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POST-WAR EDUCATION IN EUROPE *

By

DR. V. N. SARMA.

The Second World War, as we know, shattered the lives and homes of millions and millions of people in Europe, Africa and Asia and wrought much havoc both morally and materially in the West and in the East. It has, at the same time, given us yet another opportunity to brood over the greatest concern of man and to know why we are here on this earth. It is not easy to grasp the essence of life. It is the main concern of education in every age and in every country to make us understand this truth. The school is the place where the human being can be helped to realize this truth. In India, and in all Asiatic lands, our ancestors concerned themselves with this fundamental problem of life. In the West the Egyptians, the Greeks and the Romans and the nordic races of the North and the latin nations in the South put in great efforts for the realisation of this truth. Goethe that great German poet and philosopher, dreamt and strove during his own life-time to bring home to all educators, to all statesmen and religious leaders, this fundamental problem in these words:

“Let none be like another
Yet each be like the Highest.
How can that be?
Let each be perfect in himself.”

In the nineteenth century and the first half of this century many educa-

tors strove hard for the realisation of this dream “Become what thou art”. Froebel worked in Germany, Pestolozzi in Switzerland, Montessori in Italy, De Crolly in Belgium, Dewey in the United States, Neil in Great Britain, to mention a few names amongst many. They prepared the ground for that type of education and training which can help the child to bloom forth, to unfold himself fully and beautifully; they wished to create, that kind of environment which can guide the child step by step, from phase to phase, towards his own inner and outer development. It was not easy for these farseeing friends of the child to persuade others to their own approach. It was regarded as fantastic to allow children to follow a path, a way, a method, alien to their nationalism, to their religious beliefs and to their ways of thinking. But the pioneers obedient to the inner call unwaveringly followed the path of true growth of the child. Their centres of educational work kindled the fires of hope, even though very few parents sent their children and the Governments obstructed them through bureaucratic conservatism and lack of imagination. The story of the self-sacrificing struggles of these pioneers that paved the way for the education of the younger generation giving an opportunity to the child to be himself-living and growing in his own natural world

and to be himself, makes inspiring reading. Turn to it, whenever you can, you who doubtless care for your children and don't want to be mutilated or frustrated.

People hoped for a new dawn of peace and understanding at the close of the World War Number One. But powers killed that hope by the peace they made—a peace that passeth understanding even now and bred Hitler and Mussolini on the continent of Europe and reaction in Britain—All plans of new education whether they concerned the training of the children or that of youth were tabooed, and considered unpatriotic, irreligious and ungodly. Their methods led the nations once again into bloodshed and carnage.

Every home, rich and poor, in Britain, in Germany, in the Latin countries of France, Italy, Spain, in that burning ground of Eastern Europe, Czechoslovakia, Rumania, Greece, Jugoslavia, Hungary, Russia, and even those peace-loving souls of northern lands of Scandinavia and the stubborn men and women of Netherlands and Belgium—not to mention of the people of those neutral countries on the European continent, all, had to face this unprecedented new host of horrors that on horrors' head accumulated so remorselessly.

Facing desperation everywhere, helplessness at every corner, fathers, uncles, brothers and even womenfolk in many a happy home had to offer their precious lives at the altar of the terrible War-God. Children were left helpless, mothers had to migrate from place to place for safety and shelter from the fires of the war-bombs. Safety for children in such raging times received but little attention. To-day you find millions of homeless children, wandering rudderless and desperate over the whole world.

Money for the vital work of material and moral rehabilitation was all too scarce, though there was no lack of sympathy. In these circumstances, the opening of schools for children who had lost all the moorings of their school life, was indeed an uphill task. Yet, Post-war Europe showed dogged determination in tackling this fundamental problem. The programme for rehabilita-

tion work for the helpless and vagrant children was shaped by circumstances and men. The teachers were far too few, school houses almost nil, and children needing education innumerable! Houses had all been completely destroyed by bombs reducing every village, town and city to a hideous heap of ruin, so many broken bricks and twisted iron pieces.

And the European weather aggravated the difficulty not a little, rendering even the use of temporary structures impossible. But miracles did happen to meet such situations.

I had the melancholy privilege recently of visiting Europe—after several years of separation—as a pilgrim, as an educator, especially to those war-devastated lands in Germany, Italy, Holland and Great Britain. I spent a whole year among the German friends with whom I had lived and worked during 1929-36, during those vital years when these historical lands were led by the people on the top, step by step even without their own knowledge, into the boiling cauldron of war. Miracles from the unseen Hand of God, I saw everywhere! A great change seemed to have taken place into the entire educational structure of European world. Every source was tapped, every opportunity was utilised for tackling the problem of educational rehabilitation of the European child and youth. All the rigid pre-war rules and regulations were cast aside by the authorities who now shouldered the huge burden. The rejected despised “experiments” of Froebel, Montessori, De Croly, Dewey, Neil came once again to life. Educational authorities in every land are to-day reaping the fruit of the bold enterprise of those pioneers. Says an authority: “An unhappy younger generation, whose physical emotional and mental growth has been warped, both by the war itself and by its material and social consequences!—children were left homeless owing to bombing, deportation or the death of their parents. They then formed themselves into bands and were turned into vagrants by necessity. The terrible emotional harm they suffered has brought about serious disturbances in their character and beha-

viour". The opposition of these to traditional discipline was just the expression of their instinct of self-preservation. All these years the innumerable valleys, and hills of the countryside, the streets in towns had been their natural environment. The chief reason for such a new atmosphere is a lack of family discipline and parental discard. How can I describe in words the havoc done to the poor children when the parents were separated, many irregular unions were formed and broken, many strangers took the place of the father or the mother, and turned them out into the streets of the countryside in sheer desperation. We do not know what is going on in this respect behind the iron curtain, in those Central and Eastern European lands. But this tragedy one could see in Italy, Germany and to some extent even in Great Britain. The new methods now introduced during these years of recovery have somewhat wiped out this suffering. The teacher is no longer a task master, exercising his or her authority. Women who can feel and understand the troubled soul of the child are coming forward in large numbers to share this great burden. In Germany more than 50 per cent of the teaching profession consists of women. In Great Britain and in Holland too we find this trend. Even Switzerland and Sweden which were not touched by the ravages of war, the mental and emotional restlessness among the young has reached its Zenith everywhere. Ministers of Education in those lands which I have visited, are women shaping the destinies of their youth with courage and imagination and a willingness to take help. The cost of living is going up and many hanker after technical and industrial jobs to receive fabulous salaries—yet the teaching profession in Post-war Europe is playing its part. In Kindergarten Nursery Schools, in Primary schools, in the Secondary schools, in those innumerable children's homes—now opened in all the European countries right on the country side, on the mountains, in the wooded places by the Government of the concerned country for bringing up the little ones in the lap of Mother Earth, herself—everywhere you find the happy faces now.

Yes, in many cases, their bodies are feeble, for they have passed many years underfed and underclothed—and these undernourished bodies will surely take years and years to come to normal growth. Yet how happy are these children in their new life! Educational authorities are willing to spend any amount of money now. Germany spends more than 50 per cent of its budget on this. You find the same in England, a country which left a major portion of her educational plans to private initiative schools and Children's Homes exclusive for this class or that for this religious group or that as in the good old days exist no longer in any country to-day. Go to England, to Germany, to Holland or anywhere in Europe, you will find children from all classes and of all faiths, mixing together like a happy family and working hand in hand. Every child must stay at school until he or she is at least 15 years old. No exemptions are made for employment. Even children under medical care either in hospitals or sanatoria should continue their education under the supervision of specialists. Applied psychology is now brought right to the homes of children to the schools and the Children's houses on the countryside to study all phases of child's life—at school and at home help him or her for development of the child according to his or her own aptitudes. Children at the end of the junior stage—between 11 and 12 years—are classified in different categories according to their physical emotional and intellectual attainments and inclinations, so that they can continue their studies uninterrupted either in the academical branch or technical side or in the all comprehensive line of general education up to the 16th year compulsorily and up to the 19th year voluntarily. Until then, the State takes up the complete responsibility of providing free education and technical and social training, supplying the text books and nourishing substantial food—a thing which even rich parents cannot afford in their own homes. In many cases, I have seen that even clothes and footwear are provided by the educational authorities. There is no wastage in any manner under the

present educational system—the child knows exactly his own educational requirements at school. In most European countries only 10 or 15 per cent of children take up the academic branch in the school, which can later on lead to higher studies in the Universities and 15 per cent prefer technical education which also takes them up to Technical colleges. The majority of the children prefer the comprehensive education as it is called modern school education in England, with a formal examination at the age of 15 or 16 and enter into vocations in which they are keenly interested with a specific condition that they should undergo further education training until they complete 18 or 19 years of age. Entrance to public or private services is open to all children irrespective of their choice of academic, technical or general education branches. The child can work calmly and peacefully, at his or her own speed, choosing the line of subjects for which he or she has a natural and inborn gift and no time is wasted.

School Buildings are more simple and hygienic, unlike in the olden days when the State on the one side and the private enterprise on the other side were proud to build mighty and gaudy three or four-storeyed structures in the midst of congested areas in the cities or towns. The new tendency is to come away from the crowded localities and put up structures—simple in plan—right on the country-side amid rich natural scenery. Transport is provided at the expense of the State itself, for children who happen to live far away from school. Children and teachers are happiest people to-day in Europe—for there is so much intimacy between them. We find this as well between the Head and the other members of the teaching staff. The Headmaster or Headmistress with his or her school community, children and teachers is the supreme monarch in his or her jurisdiction. The Inspecting authorities are no longer a bug-bear as in olden days—they have seen new order of things in the educational world and accept the change with greatest joy. They are now friends and they are always willing to learn from the heads and other teach-

ers. Thus things in the educational world in Europe are changing enormously everyday. Going on with one's task and with fixed ideas and plans does not help any one any longer. You will be surprised, if I say from my own personal experience in my visit to schools and my intimate contact with the inspecting authorities, that the entire educational machinery is not at all asking all to come to the mountain but the mountain itself is moving without hesitation, and without false pride to Mohamed himself, to the child, to the teacher to the community for guidance inspiration and enlightenment.

There is nothing like 100 per cent perfection in every thing I describe to you in the picture of Child Education in Post-War Europe. Difficulties still persist. The State has not, as much money as it would like for running the educational machine smoothly. But no one carps and complains—for every one knows that the remedy lies at hand. As one educator puts it: "The Nations schools belong to the people in a far more direct and intimate way than their coalmines, industries and railways". People and the State are one—and both sides should forget the barriers and share the burden for the sake of the Nation. Every one is working in this spirit and this spirit alone will remedy all their shortcomings. That dream which Rabindranath Tagore strove to realise in his own time in India, as well outside as Rabindranath put it to his intimate friend Paul Geheeb, that pioneer of New Education in the following words: "The only hope of saving civilization is through enlightened education and organisations like your Ecole D'Humanite and my Santiniketan have indeed a great role to play—Tagore" can be fully realised in Europe. This is Europe—My friends, forget at least for one moment the Europe of political strife—those new war—clouds and people who are responsible for things of that sort, and come to that Eternal Europe which is now shaping itself under education in Post-War Europe. Then you can realise the mighty miracle that is shaping its face—shall I say

(Continued on page 35)

FREEDOM FOR TEACHERS

By

HAROLD TAYLOR,

President of Sarah Lawrence College, Bronxville, N.Y.

There are many of us in this country who are honestly, and with good reason, disturbed by the attacks on freedom in education. We are disturbed by our government's exercise of its authority to restrict the intellectual life of private citizens and public officials.

I am not referring to the legal and practical inhibitions placed on the activities of the Communist Party and its present members. That is a separate question. We are disturbed by the evidence of a failure in the democratic process, the process by which ideas are given a free chance to circulate and be judged on their merits and citizens are given a free chance to say what they think and to associate with whom they wish without losing their reputation and their jobs.

Teachers in the most distinguished colleges and universities in this country have been called before Congressional investigating committees to answer questions about their political beliefs, opinions, and affiliations. What are their rights? What protection for his freedom does the teacher have a right to expect from his government and his society?

I do not think that a teacher has any more rights than any other citizen, and the general public agrees with me. Everybody tells us that we who are teachers and educators have no more rights than anyone else. But they are very heavy on our obligations, which include answering when spoken to, minding our own business, expressing admiration for all senators and representatives, staying out of politics, working cheerfully for low pay, condemning communism, being brave and outspoken, arousing the moral enthusiasm of American youth, providing them with spiritual values, teaching them to love their country and their parents, all under the happy stimulation of the sneers, threats, insults, and attacks of assorted bullies, politicians, and neurotics, of the

intellectually deprived, and also of the common scolds.

Whether or not teachers should be forced to tell Congressional committees if they have ever been members of the Communist Party, and whether or not an individual should seek the protection of the Fifth Amendment against self-incrimination are complicated legal and moral questions on which there is a great deal of honest disagreement. The Fifth Amendment was added to the Constitution in order to protect the innocent and not to encourage the guilty. No doubt a few of those who plead the Fifth Amendment are members of the Communist Party. But while it may be possible for some Communists to hide behind it, this does not mean that everyone who pleads it is a Communist.

The real confusion is caused by the fact that the committees never state what guilt is charged to the witness. Instead, they imply political crime and subversion by their questions. The witness with a political past which has involved association with Communists or the Communist Party is likely to be damaged in his present career if this is publicized. He would prefer to be misunderstood by his silence than by his answers to loaded questions.

One fact, however, is very clear. Boards of trustees and educational administrators must make up their own minds in judging the qualifications of those whom they have appointed to teach, and must apply the standards of honesty, sincerity, and probity which are applicable to all scholars, regardless of the publicity given to their testimony before congressional committees. If a school or college finds that any individual on its faculty has allowed political motives or affiliations to corrupt his conduct as a scholar and a teacher, it has the responsibility of dismissing or otherwise disciplining the offending person.

In this matter I cannot help being concerned over the faint support that has been given to unfriendly witnesses by their colleges these past few months—even witnesses not accused of being Communists. In some cases the colleges have ordered the teachers beforehand to heed the committee's commands or face immediate dismissal.

WHAT ARE THE EFFECTS ?

What effect can this have, not merely on the teachers summoned for public hearings, but on the rest of the college community—that body of scholars who are being exhorted by their presidents to be fearless, to think freely, to speak out, and that generation of college students criticized daily as the silent generation who care more for security than for the risks of intellectual adventure? Why shouldn't they care for security? They are taught to be silent by the example of those responsible for their educational development.

Is education in this democratic country designed to teach the young to obey authority? I think not. That is what deprived the German youth of their independence and gave them Nazism. American education is designed to teach the young to be free, to accept no authority except that which is founded on reason, respect for the human mind, constitutional law, justice, and the ideals of liberalism.

Without the lusty independence of teachers who have selfconfidence enough to defy orthodoxies and to condemn any abuse of government authority, there is no center for the democratic defense of democracy. If we find uncertainty and anxiety at the core of our intellectual life, in our colleges and universities, we look in vain for other centres of creative thought and energy. Education itself is a protest against the invasion of the mind by political power. It is the cutting edge of reason against the chains of political control. It does and should furnish a threat to authoritarian minds. This is the very reason why authoritarian societies control their artists and their educators by investigations and political reprisals.

The constant fear that the political integrity of students will be corrupted

seems to me to indicate a faithless attitude toward the American student. It is a fact that when college students have a chance to learn, to listen, to think and talk freely, they will come across ideas which are more daring than those of their parents and the general public. But the possibility of students being corrupted or rendered disloyal to their country by such freedom is remote.

Are our students and their teachers so naive, so unsure of their belief in democracy and in America, so ignorant, so easily persuaded, so likely to be fooled that we must protect them from all contact with the real issues and controversies of contemporary life, from the ideas and values of an opposing philosophy? The moral tone of the American student body is sound. It is capable of mature political behaviour. The present anxiety reveals ignorance of the facts.

What is the antidote to all this? I believe I will be forgiven if I say, more education and more support of education. The attacks on freedom in education can only succeed when false statements and false principles are believed by the public, and when those responsible for education yield to pressure. McCarthyism would disintegrate tomorrow if people looked at the facts.

THREE KINDS OF ATTACKS

But there are at least three kinds of attacks. Perhaps the least damaging kind is that from journalists and commentators with a rigid view of life who argue that education should be controlled by political authority and should teach religious, political, social, and economic doctrines prescribed by the church and state or by themselves. The reason this is not particularly damaging is that the tradition of the country is so thoroughly against the imposition of a single doctrine, and the argument breaks down when confronted with the question of which church or state doctrine should be imposed. The defense is to support with strength the educational programme of one's choice and let the dogmatists wrestle with each other.

The second kind is much more dangerous because it works by publicity

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CHARACTERISTICS OF AN EFFECTIVE CURRICULUM FOR THE COMMUNITY SCHOOL *

By

VITALIANO BERNARDINO

Div. Supt. of Schools for Pangasinan.

We have tried to show that the curriculum of the developing community school in the Philippines may be identified and characterized by the following:

1. The philosophy and principles that underlie curriculum development are being clarified so that all persons—class-room teachers, school administrators, and laymen—can participate intelligently in such development.

2. The *community* is conceived so as to include not only its geographical connotations but also the vital forces affecting the people, their resources, institutions, mores, and patterns of inter-personal and inter-community relationships.

3. The *community* is not limited to the immediate neighbourhood but rather as an expanding level of society, from the immediate vicinity to the barrio, the town, the province, the nation, and finally the entire world.

4. The curriculum includes not only subject matter but also—and more—experiences and activities in and out of school *which must be organized and directed by the school with the help of the home and community* to insure the growth and development of children.

5. Community school development is a total process, hence curriculum improvement, to be effective, is accompanied by corresponding and complementary changes in the other aspects of the educational program.

6. Educational objectives are oriented towards the all-round development of the child both as individual and as member of a democratic society. The individual and society are in constant interaction, hence their growth and development must go hand in hand.

7. The entire community constitutes the setting of the educative process.

8. In order to promote the welfare of the child, his interests, motives, and characteristics are studied and provided for. His personality is respected.

9. The responsibility for developing and improving the curriculum rests mainly on local school people, with the General Office providing continuing stimulation, leadership, and technical assistance.

10. While the fundamental elements of the cultural heritage permeate the whole gamut of the curriculum and thereby serve as its integrating factor, the various needs, problems, and conditions of the local communities serve as its differentiating factor which should be provided through appropriate local adaptation.

11. Local curriculum materials are prepared in order to adapt the curriculum to local needs and conditions.

12. In developing the curriculum from varied sources, the systematic and sequential order of experience and activities is duly provided for in order to promote the continuous growth and development of the child.

13. Administrative arrangements, such as time schedule and class organization, are subordinated to the goals of instruction and are so conducted as to facilitate the realization of the latter.

14. More and more use is made of instructional techniques involving pupils' active participation and use of co-operative processes as a training and preparation for intelligent membership in a democracy.

(Summary of a paper read at a Regional Leadership Seminar.)

15. The curriculum is so developed as to secure varied educational outcomes that are necessary for the well-rounded development of the human personality.

16. The curriculum is organized on a broader and more functional basis so as to provide for integrating and socializing experiences while at the same time insuring the development of needed knowledges, skills and abilities and of the varied interests and aptitudes of children.

17. The system of evaluation and reporting of school achievement progress provides for comprehensive appraisal of the educational product in terms of the broad goals of the community school.

18. To secure the continued progress and advancement of the child through the grades, the school is concerned with the task of providing for the optimum development of the poten-

tialities of every child rather than the stressing of the traditional standards for each grade. *The curriculum is adjusted to the child and not the child to the curriculum.*

19. Curriculum planning is a cooperative enterprise in which different types of persons concerned with education are involved—the teacher, the school administrator, the school supervisor, the curriculum expert, and the layman.

20. Wherever and whenever possible, curriculum activities are utilized for the education of the child and the adult and for promoting community development.

21. For more effective education of the child as well as of the adult, the vernacular is used more and more as a vehicle of instruction and cultural development.

—From "*The Philippine Educator.*"

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FROM OUR ASSOCIATIONS

MADRAS

The Madras Teachers' Guild Council had its fifth Council meeting at R.B.C.C. High School, Perambur, at 5-30 p.m. on 29-3-1954 with Rev. D. Thambusami, M.A., L.T., B.D., in the chair. Sri K. K. Jacob, M.A. (Leeds) (Headmaster, Christian College High School), who had just returned from a successful world tour in connection with his work on the U.N.O. team for the study and the preparation of a report on the Secondary Education system in India and abroad, was welcomed and garlanded by Sri L. Mariapragasam, General Secretary of the Guild.

Rev. D. Thambusami, in his introductory remarks, pointed out that Sri K. K. Jacob, who was the ex-President of the Guild and as such one of the permanent members of the Council, had added not a little to the fame and prestige of the Guild, by his great and meritorious work for the cause of the Secondary Education.

Sri K. K. Jacob, in the course of a short but extremely interesting and illuminating address, spoke about his visit to Denmark, West Germany, United Kingdom, United States, Hawaii and Japan. He said that everywhere in the world, the teachers occupied a far better status than they did in India. But, it was to be admitted, he said, that the qualifications and standards of achievement of teachers obtaining in other countries were higher than those in this country. Citing Scotland as an example, he said that no man could find employment as a teacher in any primary school in that country, if he is not at least a Graduate. Then in the matter of training of teachers, countries like England had advanced very much, leaving much for our country to adopt from them with great benefit to ourselves. Regarding the organisations of teachers, Sri K. K. Jacob said that in a country like Denmark, the Minister for Education could almost promulgate any regulation in connection with edu-

cation, when once he had obtained the consent of the President of the Teaching organisations, with as much confidence and force as he would, if it was a law passed by his parliament. In England, Bernham Committee consisting of the local education authorities and National Union of Teachers occupied a similar position of prestige and power. The speaker deplored that the teachers' organisations in our country were unfortunately very feeble and barring S.I.T.U. in our State, it was difficult to point out a single central, powerful and fully representative teachers' organisation here.

Regarding private tuition, Sri K. K. Jacob said that in England and America this kind of work was not done by regular teachers. Backward pupils were pulled by house masters and form masters in England and special teachers were appointed in America to help backward pupils and bring them up to the required standard of attainment. In the case of teachers, who needed an extra income to supplement their regular salaries, they took jobs in continuation classes which were usually held in the schools, after class hours in the evening.

He admired the close co-operation that existed between schools and the public in countries like England, America and Denmark. In Copenhagen, Parents' Councils were so active and vigilant that they could even check up and report alleged inefficiency in teaching. During 'Parents' Week' it was not unusual to see parents actually sitting in the class rooms and watching the teachers at work in the class rooms.

With regard to inspection work, Sri K. K. Jacob expressed his views that there was a kind of healthy and most friendly system of inspection obtaining everywhere on the Continent and U.S.A. They were called advisers and sometimes 'devisers', their duties being very much appreciated by teachers who looked to them for guidance and help

in their day to day work. Most of the countries employed regular teachers as inspectors. For two days in the week they taught their classes in the school and were paid by the school and for the other three days, they did this inspection work and were paid by the State. This system evidently eliminated 'routine automatums from office tables devoid of all experience of class room teaching' from becoming inspectors of any class.

The Guild then proceeded with its regular work. It endorsed the S.I.T.U. resolutions regarding the amendments to Rule 98 (B) and Rule 154. It decided to celebrate its 59th Education Conference on 10—4—1954. The Secretaries were directed to communicate with the D.E.O. for permission to zonal representatives of the Guild to address the gathering of the elementary school teachers, in connection with the membership drive. It approved of the resolutions passed by the Diamond Jubilee Committee.

With a vote of thanks by Sri P. M. Venkatavaradhan the meeting terminated.

MANGALORE

Teachers' Demands Day was celebrated all over the District on 28—2—'54 in response to the request of the South Kanara District Teachers' Guild.

At these meetings :—

(1) The resolutions of the District Educational Conference held last November were explained (These resolutions asked for uniformity in salaries and service conditions, reiterated the resolutions of the last two State Educational Conferences in this regard, and asked for greater academic freedom in schools) ; and

(2) The changes in educational framework during the past generation were explained so as to show the important place, schools have to come to occupy in national rejuvenation.

IN MANGALORE :

Teachers' Organizations in Mangalore met that evening in Besant Girls' High

School, with Sri G. Somashekar Rao, B.A., B.L., in the chair. Sri S. Natarajan, S.I.T.U. President, and Sri P. Dorai-kannu Mudaliar were present.

Sri S. Natarajan was invited to address the teachers. He related the steps taken by the S.I.T.U. during the past 25 years, and said that two years back some increase was promised in the salaries of teachers. But a change of Government at that time lost us this small gain. Referring to the agitation of teachers in West Bengal, Sri Natarajan said that the Government had not acted for 4 months after getting notice from teachers that they would be forced to stop work. But their action brought them at once a rise in salaries, and a promise to reconsider the rate of dearness allowance. While he did not agree with the method employed by the teachers, he was forced to say that Government seemed to understand only such language. He appealed to the parents to give full support to the modest demands of teachers. If the teachers are worried and discontented, would they be fit persons to handle their children ?

Sri U. Srinivasa Kini then set out the demands of the teachers.

Sri S. Mukunda Rao explained the recent changes in education. He said that experts had acted in the past with a very narrow perspective. They should keep the welfare of the common man at heart in all their work.

Dr. K. Nagappa Alva, M.B.B.S., supported the demands of teachers, and said that they were just and modest.

Sri B. Manjaya Hegde, B.A., B.L., said that he fully agreed with the demands of teachers. It was true that Government had its financial difficulties, but they should not prevent Government to doing justice to teachers. It was wise of teachers' organisations to approach the public for their co-operation. The people should take up demands as their own, and enable teachers to give of their best to the children, free from all anxiety about primary needs, and free from interference by Government in the academic field.

The Chairman, in his concluding remarks, said that the teachers' demands are very reasonable, and every effort should be made to meet them. Government should consider ways of giving a living wage to teachers. He said that we should start schools without looking for aid from Government.

With a vote of thanks the meeting closed.

IN PUTTUR :

The meeting was presided over by Sri U. Mangeṣha Rao.

The demands were explained by Sri M. Ramappa.

Sri M. Shiva Rao, B.A., B.L., regretted that there has been no improvement in salaries and conditions of service, and hoped that teachers will keep their agitation in peaceful ways.

The Chairman said that it was not fair on the part of Government to plead lack of finances and deny justice to teachers. Where there was the will, there would be a way. He advised the teachers to continue to press their demands on Government in a peaceful way.

IN KASARGOD :

The meeting was presided over by Sri B. S. Kakkilaya, B.A., B.L.

Sri Ramappa explained the demands of teachers.

Sri K. Narayanan Nair, B.A., LL.B., pleaded for rapid revision of salary scales, especially of Elementary School Teachers. Then Sri C. E. Sumitra, Sri U. B. Rao and others spoke.

IN COONDAPUR :

Sri N. S. Parameshwarayya, the Panchayat Board, Vice-President, was in the chair.

Sri K. N. Hebbar explained the purpose of the meeting. Sri H. Vittal Bhat explained the demands. Sri K. S. Ural spoke about the recent trends in Elementary, Secondary and Higher education.

His Holiness Sri Vishwendra Thirtha Swamiar of Sri Pejavar Mutt, Rev.

Father Colaco of Coondapur parish and Rev. Jathanna graced the meeting with their presence. The Swamiar of Pejavar Mutt spoke about the duties of teachers now for national welfare, and blessed their efforts.

AT KUMBLA :

Sri I. C. Bhandary, ex-President, Kasaragod Taluk Board, was in the chair.

Sri N. Abdulla explained the demands. Sri S. P. Shanker Bhat, Dasappa, Father Cunha and others spoke.

AT MANGALPADY :

Sri M. S. Maiya, Vice-President, School Committee, Board Higher Elementary School, was in the chair. Teachers and public expressed their views.

AT TIRUVAKKOLI :

Sri V. Raman was in the chair. Sri V. K. Chindan and Sri H. Gopalan spoke.

TUTICORIN

The Half-yearly Conference organised by the Tirunelveli District Teachers' Guild was held on 13—2—1954 in V. O. C. College, Tuticorin. About 400 delegates representing various affiliated associations attended the conference.

Sri Samuel Muthiah, B.A., L.T., Headmaster, Caldwell High School, Tuticorin, presided and Rt. Rev. Thomas Fernando, D.D., D.C.L., Bishop of Tuticorin, opened the conference.

The proceedings opened with the unfurling of the National Flag at 9-30 a.m. by Sri A. P. C. Veerabahu, B.A. He said that teachers must try to set an example and give a lead to the public, in matters, social, economic and Political. He made a passing reference to the West Bengal Teachers' Strike.

After prayer song by the pupils of Subbiah Vidyalayam Girls' High School, Tuticorin, the president of the Guild Prof. A. Srinivasa Ragavan welcomed the delegates. He appealed to all the members of the Guild to take a very

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READER III	" "	III (<i>in preparation</i>)	
* READER IV	" "	IV ...	Re. 1/6.
READER V	" "	V (<i>in preparation</i>)	

Teachers Handbooks to accompany each of the above readers are in preparation.

SUPPLEMENTARY READERS

TO ACCOMPANY READER II

- * *The Green Bird* As. 5. * *The Story of Peter* As. 5.

In accordance with the instructions in the syllabus, the vocabulary of the above two supplementary readers is based on the Word List for Form I.

TO ACCOMPANY READER IV

- * *Prince Dynamite* As. 12. * *A Voyage to Lilliput* As. 12.
* *The Enchanted Horse* As. 12.

* Submitted for approval.

In accordance with the instructions in the syllabus, the vocabulary of the above two supplementary readers is based on the Word List for Form III.

Supplementary readers to accompany readers III & V are in preparation.

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active and enthusiastic part in all the activities of the Guild. He pointed out, that it would be to the progress and unity of the Guild, if conferences are held not only in urban centres but in rural centres of the District as well. It would really facilitate the growth of fellowship unity and cordiality among the members of the Guild.

The Bishop of Tuticorin Rt. Rev. Thomas Fernando D.D., D.C.L., in his eloquent speech referred to the responsibilities of the teachers and the taught. He said that the present day reforms in education are really so many tests to the teaching profession. The word 'Education' is a very significant word. It does not refer to manual work alone. The common man's world should be enlightened in every way and so education has to play a great part to day. Learning and acquiring wisdom are necessary for a Democratic public. The Poverty of the country can be eradicated only by wisdom and not by an empty and illiterate brain. He referred to indiscipline among students at present all over the country. So teachers of the present day have got an important role to play in checking indiscipline. He closed his instructive and thought provoking speech by inviting attention to the three code words of the Guild "*Unity, nobility and service*".

Sri Samuel Muthiah, B.A., L.T., then delivered his inspiring presidential address. He touched upon the changes that have been brought about recently in the Elementary education in our State. He said that it is not really an educational reform, but is only an administrative measure, to implement the desire of the framers of the Indian constitution to remove illiteracy in 15 years. This scheme has been introduced only as an experimental measure and it has to be watched carefully. But it is dangerous to treat education as an experimental measure. The development of the personality of the child should be carefully safe guarded.

Then he dealt at length with the question of the re-organisation of the

Secondary Education Commission. The recent report of the Secondary Education Commission has aimed at the development of the personality of the child and its vocational activities. But the whole method of teaching must be re-orientated. There must be enough freedom for the teachers in implementing these changes in education.

Prof. A. Srinivasa Ragavan, M.A., led to symposium on the Secondary Education Commission Report. He observed that the university has a voice in the reform of the education of the country. Secondary education must be considered as a unit by itself and be complete. This reform is important from the point of view of providing variegated courses to suit the aptitudes and talents of children. Another important change is the pre-university course and the cutting up of the duration of university education by one year. The responsibility of the teacher is very great. He must know himself and make himself clean.

The forenoon session of the conference came to a close, with the reading of messages by the Secretary, Sri S. P. Athisayam Samuel.

In the afternoon session the symposium on the "Secondary Education Commission Report" was continued. Messrs. S. N. Athinathan, B.A., L.T., K. K. S. High School, Srivaikuntam, P. V. Purushotman, B.A., L.T., of the same school, Mariadoss, B.A., B.T., Thiru Arul High School, Kulasekarapatnam, and Pitchumani P. M. High School, Sawyerpuram took part.

Prof. A. Srinivasa Ragavan, in summing up the discussion pointed out that the opinion of the Secondary Education Commission is to support English as a language to be studied by the pupils in the middle school and high school stages. He requested the various associations to carefully study the report of Commission in detail, by forming study circles if possible and communicate their findings to the secretary of the Guild to enable him, to pass them on to the S.I.T.U.

The following resolutions were passed :—

(1) This Conference requests the Government to withdraw G.O. No. 1557 dated 30th June 1953 requiring teachers of aided secondary schools and colleges standing for election to the legislature or local body to cease to be a teacher from the date of election, since it takes away the fundamental rights hitherto enjoyed by the teachers and guaranteed by the Constitution of India.

(2) This Conference resolves to request the government to grant to teachers working in aided schools the same privileges granted to Non-Gazetted officers and teachers working in government schools. They feel strongly about the inequality of treatment on the matter of House Rent allowance and Medical relief.

(3) This Conference requests that certain managements of schools are cutting down the salaries of Manual Training instructors, Drawing masters, etc., on the strength of audit reports and requests the Director of Public Instruction to see that the scale of Rs. 60—4—100 already allowed to such teachers is not disallowed.

(4) This Conference requests the government to grant drawing masters and craft and hobby Instructors with Secondary Grade training at least the scale of salary given to Secondary Grade language teachers in Tamil, Hindi and Sanskrit i.e. Rs. 65—5—135 in view of the fact that they also have double qualification and handle classes up to Form VI.

(5) This Conference requests all the teacher voters and the affiliated associations of the District to support actively the candidature of Sri E. H. Parameswaran, Headmaster, Thirthapathi High School, Ambai in the forthcoming election to the Madras Legislative Council from the Teachers constituency.

And seven resolutions on the New Elementary Education Scheme :

In conclusion the president said that he was thankful for the Executive of the Guild for giving him the rare privilege of presiding over the Half-yearly Con-

ference. Referring to the Elementary Education Scheme, he observed that it was the duty of the government to convert all the Elementary schools in the State into basic schools by stages. This would not entail any serious financial burden on the State.

Then followed a "Kurathi Dance" by the pupils of Subbiah Vidyalayam Girls' High School.

After a vote of thanks by the Secretary Sri S. P. Athisayam Samuel and with the singing of the National Anthem, the Conference came to a successful end.

KULASEKHARAPATNAM

The annual meeting of the Tiruchendur Taluk Aided Elementary School Teachers' Union was held on 6—3—'54 in the premises of R. C. Higher Ele. School, Sattankulam with its President Sri N. Venkatachalam in the chair. The Secretary R. M. Ganapathi welcomed the gathering. Then Sri V. A. Maria Soosai, M.A., L.T., District Educational Officer, Tirunelveli East spoke on "The modified scheme of Ele. Education". He explained clearly how the new scheme is the best one to remove illiteracy without additional expenditure to the State and also he stressed the duty of the teachers to promote literacy by helping to make the scheme successful. He further said that the Government is giving effect to the various recommendations of Paruleker Committee and one among them is regarding the average attendance of 30 per teacher from June 1954. He emphatically said that the guarantee of the Government "There shall be no retrenchment consequent on the introduction of the modified scheme" is still there and hence the present teachers need not fear that they may be sent out in or after June 1954 due to want of average attendance of 30 per teacher; but it is the primary duty of every teacher to do his best to bring into school all school-age children who are not at present in school and even after bringing in all children into school, if

(Continued on page 46)

NEWS AND NOTES

JALAKANTAPURAM

An excursion party consisting of 60 pupils, 6 teachers and a peon under the leadership of Sri N. S. Nagasubba Rao, B.A., L.T., Headmaster of the Board Secondary School left Jalakantapuram on 7—1—1954. The party visited in Madras the Assembly, Raj Bhavan, the Observatory, A.V.M. Studio, the Zoo, Congress Exhibition at Teynampet, the Aerodrome, Mahabalipuram and Kanchi and also met His Excellency the Governor on 8—1—1954. The party then returned to Jalakantapuram on 11—1—1954 after a successful and happy tour.

DESUR

The anniversary and School Day celebrations of the Board High School, Desur, were held on 7—3—1954 under the distinguished presidentship of Sri A. Venkatesan, I.A.S., Collector and Special Officer, District Board, North Arcot, Vellore. Sri M. S. Sundaram, B.A., Personal Assistant to the Special Officer hoisted the National Flag and took the salute.

The annual Sports were held.

A third block of the school house was opened by the Collector, the president of the function. The complete school house costing about Rs. 60,000 was a gift of the people of the locality and its environs.

Grand mid-day meal was provided for all the high school children numbering about 700 and about 300 parents.

MADURAI

The 50th anniversary of the Sourashtra High School, Madurai was celebrated on the 12th February 1954 in the specially erected pandal, Sri A. Gopalan, B.A., L.T., Divisional Inspector of Schools, Madurai Division, presiding.

The President in the course of his address congratulated the staff of the school on the excellent results produced in the S.S.L.C. Public Examination, March 1953, 77 per cent of the candidates coming out successful. He particularly emphasised the cultural background provided by the school in imparting the various subjects of the curriculum as exemplified by the various dramatic and others presented by the students on the occasion. He also reiterated that the new education scheme which aimed at a harmonious combination of different skills in the boys was a panacea for the ills of the old scheme which was too bookish and unnatural.

Sri K. M. S. Lakshmana Iyer, President of the Madura-Ramnad Chamber of Commerce, and Ex-President of the High School Committee unveiled a portrait of the late Sri T. M. B. Narasimhachariar, B.A., L.T., Retired Headmaster of the High School. Sri Lakshmana Iyer spoke in appreciative terms of the abilities of Sri Narasimhachariar and said that his life was an example of what could be achieved by one who was determined to succeed even though the circumstances were against him.

Sri K. R. V. Seetharam, B.A., B.L., Secretary of the High School Committee proposed a vote of thanks.

VALPARAI

The School Day and the Anniversary of the Students' Literary Association of the Valparai Panchayat High School were celebrated on Saturday 27—2—'54, Sri J. P. Jebakkani, President, Valparai Panchayat presiding. Janab P. K. Mohamed Ali, B.Sc., Executive Officer welcomed the gatherings. Unveiling the portrait of Dr. S. Dorairaj, B.A., L.M. & S., Ex-President, Mr. Jebakkani eulogised his services to the Panchayat in general and to the institution in particular. The Annual Report was read by Sri M. Parameswaran, M.A., B.L., L.T., Headmaster. Rev. C. J. Nalla-

muthu delivered the Anniversary Address on 'The Aim of Education'. Prizes were awarded to the winners of various literary competitions. Many interesting items of variety entertainments were demonstrated by the pupils class-war. With the singing of the National Anthem the function came to a close. In the night, the senior section of the School Dramatic Association conducted the drama 'Pandian Parisu' which was much appreciated by the public.

MADRAS

The First Annual General Body Meeting of the Madras Secondary School Clerks' Association was held in the Hindu High School, Triplicane on Sunday the 28th February, 1954 at 4 p.m. Sri T. Balasundara Mudaliar, President of the Association presided.

After prayer, the Annual Report and the Balance Sheet for the year 1953 were passed unanimously.

The Office-bearers were elected unanimously for the year 1954.

1. Resolved to request the Director of Public Instruction,

- (a) To pass orders for an Agreement between the Management and the Clerical Staff.
- (b) The Clerks working in Secondary Schools should be given leave facilities.
- (c) Owing to increase of work in Secondary Schools after introducing Government Audit, to increase *one* more clerk to the strength already in force.

2. Resolved to request the Government,

- (a) To appoint qualified clerks already working in Secondary Schools when vacancies occur in the Educational Department and
- (b) To permit Clerks and Librarians working in Secondary Schools to appear privately for Higher Examinations.

(Continued from page 44)

the average attendance does not come to 30 per teacher, such village school will surely be exempted and grant will be calculated for the present teachers of such schools at 20 per teacher. Finally he requested the teachers to extend their full co-operation with the Education Department to bring in all school-age children into school, thus serving for a national cause. The President Sri N. Venkatachalam, in his concluding remarks assured the District Educational Officer that the teachers of this Taluk are quite willing to co-operate with the Government to remove illiteracy but at the same time it is the duty of the Government to increase the scale of grant of teachers immediately and to safeguard the present teachers from any retrenchment when giving effect to average attendance of 30 per teacher from June 1954. The Union passed a resolution requesting the Government to raise the teaching grant of teachers immediately. With a vote of thanks, the meeting ended.

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LETTER-BOX

'TEACHERS' STATUS

The status of teachers seems to be at a low ebb everywhere. It is not only in India that we read of actual strikes and threats of strikes. In England, too, the Association of Assistant Masters in Secondary Schools considered early this year the question of going on strike to enforce their salary demands. The society is amazed at the cheekiness of the members of the white-collared profession. But it is significant that administrators of education have failed to realise their responsibilities.

Discontent prevails in England that the Education Act of 1944 has not been worked satisfactorily. The provision to raise the school-leaving age to 15 has been implemented. Schools suffer from adequate number of teachers. It is estimated that if the present trends continue to 1960, the shortage of teachers will be about ten thousand, and that if the strength of the classes is to be on the principle laid down in 1945, the shortage would run to 30,000. The *Manchester Guardian* regrets in a leading article that the claims of education have not been given a much higher place on the nation's list of priorities.

The New Statesman and the Nation in a leading article on "The Teachers' Status in Society" in a recent issue states that the failure of both the Labour and the Tory Governments to work the 1944 Act with success is due to the public, the educated middle-class, opinion-forming section of the public which has been apathetic. It points out that the limiting factor of finance has not prevented successive Governments from embarking on a Defence programme which has meant shifting a mass of workers from productive to non-productive industry. The Labour Government changed the industrial status of the coal-miner and re-assessed in the professional hierarchy the status of the Service-men. It asserts that a Govt. which has the determination to improve the rewards, conditions and status of teachers can find means for improving the salaries of teachers to

match the rise in living-costs and give the teacher the honoured place in society which must be reserved for him in a real democracy. Schools in England are unable to compete with Industry and Government for mathematicians and scientists. The cream of the country's best intellects is being drawn to other professions and trades.

The above journal gives the stern warning that "to allow the other distributive trades to devour the proper nourishment of the schools is worse than eating the seed-corn; it is consuming the fertiliser which prepares the soil for every kind of civilised growth. These observations are pregnant with significance and deserve to be pondered over and acted upon by administrators of education in India. Clear thinking as to the objectives and the means and the methods for every stage of education is absent; issues have been bewilderingly confused; personal views struggle for dominance; the education of the nation's children has suffered a setback, by experiments novel and unheard of. When will enlightenment dawn upon our statesmen?"

R. Srinivasa Iyengar,

Principal, Srinivasa Tutorial,
COIMBATORE.

S. I. T. U. PROPAGANDA

Sri S. Srinivasan, Director, the S.I.T.U. Protection Fund, visited the following schools on propaganda during February :—

Board Girls' High School, Tirukoilur, (S. Arcot).

Board Boys High School, Tirukoilur, (S. Arcot).

Board Boys High School, Kallakurichi, (S. Arcot).

Board Boys High School, Tiruttani, (Chittoor District).

Board Boys High School, Puthur, (Chittoor District).

Board Boys High School, Minnul, (N. Arcot).

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SUPPLEMENTARY READERS FOR FORM II AND STANDARD VII.

(1) *The Green Bird* : (2) *The Story of Peter* : By John Kennett. Price each Re. 0-5-0. (Adapted from story by L. Adams and the Adventures of Peter by Murial Fife respectively.)

SUPPLEMENTARY READERS FOR FORM IV.

(1) *Prince Dynamite* s The story of Lawrence of Arabia adapted by John Kennett.

(2) *A Voyage to Lilliput* from Gulliver's Travels retold by John Kennett.

(3) *The Enchanted Horse and other Stories* from the Arabian Nights adapted by John Kennett.

These Supplementary Readers have each question exercises at the end along with a list of new words.

THE WONDERFUL WHITE HORSE AND OTHER STORIES : By Glyn Davies. (Oxford University Press. Price : Re. 1-0-0.)

Very suitable for IV Form of Secondary Schools as non-detailed reading book.

MODERN NARRATIVE POETRY : Compiled by D. W. Rose and R. S. Jones. (Thomas Nelson & Sons Ltd., Edinburgh. Price : Sh. 5.)

The poems in this book contain 'tales, lively descriptions and humorous verses.' Many of the poems are on humorous themes. Notes and comments by the compilers add to the interest of all poems and many delightful illustrations are included.

A SENIOR COURSE OF ENGLISH : By W. Turner. (K. & J. Cooper, Bombay. Price : Rs. 2-8-0.)

This book deals with what we call the composition part of the English language. Emphasis is laid on the correct use of words and idioms, sentence formation, essays, letters and paraphrase and comprehension.

BETTER HOMES : By M. A. Needham and A. C. Strong ; revised by Mrs. C. E. Devanandam. (Oxford University Press. Price : Rs. 4.)

This is a very good text book on Domestic Science for Schools in India. The aim, in the language of the author is "to make our Indian Girls interested in and proud of house-keeping and to show them the best, most economical and easiest ways of becoming ideal house keepers and mothers. It is meant to be entirely practical. What is studied in the school room ought to be practised in the practice cottage or in the home and reports made after each assignment."

ACROSS THE SEVEN SEAS : By E. H. Carter : (Thomas Nelson and Sons, Ltd., Edinburgh. Price : 10 sh. 6 d.)

This book tells something of the story of the great family of nations included in the comprehending term British Commonwealth and Empire. It is both historical and geographical and centres round the adventures and exploits of some of the notable personalities that figured in the making of these nations as at present. The book is well got up, with print on art paper and with perti-

ment illustrations. One who reads this will find it very interesting and gets a picture of the whole world as it has evolved through the last three and a half centuries.

THE TEACHING OF CHEMISTRY IN TROPICAL SECONDARY SCHOOLS: By N. F. Newbury. (Oxford University Press. Price : Rs. 12-3-0.)

The teaching of Chemistry at the Secondary School level is the scope of this book and will benefit chiefly science teachers in secondary schools and for teachers in training. It will be of value in school and public libraries. Charts, diagrams and illustrations are given at the relevant places. The printing and get up are excellent.

THE TRAINING OF RURAL SCHOOL TEACHERS: By M. B. Lourenco Filho, L. A. Cready, E. A. Pires, Isidro Castillo. (Orient Longmans, Ltd. Price : 7 sh. 6 d.)

This is a UNESCO Publication in the series, 'Problems in Education' and contains four national studies on rural teacher training written by competent local experts fully conversant with the subject and the problems involved. In the present context of our country when the training of the rural teacher is undertaken for appointment in the village as a measure of solving educated unemployment problem, this book will be found a useful reading.

MEN AGAINST IGNORANCE: A Unesco publication. (National distributors—Orient Longmans, Ltd. Price : 3 sh.)

This 80 page booklet contains a selection of articles written by four journalists sent to Asia, Latin America and West Africa. Their reports reveal the broad scope of the struggle for education as it is being conducted in the under-developed countries. They reflect the special characteristics of the countries which have to be solved in each of these regions. They also prove that the enthusiasm of the educators is the same in all latitudes. It is no exaggeration to state that this campaign against poverty, ignorance and disease constitutes the great epic of the history of our time.

OXFORD MODERN MATHEMATICS, BOOK II FOR FORM II (Malayalam): (Oxford University Press. Price : Re. 1-8-0.)

This is a Malayalam translation of the book for II Form written by R. Narasimhachari, suitable for II Form and according to the Departmental syllabus.

JANANAYAGAM, VOL. I, PART 4. (Published by Mr. V. Ganapathy Somasundaram, 4, Venugopalapuram, Cuddalore. Annual subscription Rs. 10.)

A monthly journal in Tamil devoted to topics of cultural interest. The articles in this issue are :—

- (1) The Republic—duties and responsibilities.
- (2) Indian Rulers that crossed the seas.
- (3) Sikh Religion—its origin and growth.
- (4) Picture alphabet.
- (5) Life in other planets.

A perusal of the articles, written by experts, indicates the anxiety of the Editor to serve the readers with a first class fare. It is hoped that the journal will continue to maintain the standard of this issue consistently. We wish the enterprise every success.

INTERNATIONAL DICTIONARY OF ADULT EDUCATION: A Unesco publication—(National Distributors—Orient Longmans, Ltd. Price : 22 sh. 6 d.)

"This book of 324 pages is intended to provide a reference book for adult educators and to facilitate contact with their colleagues abroad or in other parts of the same country.

The dictionary will provide a valuable basic tool for the preparation of comparative studies and is an essential resource for all concerned with the education of adults."

A GUIDE BOOK FOR STUDENTS: By G. A. Dharmarajan, Secretary, University Students Information Bureau. (University of Madras. Price : Rs. 9.)

This book, according to the Editor, "owes its origin to the Vice-Chancellor of the Madras University, Dr. Sir A. L. Mudaliar whose concern was that the young people of India must have at least an elementary guide book on the vari-

ous opportunities available at present for them". The opportunities open to the educated youth are classified under three stages—Matric passed, Intermediate passed and Graduates. Professional institutes and institutes of educational interest are also included.

INDIA REDISCOVERED : Edited by C. D. Narasimhaiah. (Oxford University Press. Price : Rs. 3-8-0.)

This is an abridged edition by C. D. Narasimhaiah, Professor of English, Maharajah's College, Mysore, of the "Discovery of India" by Jawaharlal Nehru. In this book the author has focussed mainly on those chapters of the original which give a cultural background of India. The undergraduate in the University and the average educated reader in India and abroad, who may be pressed for time, will be benefitted by reading the book.

POLAR BEARS : By Edward Osmond. (Oxford University Press. Price : Re. 1-4-0.)

Primarily a children's book. Adults can gather a lot of knowledge of the polar region and life in and about it and incidentally how animals and birds are environmentally conditioned. I should think that geography of the polar region is dealt with around the topic 'Polar Bears' in a very interesting way and children who read this will never forget a lot that is said of the arctic region in so interesting a manner amply and attractively illustrated.

SOCIAL STUDIES IN THE SCHOOL : By K. Nesiah. (Oxford University Press. Price : Rs. 3-4-0.)

The author who is lecturer in Education, University of Ceylon, has in this book made out a strong case for the study of this subject in the school. Numerous reference books have been consulted by him in preparing a syllabus on the subject. This book is more a guide to teachers in schools and train-

ing colleges who wish to know something of the theory and practical implications of social studies.

OXFORD ECONOMIC ATLAS FOR INDIA AND CEYLON : (Oxford University Press. Price : Rs. 8-8-0.)

The maps are arranged in three groups—those dealing with India, Ceylon and Pakistan ; those dealing with particular continents and regions ; and world economic maps which provide information about production and trade for some hundred commodities. The get up is beautiful.

MY MUSIC GUIDE, BOOKS I AND II : By Edmund Priestly and John Grayson. (Thomas Nelson & Sons, Edinburgh. Price : 2 sh. 6 d. each.)

These two books on European Music are intended for primary and secondary schools. Their purpose is to develop, through active participation and appreciation, a taste for and understanding of music. Some of the world's most accomplished musicians have been selected for study in detail. Short biographies and suggestions for concerts are given. Carefully selected examples of the works of the musicians are included for reading practice.

EDUCATION IN THE U.S.S.R. : By Prof. Y. N. Medynsky, Member of the Academy of Education Sciences of the R.S.F.S.R.

HIGHER EDUCATION IN THE U.S.S.R. : By I. G. Petrovsky, Rector of Moscow State University, Member of the U.S.S.R. Academy of Sciences.

(Published by Soviet News, 3, Rosary Gardens, London S.W. 7. Price : 6 d. each.)

These two booklets, belonging to the Soviet News Services, deal with Education in the Soviet State. They are beautifully illustrated (1953).

List of publications thankfully received :—

(1) Sri Visalakshi Kalasala High School, A-Thekkur ; Seventh Annual Report of 17—2—1954.

(2) Rajah's High School and Rajah's Training School, Kollengode : Annual Report for 1953-54.

(3) Administration Report for 1952-53 of the Government Museum, Madras, the National Art Gallery, the Government Museum, Pudukkottai and the Connemara Public Library, Madras.

(4) Official Bulletins of UNESCO : Vol. V, Nos. 5 and 6.

(5) Unesco Courier—Vol. VI, No. 12.

(6) Language for meaning : 1. Making words work ; 2. Gaining skill with words ; 3. Communicating ideas ; and 4. Sharing experiences : (By Paul McKee and Annie McCowen.) (Published by the State of Kansas—1948.)

Excellent workmanship. These four volumes of children's books have been presented with compliments of the United States Information Service.

(7) New Method English Dictionary : By Michael Philip West and James Gareth Endicott. (Orient Longmans, Ltd. Price : Rs. 2-14-0.)

(8) Little Flower High School, Salem—Annual Report for 1954—Vol. 9.

(9) Sixty-fifth Annual Report for 1952-53 of the Hindu Theological High School and Amarambedu Munuswami Mudaliar's Hindu Theological Primary School.

(10) Sir Sivaswamy Iyer High School Magazine, Tirukattupalli, for 1953-54.

The 44th Madras State Educational Conference, Tanjore.

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S. SRINIVASAN,
Secretary.

C. R.

Tanjore,
April 4, 1954.

RULES SUPPLEMENT TO PART I—B

OF

THE FORT ST. GEORGE GAZETTE

dated 17—3—1954

Draft Amendments to rules relating to appointment of Headmaster and Headmistress of High Schools under Local Bodies.

(G.O. Ms. No. 2678(A), Education, 24th December, 1953)

The following draft of certain amendments to the rules relating to the appointment of headmasters and headmistresses of high schools under district boards, published with the late Education and Public Health Department notification dated the 9th December, 1948, at pages 1 to 11 of the Rules Supplement to Part 1-B of the Fort St. George Gazette, dated the 22nd February, 1949, as subsequently amended, which it is proposed to make in exercise of the powers conferred by sections 70 and 199 (2) (a) of the Madras District Boards Act, 1920 (Madras Act XIV of 1920), is hereby published for general information, as required by section 200 (a) of the said Act.

Notice is hereby given that the draft will be further proceeded with after six weeks from the date of publication of this notification and that any objection or suggestion which may be received with respect thereto before the expiry of that period will be considered by the Government of Madras. Objections and suggestions should be addressed to the Secretary to Government, Health, Education and Local Administration Department, Fort St. George, Madras.

Draft Amendments

In the said rules:—

(1) in rule 2 for clause (1), the following shall be substituted, namely:—

“(1) The President shall send to the Divisional Inspector of Schools or the Inspectress of Girls' Schools concerned a list of all the B.T. or B.Ed. Assistants in the service of the District Board, who have put in a service of not less than ten years or who will have put in on the 1st day of May of the year to which the panel relates, a service of not less than ten years, and whose names are not already in the panel, together with the recommendation of the President as to who, among such persons, are, in his opinion, fit for inclusion in the panel and a detailed statement of the reasons for such recommendation. Such list shall be sent in October immediately preceding the year for which the panel is to be drawn up. If the Divisional Inspector of Schools or the Inspectress of Girls' Schools finds that the list does not contain a sufficient number of candidates suitable for appointment as headmaster or headmistress, it shall be open to the Divisional Inspector or the Inspectress to call for the lists of other B. Ts. and B. Eds. in the service of the Board who have not put in ten years of service and draw up the panel from among them. The President, the Divisional Inspector of Schools and the District Educational Officer sitting together in the case of boys' schools and the President and the Inspectress of Girls' Schools sitting together in the case of girls' schools, shall draw up a panel of suitable candidates taking into consideration the list sent by the President. If the Divisional Inspector or the Inspectress is unable to accept any of the recommendations of the President, a reference shall be made to the Director of Public Instruction

who shall give a decision in the matter provided that the Government of Madras may modify the decision when they consider it expedient. The panel thus drawn up which shall be treated as confidential shall be communicated to the President not later than the 1st May.

Note.—(1) For the purpose of ten years' qualifying service for appointment as headmasters/headmistresses mentioned above, the previous service, if any, of an assistant under private management shall be taken into account when there are no assistants with ten years' service and the claims of no senior are affected thereby.

(2) Service put in by a graduate-teacher in a post carrying the scale of pay admissible to secondary grade teachers or as a language assistant or Pandit may also be taken into consideration for the purpose of the ten years' service mentioned above".

(3) in rule 3 (1), for the paragraph beginning with the words "The number of persons" and ending with the words "Director of Public Instruction", the following paragraph shall be substituted, namely:—

"The number of persons to be included in the panel for the year will be equal to twice the number of permanent vacancies referred to in clause (a) plus the number of vacancies arising on account of the opening of new schools referred to in clause (c), less the number referred to in clause (b). Deviations from this rule will require the prior approval of the Director of Public Instruction."

(Similar draft amendments have been published for teachers and headmasters under Municipal Councils, under the Madras District Municipalities Act.)

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| 4—2—1954 | Balar Kalvi—December-January, published. |
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