that their findings may

have practical utility. (8) There must be less rigidity in school organisation and administration with a view to giving greater freedom to schools for

schools to carry on experimentation. (9) These suggestions can be implemented only if salaries and service conditions are improved considerably.

## 2. Material Facilities

BY M. P. RAJAGOPAL

Quality education depends not only upon quality teachers but also upon quality materials or material facilities. Material facilities for quality education are classified under three heads:—

- (1) Environmental sources or materials ;
- (2) Audio-visual materials ; and
- (3) Printed resources or materials.

The environmental materials are : General classrooms ; special purpose rooms (laboratories, libraries, audio-visual rooms, museum rooms, etc.). The audio-visual materials comprise of slides, film-strips, film-projectors, film-libraries, radios, tape-recorders, gram-phones, linguo-phone records, public address system, magic lanterns, view masters, epidioscopes, maps, charts, globes, models, etc. The printed materials include library materials, newspapers and magazines and the textbooks.

*Environmental materials :* Speaking about this I have no time to speak about the general classrooms and laboratories in schools. I like to stress upon the most important quality material, namely library. As the Report of the Secondary Education Commission says :— “ A good library is the hub of the academic and intellectual life of the school, a place to work as a centre of free and supervised study as well as group work on projects undertaken by students.” The inadequate facility for library service in an average school is highly deplorable. Dr. S. R. Ranganathan in pointing out that the new norm for a school library, fixed by the national

buildings organisation of the Ministry of Works, Housing and Rehabilitation, mentioning 600 sq. ft. is inadequate, suggests a minimum area of 1,160 sq. ft. At present libraries in many schools are not worth the name, containing old, out-dated and unsuitable books, housed in inadequate rooms and in charge of teachers having no knowledge of library technique. How many schools have open-access system in their libraries manned by efficient librarians trained in librarianship? Special library periods had been given up in many top-ranking schools for want of accommodation in the time-table. A zest for reading and thinking can be induced in the pupils of schools if the central school library in a school has its important and essential adjunct—the class library which can be used by the teacher for developing correct reading habit among the pupils under his direct supervision. Pupils should be sent to the central library during acting or relief periods.

Coming to the next important environmental material for quality education, namely, school museum which plays a great part in the education of school children as they bring home to them much more vividly than any other prosaic lectures, the discoveries of the past and the various developments that have taken place in many fields of science and technology, has the quality teacher access to this material? Many schools find it difficult to find space for housing a small school museum and where such museums are arranged, many of such museum rooms are used as lumber rooms. The school museum

should stress learning and not entertainment and should be appropriate to the general objectives of the curriculum.

As regards the all school facility of open grounds for imparting sound physical education in particular and health education in general I will have to strike a discordant note. Sri M. Rajah Iyer, in his presidential address, at the 53rd Madras State Educational Conference had rightly pointed out that the present national emergency had opened our eyes to the need for physical fitness of students and he has suggested that all facilities for healthful school living like playgrounds, sanitary facilities, etc., should be made, and free medical service should be made available to every child in school.

Now about the audio-visual material it is unnecessary for me to say about the role the audio-visual aids, like films and radio, play in the liberalising of the education of the school-children. Audio-visual materials help meet difference in needs and interests, differences in abilities, differences in experience and difference in maturation. Students get not merely theoretical instruction but through these aids a graphic presentation of the subject. But how many schools are gifted with projectors and radios? City schools are having the facilities in having the service of the film department by way of loaning films, strips and even projectors but schools in rural areas where electric facilities are scarce are denied of this material facilities for quality education. Audio-visual aids are used in schools; but do they always suit school environment and the curriculums under study? Are school broadcasts given by well-qualified persons? Do they find a place in the time-table? Are they correlated to the curriculum under study and do they create an interest in the subject so that the boy's curiosities are roused to learn more about this subject? Do the school

broadcasts in general form a very efficient supplement to education in schools and thus become a necessary condition in quality education?

As regards the materials like maps, globes, charts, etc., I have to repeat the sad tale. Many schools are ill-equipped with suitable wall-maps as they are found to be 'objectionable'; and as such even the meagre supply of good maps has been stopped. Similar is the story of atlases. Without these material facilities the quality education so far as the history and geography subjects are concerned is going down.

Lastly I take up the printed material. I have mentioned about the library material already, Newspapers and Magazines furnish a kind of many rungged ladder to achievement. As regards text-books I am afraid I have to tread on unsteady ground. It is said that instruction in school is better when more than one textbook is used and best when the textbook is used in conjunction with many other kinds of instructional materials. There is no time for me to stress upon the deterioration in the standard of textbooks which is much talked about nowadays but I wish to say that the type of paper, illustrations, printing used and found in textbooks should be improved a great deal and so the textbook committee should lay down clear criteria for the above requirements and also for the format of the book. As the Secondary Education Commission rightly observes, a library of blocks of good illustrations which can be loaned to publishers in order to improve the standard of book illustrations should be formed. The quality teacher does not become a slave to the textbook but when a bad textbook gets into the hands of the pupil it affects his progress in education however best the teaching might be. Good source books should be translated into regional languages and made available for teachers for their reference and ready use as materials for quality teaching.

### 3. Parental Cooperation

By G. SRINIVASACHARI

Parental cooperation has here to be viewed in specific relation to the theme, 'conditions for quality education.' 'Education' covers a broader ground than what is ordinarily understood by 'teaching.' Now 'Education' with its attribute 'Quality' becomes difficult to define. However, for our present purpose, we may take education to mean the process by which schools build up able-bodied, intelligent and useful citizenry in the context of evolving a democratic socialistic pattern of society.

The concept of quality education is, I think, based on two postulates: (i) that the school is a socialising factor in the process of education, and (ii) that teaching and learning in schools is designed according to our knowledge of the pupil's attitude towards values in life, aptitude for cultural and vocational pursuits, and ability to profit by school education. The teacher can acquire this basic knowledge of the three A's of the pupils only through a system of parental cooperation. How to secure this kind of cooperation of the home with the school for the well-being of the common factor, the pupil, is the problem.

What has the school, so far, been doing to secure parental cooperation? The accepted medium of communication between the home and the school has been the progress report. This progress report contains the results of monthly and mid-term tests and of half-yearly and annual examinations, the number of days attended by the pupil, and some set remarks explaining the obvious, such as, 'weak in English,' 'weak in mathematics,' 'requires strong goading at home,' so on and so forth. You may have noticed the use of the term 'Tests' as something different from 'Examination.' 'Test' implies diagnosis of the pupil's defects in understanding and remedial measures to eliminate them, together with a description of the nature of cooperation the

school seeks from the home to pull up the pupil. In practice, however, these tests have become mere replicas of the terminal examination. In this scheme the subject-matter unit assumes disproportionately great importance and the pupil, our prime concern, gets deplorably neglected.

Both teachers and parents have become so habituated to this state of affairs that any suggestion offered to improve the situation is regarded as abnormal and even viewed with suspicion and distrust. In the matter of teacher-parent relation, most schools discreetly follow the line of least resistance. If parents form an association of their own accord, the school welcomes it. If the parents do not feel like forming an association the school does not bother about it. I may say that schools of comparatively recent origin are now attracting a decent number of parents to their school day celebrations and entertainments. If this is an expression of the active desire of the parent to discuss about his child and not merely an evidence of his good will towards the school in general, it is a good sign.

The frequency with which the parent approaches the teacher for consultation regarding the improvement of the pupil is a measure of the parent's respect for the teacher. Few parents indeed have confidence in the teacher's capacity to give them advice on any matter. It is for the teacher to gain the confidence of the parent in this respect. The teacher is more favourably placed than a member of any other profession to win the love and esteem of the public. Take for example the case of lawyer. If the client wins his case he thanks the lawyer and bids him goodbye, inwardly feeling that he should not come back to him, for he has learnt what litigation means. If he loses, you can well imagine the feelings of the client. The doctor is a much

respected person, more from at a distance than from a sick bed. But the teacher is differently placed. The common factor between the parent and the teacher is the living child. Any service done to the child is gratefully remembered by the parent.

The parent too regards the teacher as one who is doing something to the child, which he himself is not able to do. I think that the teacher has not sufficiently exploited this situation even for his own benefit.

I have attempted to summarise the present parent-teacher relationship as it has struck me. Now let us glance at the present position of secondary schools and consider the role of a good parent-teacher association. The first innovation that arrests our attention is the conversion of all fee levying secondary schools into free secondary schools. This change is bound to bring about greater cooperation between the teacher and the parent than ever before. So long as the secondary school was a fee levying one, most parents looked upon its internal working with respectful non-interference, while there were a few who were disdainfully indifferent. But the present situation calls forth their immediate thought and action. Every parent has now to ask himself, 'Can the aided secondary school continue to maintain the same standard of efficiency under changed conditions?' The secondary school in the altered condition has no resources other than government grant. Every secondary school however hoary its tradition may be just one of hundreds of schools run under the government department. Its special needs cannot be the government's concern. Indeed its needs are far too many to be listed. In the most recent Year Book on Elementary Education published by the Government of India the cost of the equipment of an elementary school is calculated to be Rs. 50 per pupil. Surely the cost of equipping a modern secondary school should be several times more than Rs. 50 per pupil. How can

the school get money for its laboratory, diversified courses, library and sports materials? This is the crux of the problem.

The Board of Management, the Headmaster and the staff are practically helpless. Their hope of securing sufficient funds depends upon their capacity to rouse the community to a clear understanding of the present situation of the secondary school and get their support. In this matter there is a great deal that a good parent-teacher association can do. There is a need for an intelligent assessment of community resources available and of finding ways and means of securing and utilising those resources for the good of the school. I am sure that selfish interest as well as public interest will urge the parent to think vigorously and plan for some concerted action.

If free secondary education is not just any kind of education but one calculated to produce members of the junior directing class who are required in large numbers to serve the community the needs of the secondary schools have to be carefully and promptly attended to by an enlightened management in cooperation with an active parent-teacher association. The responsibility of awakening the interest of the community in the wellbeing of the secondary school squarely falls on the teacher-parent association.

Has the school an engineering course in its curriculum? Then the problem is how to get the Directors of Industries interested in secondary school so as to provide practical work for the engineering student in their respective concerns. In rural areas agricultural courses require the help of the agricultural community in the matter of providing opportunities for field work and practical work on land. Instances like this may be multiplied. Somehow or other I feel that in the altered conditions parents will rouse themselves to an awareness of the situation and cooperate with the teachers in making secondary schools function efficiently.

## 4. School Life - Co - and Extra - Curricular Activities

By Mrs. SARASWATHI SRINIVASAN

Co-curricular activities form an important and integral part of the scheme of Secondary Education, which aim at developing the all round personality of the pupil. The curricular studies and co-curricular activities should be so integrated by wise and careful planning as to help the pupils grow up most naturally into intelligent, informed and self reliant sons and daughters of the land. After the emergence of this country as a free and democratic nation which is marching rapidly forward to take its rightful place among the comity of nations there is a crying need, more than ever before to give a re-orientation to and revitalise the educational processes at the secondary school stage. This cannot be effectively achieved except by giving co-curricular activities their legitimate place in the educational scheme which has hitherto tended to be mostly bookish and examination centred.

Extra curricular activities are not by any means new ; they are as old as organised education itself. The older theory of education was largely mental in nature and concern. The mind was supposed to grow through exercise and the theory of mental discipline developed. This mental education consisted largely of memorisations. The theme of new education is all-roundedness. It recognises that the child should be educated mentally, physically, socially and spiritually, if he is to be a complete well rounded individual.

As the concept of curriculum changes with the challenge of changing times, the concept of co-curriculum also changes and so too its nature and scope. The polarity that formerly existed between curriculum and extra-curriculum has diminished year by year and now it is generally accepted that they are closely related, that the one implements the other.

Co-curricular activities aim at :

1. Energizing the pupil's interest in

school life by making the process of learning congenial, pleasant and useful.

2. Providing for the harmonious development of the body and mind.

3. Developing better appreciation of the dignity of labour.

4. Imparting useful training for proper utilisation of leisure.

5. Drawing out and developing the pupil's aptitudes for creative work.

6. Developing aesthetic sense.

7. Inculcating love for service to community and humanity.

8. Building up a sound character and fostering sentiments of law and order.

9. Increasing opportunities for leadership training.

10. Promoting real understanding of the value of life.

11. Developing self reliance and providing training for adjustment to varying conditions and situations in life, and

12. Helping the growth of the pupil's all round personality through proper development of his hand, head and heart, culminating in health and happiness.

To achieve these ends different activities have to be planned and effected. These can be classified as physical activities, literary activities, social activities, aesthetic and cultural activities and hobbies or creative activities. These activities help to develop the personality of pupils. In the first place they serve to discover, draw out and develop the dormant faculties of pupils and encourage them to grow along their own lines affording them the joy that creative work or unselfish service can alone yield. They infuse in them a sense of self esteem and make them feel that they too have a place in enriching life in the institution. They inculcate in them those desirable traits which make for complete life and enlightened citizenship. It is in these activities in addition to the curricular work that the

students can be seen as a citizen, learner and adolescent, all in one.

Correctly speaking the co-curricular activities are 'just-crowded' activities, that are activities that grow out of our class work and the interest of the pupils. For example, a science club should grow out of science class work. As such, integrating the extra class activities with regular class work, would make both meaningful and inter-related. The classroom work then tends to have the spirit of spontaneity, flexibility and active participation of students which are the characteristic of co-curricular activities. Properly viewed, planned and guided, the co-curriculum can become the laboratory for the personal, social, moral, character, personality development of pupils.

It is desirable that wherever possible school or classroom activities should be coordinated and not compartmentalised. The getting up of a school museum or the school exhibition is an instance of co-curricular activity which calls for the unified application of knowledge and skills acquired in different branches of study like mathematics, science, social studies. Bringing out the school magazine requires the help of language, drawing and art classes. Such integration of activities should be amply provided for, as the aim of any complete scheme of education is to prepare pupils to face ably and intelligently the all-embracing problems arising from the natural needs of life. It is up to the teacher to find out ways, situations and circumstances for integration. It requires the teacher to be flexible and resourceful.

It is now recognised that the school is a happy family, a well-knit community, a well ordered society, a democratic state in 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. 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. It should not be forgotten that in a class of 40, there are 40 children of unique personalities, coming from different communities, backgrounds, homes, tastes and needs and they have to be provided with a rich variety of co-curricular activity programmes to create, satisfy and accelerate the taste, sharpen the talents, satisfy the needs and psychological urges of youth. This in a way helps the teacher to study the pupil as an individual and a member of a group. Not all students are academically inclined and the co-curricular activity programmes offered a chance to such students to make good and to feel good and thereby help to remove their sense of frustration. These activities become a developmental laboratory where the vocational bent and individual potentialities are discovered and focussed upon for encouragement where the youth is socialised and where he can achieve all round growth. So they thus become an educational museum of real value contributing in a larger or smaller measure according to the nature of the activity to character-training of youth in schools.

The activities for the whole year for the whole school and for the different classes should be planned well in advance with the formation of committees of teachers and pupil representatives.

The activities like physical activities, literary activities and film-shows may be organised within school hours and other activities like hobbies, citizenship training, guiding, etc., after school hours.

The activities should be classified as compulsory activities and optional activities. We cannot expect all the students to take part in all the activities.

Daily assembly, class literary annual meetings, all general school functions, class magazine physical activities like mass drill, citizenship activities, film shows, home craft for the girls are some of the activities which are to be participated by all the students.

Science and mathematics clubs, dramatics, orchestra, A.C.C., and N.C.C.,

Scouts and Guides, Junior Red Cross, etc., may be taken up only by pupils who have special aptitudes for the same.

Work connected with curricular activities should be shared by all the teachers in the school according to the subjects handled by them. The attitude of the teachers in regarding these activities as a means by which the teacher can bring joy into the lives of the pupils and thereby into his/her own life is the most important factor in making the co-curricular activities effective. Many a teacher has recognised that he or she has been more able to help students in the personal and informal contacts with them outside of the classroom than the teacher has in the formal and limited contacts with them inside it.

For successfully implementing the co-curricular activities in schools there should be a proper understanding by the teachers regarding the importance of the activities in the scheme of education and enthusiasm on their part to correlate co-curricular activities with the teaching of curricular subjects. There should be suitable space for playground, museum, reading room, and film-shows. If everything is there, there is lack of time as there is the demand of formal examinations both on the teacher and pupils and an overcrowded and ambitious syllabus to finish.

Overdoing of co-curricular activities at the expense of routine curricular work may injure the cause of education. Curricular and co-curricular work integrated in due proportion and organised with advance planning, courage and foresight with the cooperation of the members of the staff and students will sublimate the educational endeavour of the school.

For the best integration of curricular and co-curricular activities there are certain minimum facilities needed which should be provided for in every school. There should be suitable space for playground, a separate room for museum, reading room, hobbies and craft and filmshow, an open auditorium where

the whole school can assemble for any public function organised by the school. It is pathetic to see the children being sent away home where there is anniversary or prize distribution just for want of space. Open air theatre is an answer for it which will solve the problem as there is stage as well as open space for the audience.

As already mentioned the reaching staff should take up to the co-curricular activities with willing cooperation and enthusiasm. If necessary some teachers could be sent for refresher courses or special training to give them the requisite qualification, for example, museum, technique, puppetry, bulbul and girl guide, and so on.

More than the training, the personal qualities of the teacher is important as no amount of training and qualification can make the teacher efficient if she herself got the team spirit to work with others. The team spirit is the main and fundamental factor for the whole success of the programme. So in the selection of teachers care should be bestowed not only in the academic qualification but in their personal qualities to make the school a real happy place for the staff and children to work with.

Some used to complain that the co-curricular activities mean finance and it is not possible for all the schools to take up the programme. It is not true. There are definitely many activities which can be very well organised just with the special fee collections we make from the school. For example, general assembly, citizenship activities, literary activities reading room, news bulletin, manuscript magazines, outing and field trip, mathematics and social studies club, leaves flowers and stamp collection, filmshows physical education activities, aesthetic and cultural activities which do not involve the employment of special staff for the background music etc. or purchase of costly equipment.

In this connection I should like to point out there should be not much of hard and fast rule by the government in

the spending of the special fees account as it sometimes handicaps the whole thing and we are not able to proceed further though we have balance in different categories of special fees. If there is relaxation of rules regarding the spending of the amounts, it will facilitate in building up good co-curricular activities in the school.

One other important factor to be mentioned here is the time taken by the head of the institution in attending to the ordinary routine administrative work like maintaining registers, etc. The school, to be efficient, requires a lot of supervision and guidance to the

staff from the Headmaster/Headmistress and every activity should be planned and well executed under the guidance and instruction of the headmaster. Actually more of the time is taken up in the office administration leaving very little time for the supervision of the regular classes and more so to co-curricular activities. If a Secretary is allowed to look after the routine administrative work which do not require the help of the headmaster, the time can be usefully spent by the head of the institution in helping the school to run efficiently in curricular as well as in co-curricular work.

---

## REMINISCENCES ABOUT ANTON MAKARENKO

By A. LOZHECHKO

The fame of Anton Makarenko the well known pedagogue and writer has travelled not only throughout the length and breadth of the Soviet Union but also abroad. I had an occasion to meet him about thirty years ago, in the editorial office of the journal "Krestyanka" (Peasant Woman). The members of the editorial staff were interested primarily in the details concerning his work on the book that won him tremendous popularity: "The Road to Life." That is what the writer called this book which in literary form, summarized the experience of his work at a place meant for juvenile delinquents.

The events depicted in "The Road to Life" begin in the year 1820, when, as a result of the imperialist and civil wars intervention and famine, thousands of orphaned children were left homeless. The book is a colourful vivid account of the selfless struggle for reforming the former juvenile delinquents with a view to engage them in honest work. It tells of the quests for new methods of rearing, for new pedagogics, and at the same time it is a stirring account of how a colony for juvenile delinquents became transformed into a healthy and buoyant collectives.

During the talk Makarenko said that he started working on "The Road to Life" at Maxim Gorky's advice with whom the members of the colony had been corresponding for many years. I also got minor details about Makarenko's biography, although he was most reluctant to speak about himself.

Anton Makarenko was born in 1888. His childhood is associated with the town of Belopolye in Kharkov Gubernia. He learned to read at an early age, drew well, sang in the school chorus, and played the violin. Later he began to write feuilletons and poetry.

After finishing education at a four-year city school in Kremenchug, and later, a one-year course for the training of primary school teachers he started his teaching career at an ordinary railway school in 1905.

This young teacher was caught in the wave of the first Russian revoltion. He took part in the demonstrations of the strikers and spent much time on social work.

From the very beginning of his teaching career Makarenko devoted himself completely to children. Even at that time he tried to change the rigid

forms of upbringing. He could not remain content with the narrow limits of the programme and spent his leisure with his pupils, using it to broaden their horizon.

In 1914 Makarenko got himself enrolled in the Poltava Teachers Training Institute. He studied avidly. He was deeply interested in literature, painting, music and singing. But his talent in various fields of science and art did not distract him from the main-spring of his life—pedagogical work. When he finished training at the Institute he returned to the railway school in Kryukovo but this time as an inspector.

### *October Revolution*

After the October Revolution Anton Makarenko was particularly active in finding out new forms of working with children. He thought a great deal about the upbringing of pupils and made first attempts at rallying children's collective in joint work. Soon the Department of Public Education of the Gubernia asked him to accept the post of director of a colony of juvenile delinquents. Later he became head of the Felix Dzerzhinsky Children's Labour Commune. During this period this experienced teacher and educator not only restored hundreds of children to real life, he even created his own system which was based on an elaboration of the principles of Marxist-Leninist philosophy, the ideas of the foremost Russian pedagogues, and the scientific works of Nadezhda Krupskaya.

Makarenko sought and found out ways for correcting the most hopelessly 'spoiled' children and adolescents. His relations with the children were founded on respect for and trust in them. He thought that one of the conditions for success was the organization of a children's collective closely knit together by a higher level of mutual endeavour aspirations and goals. The post of a teacher who merely reared the children was practically eliminated, and his duties were performed by the

commanders of the units together with the instructors.

### *Personal Qualities*

There is not a shadow of doubt that the brilliant results achieved by Makarenko were due, to a great extent, to his personal qualities. His ability to discover in man his inner beauty, which he had learned, when still a youth, from Gorky and the classics of Russian and world literature, became the basis of his activity. He taught teachers to approach a child with an optimistic hypothesis. It is this attitude towards children that helped create purposeful collective living in a joyous atmosphere.

Makarenko devoted a score of years to the upbringing of children. And they have become living characters in his books. His first, small book, entitled "The March of 1930," is devoted to the life of the Dzerzhinsky Commune. It came out in 1932. Maxim Gorky wrote about it: "I read it with deep emotion

## **THE JUNIOR SCIENTIST**

RAJA ANNAMALAIPURAM,  
MADRAS-28.

This is a fortnightly Journal in English. It brings to our boys and girls interesting informative, Scientifically accurate and Challenging news items.

The Journal has been approved for use in Educational Institutions by the Directors of Education, Madras, Mysore, Jammu & Kashmir, Himachal Pradesh, Madhya Pradesh and Delhi.

*Science World*, New York observes: "We feel it to be a fine Contribution to the field of Science Education."

Annual Subscription is Rs. 7/- only.

Apply to:

The Managing Editor,  
The Junior Scientist,  
S. I. T. U. Office,  
Raja Annamalaipuram,  
Madras-28.

and joy. You have given an excellent picture of commune and the communards. Every page reveals your love for children, your constant concern for them and your subtle understanding of the child's soul. I sincerely congratulate you on this book."

The first part of "The Road to Life" was published in the spring of 1934.

### *His Masterpiece*

Speaking about this book Makarenko himself said: "I wanted to show that in the Soviet Union we can make a splendid collective with the people of the 'worst sort'... I wanted to describe it in such a way that it would be obvious that it is not I or a handful of teachers, but the entire atmosphere of Soviet life that creates this 'miracle'"

....

After his "The Road to Life" Makarenko wrote several other books. Almost all of them are devoted to the problems of upbringing. In his book, "Learning to Live," he depicted Children's collective of the Dzerzhinsky Commune. In his "A Book for Parents" he touches upon numerous questions concerning the upbringing of the child in the family. The writer, in the form of feature stories, with journalistic digressions, presents the idea that the success of family upbringing is determined by the conscious fulfilment, by the parents, of their civic duty to society. "A Book for Parents," like the book "The Road to Life," evoked numerous comments. People turned to their author not only as to a teacher and writer, but also as to a close, dear person from whom they concealed nothing.

Makarenko's literary work completely absorbed him. He wrote reviews, articles, and a novel, "Honour," about the life of a pre-revolutionary worker's family. In February 1939 he was awarded the Order of the Red Banner for his outstanding creation in literature.

But it so happened that the writer lived only less than two months after

this. He died on April 1, 1939, in the coach of a railway train. He died without having accomplished a tenth of what he had planned to do in literature.

### *The Spirit Lives*

That was 25 years ago. Anton Makarenko continues to inspire thousands of people along their paths in life. The number of followers of his new pedagogical system and his brilliant experience, both in the Soviet Union and abroad is ever on the increase. Maxim Gorky, in his day, spoke of the world significance of Makarenko's feat. And the subsequent years have confirmed words of this great writer.

Many Soviet teachers and educators are guided by Makarenko's pedagogical ideas and principles. His system is winning ever more advocates among

## ' EDUCATIONAL INDIA '

The Journal entering on the  
30th year of useful service



FRANK OPINION: "Educational India" which has done so much to clarify successfully all the problems of education, will be of the greatest help to all educationists and others interested in education.

**Dr. A. Lakshmanaswamy Mudaliar.**



*Write to:*

' EDUCATIONAL INDIA ' OFFICE

VIDYA BHAVAN

MASULIPATAM (Andhra Pradesh)

Inland Rs. 5-50

Foreign Rs. 7-50

teachers in foreign lands. In 1960 an All-Polish Conference of Teachers to discuss Makarenko's legacy was held in Poland. His legacy is also being studied in Bulgaria, Yugoslavia and in other countries.

In the French village of Verchin, in contrast to the clerical asylums for children, a children's home was organized on a voluntary basis. Its director, Robert Ardouni wrote to Makarenko's widow, Galina Salko (Now deceased) that "That Road to Life", "Learning to

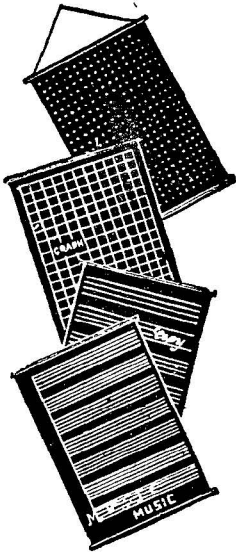
Live", and "A Book for Parents" are handbooks for him and other teachers.

Anton Makarenko's books, which have been translated into dozens of foreign languages including Hindi and English, are extremely popular in many countries. These books teach courage, utmost loyalty to one's cause, and, what is most important, real humaneness, great respect for the individual.

*(Novesti Press Agency)*

## "ROLL-UP"

*Your troubles away with -*



MEGH Slated Roll-Up Black Boards which are specially manufactured to cater for the needs of those who have to move from place to place and repeat the same matter over and over again.

They are known for their portability, quality handiness, anywhere hangability, writability with chalk readability from any angle and erasability with duster.

They are blessed by eminent educationists at home and abroad and are recommended for use in Schools and Colleges by reputed Head Masters and Principals.

*For full particulars please contact :-*

**MEGH SLATE FACTORY PRIVATE LTD.**

Post Box No. 24,  
**BARAMATI (Poona) INDIA.**



# THE SOUTH INDIA TEACHERS' UNION

## EXECUTIVE BOARD, 1963-64

- \* 1. *President* : Sri A. K. SITARAMAN, B.A., L.T., Headmaster, P. S. High School, Mylapore, Madras-4.
- \* 2. *Vice-President* : (1) Sri V. ANTONISWAMI, B.A. (HONS.) L.T., Headmaster, Karapettai Nadar High School, Tuticorin, Tinneveli District.  
(2) Sri D. ANTONISWAMY, St. Marys' Sr. Basic School, Cuddalore, N.T., South Arcot District.  
(3) Sri N. K. VENUGOPAL, B.A., B.Ed., N. C. High School, Teppakulam, Trichy-2.  
(4) Sri FAZLUR RAHMAN, Pernampet High School, Pernampet, North Arcot District.
- \* 3. *Secretary* : Sri T. S. RAJAGOPALAN, B.A., L.T., Headmaster, Hindu High School, Triplicane, Madras-5.
- \* 4. *Joint-Secretaries* : Sri V. S. SARAVANAN, T. T. V. High School, 361, Mint Street, Madras-1.  
(2) Sri ANTONISWAMI, Std Michael's High School, Coimbatore-1.
- \* 5. *Treasurer* : Sri L. MARIAPRAGASAM, B.A., L.T., J.P., Santhome High School, Mylapore, Madras-4.
- \* 6. *Journal Secretary* : Sri C. RANGANATHA AIYENGAR, M.A., L.T., 39, 4th Main Road, Gandhinagar, Adyar, Madras-20.

### DISTRICT TEACHERS' GUILDS' REPRESENTATIVES :—

#### North Arcot District :

- 7. Sri A. N. LAKSHMANA RAO, Headmaster, Board High School, Arni.
- 8. Sri P. R. RAGHAVENDRA RAO, Headmaster, Board High School, Arcot.

#### South Arcot District :

- 9. Sri P. R. SWAMINATHAN, M.A., L.T., Headmaster, R. C. T. High School, Chidambaram.
- 10. Sri A. NARGUNAM, B.A., B.T., St. Joseph's Secondary School, Cuddalore, N.T.

**Chingleput District :**

11. Sri D. J. ARULANANDAM, Goudie High School, Trivellore.
12. Sri P. S. VEERARAGHAVAN, R. B. C. C. High School, Trivellore.

**Coimbatore District :**

13. Sri THIRUNAVUGARASU, Coimbatore District Teachers' Guild, Office, Peelamedu, Coimbatore.

**Madras District :**

14. Sri S. S. AVADHANAR, 47, Singarachari St., Triplicane, Madras.
15. Sri V. MEENAKSHI SUNDARAM, P. S. High School, Mylapore, Madras-4.

**Ramnad District :**

16. Sri S. S. NARAYANASWAMI, B.A., L.T., 80, Tirupattur Road, Devakottai Extention P.O.
17. Sri M. K. RAMAMURTHY, B.A., M.Ed., S. Rm. High School, Nattarasankottai.

**Madurai District :**

18. Sri P. P. SUBRAMANIA AYYAR, B.A., L.T., A. C. High School, Madurai.
19. P. MARIAPPAN, N. S. V. V. High School, Pattiveerampatti.

**Salem District :**

20. Sri S. SUBBA RAO, B.A., L.T., Little Flower High School, Salem.

**Tanjore District :**

21. Sri S. GANAPATHI, Board High School, Papanasam.

**Tinneveli District :**

22. Sri P. SORNAPANDIAN, B.A., B.T., Headmaster, St. Johns High School, Palayamkottai.
23. Sri M. SUBRAMANIAM, Headmaster, Municipal High School, Tuticorin.

**Trichirapalli District :**

24. Sri D. SEBASTIAN, St. Marys Ele. School, Varadarajanpettai.

**Nilgiris District :**

25. Sri G. N. KRISHNAMURTHI, B.A., L.T., Headmaster, Board High School, Hubbathalai.

**Administrator, S. I. T. U. Benevolent Fund :**

26. Sri A. M. KANNIAPPA MUDALIAR, B.A., B.T., 21-B, Hodgsonpet Chetty Street, Kancheepuram.

**Ex-Presidents :**

27. Sri S. NATARAJAN, B.A., L.T., 3, S.I.T.U. Colony, Madras-28.
28. Sri G. KRISHNAMURTHI, M.L.C., 29-E, Teachers' Colony, Lloyds Road, Madras-14.
29. Srimathy SARASWATHY SRINIVASAN, B.A., L.T., Headmistress, Girls High School, Raja Annamalaipuram, Madras-28.
30. Rev. D. THAMBUSWAMI, M.A., L.T., B.D., C.S.I. Church, Royapuram, Madras.

**On Invitation :**

31. Sri M. D. SRINIVASACHARI, Secretary-Treasurer, Madras State Aided Secondary School Clerks' Association, Northwick Girls' High School, Northwick, Royapudam, Madras-13.
32. Sri T. S. BALASUBRAMANIAN, Secretary, Madras State Commercial Instructors' Association, Municipal High School, 86, Narasimhapuram, Karur, Trichy.
33. Sri N. SHANMUGAM, Convener, Vigilance Committee, T. T. V. High School, 361, Mint Street, Madras-1.
34. Sri V. B. MURTHI, M.A., Office Secretary, 6, S.I.T.U. Colony, Madras-26.
35. Sri P. V. RAMASWAMI, B.A., L.T., Additional Journal Secretary, P. S. High School, Mylapore, Madras-4.

\* Indicates Working Committee members.