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THE 44th MADRAS STATE EDUCATIONAL CONFERENCE, TANJORE — REPORT

PRESIDENTIAL ADDRESS

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LADIES AND GENTLEMEN,

Let me express my thanks to you for the honour you have done me in asking me to preside for a second time over your Provincial Education Conference. It was my privilege to have attended the Conference held nearly a couple of decades ago at Ambasamudram. I had also the privilege of presiding over the All-India Educational Conference held at Travancore and since then I have had many opportunities of contacting members of the teaching profession and officers of your association. It is on account of this factor that I ventured to accept your kind invitation on this occasion.

The problems of education in our country today are so many and varied. They are so vast in their scope and so complicated in their many-sided nature, that it is perhaps not surprising that today one finds many, anxious and eager to throw out solutions and remedies of a nature which may not always be sound or practical. Compared with the situation that existed half a century ago, whether in this country or in any other country of the world, one has to realise that today education is a problem facing the masses of the country. No longer is it possible to think of it as the privilege of the few. It necessarily follows that a problem of this nature requires a different solution to the one that may have been thought of at an earlier period when

it was just a question of training a few. It has also to be realized that this very problem of mass education implies the training in the field of higher education of an appreciable number whose duty it would be to make it possible to spread education among the masses. The intimate connection, therefore, between what may be called secondary education or the education of the masses with the problems of higher education cannot be ignored.

It is now accepted generally that every citizen is entitled to education up to a certain age period and that such education should enable him to reach a standard which will fit him ultimately to play his role as a citizen ; in case he has the necessary aptitude and the wherewithal for higher education he should be in a position to pursue such a course. But the problem does not end here. Education is not only to benefit individuals, but what is far more important to remember, it should serve the needs of the country ; if these factors are taken into consideration, it will be obvious that education must be so diversified that it will not only suit the aptitude and tastes of the masses, but should also serve the needs of the country concerned, giving to the country those diversified talents that will be conducive to its economic, scientific, technical and cultural progress. Thus, it follows in any scheme of education, these different needs must be borne in mind. It has now been recognised that the ultimate aim, should be to afford facilities to the children of the state to be trained to an age period where they could be so educated as to enable them to pursue further training in diverse fields suited to them. Our Constitution has fixed this age at 14 for the present ; other countries have extended this age period to 15 or 16 and have also provided for further training up to the age of 18. The problems of secondary education, therefore, have to be viewed from this angle. While it is the privilege of every individual to have such opportunities and the duty of the State to provide such facilities, it is obvious that no single type of education can meet the requirements of all the pupils at this age period, nor is it desirable that a single-track mentality should be developed. It is for this reason that diversified courses of instruction are suggested at the time when the youth has sufficiently developed to show his aptitude for particular types of study and when his general knowledge will enable him to follow satisfactorily such types of study as will eventually make him a useful member of society. The Secondary Education Commission in recommending what is known as the "multi-purpose" school, has had this in mind. Pupils who have completed a general education programme at about the age of 14 should have varied facilities available to pursue their further studies according to such aptitudes. It is the hope of the Commission that by thus enlarging the scope of studies, both the

State and the schools concerned will develop a sound system of diversified courses of instruction make available to the youth of the country opportunities of further and purposeful education which will give them a better chance of gainful employment and of becoming a useful citizen. To-day, India is faced with a grave problem—the problem of unemployment of the educated classes and this problem will become increasingly difficult to solve if the present methods of education continue to be adhered to any longer. There is another aspect of the question which merits serious consideration, not merely at the hands of the government, but by the general public also. The frustration and disappointment caused by failure to get suitable employment for a larger number of educated youth of the country, is likely to lead to attitudes which are far from beneficial to the social well-being of the community. Evidence of this is already available to a sufficiently serious extent and the urgency of taking measures to prevent a further increase of unemployment and consequent trends towards disruptive activities becomes more evident everyday. It is this aspect of the problem that has impelled the two Educational Commissions to suggest that immediate steps be taken to introduce new lines of educational activities and to give an opportunity to the youth of the country to train along lines which will enable them to settle down as useful citizens following such vocations for which they have a natural taste. From recent statements made by the Government of India, it is encouraging to note that in this effort the Central Government will be providing financial assistance to the States concerned in changing over the existing educational institutions to the new type contemplated. There is however one note of warning to be sounded. The change-over, if it is to be real, must provide for all those opportunities and facilities which are necessary in the technical and technological sphere to ensure that the training given is practical and sound.

The Language Issue : It is unfortunate that at a time when so many pressing problems of education are yet to be solved, there should be a controversy raging all over the country over what has been termed the language issue. Much heat has been raised on this question and emotions have been let loose so that a dispassionate consideration of the factors involved has not been possible. While appreciating the fact that a foreign language is obviously not the most proper method of spreading knowledge among the masses, it is to be realised that the question of language must be looked at from the standpoint of the stage of education ; it is generally accepted that the mother-tongue is obviously the best medium to communicate knowledge at the primary stage and to a large extent at the secondary stage. When it comes to higher education, however, the question of the means

by which the available knowledge in any particular field of study can be easily assimilated is at least as important as the question of the medium of instruction. If one were to look to the history of education throughout the ages, it will be apparent that at each successive period one language more than another claimed a predominant place in this sphere of higher education for the obvious reason that that particular language was the most suitable one at that period for higher education. Thus, in the middle ages and for a number of centuries thereafter, the classics—Latin and Greek in Europe, Sanskrit in India—were practically the only media available for those who wished* to pursue higher studies. Later still, French and to a certain extent German in the nineteenth century, claimed a place for higher studies in the cultural field and in scientific and technical studies. Today, it is unquestionable that English is recognised as an international language and perhaps the most easily available one for the bulk of the students in the world to get into touch with the knowledge available in the higher regions of education. One has only to attend any of the international gatherings to realise that the majority of the delegates from all parts of the world are more familiar with and speak the English language at such assemblies, than any other language. The question, therefore, for consideration is what at present is the best method of making available to the large bulk of those who seek higher education, the means of achieving their objective in our country. Unfortunately, there are critics whose attitude does not give any reasonable hope that this problem will be looked at from the practical point of view. India stands in need today of a great number of those who in the sphere of higher education would give a strong lead to the country in all its manifold activities and would help in the all-round development of the country. The need to utilise the resources of the language which would help towards this objective is patent, and one need not therefore apologise for stressing that a knowledge of English is essential for all those who seek higher education in any sphere.

It is too often stated that text-books can be made available in the language of the country, and that once they are available a foreign language need not necessarily be learnt. The fallacy of this argument becomes obvious when it is realised that there are few at present who are in a position to produce text-books in their own subject in the languages concerned and that there are fewer still, who have, in spite of their proficiency in a foreign language, been in a position to contribute to the literature of the world as authors. It is of no use disguising this fact and one should not bury oneself ostrich-like in the sands of unreality when one finds that many of the so-called text-books that have been produced, have not been accepted as books of perma-

ment value. It is sometimes stated the translation of text-books can easily be made available. The experiment that was tried out for many years in a neighbouring state of producing text-book translations of many of the standard publications, serves as a warning to such protagonists. Not only do the translations get out of date even before they are printed, but it has been shown that in a very large number of cases of translations of scientific books and scientific and technical publications by those who are familiar with the language, but not with the subject matter, these are unfortunately unacceptable as they do not and cannot in many instances convey the true spirit of the original publication. Apart from these factors, the enormous costs involved should also not be lightly ignored. It should not however be presumed from the above statement that a time may not come where by gradual evolution the stage may be reached when all higher education may be rendered possible through the mother tongue. This must undoubtedly be a long term policy and cannot on any account, be shortened by misleading propaganda and hysterical utterances.

The most serious difficulty, however, with which educationalists are faced is the tendency on the part of those in authority to impose their views in spheres wherein they have neither the time nor the opportunity to study all aspects of the problem and to realise the difficulties to be encountered or the dangers to be avoided by any sudden alteration of educational methods and policies. Such attempts to force the pace of educational reform by the directives of political authority will bring about serious repercussions, endangering the progress not only of educational effort but of true progress of the country in many directions. While educationalists should necessarily take note of the general trend of public opinion and the views of those who, for the nonce, are in authority there should be no hesitation on their part to give expression to their views frankly and modestly without getting themselves involved in political controversies which generate more heat than light. Those who advocate long-term plan as regards the adoption of the regional language as medium for all grades of education are at least as patriotic as those who have no doubt about the feasibility of their own pet views and regard all others as past redemption. Little do such protagonists realise that changes in educational policy, unless well conceived and adopted after taking a long range view of things will do irreparable harm to a whole generation of pupils who unfortunately at their tender age, have no option of their own.

Considerable discussion has centred round the recent reports of commissions constituted by the Centre. It is good to realise that the reports of these commissions have stimulated greater

interest in educational circles and to the public at large to consider how best the problems that face the country should be tackled. There is always a conflict between quality and quantity in the sphere of education, as in every other sphere. It would appear to many that with the problems with which the country is faced, the rapid increase in the number of those who are given some type of education is far more important and, to that extent, occasionally a sacrifice of quality may have to be accepted. It is perfectly true, that, under the Constitution, every citizen is guaranteed the right of free and compulsory education up to a certain age and that this right should be within the reach of every citizen within a particular period. At the same time, it has to be emphasised that this right would mean very little indeed unless steps are taken simultaneously to see that the minimum degree of efficiency is preserved in the process of educating large numbers of people. Primary Education, if it is to serve its purpose and make the people literate for life, must be given its proper place in any system of education. It is unfortunate that there is an impression in some circles that it is enough if a certain degree of elementary knowledge is attained by these pupils in the 3 R's and that therefore anybody who is practically literate is qualified to teach the young children. Nothing is more difficult than the proper training of these young boys. To understand the child psychology, to wean the child from any unfortunate trends, to put before it those great ideals which will take root in its heart, to bring up the child in such a way that it will imbibe almost unconsciously the qualities which, at a later stage, will blossom forth and make the young lad worthy of being a citizen of the country—these are not small details which can be attended to by any one, whatever his competence. The unfortunate fact is that little or no attention is paid at present to recruit teachers who will have all the attributes necessary for this great task. The primary school teacher, more than any one else, is responsible to guide the child at a very impressionable period of its life, and he can make or mar the future of the young lads committed to his care. However much practical considerations may weigh against any possible improvements in this direction, one cannot but emphasise again and again that the teachers of the primary schools must be persons with imagination, sympathy and love for children, and at the same time, well versed in the literature which will enable them to enthuse the students.

I have always felt that by far the most important factor to reckon with is the teaching profession. Not infrequently, encomiums are being paid to the teaching profession but, unfortunately, such encomiums do not lead to any tangible results either to draw into the teaching profession the most suitable and the most devoted or to retain in the teaching profession men of

outstanding merit, ability, character or genuine interest in the profession. Speaking at the 31st Provincial Educational Conference at Ambasamudram, I suggested that a Charter of Rights and Privileges should be obtained for the teaching profession in this country. I stated then :

“The trend of recent events and the experience of the last twenty years make it clear to me that the teaching profession is entitled to claim at the hands of the authorities a Charter of Rights and Privileges so that individual or group victimisation may not be possible in future. The teaching profession is well within its rights in stressing the need for :

- (i) security of tenure,
- (ii) a living wage,
- (iii) freedom from meddlesome interference, and
- (iv) an appellate authority to which all appeal will lie in all cases of victimisation or severe punishment inflicted on any teacher.”

Looking back to that year almost ten years ago, I cannot but express the view that to-day, the need for a charter of the nature suggested is even greater and more pressing.

There is no use mincing matters. It may be that here and there, there are members of the teaching profession who have not come up to the ideal or even to the minimum requirements of that profession. That does not however justify any sweeping condemnation of the profession nor any stringent rules to regulate their conduct. If there is one profession more than another where a certain amount of freedom should be given so as to bring out the best in the teacher in the interests of the pupils committed to his care, it is the teaching profession. I must confess that the detailed routine that a teacher has to submit himself to, the meticulous care with which time-tables are drawn up, the amount of restriction that is imposed upon him in preparing his pupil according to his concept : these are not likely to be conducive to any great enthusiasm for the teacher to do his best nor do I feel happy that every teacher should have to be guided in regard to the choice of books as well as the manner in which the subject is to be taught from the first to the highest form. Things were different fifty years ago. I do not forget the fact that then, the numbers were limited and the entry to the teaching profession was considered a privilege to the very cream of graduates and particularly those who felt attracted to that profession. But whatever may be the defects, whatever may be the pitfalls, I do feel that a change is necessary in the whole outlook of the teaching profession and of those who are responsible for directing the profession.

And here let me emphasise the role that the Headmaster of a school can play and ought to play. The reputation of a school very often depends upon the reputation that the Headmaster builds up for himself and his team. A Headmaster who realises his responsibilities will be the first one to realise also the difficulties in the way of the teachers and would, far from being aloof or tyrannical, conduct himself in such a way that he will be 'friend, philosopher and guide' of the teaching profession in the school and at the same time be such a moral force for good that all who come into touch with him will realise the ideals that he has set before him. The noblest members of the teaching profession held in veneration in many countries, have been Headmasters who have achieved outstanding success and have set a fine example. We owe a debt of gratitude to them and the name of Dr. Arnold shines forth as a model of its kind.

I hold to the view that a properly conducted school should be a great attraction to the pupils in the schools not merely in the class-room but in those extra-curricular activities which can bring the pupil and the teacher nearer as well as cement a bond of friendship between different pupils and in this lies the true strength of the school. How does it happen that in certain of the schools, particularly girls' schools, there is a far greater tendency for the girls to be attached to the schools and to the teachers thereof and to consider it a great happiness to spend as much time as possible within the school premises? How many of our teachers care to contact the pupils after their lessons are over? How many of the pupils think of going to the teachers, discussing with them freely and frankly many of their difficulties, exchanging views on certain of the problems and thus realising that the teacher is surely in *loco parentis* to the pupil?

To-day, a great deal is being said about the virtues of manual labour. We are having camps for manual labour. We have been delighted to note that these camps are an outstanding success, that some cottages are built here or a road laid there or a well dug up somewhere else. These are all directions in which we are happy that the authorities are interesting the pupils. I do not however share the view that such activities require any wide publicity. In fact, I deplore the tendency in educational institutions today to seek greater and greater publicity for all their activities and not to rest content unless some sort of publicity follows such activities.

I do feel that at present, there is a tendency on the part of some schools and colleges to seek publicity for every activity of the institution whether it be a debate or a valedictory address or any lecture delivered by any of our leaders. One may not worry

about it but for the fact that this craze for publicity has given room to the impression that some at any rate of those invited to schools and colleges have their attention focussed on the press and the public more than on the students for whose benefits they are supposed to address. I hope and trust that this increasing tendency to publicity will be curbed and educational institutions will not become public platforms for political orations or controversies in season and out. I have visited many countries in the world and I must confess I have never seen such wide publicity of school and college activities as finds a place in the press of this country.

I was referring to this aspect of it because of the dangers imminent under the circumstances. It is no use blaming the students for their activities or for their conduct if various personalities are invited not because their address is so essential to the school or college population but because they have necessarily to be invited to prevent any adverse criticism. An educational institution should never attempt to engross itself in political activities or submerge its educational ideal to the currents and cross-currents of debatable politics. I was referring to the need for inculcating in the student population a spirit of service and the idea that manual labour is nothing to be ashamed of. But I do feel that it is not necessary if this ideal is to be achieved and if real success is to be had, that it should be confined only for a week or fortnight or that students should be taken to these centres after due advertisement and that fulsome praise of their activities with pictorial representations should necessarily be available. The spirit of manual labour can be cultivated in the young pupil from his earliest days—he can keep his school premises clean ; he can water the garden in the compound ; he can clean the class-room and the senior members can arrange the things in the laboratories, clean them up after the days work and do away with all the adventitious aids which we look forward to for every little thing to be done at school or at home. That is the spirit of manual labour that one should instil in the student's mind. The army of so-called attenders and peons that are necessarily entertained in most educational institutions would be unnecessary if the true spirit of manual labour and service were inculcated in the young minds. It would take a little time and patience to get this ideal permeate the minds of the younger generation but I do feel there is greater hope of its success with the younger generation than with those of an older generation who have become so habituated to this sort of help being available that they must need have a plethora of servants to do every little act for them. Practice is much better than preaching and if only some of us would set the example, I am sure that it will not be wasted on the youthful minds.

I have not referred purposely to the very urgent problems of the teaching profession and the future of the profession till now. Nobody can gainsay the fact that the teaching profession has cried itself hoarse about the conditions of service ; and, yet, strange as it may seem, little or no effect seems to have been produced in the minds of those in authority. On the other hand, homilies have been preached to the teaching profession which may well have been reserved for a happier occasion. But the responsibilities of the teaching profession, unlike that of any other profession with perhaps the exception of the medical profession, are such that they cannot and should not take to such activities which have in recent years compelled Governments to yield whether with good grace or otherwise to the demands of trade unions and such other bodies. It is with a full sense of responsibility that the Secondary Education Commission has suggested certain conditions of service and of emoluments to the teaching profession which, though by no means generous, will, it is hoped, meet the pressing needs of the profession. Any delay in improving the conditions of the teaching profession, whether of the primary school teacher or of the secondary school teacher or of those of the higher grades is sure to result in a situation which is not conducive to the harmonious development of the country or to a feeling of security in national affairs.

Friends, I have spoken somewhat frankly and I must be pardoned if what I have said does not meet with the approval of any of you. While I do strongly feel that there are many directions in which improvements must be made and urgently in our schools with regard to our teachers and in the type of education that we give, let me not hesitate to point to the defects that have to be rectified in the teaching profession. I need hardly enumerate those defects but I feel sure that the profession itself will see to it that such defects are removed sooner or later, sooner rather than later.

The dignity of the profession requires that the members thereof, who are all the time working in the gaze of a very critical audience should so conduct themselves that they leave an inspired impression on the minds of the younger generation. The nation can never be too grateful to the great order of the teaching profession and it is because of the great expectations that they have of this profession that sometimes disappointments come in rather heavily. Let me hope that your deliberations will make yet another landmark in the progress of education in this country and that you will apply yourself seriously to the many problems that beset us and give to the profession and to the public at large your views frankly without fear or favour but in that modulated manner in which every demand should be presented. I wish your Conference every success.

Dr. Lakshmanaswami Mudaliar thanked the Hon'ble Minister for his presence and that that it was heartening to hear his speech and to know the attitude he had taken towards education as a man in political authority.

Referring to Sri S. Govindarajulu Naidu, he said that he had devoted himself to the cause of education for more than 35 years and he wished to take the opportunity of making a public statement of gratitude to him for all that he had done for education. Finally Dr. Lakshmanaswami Mudaliar apologised for having to leave the conference the next day.

ADDRESS OF WELCOME.

SRI V. S. TYAGARAJA MUDALIAR, M.A.,
Chairman, Reception Committee.

MR. PRESIDENT, THE HON'BLE MINISTER AND FRIENDS,

On behalf of the Reception Committee of the 44th Madras State Educational Conference, I, as Chairman of the Committee, have great pleasure in extending to you all a hearty welcome to this Conference which is held in this ancient and historic town. I deem it a great privilege and honour to have been asked by my colleagues on the Reception Committee to be the Chairman, in which capacity, I consider it a privilege to be able to offer a hearty welcome to the eminent educationists and teachers of our State who are met here to-day. As you are all aware, this city was the capital of an ancient State and its Oriental Library housed in the Saraswathi Mahal is considered to be one of the most valuable in the whole of the Far East. It is a fortunate circumstance that the Conference is being held in this place which is full of historical and cultural associations. The Madras State Teachers' Union could not have made a better choice than Dr. Sir A. Lakshmanaswami Mudaliar to preside over the deliberations of this important Conference. It is needless for me to state that Dr. Sir A. Lakshmanaswami Mudaliar has earned for himself the admiration and respect of not only his own countrymen but also that of other nations, both as a great educationist and as a medical man of outstanding abilities. We are indeed very fortunate in having amidst us such a gentleman of international reputation to preside over our Conference. We are indeed very grateful to him for having accepted our invitation in spite of his multifarious activities. We are also grateful to the Hon'ble Sri C. Subramaniam for having agreed to inaugurate the Conference. As you all know, he has taken a great deal of interest in matters relating to Educational reforms. Both the portfolios of Education and Finance are in his hands, and the problems that will be discussed in this Conference will, I am sure, receive his earnest and most sympathetic consideration. His participation in this Conference, therefore, is a happy augury for the future of Education in our State. We are thankful to Sri S. Govindarajulu, our Director of Public Instruction, for having agreed to

declare the Educational Exhibition open. As one of the leading educationists of our country, he has rendered great service to our State in various capacities, as Acting Vice-Chancellor and as Director of Public Instruction. I have had the good fortune of having been associated with him in the Education Sub-Committee of the Tirupathi Devasthanam for the past 8 years and I have personal knowledge of the great experience that he has in educational matters. It is but fitting that such an eminent educationist should declare the Educational Exhibition open.

This is the second time when the State Educational Conference is being held in Tanjore after a lapse of about 17 years. The educational problems of our country in general and of our State in particular have altered considerably from what they were two decades back. Our country has achieved independence and the objectives of educational policy are changing, and the urgency of solving the problems has become greater than ever before. Since we are now a free nation, we have to chalk out a programme of education that would suit the objectives we have in view. Education is of basic importance in the planned development of a nation. The educational machinery has to be geared up for the specific tasks which a nation has set before itself. In a democratic set-up, the role of education becomes crucial, since it can function effectively only if there is an intelligent participation of the people in the affairs of the country. The success of democracy also depends upon the growth of the spirit of co-operation and the sense of disciplined citizenship among the people. The educational programme of the country should help to train the people to place responsibility before rights. It should also satisfy cultural needs which are so essential for the intellectual advancement of the nation. The system should stimulate the growth of creative faculties and develop a critical appreciation of arts, literature and creative activities. The fulfilment of these objectives will lead to the formation of an integrated personality in the individual.

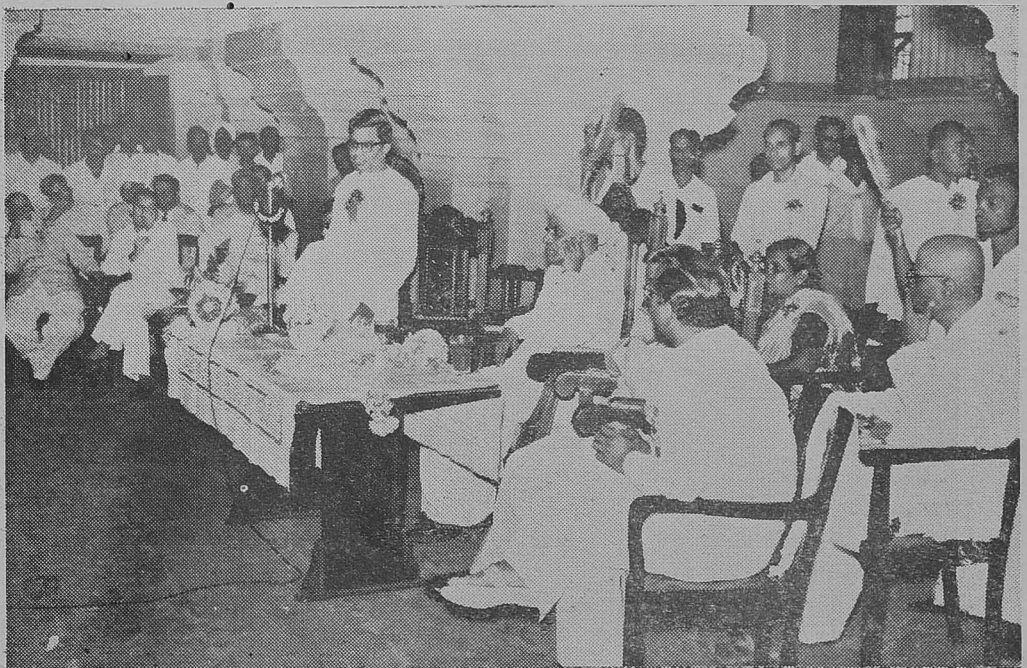
Considering the size of our population, the overall provision for educational facilities that are available is very inadequate. The directive of the Constitution, however, is that free and compulsory education should be provided for all children upto the age of 14 years within 10 years after the Constitution came into force. The literacy percentage of our country is about 17% which gives an indication of the huge task lying ahead. Even though half of the first Five-Year Plan is over, we are not anywhere near the goal set by our Constitution.

Another problem is the absence of adequate facilities for technical and vocational education. This results in a larger number of students going in for general education than is justified by the requirements of the country or the aptitudes of the pupils. Undue emphasis on the dogmatic and theoretical aspects of education retards the development of the practical sense, initiative and resourcefulness among large numbers of students. One result of this is that educated people tend to depend too much on employment by Government or Commercial concerns. This also leads to an undue strain on the resources of Universities, as students, on the completion of secondary education tend to drift to Universities in the absence of any other alternative. Education should, therefore, be given a more practical bias from the very beginning, and at the secondary stage there should be greater adjustment between the needs of the country and the output of educational institutions.

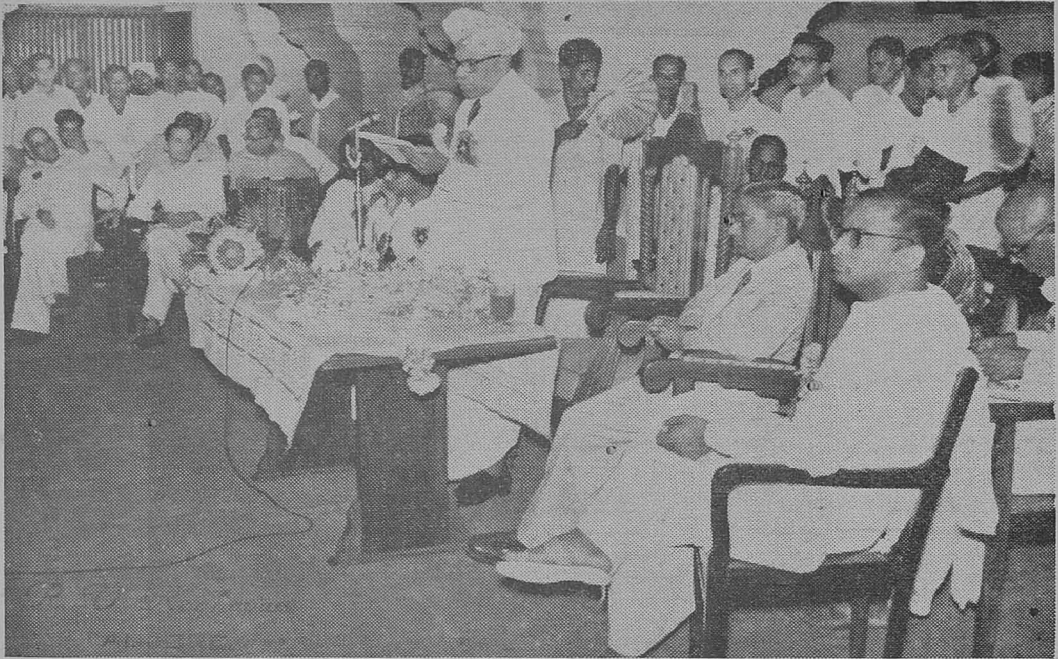
In our country a very large percentage of teachers are untrained, the percentage being over 40%. Adequate facilities have got to be provided to



Sri V. S. Thyagaraja Mudaliar delivering the Welcome Address.



Sri C. Subramaniam inaugurating the Conference.



Dr. A. Lakshmanaswamy Mudaliar delivering his Presidential Address.



Sri S. Govindarajulu Naidu addresses the Conference declaring open the Educational Exhibition.

have more of trained teachers. For purposes of educational re-organisation, even the teachers who have already received training may require facilities for undergoing refresher courses at periodic intervals. This is another problem that has to be tackled.

The scales of pay and conditions of service of teachers are generally very unsatisfactory; and this constitutes an important cause for the low standards of teaching. It is needless to point out that the success of any educational scheme would largely depend upon the teachers who are entrusted with the working of the scheme. The need of the hour is to have good teachers who are devoted to their work and are ready to pay their utmost attention to the shaping of the future citizens of India. But, to enable them to put forth their best, it is absolutely necessary that they should be assured of a reasonable salary and allowances which would give them a decent living. It is a fact accepted by all that the teachers are not adequately paid for the services which they are rendering to the community at large. Teaching has been called the noblest of professions and, of course, those who are in this profession would regard it as a great service that they are rendering to the nation. But, it is also our duty to see that they are provided with the wherewithal to lead a decent normal life, which alone could give them the necessary peace of mind, leisure and status for imparting knowledge and developing the character of their students. If the educational reforms that we are thinking of are to succeed and our younger generation is to benefit and progress by our educational policies, the emoluments of the teachers have got to be raised sufficiently, so that really brilliant young men and women may be attracted to this profession. The Committee appointed by the Andhra Government to consider educational reforms has already reported that the scales of pay of the teachers in their State should be raised. As I have already said, we have been very fortunate in having in our midst the Hon'ble Sri C. Subramaniam who is the Minister for Education and also for Finance. I hope that the resolutions of this Conference on this subject would receive the earnest and sympathetic consideration of the Government. It is a matter for gratification that the teachers of our State have behaved so far in a very disciplined manner unlike teachers of some other States where they have adopted methods, which savour of Trade Unionism.

As regards introduction of reforms in the educational field, the plan of reform should be carefully thought out and then implemented. Any hasty attempt at making educational reforms would only complicate matters. It is a fortunate circumstance that we have got a number of experienced and eminent educationists who could draw up plans for educational reforms, taking into consideration the needs and requirements of our country in free India.

Permit me, Sir, to give expression to a few thoughts of mine on Elementary, Secondary and University Education. I do so with a considerable amount of hesitation, since I am a lay man in the presence of educationists. Primary Education has, under ideal conditions, to be imparted to every man, woman and child. It has to be craft centred, as Mahatma Gandhi was never tired of saying. Special facilities should be provided for the children of backward communities. I venture to suggest that the Government should think actively as to what kind of elementary education should be given to our children. When speaking about elementary education, we have also to remember the pre-elementary education stage—the period known as the nursery school stage. The children of the rich and higher middle classes, particularly those who are living in cities and towns have the advantage of the nursery

school training with all that it stands for. But a large number of the children of the poorer classes go, at this impressionable age when their mind is widening itself, without the benefit of organised guidance. The problem of opening nursery schools has to be earnestly considered by both the Government and the public.

With regard to Secondary Education, I hesitate to speak at all, in the presence of our distinguished President of the Conference. All of us are aware that he was the Chairman of a Commission consisting of eight members, two of whom were non-Indian, all of them distinguished educationists, who toured through the country for over six months, visited as many as 50 places, interviewed some hundreds of people, and produced a report, which should be considered to be a truly epoch-making document. The Union Government is now busy studying it, and let us all hope that it will implement, in the immediate future, its principal recommendations. Some of these recommendations have been universally accepted. The one, recommending the addition of a year's course at the Secondary stage, and cutting out one year at the University stage has come in for a certain amount of comment and criticism. But opinion is slowly crystallising in its favour. I am sure that at this Conference, this and other recommendations of the Report will be considered by the experts who are assembled here. We look up to you, Sir, to guide us all in the matter with your mature advice.

The problem of technical and technological education is rightly assuming increasing importance. A merely academic education will not lead us very far. The Government and the public are realising the need for a vocational bias, and the Secondary Education course is already being suitably modified. Multi-purpose schools will have to be started in larger numbers.

If I hesitated to speak about Secondary Education to-day, I hesitate even more to speak about University Education. Sir A. L. Mudaliar is the senior-most Vice-Chancellor in India to-day, and is the Chairman of the Standing Committee of the Inter-University Board. He has taken an active part in various Conferences on University Education in India, England and other western countries. Under his wise guidance, University Education is being not merely fostered in our State, but also slowly moulded and shaped to suit changing times. It is for the delegates at this Conference to discuss and decide what should be the medium of instruction at the University stage, and what place English, the Regional language, the Federal language and Classical languages like Sanskrit, Latin and Greek should have in the intellectual make up of our University students. It is my firm conviction that for many years to come English should be the medium of instruction at the University stage and that it should be studied as a compulsory second language at the Secondary stage. I am not a believer in the cry that is sometimes raised that our children are spending far too much time in the acquisition of languages. If we are to maintain our contacts with the rest of the world for political, diplomatic, commercial and intellectual purposes, a very good knowledge of English is necessary.

Another thought that has been passing through my mind is the need for starting some educational institutions in the State which will train up young men and women for public administration, business administration and entry into the diplomatic services, similar to the institutions in America. These are highly specialised subjects and the State owes a duty in the matter of starting schools for this purpose. We do not have even a single school or College of this type in the whole of South India.

Annual Conferences of this type are of great use for establishing contacts, for taking stock of the situation, and for planning for the future. I have placed a few random thoughts of mine before you. You will listen to words of wisdom from the Hon'ble Sri C. Subramaniam, Sir A. L. Mudaliar and Sri S. Govindarajulu. May God give us the ability to think carefully, judge impartially and plan wisely.

One word more and I have done. The Reception Committee has done its best to provide for your convenient stay here. At the same time we are aware that there will be many shortcomings in our arrangements. I request you to take the will for the deed, and hope that your stay here will be pleasant and that when you leave Tanjore at the conclusion of the Conference, you will carry along with yourself pleasant recollections of this city and the Conference.

INAUGURAL ADDRESS

SRI C. SUBRAMANIAM,

Minister for Education, Finance and Food.

(A SUMMARY)

Inaugurating the Conference, Mr. Subramaniam said that he was really happy to participate in the conference. He saw around him giants in the field of education, men who had devoted their lives for the cause, men who had great experience in teaching, in administration and other activities connected with education and said "If I stand here to-day, it is not for guiding you, but to lay before you my own problems and difficulties so that you may be able to give solutions for them." It was his unfortunate lot, continued Mr. Subramaniam, that he administered very many portfolios in the Government of Madras. And he must confess that he found the portfolio of education most difficult. He had to become once again a student. In fact, the first person who needed education seemed to be the Education Minister himself. He was glad he was in the midst of teachers, professors and educationists who would be able to impart that knowledge to him.

Continuing, Mr. Subrahmaniam observed that it was admitted by every one, to whatever school of politics he might belong, that the present system of education had to be changed; it had to be given a re-orientation. Apart from the words used, it was accepted that it needed a great change. It was also admitted that when we made changes there was bound to be difference of opinion. The methods and the means to be adopted had to be carefully considered. He was glad that this problem was being studied in a methodical manner so that confusion might be avoided. The Minister emphasised that any change introduced should be well-planned and well thoughtout. Any hasty measure might result in the complete ruin of millions of our boys and girls. He wanted wisdom from them and he would be more cautious when trying to introduce changes in education. With the co-operation of teachers and the public he hoped that he would find himself in a better position than before. Even good things should be accepted with the support of the people and then only it was good democracy (laughter). He was at the Conference to have that co-operation. He had given some thought to educational pro-

blems even before he became minister. But he was not only a lay man, but also a raw man. He had an open mind and his being a lay man, was an advantage. For, once a person became an expert, it was not easy for him to be dislodged from that position. The words of wisdom of all of them, he was sure, would have some effect on him, though not to the same extent as Mr. Thyagaraja Mudaliar wanted. Finance and Education, remarked Mr. Subramaniam, was a good combination (cheers). But he thought, more than anywhere else, this combination should be at the Centre. For only then could education be attended to in a more generous manner. It was stated that teachers formed an important element in education. He would go further and say that it was only they who mattered. If only they had proper teachers, any scheme would be a success. The best of schemes was bound to fail in the absence of proper teachers. But were they able to pay them properly? Low emoluments did not attract best talent, and ill-qualified teachers naturally got low salaries. There was a vicious circle; the vicious circle must, however, be cut at some place.

The Hon'ble Minister continued that it had to be recognised that elementary education was more important than secondary education and secondary education a little more important than university education. The Madras Government was spending 20 per cent of its revenue for education and that was the target in any country. An increase of Rs. 3 per teacher in the aided schools cost Rs. 20 lakhs. If every teacher in the entire field were paid Rs. 5 more, it would cost 80 to 90 lakhs of rupees; but he was sure that even then people would not be satisfied with the increase. The increase in the salary of an individual teacher might be small; but collectively it became a large sum. He wanted them to consider not only the educational aspect, but also the financial aspect of the question. They had to consider the question not merely as teachers, but also as citizens. He wanted both the educational and financial solutions. They might reply that he was the Finance Minister and *he* must solve the problem. However, his position could not solve the problem. Education and finance were intertwined and they could not be dealt with separately. It was futile to expect Government to meet the entire cost of elementary education, especially because they had to think of its expansion. To-day they were educating only 50 per cent of the pupils of school-going age. In order to bring all children into school, they had to double the number of teachers and this would necessarily increase the burden. The Government was getting money only from the community. So it must come forward and share the burden. The public must associate itself with elementary education, not only by way of supervision, but also by way of contribution. Even if the Government of India came to their help, he did not think that the help would be of such an order as would help them very much. Therefore it was necessary to get the co-operation and goodwill of the people and also a cordial atmosphere. Without a cordial atmosphere, the problem of elementary education could not be solved.

One important defect which existed from top to bottom, they had to bear in mind. The aim of education was merely to get Government jobs. This aim was there, whether consciously or unconsciously. A degree was no doubt necessary for certain types of appointments; but there was a craze for degrees. The entire system of secondary education concentrated in the aim of passing the S.S.L.C. Examination and getting admission to the university. So also in elementary education, a certain standard to get admission in the secondary school was aimed at, and that aim alone was taken into consideration. Therefore, a person getting this type of education became a misfit. Experienced teachers must devote thought to this problem. Inertia might

make them ask why there should be any change ; but they must be able to get out of this track. Education must have a social purpose. Every educated boy and girl must fit into society and become a useful citizen. Concluding, the Minister said that he had not stated the entire problem in education, but he had dealt with what was perhaps the most important. It was fortunate that they had Dr. A Lakshmanaswami Mudaliar, an able administrator, a man of ripe experience in the educational field to preside over the deliberations of the Conference. He would be able to give them the benefit of his experience and guide them to reach right conclusions. Concerning the problem of the right kind of elementary education, the Hon'ble Minister requested the Conference to appoint a small committee to study the question. He was sure that the guidance of the Conference would be very valuable. For his part, he could give this assurance, that he would try his best to promote the cause of education with the co-operation of all those engaged in teaching (cheers). It had been suggested that he should give up the portfolio of education, because he had been placed in an embarrassing position ; but he did not think it necessary to do so ; because he was full of hope that with their co-operation he would be able to do something for the cause of education.

Mr. S. Natarajan, President, S.I.T.U., thanked the Minister for inaugurating the Conference and said that the manner in which he presented the problem and his assurances must be heartening not only to teachers, but also to the public. The S.I.T.U. had always tried to study problems of education with a view to helping the Government and the public. The purpose of the Conference was to get a good educational picture so that the problem could be appreciated by all concerned. Regarding the suggestion of the Minister that a small committee should be appointed, Mr. Natarajan said that such a committee had already been appointed. He thanked the Minister for his kind interest in the welfare of teachers.

OPENING OF THE EDUCATIONAL EXHIBITION

In connection with the Conference, an Educational Exhibition was opened by Sri S. Govindarajulu Naidu, Director of Public Instruction.

Mr. S. R. Pandian, Convener of the Exhibition Committee, presented a statement detailing the exhibits that had been put on view. Apart from the various stalls of the Government Departments of Agriculture, Fisheries and Engineering, charts, diagrams and models relating to invention, electricity, means of transport etc. were kept in the exhibition.

Sri Govindarajulu Naidu declaring open the exhibition referred to the longstanding and healthy relations between the S.I.T.U. and the Government and commended the S.I.T.U. for its sympathetic approach to many problems fully conscious of the difficulties of the Government.

Adverting to reforms in the sphere of education, he observed that they should be undertaken only on the basis of the experience of those who had worked out something new and produced appreciable results. A group of men with conviction and zeal could do what legislation could not. Regarding the demand for increased emoluments for teachers, the Director said that the

Government was doing what was possible. Reference had been made to the charter of teachers and the need for security of tenure. It was not as if nothing had been done in recent years. Headmasters and Correspondents knew what was being done by Government. All that was humanly possible was being done and the Department was applying with all rigidity the contract. No exploitation would be permitted by Government unless the teacher allowed himself to be exploited.

One thing he was not tired of mentioning about teachers, continued the Director, was that teachers constituted the elite of society. This did not depend upon the recognition that was given to them by others. While many things might have affected them economically, nothing could prevent them from being the elite of the community. It was true that society had its repercussions on schools. The behaviour of our students was similar to the behaviour of the people in society. Students could not be expected to be disciplined when there was no discipline in society. But they must remember that throughout history there had always been small groups of men who had held the banner aloft. He could not expect any group other than teachers to be the standard-bearers. He expressed the hope that teachers, despite the many handicaps would continue to be the true leaders of society, discharging their responsible and arduous task in a manner worthy of their noble traditions.

Mr. S. Srinivasan, Secretary, Reception Committee, thanked Sri C. Subramaniam, Dr. A. L. Mudaliar and Sri Govindarajulu Naidu.

THE SABHESAN MEMORIAL ADDRESS

The Sabhesan Memorial Address for the year 1954 was delivered by Sri S. Natarajan, President, S.I.T.U. on Wednesday, the 26th of May, 1954 in the Sangeetha Mahal, the Palace, Tanjore, at 6 p.m. A large number of delegates and visitors were present. Dr. A. Lakshmanaswami Mudaliar, the President of the Conference, was in the chair.

Sri Natarajan said that he had to apologise to them for presuming to deliver an 'address'. He knew he could not adequately fulfil the responsibility attaching to a lecture in commemoration of the services rendered by their leader Mr. Sabhesan. There was a compelling feeling that on an occasion when delegates from so many parts of the State had gathered, they should not forget the services rendered by such an eminent leader. If they took stock of the situation and pondered over what they had been able to achieve, they would realise what a debt of gratitude they all owed to that great friend of teachers.

Mr. Sabhesan became interested in teachers' organisations in 1921 almost due to an accident. The then secretary of the Madras Teachers' Guild suddenly died. A conference had been announced. It was a conference of the South India Teachers' Union. There was none to take charge of the arrangements of the conference. Mr. S. K. Yegnanarayana Iyer casually met Mr. Sabhesan and found him to be full of enthusiasm, energy and an ardent desire to serve the cause of teachers. So he was persuaded to accept the secretaryship of the Madras Teachers' Guild. Later, Mr. Sabhesan became the secretary of the S.I.T.U. From that time he devoted himself with singular devotion to the

cause of teachers and education. Though a lecturer in a college, he studied problems connected with elementary and secondary education, went about the whole presidency organising Teachers' Associations and District Teachers' Guilds, and if to-day they had a strong South India Teachers' Union, it was because of the valuable work of Mr. Sabhesan. He was anxious that teachers must organise on a provincial level and must have the ideal of devoted service. While he spared no pains in presenting the case of the teacher for increased salaries and better conditions of service, he lost no opportunity of exhorting them to the highest ideal of service. By his own example he was an inspiration to other teachers. As a lecturer, he was outstanding in ability and they could imagine none who did better. In spite of his hard work at college, he found time to organise teachers. He was one of the pioneers who founded the S.I.T.U. Protection Fund, which now provided a fair measure of support to teachers in old age. They were stupefied as it were by the magnitude of the task, but to Mr. Sabhesan it was a thing to be done and he applied himself to it with vigour and brought the organisation into existence. The Fund grew and to-day there were 9,000 members and the Life Fund amounted to as much as 14 lakhs of rupees. They were indeed very grateful to Mr. Sabhesan for giving them such an organisation.

One problem that Mr. Sabhesan always addressed himself to, was the problem of considering education as a running stream and not as a stagnant pool. He wanted that teachers should always be students. He wanted them to be research workers. As a result of experience and research they should be in a position to advise the public in matters connected with education. He was fully aware that a certain amount of conservatism was necessary for stability. But he was anxious that teachers should play their role and get real leadership in education. One subject which was dear to his heart was the important problem of mass education or elementary education. Mr. Sabhesan called it the 'ground floor' of education. He did not want it to be a ground floor alone. He wanted indeed a skyscraper as a superstructure on this foundation. He wanted a full effort in implementing this policy of mass education. It was a problem of the greatest importance especially when we had decided upon democracy as the form of Government. It was necessary to educate the people in the democratic way of life and this could be done only by a programme of national education which must be free, universal and compulsory. The nation had accepted this objective and put it in the principles of the Constitution. There were people who talked about the gigantic nature of the problem and satisfied their conscience by saying that efforts were being made to bring education within the reach of all children. This might satisfy a court of law, but it would not satisfy the urge of the people. Mr. Natarajan continued that his reading of the constitution convinced him that free and compulsory education should be an accomplished fact within ten years of our winning independence. The problem was no doubt vast as the Hon'ble Minister for Education had stated in the morning. True, it was bristling with difficulties. As Mr. Sabhesan once described it, it was the car of Jagannath and the car would not move unless there was continuous and sustained effort. It must be one of the accepted policies of State Governments that they should work towards the achievement of that goal. If the determination to reach the goal was there, finance would come and all obstacles would be overcome. Our people had great faith in education. This is a country where people will sell their family property in order to educate children. The desire on the part of parents to pay for their children's education was there and it had only to be capitalized. It was determination that was wanted on the part of the Government. They could easily get the co-operation of the people.

The next problem in connection with elementary education was the course of studies and the curriculum. There had been a lot of controversy about this question and an unhappy episode in the history of education in our State. For his part, he felt very miserable about the happenings. Anyway, the Government had decided to drop the (modified) scheme. This experience must be a warning to people who wanted to introduce educational reforms without a proper climate. It was also a warning to those who pass on educational matters to political parties. The Nation had accepted Basic Education. There could be no objection to adopting the principle of basic education. There might be difficulties in putting into effect these principles. All human institutions suffered the same kind of handicap. However, an examination of the working of basic schools showed that basic education was doing great good. Though the introduction of basic education meant enormous work and enormous funds, the funds must be found. What was wanted was courage and determination. If it was not possible to train small children to do productive work, it was possible to keep them engaged in recreational activity of a practical nature.

The third problem was the problem of finding teachers. For working basic education teachers with faith in the new method were required. In one respect we were fortunate as most of our teachers were trained. The efficacy of the activity method was realised by them. With a little more training, it was possible for these teachers to be ready to undertake the task awaiting them. He hoped that from the coming year, the re-training of teachers which had been halted, would be continued with full vigour. It was possible, he thought, by working properly Mahatma's ideas, a part of the expenditure might be met by the creative activity of the senior pupils. The State's revenues had increased from Rs. 13 crores (Composite State) to Rs. 40 crores (of the residuary Madras State). Our tax-paying capacity had increased with more education and a better appreciation of its necessity. What was necessary was courage and determination to pursue the goal. They must have that vision that made the Mettur Dam a reality. If the Mettur and other dams were investments, education was a greater investment which would yield better and richer results. It would repay not only the expenses of its own department, but the expenses of other departments as well.

Concluding, Mr. Natarajan said that Sabhesan's faith in teachers was very strong. The country demanded the services of teachers and he was sure that they would not be found wanting.

Dr. Lakshmanaswami Mudaliar who presided, thanked Mr. Natarajan for his address. The subject about which he spoke was one which filled educationists with anxious thoughts. It was idle to pretend that the question of mass education could be ignored. There was more and more clamour for education. If this clamour had to be answered, the plan put forward by Mr. Natarajan had to be implemented.

Mr. T. P. Srinivasavaradhan proposing the vote of thanks observed that the memory of Mr. Sabhesan would be kept green by his ideals. His idealism was combined with practical wisdom. It was a happy augury that two practical men, the Minister for Finance and Education and Dr. Lakshmanaswami Mudaliar, the Vice-Chancellor, had participated in the Conference.

SECONDARY AND TECHNICAL EDUCATION

CHAIRMAN'S ADDRESS

SRI M. P. H. ALBERT.

FRIENDS,

At the outset let me thank the organisers of this State Conference for asking me to preside over this sectional conference on "Secondary and Technical Education". I deem it an honour shown to the Tiruchirapalli District Teachers' Guild of which I happen to be the President and to the Bishop Heber High School, Teppakulam of which I am in charge. Both these institutions are the oldest of their kind in South India.

I do not propose to take up much of your time but I shall try, in a very brief manner, to spot-light some of the aspects of education that might be dealt with by the main speakers of this session.

The History of Secondary Education is a history of the political and social advancement of our country. Since the famous minute of Lord Macaulay on "Education in India" and "The Wood Despatch" of 1854 we have had a number of commissions and committees making recommendations for the re-organization of secondary education. Most of the recommendations in these excellent reports have not been implemented. The usual excuse given is lack of funds. In the words of M. L. Jacks, "Education has pursued its pedestrian course unhonoured; lip service has been paid to it; but outside the desks of the professional teachers there have been little devotion of heart or mind and little conviction of its supreme worth; to the generality of rate-payers (I might add some legislators also) education has been a necessary evil rather than a positive good and expenditure from the public purse has been meagre and grudging".

But still we hope that in this new political set up in our country with the Government functioning as a Democratic Republic and the great awakening among the masses, education will get a fair deal and the recommendations made by the Secondary Education Commission of 1952-53 would be implemented. Changes made in education should always be well-planned and implemented after thoughtful consideration. Changes should not be introduced merely for the sake of making changes but only when such changes are absolutely essential, as experimentation on a wide scale in the field of education is a dangerous thing. 'Hasten Slowly' is the maxim to which educationalists and the powers that control education should pay attention.

I do not mean to say that no changes should be made; but changes made should be of a fairly permanent character. Nothing is more harmful to the progress of education than hasty reforms and frequent changes. Frequent changes not only dislocate the work in schools but also leave the teacher and the taught wondering where they are and what is to come next. It also results in tinkering with the scheme of education and a great deal of patch-work. Hence it is good to consider the report of a commission consisting of expert educationalists and determine as to how their recommendations could be implemented in our State. There is no need for great hurry and we have

to remember at this juncture that some of the best schemes have been wrecked because of hasty implementation i.e. without proper planning or even a proper understanding of the scheme. The General Education that we aim to give in secondary schools, it must be clearly understood, does not claim to train the pupils for any particular profession. The aim of general education is to train the pupils to educate themselves. Education, we must remember, is a life-long process. It begins with the first yell of the child when it becomes aware of this world and it goes on till that person breathes his last. Thus education is not confined to the period of formal schooling. A great deal has been said and is being said about the deterioration in standards in the attainments of pupils, especially by teachers in Colleges, and by Officers in public services. We do not hear similar complaints from the Heads of Medical or other professional colleges. We accept that there is a fall in the standard of English language; but if at all there has been a change, the standard has gone up in the knowledge subjects. In our State some changes were made in secondary education in 1948 and it is rather early to pronounce a verdict on the success or failure of this scheme. We must make some provision for fluctuation in standards during the transition period. The benefits of these changes can be assessed only after some years. You might ask me what is to happen to the present set of students? The answer is that these students also will be as good or as bad as those who have gone before them.

I have digressed a great deal. So let me now come back to secondary education. Secondary education may be said to be the back-bone of the educational system. It should have an organic continuity with the primary or basic education and lead on naturally to university education or professional colleges. At the same time secondary education has to be self-contained. A vast majority of the pupils discontinue their studies at the end of the secondary school stage; only about 10% of the students who appear for the S.S.L.C examination enter the portals of the University. For the sake of this 10% or less all the pupils of the High School are made to undergo a course which is meant primarily as a preparation for the University course. This domination of the University over secondary education has been largely responsible for the type of secondary education we have in our State to-day.

Another baneful influence has been the S.S.L.C. Public Examination. To most of the parents, to most of the pupils and to many of the teachers, securing a pass in the S.S.L.C. examination seems to be the end and aim of secondary education. Though this should be one of the objectives, it should not dominate and push the other objectives to the background or even totally obliterate them.

Hence the Commission has recommended a seven-year course in the secondary school—3 years in the middle school stage and 4 years in the High school stage. This should be useful as pupils leaving the secondary schools would be a little more mature and not find themselves at sea either in colleges if they should continue their studies or in offices if they should find work. This course would be self-contained.

As far as the Madras State is concerned, I am sure all of you will agree with me, that most of the recommendations made in the report have already been implemented in some schools. The bifurcated courses of studies making provision for pupils with different aptitudes aiming to produce the good citizen—citizenship training, audio-visual education attempting to make instruction more real and interesting—all these have been introduced. A beginning has been made and I am sure that since 1948 education in secondary schools

has been moving along right lines in our State. The S.I.T.U. has played its part in this re-organisation. It has not only given its considered opinion and full co-operation in this educational reform but has not hesitated to voice its protest against hasty implementation of schemes of doubtful utility. A notable contribution made by the S.I.T.U. was the proposal to form a "Council of Educational Research" in our State. In my opinion a great deal of useful work can be done in the matter of (1) determining the different ages suitable for the development of various skills, (2) fixing suitable crafts in industrial areas or craft-centred education, (3) the elimination of waste in the matter of time and energy spent on unnecessary activities and portions of the syllabus, (4) finding out the optimum number for groups of children of various ages that could work together in practical work and activities. I am sure such research will bear fruit. Another line of research would be to investigate into the traditional allotment of periods for the various subjects and find out if this fragmentation of time into forty-five minutes periods of time results in waste and suggest alternative methods of arranging work which would satisfy and keep up the continuous interest of the pupils. In this connection I must state that headmasters and assistants who are interested in this research should be given opportunities to make such research. As it is, at present the headmaster of a secondary school is smothered by the vast volume of correspondence, departmental and otherwise. If any education is to be fully effective in a school the headmaster must be relieved of this kind of soul killing, excessive, administrative work. It would not be wrong to describe the present-day headmaster as a glorified Head Clerk. I would suggest that in the larger schools, i.e. in schools with a strength of more than 500 a lay secretary should be appointed as this would enable the headmaster to devote more time to real educational work.

A recommendation that requires our careful consideration is the building up of multi-lateral or multi-purpose schools. As I pointed out sometime back, a beginning has been made in our State. In 1948 the bifurcated courses of studies were introduced and provision was made for pupils who could not afford to study beyond the secondary school stage to get some kind of technical education in the high school itself—one that would enable him to find a job or go in for higher technical education.

According to the latest figures given by the Department of Education in the residuary State of Madras the secretarial course has been introduced in 44 schools, Engineering in 31 schools, Teaching Practice in 13 schools, Home Science in 14 schools, Agriculture in 12 schools, Music in 1 school, Textile Technology in 1 school and Drawing in 3 schools. This is a fairly satisfactory progress for the short span of five years. More schools in rural areas should be encouraged to introduce agriculture. In Industrial areas the problem of securing qualified instructors and the necessary equipment could be solved if Central Schools of Technology are opened in each town. Some might feel doubtful about the dual control over the pupils who have to attend the high school as well as the technical school. Such schools may be started in a few towns as an experimental measure. The power of a nation, and the prosperity of a country depend largely upon the technical skill and industriousness of the pupil. Small countries like Japan and Britain were prosperous and powerful because of these two factors, till they were crippled by the Second World War. The time has now come for us to face facts and determine as to what our policy is to be: whether we can afford or even would be allowed to go in our own old traditional ways or whether we should not shift the emphasis from agriculture to industry.

In order to prevent the haphazard introduction of technical courses and to ensure the right choice of crafts, a small committee of technical advisers and educational experts should visit and examine the resources and facilities in different places and recommend the introduction of suitable courses.

It is often said that examinations are a necessary evil. There is nothing evil in examinations as such. The evil is created by the undue importance we attach to certain examinations. If pupils were examined on definite portions as soon as they finish them and allowed to proceed to the next topic only after the teacher and the pupil are satisfied that the necessary knowledge and the skill have been acquired, the evil of cramming at the end of the course or neglect of studies at the earlier stages could be done away with. I hear the government is likely to ban the publication of notes and guides containing questions and answers. If this were done it would avoid the memorising of ready-made answers and mere verbalism.

Next we pass on to the education of character. There is a tendency to overestimate the influence of the school on the pupils who study in them. We have to remember that at the time of formal schooling a pupil spends less than one-fifth of his working hours at school. A pupil's character depends as much upon the home background, the influence of friends and the general atmosphere that prevails in that environment. We must not forget the impact of the cinema and the cheap and undesirable magazines nor the various political meetings.

Hence in the present set-up in non-residential schools the scope for educating the character is limited. But for that reason we should not think that nothing can be done. Youth, especially in our country, is given to hero worship and a teacher who has a powerful personality does, to some extent, mould the character of the pupils with whom he comes in contact. The good that can be wrought can be done more by example than by formal instruction. Individual contacts, personal talks and emotional appeals, sympathy and understanding are required to influence in any way the pupils in schools. Moral instruction and religious instruction should find a place in the secondary school curriculum. But at the same time the children should be taught not merely the virtues but given ample opportunities to practice these virtues. The Poor Boys' Fund, participation in Social Work, the Scout Movement etc. are powerful instruments which might be used for the development of character. A word about moral instruction and religious instruction. The department has recommended the allocation of one period per week for this very important subject. A few years ago a headmaster was questioned by an Inspecting Officer as to why he allotted two periods of moral instruction when only one was allowed! We have to remember that one of the aims of the education is to lead our children to a knowledge of God and an understanding of the eternal values. Religious instruction is necessary in secondary schools. The word 'religion' means to bind; but unfortunately religion, as it is understood by many of us, does not bind but severs, cuts us one from another. This is found in the history of the world and we find it now in our own time. In the schools pupils ought to be taught to develop a sense of tolerance for other religions. Gentlemen, secondary education has made phenomenal progress in our State during the last decade—at least in so far as numbers are concerned. In the residuary state of Madras we have now nearly 700 High Schools for Boys, 153 High Schools for Girls and 118 Middle Schools for Boys and Girls. New High Schools have cropped up like mushrooms. It would be a sound thing if the next two or three years were to be a period of consoli-

dation rather than of expansion. The quality of education imparted in our secondary schools will improve only if all schools are properly equipped in the matter of qualified teachers, proper buildings, adequate playgrounds and the necessary apparatus and teaching aids. There is a tendency to be satisfied with cheap and second-rate kind of education. The report has rightly emphasized the fact that permanent recognition should be given only to schools which satisfy the conditions laid down by the department. The demand for secondary education is great. But for that reason cheap and inefficient institutions should not be encouraged.

The word 'school' means leisure. In olden times in England it was really leisure for little boys to attend school, because it freed them from the drudgery of apprenticeship in some trade. We have to make the schools of our state a place of joy and activity. The pupils must find it a pleasant place to work in. Both the teachers and the taught should regard schools as temples of learning—a clean beautiful place with an atmosphere of study, goodwill and harmony. As it is, the pupils are expected to do too many things with the result that they do not develop the habit of doing things thoroughly. It will be more useful if a fewer things were attempted and those done thoroughly. Pupils should be encouraged and guided to work by themselves both alone and in groups. The impact of student upon student and the teacher upon the taught is also an important factor in education. Pupils learn to live together, to work hard and steadily and if these habits are formed, they will be happy in life.

Gentlemen, I would suggest that we recommend to the Government to take note of the last paragraphs in the report of the Secondary Education Commission and appoint a committee to plan and implement the recommendations.

Finally fellow workers, we have to remember that even after the Planning Committee works out the details for implementing the recommendation and the Government comes forward to finance the venture, the responsibility of working out the reorganised scheme rests upon the shoulders of the teachers. One great difficulty is the conflict between the new and the old. Teachers trained in the old methods have to change their outlook, study the new methods and adopt them. Whether a scheme may be worked or wrecked depends on the enthusiasm of those who work with it day after day.

We are living in changing times and we have to adopt ourselves to the changes around us. The S.I.T.U. and the District Teachers' Guilds could and should play their part by arranging refresher courses and study circles to enable the teachers to understand and adopt the new methods.

May God help us to rise to the occasion and bless our efforts to train the future citizens to think for themselves and discerning right from wrong, have the courage to do that which is right, to love their fellowmen and learn to be happy, in making others happy and above all to learn about our Heavenly Father and His wonderful love for us.

BASIC AND PRIMARY EDUCATION

CHAIRMAN'S ADDRESS

SRI R. SRINIVASA IYENGAR

Let me thank the Office-bearers of the S.I.T.U. for the great honour they have shown me in asking me to preside at this section of the Conference and thus showing their appreciation of my persistent endeavours and frank expression of views on problems of Elementary Education for the past three decades. My interest in this field of elementary education began with my Presidentship of the Provincial Elementary Education Conference held in Madras in 1924 ; and since then, my study of the problems of this field has been sustained. I have been more or less a crusader in the cause of universal elementary education.

My task to-day and, indeed, that of this section of the Conference has been considerably lightened by the recent decision of the Government to drop the scheme of education adumbrated by the great man whom we all hold in great respect and to whom our State and indeed our great country stands much indebted. I frankly expressed my views on the scheme in about half a dozen articles contributed to several papers and magazines. We all feel great relief that a calm atmosphere has been restored in the political and the educational atmosphere of the State. I congratulate the President and the Executive of the S.I.T.U. on the stand taken by them in the expression of their views, without fear or favour, in the highest interests of the education of the children in our State. I may also congratulate the Andhra State on their wise decision in this matter. Educationists were placed in a very embarrassing situation ; for their views even as educationists were likely to brand them as allying with reactionary political elements. Intellectual integrity was threatened ; and an academic atmosphere could not be maintained.

Much confused thinking prevails today. In the statement made by the Minister for Education on the floor of the Legislative Assembly, we find that the scheme of education in vogue last year was calculated to lead to the goal of basic education. I am unable to appreciate the logic of this assertion. In the scheme of basic education, the teacher's responsibility for the development of the personality and character of the child, his hygienic habits and the training of the hand is high ; the teacher has to impart learning, inculcate the craft, integrate the learning and the craft ; the teacher finds joy in his work by participation in his childrens' work. But in the modified scheme, the teacher is confined to his class-room for six hours a day for six days, teaching the same lesson twice over every day, having been deprived of the joy and responsibility of even watching the children in their out-of-door activities. The teacher is condemned as a half-baked craft-teacher and an inefficient instrument for the development of basic education. The two schemes are poles apart. This fallacy in reasoning has to be exposed even to-day.

Another statement made by the Minister in that speech deserves examination. He said, "Many of our educationists have failed to grasp the change, in the concept and content of the problem." Some seem to think that

the demand for universal free compulsory elementary education or the State's obligation in that respect is due to the incorporation of Article 45 in the Constitution. I submit that the demand is half a century old, as old as Gokhale's Elementary Education Bill of 1909. That elementary education should be the first charge on the revenues of the State has been voiced forth time and again on the floor of the provincial legislatures even during the alien rule. We are grateful to the Minister for his assertion that elementary education is a national problem, a responsibility of the Welfare State. This is a momentous pronouncement. Let me pass on to the problem of basic education.

My approach to basic education is one of reverence; for it is Mahatmaji's greatest contribution to the world's educational thought and wisdom. Our loyalty to Mahatma, the Father of the Nation, demands that we should understand the thought-processes in the conception. How the scheme has fascinated the westerners may be seen in the two articles published in March issue of *Modern Review*, by Miss Sarala Devi, an American lady and Mr. Wilfred Wellock. I consider the question from three standpoints. Firstly, the ideology of basic education. Gandhiji visualized a state of society to be created, free from exploitation and aggrandizement. Hence our children should grow in cleanliness of body, mind and of environments; they should grow in the practice of the doctrine that WORK is WORSHIP. It may be argued that the social structure is bound to change by the impact of unexpected forces in this complex world of the atomic age and that our endeavours to build up a society in the next generation through the education of our children now are bound to prove futile. But in Gandhiji's ideological picture, eternal values are to operate; and our great nation should be trained in spiritual values from early years. Secondly, basic education is to be considered as a method. The method of learning by doing, learning through activity is in consonance with the latest Western methods of teaching enunciated by John Dewey and Gandhiji exploded the pedagogic snobbery that can perceive the educational only in the economically useless. So then productive work by the labour of the hand scientifically and systematically carried out is Mahatmaji's distinct contribution. We cannot afford to lay it aside. Thirdly, from the political standpoint, Gandhiji wanted to carry out the unrealised dream of his political guru Gokhale to establish universal education. The self-supporting character of basic education which Gandhiji stressed at an early stage was conceived to find the necessary finance. He observed, "I am a firm believer in the principle of free and compulsory education. I also hold that we shall realize this only by teaching the children a useful vocation and utilising it as a means for cultivating their mental, physical and spiritual faculties. I am convinced that there is no other way to carry education to crores of our children. Hence it is clear that basic education was conceived by Gandhiji to make universal education practicable. Hence it is to be deplored that administrators of education who are keen on promoting basic education do not associate with universal education. The two are considered distinct and apart, so that we have two separate administrative machinery for basic and primary education respectively.

The Government are struck aghast at the finance needed to plant universal education. In Gandhi's basic education, there is no secondary education. According to him, the Government have no financial responsibility, so far as education is concerned, beyond basic education. The scope of basic education as chalked out by Gandhi was not understood. Yet the Government of India recommended to the States basic education for adoption. It was Gandhi's conviction that basic education should run to 8 years. In Madras

State, there are only two institutions which have run 8 years of basic education, Kallupatti and Vedaranyam. One is co-educational; the other is an institution purely for girls. There is no institution in Madras State which is running to-day a basic school for boys and gives them 8 years' education. The Government of India expected the Secondary Education Commission to report how best basic education could be integrated or correlated with secondary education. The Secondary Education Commission has passed over this crucial issue. Hence our national problem of elementary education remains unsolved. It is a matter for gratification that the All-India Nai Talim Conference in their Conference held in Assam a few months back drew the attention of the Government to the fact that no school catering for the age-group 6—14 should be treated as a secondary school, the term "Secondary Education" means the stage which follows the completion of 8 years, 6—14, and that secondary education should be an integrated course, complete in itself, of 3 or 4 years. To dispel confused thinking, I have dwelt at length on the fundamental problems regarding basic and primary education.

The Education Minister has stated that basic education scheme will not lead to universalisation of elementary education, that the progress in basic education is dead slow, and that out of 22,000 and odd elementary schools, only 720 are basic schools. The Government should give up the policy of converting ordinary training schools into basic training schools, ordinary basic schools into basic schools. Euthusiasts of basic education should give up the demand that all the elementary schools should be converted into basic schools and that only basic training schools should be started by the Government. Basic education should not retard the accomplishment of universal elementary education. The nation venerates the ideal of non-violence, without divesting itself of the aids of the army and the police. Similarly, realism requires that basic schools should be centres of research and experiment, serve as models and beacon-lights to other educational institutions. We shall ever be proud of Sevagram, Perianaickenpalayam, Gandhigram and Vedaranyam, as we are proud of Santiniketan. The glory of Gandhian basic education is bound to suffer by regimentation on a mass scale; and every patriot should avert the tragedy. Hence, for educational and financial reasons, universal basic education is an impossibility. This warning has been indicated by Pandit Nehru in his message to the recent All-India Basic Education Conference held at Titabar (Assam). "If good basic schools were established everywhere all over the country, and as a consequence post-basic education was also provided for, the cost would run into many hundreds of crores. In fact, it would be much more than the total income of the Government of India to-day. It is patent that we cannot find this money and we have to think again, therefore, as to how to do this."

One more point. I wish to invite your attention to what Moulana Azad said: "Education at the elementary level shall be of the basic pattern; and this ideal has been accepted by the Centre and the State. But the lack of progress of basic education is due to the rigidity of outlook of some of the advocates of this pattern of education. All education is and must always be an experiment. Basic education is a great experiment. We must be prepared to develop, modify and adapt it to meet the needs of towns and villages, and of industrial and agricultural areas." Pandit Nehru also has said: "The approach to education should not be too rigid and should allow free play for experiment and the development of the individual and of the society we aim at. In any experiment, there must be variety. There is always the danger of too much orthodoxy killing the spirit and preventing the development of an inquisitive and experimental mind." I wonder how regimentation and experimentation could go together.

It is well to remember what Gandhiji emphasised on the fundamentals of basic education. (1) All education to be true must be self-supporting, that is to say, in the end it will pay its expenses excepting the capital which will remain intact. (2) In it the cunning of the hand will be utilised even up to the final stage, that is to say, the hands of the pupils will be skilfully working at some industry for some period during the day. Gandhiji, in his last testament on basic education, has omitted "learning through craft" in his list of fundamentals of basic education. I shall, therefore, plead for less of departmentalisation and less of regimentalisation in basic education.

Lastly, I do not grudge the *jelobi* of basic education to be tasted by children in select schools. I pray that all the children of the land be provided with the *conjee* of universal education for at least five standards. Finally, I plead with all the vehemence at my command that universal, free elementary education should receive the topmost priority over every other education, such as, basic education, social education and secondary education.



Sri S. Govindarajulu Naidu opening the Educational Exhibition.

FIRST GENERAL SESSION

The 44th Madras State Education Conference began at 10 a.m. on Wednesday, the 26th of May in the Saraswathi Mahal, the Palace, Tanjore. Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor, Madras University, presided. More than 1,000 delegates attended the conference. The Hon'ble Sri C. Subramaniam, Minister for Education, inaugurated the conference, and Sri S. Govindarajulu Naidu, Director of Public Instruction, declared the educational exhibition open. The proceedings commenced with prayer by Srimathi Prema of Tanjore. Sri V. S. Thiagaraja Mudaliar, Chairman of the Reception Committee, welcomed the delegates (address published elsewhere) and then requested the Hon'ble Sri C. Subramaniam to inaugurate the conference.

Sri S. Natarajan then requested Dr. A. Lakshmanaswami Mudaliar to preside over the conference. Sri Natarajan stated that Dr. Lakshmanaswami Mudaliar was first elected president in 1940. Once again teachers in this state had expressed a desire that he should pre-

side over their deliberations. His election was not a question of teachers honouring him. His consent was an honour to the S.I.T.U.

Mr. J. G. Koil Pillai, President, Tanjore District Teachers' Guild, seconded the proposal and said that it was with great joy he did so. Dr. Lakshmanaswami Mudaliar was a world figure. He had done a lot for university teachers. The Report of the Secondary Education Commission over which he presided was the *magna carta* of teachers. He considered Dr. Lakshmanaswami Mudaliar as a true knight of the 20th century. He would request him to make the Government borrow, not steal (laughter) the money which was required to enable teachers to make both ends meet.

Mr. U. Kesava Rao of Mangalore supported the proposal.

Dr. Lakshmanaswami Mudaliar was garlanded and adorned with the presidential badge. He then delivered the presidential address (published elsewhere).

UNIVERSITY EDUCATION SECTION

Chairman : SRI A. SRINIVASARAGHAVAN
Convener : SRI E. N. SUBRAHMANYAM

Some of the problems of University education like the transition from the school to the university, the pre-university course and the three-year degree course were discussed at the University Education Section which met at the Sangheetha Mahal, Prof. A. Srinivasaraghavan, Principal, V.O.C. College, Tuticorin, presiding.

Prof. E. N. Subrahmanyam, Convener, welcoming the gathering, said that the task of university education in India to-day was the creation of informed and disciplined leadership of a civilised democracy.

The president, in his address, said that all was not well with University education and analysed the reasons for it. While not trying to shift the blame on secondary education, he deplored the poor quality of the material coming from the schools to the university and said that university teachers were not magicians who could produce bricks out of straw. He said that the problem was how to organize secondary education in such a way as to get the best type of students for the university. Referring to the Intermediate course, he said that the Intermediate course did not prepare anybody for anything and if the Intermediate were to be abolished the schools could prepare students much better for the university and at

the end of three years, the students could come out with informed minds and with capacity for clear thinking.

Mr. K. R. Chandrasekaran, lecturer in English in V.O.C. College, read a paper on "Transition from the school to university education". He pointed out that the problem in a nutshell, was the raising of the standards of mental equipment of pupils in high schools and paving the way for a better type of students to enter colleges and to achieve this end, one more year of study was to be added to the existing three-year course in high schools. He suggested that the third and the fourth year classes in high schools should be taught only by Masters of Arts in various subjects and that they should be offered the revised lecturers' scale now in vogue in colleges.

Prof. A. Rama Iyer, Principal of the Sri Narayana College, Quilon, observed that the three-year degree course had been recommended by the Secondary Education Commission and the University Education Commission and had also been accepted by the Inter-University Board and, therefore, there was no point in debating about the advisability or otherwise of the subject. He pleaded for a forward policy in university education in all states.

Mr. R. Srinivasa Iyengar, Retired Headmaster, Peelamedu, in his paper, suggested that the one-year pre-university course could be better spent in the high schools where the strength of the class did not exceed forty than in colleges where the strength of a section ran to more than a hundred students. The University Commission had wisely emphasized, he said, that before the age of maturity was reached for admission to the University, a boy or girl must stay under the formal discipline of a school and should be taught by the methods of the school and not by the methods of the University. He said that it was clear that the Intermediate examination should go and this reform should be immediately effected.

Mr. N. R. Kedari Rao, Retired Professor, said that nearly 80,000 students took the S.S.L.C. examination and out

of this fifty per cent was declared eligible for the university and quite a large number of them did go to the University and the problem was how to deal with this enormous number coming out to the university.

Mr. S. V. Purushotham Iyengar of Srivaikuntam said that the secondary school student who took his subject through the medium of regional languages found himself hopelessly at sea when he entered the University where the medium of instruction was English. He said that if the three-year degree course was to come in, there should be not a reform, but a revolution in schools.

Dr. A. L. Mudaliar, who was present, being requested to address, gave a lucid exposition of the recommendations of the Secondary Education Commission and the short-term and long-term plans envisaged in the Report. He said that in planning for the new organizational pattern of secondary education, it was obvious that for an interim period, some provisional adjustments would have to be made so that the change-over from the existing to the new pattern might take place without any serious dislocation. Before concluding, Dr. Mudaliar referred to Sir Philip Hartog's book on "the Examination of examinations" and said that that book showed how difficult it was to judge objectively the performance of candidates, and that was why the Commission had recommended the 5 point scale for marking. They could not recommend the abolition of existing examinations. Public confidence was necessary and when such confidence was built up by the headmasters, their decisions would be final and then they might abolish the external examinations altogether.

Winding up the proceedings, the President urged the need for more generous grants both from the Centre and the State for University Education.

Proposing a vote of thanks, the Con- vener put forward a novel suggestion that while English could continue to be the medium of instruction for the transition period, the regional languages could be made the media of examinations.

— SOCIAL STUDIES PRACTICAL RECORD BOOKS —

Not only cover adequately the Departmental syllabus but also conform to its spirit. They are not cram books but give scope for individual work. Pages are allotted for recording other activities of pupils, such as expression, participation in school and class functions, excursions, exhibitions, etc. Special drawing paper has been used for these books and the outline maps have all been drawn to scale. These books can be used with advantage along with whatever text-book is used in the class. The exercises can be begun at any part of the School Year.

“New Education” says :

“ The exercises lend scope for individual work. The exercises given in the volumes if completed will enable the pupils to acquire a thorough grasp of the subject.” (Sept., 1953)

“ To make this subject interesting and appealing to the pupils theoretical instruction needs to be followed by practical work. Suitable exercises such as Map Reading and Map making and new type tests are given in each volume. The completion of these exercises would certainly enable the pupils to understand the scope and content of the subject.” (December, 1953)

“South Indian Teacher” says :

“ have been nicely and carefully prepared in accordance with the Departmental syllabus and having the spirit in view. These are not cram books but give scope for individual work and if the activities are completed, the pupil will not only have a thorough grasp of the subject but also develop the activity of analysing the information acquired from class text-books and reference books ” (August, 1953)

Particulars of the Books

Book I for Form I	As. 10	Book IV for Form IV	As. 12
Book II for Form II	As. 11	Book V for Form V	As. 14
Book III for Form III	As. 12	Book VI for Form VI	As. 14

*Available in Tamil, Telugu, Malayalam and Kannada
Books 4—6 available in English also.*

SECONDARY AND TECHNICAL EDUCATION SECTION

Chairman : SRI M. P. H. ALBERT

Convener : SRI M. RAJAH IYER.

The Secondary and Technical Education Section Conference was held at 8 a.m. on Thursday the 27th May, 1954 with Sri M. P. H. Albert, Principal, Bishop Heber High School, Trichinopoly, in the chair. (Chairman's Address published elsewhere.)

“MULTI-PURPOSE SCHOOLS”

Sri T. P. Srinivasavaradan, Secretary, S.I.T.U. initiating a discussion on “Multi-purpose Schools”, pointed out that upto the age of 14, students with a variety of talents would be seeking education; hence there should be no longer “Single-track” Schools. Diversified courses had become necessary. The Secondary Education Commission recommended a four year higher secondary school course, the diversified courses beginning from the second year of that course. He stressed that professional courses should not be considered something inferior to the so-called “academic” course. Pupils should be helped to select one of the courses with due regard to their mental interests and talents.

Whereas unilateral schools could be started in a place where the pupils had some occupationed needs, multi-purpose schools should not be of the same pattern. Our rural schools should be Agricultural Schools. Those who completed the diversified courses should be given opportunities to take up higher specialised courses in polytechnics or technological institutes.

Many schools that had started these courses closed them due to lack of adequate aid from Government. He hoped that the Government would come forward with liberal grants.

Sri M. R. Srinivasan of Madurai referred to the difficulties of giving proper advice to immature pupils about the choice of the courses. Sri R. Subra-

mania Iyer of Nagapattinam pointed out the need for tests as in Western countries to decide the aptitude of pupils. Sri G. Krishnamurthy, M.L.C., said that our society was multi-purposed and there was no need for schools to become mere factories, but crafts and skills could be learnt from the masons, the farmers and the like, for whose genius our country is famous.

THE EDUCATION OF CHARACTER

The Rev. D. Thambuswami of Madras pointed out glaring instances of lack of individual and group discipline, and stressed on the responsibility of teachers to train pupils. Positive virtues like truthfulness, honesty etc., should be fostered. He regretted that the Report of the Secondary Education Commission had put religious instruction in cold storage and pleaded for a more courageous lead. He considered the kind of character training imparted by the N.C.C. to be regimental rather than constructive.

Sri S. Srinivasan of Katpadi asked two questions “Is it our business to train character and does the present system offer any scope for it? and he answered them with an emphatic “Yes”. Sri S. S. Ramaswami Sastri of Trivellore and Sri A. V. Rengachari of Dalmiapuram took part in the discussion. A paper sent by Sri I. D. Asirvatham of Madras was also read.

EXAMINATION AND EVALUATION

Sri M. Rajah Iyer of Ramnad, initiating a discussion on “Examination and Evaluation” pointed out that the position to-day was as bad as it was in 1937 when the Zakir Huzain Committee condemned the baneful influence of examination. A single external examination should not be permitted any more to dominate education but school records also should be taken into account in deciding eligibility for other courses. He referred to the advantages of the New Type Tests and their limitations and pleaded for a continuation of a

blending of both as at present. He pleaded for the system of grading in preference to awarding marks on a percentile scale as at present. In order to enable teachers to understand the new educational psychology and to equip themselves with the proper technique of examination and evaluation, he considered refresher courses to be essential. Sri S. Ramaswami Sastri of Trivellore said that internal tests in schools had an important place in education. Sri A. Shanmugasundaram of Tanjore pleaded for uniform rules of promotion in all schools in the same place. Sri S. V. Purushothama Iyengar of Srivaikuntam pointed out the difficulties in the maintenance of cumulative records and preferred a single external examination to any weight being attached to unreliable internal tests.

THE NEW SECONDARY EDUCATION PATTERN

Prof. A. Srinivasa Raghavan of Tuticorin initiating a discussion on "The New Organizational Pattern of Secondary Education" commended the ideology of the New Scheme. From the point of view of Socio-political-economic considerations, education preparing pupils for society, a diversified course of education became indispensable for society. Things could not be left to take care of themselves in the hope that nature would set right matters, but formal education was quite necessary. There might be financial difficulties to begin with, but they could not be an argument against the scheme. He pointed out that the pattern was not rigid, but allowed for change-over if necessary.

Sri R. Ramakrishnan of Tirupalathurai said that the present-day schools were not true homes of education but were only notorial institutions. He considered residential schools to be the best, especially those with a Maha Acharya at the head and with a band of devoted assistants. In such institutions every activity of the pupil from mere muscular motion to mystic meditation could receive attention, Residential Day Schools were the next best,

and without any difficulty or cost, the existing schools could convert themselves into such schools.

The Rev. D. Thambusami of Madras pointed out the need for nursery schools, residential schools and the Higher Secondary Schools. Sri S. N. Adinathan of Srivaikuntam referred to the salient features of the New Pattern. Sri R. Kuppanna Rao of Manalmedu deplored the plight of Hindi Pandits and the unimportant place assigned to Hindi. Sri Avadanar of Tanjore took exception to the term "Multi-purpose Schools", and said that every school should be a "Single-purpose School" with multi-purpose courses.

The Chairman in his concluding remarks emphasised that the function of a school was to reconcile differences and gave practical suggestions as to how the sports field could help teachers in their glorious task of reconciliation.

With a vote of thanks proposed by Sri M. Rajah Iyer, Convener of the Section, the Conference ended at 12 noon.

Approved by all the State-Governments

EDUCATIONAL INDIA

Edited by

Prof. M. VENKATARANGAIYA, M.A

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BASIC EDUCATION SECTION

Chairman : SRI R. SRINIVASA IYENGAR

Convener : MRS. SARASVATHY

SRINIVASAN

At the outset, Sri T. P. Srinivasavardan, Secretary, S.I.T.U. welcomed the Chairman and other delegates attending the conference and proposed Sri R. Srinivasa Iyengar as Chairman. Sri Kothari Rao seconded the proposal. (Chairman's Address published elsewhere.)

In initiating the discussion on the curriculum of studies Mrs. Sarasvathy Srinivasan, the Convener said that in accordance with the wishes of the Educational Conference held at Mangalore last year on the modified scheme of elementary education, if the Government had desisted from the introduction of the modified scheme and introduced Basic Education in the first two grades, the results would have been remarkable. She explained that the present scheme of elementary education had resulted in the educated unemployed and that the scheme of Basic Education would be a kind of insurance against unemployment. She described Basic Education as education for life and stated that the objectives were :

- (1) All boys and girls should grow up as citizens of a new social order based on co-operative work and with an understanding of their rights and responsibilities and obligations in such a society ; and
- (2) Every individual child should have full opportunity for the balanced and harmonious development of all his faculties and should acquire the capacity for self-reliance in every aspect of a clean, healthy and cultured life.

She further explained that Basic Education was centred round 5 activities which were fundamental for life and

offered the richest educational opportunity. They were :

- (1) Practice of clean and healthy living, (2) the practice of self-reliance, (3) the practice of a productive basic craft, (4) the practice of citizenship in a community, and (5) the practice of recreational and cultural activities.

The different subjects in a Basic school were correlated and thus teaching and learning were made more impressive. Lessons taught through activities related to life produced good results. Then she explained the different stages in Basic Education : Pre-basic Education for children under 7 years, corresponding to the Nursery School, Basic Education for a period of 8 years, and Post-Basic and Universal stage of Nai Talim.

She requested the participants to confine the discussions to the curriculum of studies and offer constructive criticism without any political and party bias.

Then Sri S. Natarajan, President of the S.I.T.U., explained that the present system of elementary education required a change as neither the community nor the teachers themselves were satisfied at the results of the Elementary education of the present day. He advocated the policy of education through activities as enunciated by Gandhiji and recommended the scheme of Basic Education.

Sri K. Arunachalam of Sri Ramakrishna Vidyalyaya explained in detail the growth of Basic Education as conceived by Mahatma Gandhi. Children of Basic school could be taught efficiently by practical activities through concrete life situations relating to the child's social and physical environment and whatever the child learnt became assimilated into his growing personality instead of being a mere collection of unrelated facts having no direct bearing on children's ex-

perience. Basic education dealt with the day-to-day work that a child did. It depended more on the life he lived and the method and the manner in which he was guided to work in a scientific and correct way and to live his life in a healthy, cheerful way than on what he was taught or made to learn without actual experience. He concluded that Basic Education would be introduced stage by stage as and when teachers were trained.

Sri N. S. Venkateswaran from Mangargudi pleaded for the introduction of Basic Education in all the schools.

Miss Rajendran complained that the want of text-books in basic schools affected the efficiency of teaching and education. On the other hand Mr. Sundararajan of Karaikudy said that in the lower classes text-books were not ne-

cessary and teaching aids prepared by him were more useful than text-books. He added that any committee appointed to study the syllabus and make a change in elementary education should include the representatives of Elementary School teachers who are actually coming into contact with children. He quoted his experience in the elementary school in Karaikudy Municipality and requested all the teachers to take interest in teaching methods as he had done.

The Convener answered the point raised by Miss Rajendran about the absence of text-books and explained that instead of confining to a particular text-book basic education teachers could consult books in their library and prepare booklets suitable for teaching.

With a vote of thanks by the Convener the sessions came to a close.

ADMINISTRATION, ORGANISATION AND TEACHER EDUCATION SECTION

Chairman : SRI U. KESHAV RAO.

Convener : JANAB C. M. FAZALUR
RAHMAN.

The sectional conference on Organisation, Administration and Teacher Education was held on 28—5—1954 at 10 a.m. Sri U. Keshav Rao, B.A., L.T., Headmaster, Canara High School, Urva, Mangalore, presided.

Janab C. M. Fazlur Rahman, B.A., B.T., Headmaster, Islamiah High School, Perambur, and Convener of the section, welcoming the delegates said that the topics for discussion have been carefully selected and that the deliberations of the conference on the problems of Organisation, Administration and Teacher Education are bound to have immense effect on the future set up of educational organisation.

The Chairman in his introductory speech said that the discussions and deliberations in the sectional confer-

ences only suggest trails of thoughts in the minds of the participants. He called 'inspection' a hide-and-seek game and said that the Educational Officer is the key man in any scheme for educational progress. He referred to the recommendations of the Secondary Education Commission in respect of inspection and said that they should be implemented. The inspector, he said, should inspire the teachers and not frighten them. He also deprecated over-centralisation in the educational set up, and said that Rules and Regulations have so undermined the status of the Headmaster that education in the real sense is rendered well-nigh impossible. He also stressed the need to educate through all the senses and said that we should try to integrate all the audio-visual aids available, with every day work in the class room. He regretted on the absence of suitable educational films. Properly organized physical education is very necessary as only with tingling health of the body, can a

man rise to the highest possibilities of life. Speaking on Teacher Training, the Chairman said that, as teaching methods have to be dynamic and therefore changing, there should necessarily be periodic refresher courses acquainting the teachers with the latest methods of teaching. Speaking on the financing of education, he said money must be found and invested liberally on buildings, equipment, midday meals, gymnasias, workshops, laboratories, hobbies and medical service.

Sri T. P. Srinivasavaradhan, B.A., L.T., Headmaster, Hindu High School, Triplicane and General Secretary, S.I.T.U., initiated a discussion on the Administration of Special Fees and Financing of Education. Speaking on the Administration of Special Fees, he traced how within the course of four years it has become so very complicated and difficult. Before 1950 Special Fees were collected and usually appropriated to the General Funds. The Department, therefore, framed rigid rules, the rigidity increasing year by year. He also explained very lucidly how the auditors create problems by raising a series of objections in the administration of the funds. He also very emphatically brought out the anomalies consequent upon the introduction of the latest rules governing the administration of the Special Fee funds: for example, while the balances could be carried over to the next year, the liabilities could not be! While the Headmasters are responsible for the administration of the funds the managements are to be punished, if there are large unspent balances by cutting those amounts from the grants. He said that suspicion of the Headmasters should be given up. He also objected to the language used in the audit reports where the Headmasters are 'instructed' and not 'requested'. He suggested that a conference of the Headmasters of the State might be convened to discuss these problems faced by them and make suitable representations to the authorities.

On the Financing of Education, Sri Srinivasavaradhan said that there is



The Secretary, S.I.T.U. receiving the Education Minister.

urgent need to revise the grant-in-aid code. The 2/3 grants are not, he said, really given. He also pointed out the tendency to disallow as many items as possible under some pretext or other. He deplored the varying interpretations given to the rules and particularly to rule 92 M.E.R. He particularly deplored the demand by the auditors to see the answer papers of pupils who write the competitive tests for the fee concession under 32 grant-in-aid code.

For the construction of school buildings, he said that liberal grants should be given and so also for equipment. In reply to the plea of lack of funds he said that public loans should be raised. He also said that for the success of the Diversified courses liberal aid should be forthcoming.

Janab N. M. Yahya Sahib, B.A., B.T., Headmaster, Mazharul Uloom High School, Ambur, read a paper on 'Inspection'. He emphasised the need for inspection but said that the system

must have to be revised. He took a critical view of the system now in vogue and enumerated the responsibilities of the Inspector. He said that after inspection the Inspecting Officer should discuss with the teachers the defects found and guide them. He also deplored the fact that every inspector came with a new fad which he tried to enforce. The teacher, he said, should be allowed the freedom to experiment. He then dealt with the problems of selection of inspectors.

Sri V. B. Murthy, M.A., President of the S.I.T.U. Protection Fund, spoke on "Teacher Training and Improvement of Service Conditions." Hoping that in the next five-year plan there will be liberal provision for education, he gave an idea of the problems we have to face in any scheme of Educational Expansion. The problem of continuous supply of properly trained and equipped teachers is of very great importance and this is impossible of solution unless and until service conditions are adequately improved in the near future. He suggested a few improvements in the service conditions and stressed the need for an early implementation of the suggestions of the Secondary Education Commission in this regard.

Sri T. V. Arumugam, M.A., L.T., Headmaster, M.D.T. Hindu College High School, Tirunelveli, read a paper on "Audio-Visual Aids to Education". After explaining what the Audio-Visual Aids are and why they are necessary, he classified them into: The Black Board, the unprojected picture, diagram etc., projected still picture, the motion picture, specimens and models, school trips and excursions, dramatic participation, the radio etc. He very clearly explained the importance and usefulness of each one of them. He concluded by stressing the fact that the use of visual aids should not be allowed to develop passive receptivity in the pupils but that the pupils' interest should be stimulated through discussions and questions etc.

Sri A. M. Kanniappa Mudaliar, B.A., L.T., Headmaster, Pachaiappa's High

School, Kancheepuram, speaking on the Organization of Physical Education said that the three-fold objective of Physical Education should be to make the pupil physically active, mentally alert, and morally elevated. He said that group activities should be designed to promote proper attitudes among the pupils. As Physical Education is the best means suited to the physical, mental and moral growth of children, he said that it should be given priority over all other activities lately introduced. He appreciated the interest evinced by the Government in imparting physical education but said that, in their enthusiasm, they overdo certain things. He deplored the emphasis of the Department for the maintenance of a number of records which he called as unnecessary. He urged for better scales of pay to the Physical Education Teachers and said they should be treated on par with graduate teachers.

The following speakers also participated in the discussions and made valuable suggestions. Sri C. Renganatha Iyengar, M.A., L.T., Journal Secretary, S.I.T.U., speaking on the Administration of Special Fees Funds criticised the manner in which they are being administered now and suggested the creation of a Trust Board consisting of the Headmaster, representatives of the pupils' parents and management. Sri A. S. Narayan, B.A., L.T., Palghat, speaking on Inspection, emphasised the need for better contact between the Inspector and the Teacher and to take away the audit work from the Inspector. Sri Antoniswamy, M.A., L.T., Headmaster, Municipal High School, Karaikudi, insisted on medical inspection before imparting physical education. He explained how properly organised physical education programmes can help in promoting breadth of outlook and citizenship traits in the pupils. Sri L. Mariapragasam, B.A., L.T., Treasurer, S.I.T.U., gave an account of the grievances of the teachers and said that any further delay in the improvement of service conditions of teachers will only accentuate the sense of frustration with consequent harmful results. Sri S. Subba Rao, B.A., L.T., Salem, explain-

ed in brief the practical difficulties in organizing audio-visual education programmes. He pleaded for the revival of the scheme of private exhibitors giving shows in schools particularly in non-electrified areas. He also said that the 'listening-in' hour should be brought effectively in the time-table.

The Chairman, in his concluding remarks, spoke highly of the valuable contributions by the speakers and thanked them.

The Convener, after a brief speech touching upon all the problems discussed, thanked the Chairman, speakers and the delegates and the Conference concluded at 12-50 p.m.

Sri D. V. Trivedi, expert instructor in indigenous games, Y.M.C.A. College of Physical Education, Saidapet, gave a demonstration of Asanas in the afternoon under the auspices of this section.

• Report on the Discussion-Group of Delegates of the
Annual Conference of the South India Teachers' Union
at Tanjavur, 27th May 1954.

Subject : "Radio in Education"

About 15 delegates had offered to take part in the discussion. Actually about 45 delegates attended the meeting. Most of them were Headmasters of High Schools and represented a cross-section of the listening schools of this State.

Proposed by the President of the S.I.T.U., Fr. Balam of St. Joseph's College, Tiruchi, took the chair. The Chairman opened the discussion with a few remarks on the utilisation of modern aids to teaching among which the radio occupied an important place.

Mr. Theodore of A.I.R., Tiruchi, was kind enough to deputise for Mr. Rangachari of A.I.R., Madras, who could not come to Tanjavur on account of indisposition. Mr. Theodore explained at length the purpose of the Educational Broadcasts of A.I.R. and briefly indicated the progress made in this respect since 1939.

Then followed a general discussion of the four points suggested by the

chairman, namely: The Subjects Broadcast, The Talker and his Method, The Problems of Planned Listening and The Role of the Teacher. About a dozen delegates expressed their opinions in some detail while many others contributed briefly to the discussion. Though originally the meeting was to last only one hour, the interest was so great that the chairman could bring the meeting to a close only at the end of two full hours.

The following observations made during the discussion and generally accepted by those present, are here recorded :—

- (i) The English Broadcasts to High Schools should be simpler in language and content, if they are to benefit V and VI Form students. A weekly or fortnightly Quiz programme, so justly popular in College Educational Programme, may be introduced.

- (ii) The talkers in Tamil Language and Literature should be trained by suitable rehearsal, to achieve effective, bright and intimate delivery, as at present they are generally monotonous.
- (iii) It is desirable to prefer for School Broadcasts persons teaching in High Schools. College lecturers are usually unaware of the vocabulary limitations of V and IV Form students. Many schools have not yet had a chance to send to the mike teachers or students.
- (iv) An exhaustive discussion revealed that a planned listening was a complete success only in those schools that had a 'speaker' in each class room wired to a central receiver through an amplifier. Financial aspect of this, may be put before D.P.I.
- (v) In a series of talks, a choice may be given to the talker to select the talk that he feels best competent to prepare, before a formal contract is sent to him for signature.
- (vi) No helpful suggestion was forthcoming to solve the difficulty of the time of Middle School programme. From 12 noon these children are hungry and listless, or in some places actually taking their lunch about 12-30.
- In giving a resume of the discussion, the chairman stressed on the great importance of the teacher at every stage of the Educational Broadcasts, in planning, production, listening and follow-up work. With a vote of thanks from the President of S.I.T.U., the meeting ended.

SECOND GENERAL SESSION

RESOLUTIONS PASSED

OLD AGE PROVISION

Resolutions 1 to 5—

1. This Conference requests the State Government to take over the administration of the Provident Fund Contribution and allow the same rate of interest which employees under Local Bodies get for their contributions. This Conference expresses its regret at the cancellation of the G.O. permitting teachers in aided institutions to contribute upto 2½ annas in the rupee, and urges the Government to restore the G.O. and issue orders for implementing it.

2. This Conference is of the view that for the quick closure of Provident

Fund accounts and for enabling subscribers to divert a part of their contributions towards payment of insurance premia, the Government's contribution should be made at the end of each financial year.

3. This Conference requests the Managements of aided institutions to increase their rate of contributions, as the Provident Fund is too meagre a provision for old age.

4. This Conference is firmly of opinion that provision for pension must be made by the Government for teachers employed in local bodies and under aided managements. While expressing its thanks to a few managements that are giving pension to its retired em-

ployees, this Conference appeals to all Managements to take steps to institute a pension scheme for their employees.

5. *This Conference requests the Government to make it compulsory for every teacher to take a life insurance policy.*

Moving the five resolutions concerning old age provision for teachers, Mr. T. P. Srinivasavaradan, Secretary, S.I.T.U., said that the resolutions requested the State Government to take over the Provident Fund of teachers. At the present time the Provident Funds of teachers in aided institutions were deposited in the Savings Bank of post-offices and the rate of interest paid was very low. So they requested the State Government to take over the amounts and pay teachers the same rate of interest as was paid to teachers under local bodies. There were no difficulties in the way of adopting this procedure. Only the Government should have the willingness to do so. The third resolution requested managements to increase their part of the contribution. At the present time some managements contributed half an anna in the rupee, others three-quarters of an anna and still others one anna. Many managements had surpluses and hence this request to them to increase their contribution for the benefit of teachers who were left without sufficient old age provision. The fourth resolution requested the Government to make provision for pension to teachers in aided and local body schools. The Provident Fund amounts to the credit of the teachers in these services were very meagre and hence this request. The last resolution on this subject was about insurance. He hoped that these reasonable requests would be granted.

Mr. S. Srinivasan (Katpadi) seconding the resolution said that no less an authority than the Secondary Education Commission had remarked that the position of teachers was far from satisfactory. It had become worse in recent years. The Commission had also pointed out that the salaries of teachers com-

pared unfavourably with those of other employees in similar positions. For example, the Deputy Inspector in the education department and the Tahsildar in the revenue department operated in the same area, but the salary and status of the Deputy Inspector was lower. The public, therefore, thought that the teacher's work was inferior. The status of the teacher would certainly rise if he was given a pension. As regards the Provident Fund, in most cases, amounts had to be borrowed and when teachers retired, there was practically no saving left. Therefore pension was necessary for teachers.

Mr. G. Krishnamurthy, M.L.C. who spoke next, remarked that the resolutions were not properly worded. They did not express correctly the opinion of the general body. It was a surprise to him to find that managements were asked to give pensions to teachers. Had they not all along been insisting that it was the responsibility of the Government? There was also in one resolution an expression of thanks to managements which gave pension to teachers. He would like to know how many managements were giving pension to teachers. Those that did could be counted on one's fingers. Again, was the amount given as pension by managements worthy of being taken note of by a provincial conference? They must remember that these resolutions referred to not only teachers in secondary schools, but also teachers in elementary schools. While many managements of elementary schools were complaining that they had deficit budgets, how many of them would come forward to give pensions, he asked.

Replying to the points raised by Mr. Krishnamurthy, Mr. T. P. Srinivasavaradan said that a careful study of the resolutions would show that the requests were addressed to the Government; so there was no point in Mr. Krishnamurthy's criticism.

One member supported Mr. Krishnamurthy and referred to his work in the Council for the cause of teachers.

Prof. A. Srinivasaraghavan (Tuticorin) speaking in Tamil refuted the arguments of Mr. Krishnamurthy against the wording of the resolutions. At the present time managements were not compelled to pay pensions to their teachers. If, out of their own free will, some managements came forward to pay pension, however small the amount might be, was it not their duty to express their thanks to such managements? What was wrong in thanking them, he asked. Let them remember that Mr. Krishnamurthy did not present any scheme of pension for teachers to Government. Mr. Krishnamurthy posed as the friend of elementary school teachers. The speaker and many others, who, though they belonged to a higher category, were still teachers and continued to be ardent fighters for the cause of elementary school teachers. More than individuals, the S.I.T.U. was fighting for them. The resolutions were passed by a majority.

HOUSE RENT AND DEARNESS ALLOWANCE

Resolution 6. This Conference reiterates the resolution passed in previous years requesting that teachers of all cadres under all Managements be given Dearness Allowance and House Rent Allowance both at rates applicable to employees of the Central Government.

Mr. J. G. Koil Pillai (President, Tanjore District Teachers' Guild) moving the resolution traced the different stages by which the present rates of dearness allowance were obtained by teachers. Pleading for the enhancement of D.A. to the rates of the Central Government, he said that teachers were unable to make both ends meet. Their condition was most pathetic. The grant of this request would be of some relief. Only the child that cried would get the milk and so teachers must continue to press the demand till they got what they wanted.

Mr. A. K. Sitaraman (Madras) seconded the resolution. He said that the Madras Teachers' Guild went on deputation thrice. The Government

said that they would consider, but time passed and their request had not been granted. This was a concession which in justice should be granted to all teachers irrespective of the managements.

AGE OF RETIREMENT

Resolution 7. This Conference requests that the age of retirement of all grades of teachers under all Managements including Government be fixed at Sixty.

Prof. A. Srinivasaraghavan moved the resolution and said that no speech was necessary in commending it to the acceptance of the house. The resolution was carried. Sri S. S. Avadhaniar alone opposing it.

NEW ORGANISATIONAL PATTERN OF SECONDARY EDUCATION

Resolution 8. This Conference recommends to the State Government the lengthening of the High School course to seven years, as recommended by the Secondary Education Commission.

Resolution 9. This Conference is of the view that multi-purpose schools should be started wherever possible and the Governments, both Central and State, should give liberal grants for the starting of such schools.

Mr. T. P. Srinivasavaradhan moved the two resolutions. He said that the points in favour of the resolutions had been thoroughly discussed and he hoped that the house would pass them unanimously. Mr. M. Rajah Iyer (Ramnad) seconded. Messrs. S. S. Avadhaniar (Tanjore) and S. V. Purushothaman (Srivaikuntam) opposed the resolution. The latter said that all schools should not be compelled to have the seventh year class. He favoured the diversion of pupils to polytechnics and technical schools at the end of the fourth form. The resolutions were carried by a large majority.

Resolution 10. This Conference is of opinion that the Training Colleges and Institutions and the Universities should, as a normal part of their work, arrange for Refresher Courses and short intensive courses in special subjects.

Miss Chinnappa (Tanjore) moved the resolution and said that refresher courses were necessary; because teachers had not the time to read and keep in touch with the latest developments in methods of education. Mr. T. P. Srinivasavaradhan seconded. The resolution was carried unanimously.

Resolution 11. This Conference is of opinion that as the existing facilities for training are inadequate, the Government should take steps to increase them by the opening of new Colleges where necessary, by increasing the seats in the existing colleges and by giving aid to private bodies that start such institutions. For healthy growth of children in urban areas, public-owned open spaces must be reserved to be used by children as playground and parks.

Mr. K. M. Sundaram (Kalladakurichi) moving the resolution said that there was a good dearth of Physical Education Teachers. From the advertisements in the newspapers they could understand that almost all schools were in need of them. There were only two training colleges in the State. The resolution requested Government to open more colleges and to give grants to such colleges as were started by private agencies. The need for playgrounds was also stressed in the resolution. Fresh air was necessary for the health of children and this could be obtained by the provision of more playgrounds. The resolution was carried unanimously.

Resolution 12. This Conference, while thanking the Government for extending the educational fee concession further to the children of permanent clerks and super-annuated teachers who have been re-employed, requests the Government to extend this concession

to college teachers and to servants attached to educational institutions.

Mr. A. S. Narayanan (Palghat) moving the resolution said that this was a non-controversial subject. The principle of giving concession had been recognised. The resolution only asked for the extension of the existing concession. Mr. S. V. Purushothaman seconded the resolution. He said that pupils in colleges also should be given the concession.

Resolution 13. This Conference requests the Government that in schools which are more than 750 strong, one or more clerks, as the case may be, should be put on upper division scale. In as much as the volume of work has considerably increased in recent years, this Conference requests that permission may be accorded to schools to increase their office establishment.

Mr. Fazlur Rahman (Pernambut) moved the resolution and said that clerical work in schools had increased to such an extent that headmasters had little time to attend to the teaching part of their duties. In fact headmasters could rightly be described as 'glorified clerks'. In order to enable the headmaster to keep abreast of the times and be a real educator, he should be relieved of much of his clerical work by the appointment of more clerks. Mr. T. P. Srinivasavaradhan seconded the resolution which was passed none opposing it.

Resolution 14. This Conference is of the view that trained librarians should be provided in all Secondary Schools and all teachers should be given some training in the basic principles of library work in the Training Colleges and Schools as well as through Refresher Course.

Moving the resolution Sri S. Subba Rao, L.F. High School, Salem, said that there were no librarians in most schools. The work of the library was entrusted to Sanskrit Pundits or Physical Training Instructors, or to anybody who had less

teaching work than others. In order that libraries might be useful, librarians must be trained and be able to guide pupils in their studies. The appointment of trained librarians was an absolute necessity and he requested the Conference to accept the resolution. Mr. T. P. Srinivasavaradhan seconded. The resolution was carried unanimously.

Resolution 15. This Conference is of the view that in the case of Training Schools which charge no fees, the full net cost should be met by the Government.

Mr. T. P. Srinivasavaradhan moved and Mr. H. Visveswaran (Ambasamudram) seconded the resolution which was carried unanimously.

Resolution 16. In view of the importance of providing free compulsory education for all atleast upto the age of 14, this Conference is of the opinion that problems of elementary education, such as, agency, control, finance and supervision and the scheme of studies require a very careful study and urges upon the Government of India to appoint a special Commission to study these problems with a view to advising the State Governments on the measures to be taken to fulfil Article 45 of the Constitution in the shortest time possible.

This Conference is further of the view that the Central Government should treat extension of primary education as an essential part of the National Extension Service and assist the States with liberal financial aid towards Primary Education.

Mr. H. Visveswaran moved the resolution and referred to the speech of the Hon'ble Minister for Education in the morning. The Constitution had committed the Central Government to the policy of free and compulsory education and the question as to how this policy would be implemented had to be examined by a commission. The resolution was passed.

ADMINISTRATION OF SPECIAL FEES

Resolution 17. Fully realising that extra-curricular activities play an important part along with curricular activities in promoting the personality of a pupil, the Department of Education enabled the institutions, to spend the amounts for the objects for which they were collected and directed the formation of committees. At the time when the communication was received it was thought that the heads of institutions would have a reasonable measure of freedom to organise such activities. But the rules framed and their interpretation have imposed very severe restrictions and limitations in the administration of special fees. It has become vexatious when retrospective effect is sought to be given to the rules and when the action of the heads of schools is described as irregular and improper, thereby causing misunderstanding and unhappy relationship between the heads of institutions and managements. This Conference further notes with concern that the irksome and unreasonable restrictions are causing hesitation on the part of the heads of schools to organise extra-curricular activities and incur expenditure therefor. This Conference therefore is of the view that the time has come for the Government to revise their rules so as to facilitate the effective organisation of practical activities both curricular and extra-curricular within the limits of their budget provision, for the benefit of the pupils.

Mr. T. P. Srinivasavaradhan moved the resolution and said that it was self-explanatory. If the rules relating to the administration of special fees were strictly followed, no extra-curricular activities were possible. He commended the resolution for the acceptance of the house. Mr. J. Amaldas (Mannargudi) seconding the resolution said that there was frustration at every step in the administration of the funds. Mr. G. Krishnamurthy wanted to know what exactly were the difficulties. Mr. T. P. Srinivasavaradhan said that the bona fides of the headmaster were questioned and he gave many examples

to show how vexatious were the severe restrictions. The resolution was carried.

Resolution 18. This Conference is glad to note that the Government had agreed that there should be no discrimination as between teachers in aided elementary schools and those in aided Secondary Schools and Colleges, in the matter of election. This Conference, however, feels that in removing a disability the Government have imposed conditions which in effect denied to all teachers the right to stand for election. This Conference resolves to request the Government to modify the G.O. No. 1557, Edn., dated 30th June, 1953 deleting the conditions and suggests that the G.O. No. 664, Edn., dated 15th April, 1940 which permitted teachers in aided secondary schools and Colleges to stand for election may be made applicable to teachers in aided elementary schools also.

Moved by Mr. S. Natarajan (President, S.I.T.U.) and seconded by Mr. T. P. Srinivasavaradhan (Secretary, S. I. T. U.) the resolution was passed unanimously.

Resolution 19. Considering the amendments to Rules 98 (b) and 154 of the Madras Educational Rules, this Conference feels that the amendment to Rules 98 (b) which includes teachers along with Headmasters would seriously jeopardise the service conditions of teachers who are serving under a contract with the management, as the contract already provides for action to be taken for negligence and irregularity. By this amendment the Department instead of being an appellate authority to ensure the proper working of the contract assumes the role of a prosecutor. Further the amendment confers drastic powers, such as suspension and dismissal, on the educational officers for all offences that might easily be brought under the vague expressions, 'negligence' and 'irregularities'. The amendment to Rule 154 is equally arbitrary and uncalled for, and in practice, would render it difficult for any teacher to pursue his vocation in peace. This Conference therefore urges upon the

Government to keep the amendments in abeyance and have the question carefully examined.

Sri T. P. Srinivasavaradan moving the resolution referred to the amendment to Rule 98 (b) and said that the teacher was also sought to be punished for 'negligence and irregularity'. He explained the genesis of the G.O. and remarked that the cancellation of certificates could not be applied to some categories of teachers like pundits. The effect of the amendment would be that inspecting authorities could pass orders punishing a teacher without the knowledge of the headmaster or the management. In case a teacher was unjustly punished by the management an appeal would lie with the department; but if the department itself punished the teacher, to whom could he appeal, he asked. He pointed out the dangers of victimisation of the teacher if the amendment was given effect to. The amendment was legally opposed to the contract entered into by the teacher and the management. The Subjects Committee, Sri Srinivasavaradan said had discussed the question for more than two hours and he requested the delegates to pass the resolution.

Mr. S. Natarajan (President, S.I.T.U.) added that 'negligence and irregularity' might include anything. Coming late one day or the non-correction of composition note-books in a week might be punished by an officer of the Government who had no daily contact with the teacher, but lived far away.

The resolution was passed unanimously.

Resolution 20. This Conference is of the view that in the interest of sound educational progress provision should be made for research in education in Universities and in Training Colleges and aid should be given to organisations doing research work in education and calls upon the South India Teachers' Union to organise at an early date the S. I. T. U. Council of Educational Research.

The Resolution was moved from the chair and it was carried unanimously.

Resolution 21. This Conference while reiterating its previous resolution on the question of salary desires to bring to the notice of the Government the considerable dissatisfaction among the members of the different grades of the teaching profession. The recommendations made by the various committees appointed by the Central Government have not been given effect to. The Central Advisory Board of Education and the Secondary Education Commission have drawn pointed attention to the urgent necessity of revising the scales of salaries of teachers. Ministers have on many occasions admitted that the scales of salaries should be revised. The Secondary Education Commission has further pointed out that there is no justification for variation in the scales of salaries of teachers working in government schools and in schools conducted by local bodies and private agencies, and that all those who have similar qualifications and undertake similar responsibilities should be treated on a par in the matter of salary irrespective of the agency under which they are serving. This Conference therefore urges the Government, to give effect to the following scales, to start with, recommended by the 42nd State Educational Conference held at Peelamedu :—

Colleges

Principal—Rs. 600—25—800.

Professors—Rs. 300—20—600.

Lecturers—Rs. 200—10—350.

Demonstrators and

Tutors—Rs. 100—10—200.

Plus an allowance of Rs. 20 for Honours men of Class I or II.

High Schools

Headmasters—Rs. 250—15—400.

Assistants—

Grade A—Rs. 100—10—300.

(B.Ed. ; B.T., or L.T. and specialist teachers with qualifications prescribed for teaching in high schools.)

Grade B—Rs. 70—5—150.

(Secondary Grade Trained Teachers and others with qualifications prescribed for teaching in Forms I to III of Secondary Schools or Standards VI to VIII of Higher Ely. Schools.)

(An allowance of Rs. 10 to be paid for higher academic and professional qualifications, say, passing an intermediate.)

Grade C—Rs. 50—2—90.

(Higher Grade Trained Teachers and others with qualifications prescribed for teaching in Classes I to V in Elementary Schools.)

In big institutions post of responsibility should be created for two purposes :—(1) To relieve Principals and Headmasters of a certain amount of routine administrative responsibility ; and (2) to act as a further incentive to the more ambitious type of teachers. To teachers holding such posts, in addition to their pay, an allowance may be paid.

Moving the resolution Mr. E. H. Parameswaran, M.L.C., said that the Public and Government were aware that it was difficult to get teachers for the present scales of salaries. Good teachers were leaving the profession. In 1951 the S.I.T.U. convened a special conference of the Presidents and Secretaries of District Teachers' Guilds and after careful consideration the above scales of salaries were suggested. They had been pressing again and again on Government to give effect to these scales. The Executive of the S.I.T.U. had also represented to Government that if the present deplorable conditions were allowed to continue, the S.I.T.U. would find it impossible to keep the morale of the profession. Such was the serious notice which the Executive took about the situation. The Hon'ble Minister for Education, Mr. Madhava Menon, said

that Government were seriously considering the revision of salaries. When there was a change in the Ministry and the Hon'ble Mr. A. B. Shetty became minister, an assurance was given that the scales of secondary grade teachers would be raised. But when the Rajagopalachari Ministry came into office, it was stated in the legislature that it was impossible to keep the promise of the previous minister. If Government were unable to pay elementary school teachers the very modest salary of Rs. 50 per month, they might as well say that they were unable to carry on. The

position of teachers had not improved since we got independence. They were not given even the rights which they enjoyed under the British Government.

Sri E. N. Subrahmanyam (Madanapalle) seconded the resolution and quoted Sir Maurice Gwyer and the Sargent Report. If Indian children were to be taught well, India should pay her teachers properly. Otherwise we should be prepared to take a place of inferiority in the society of nations.

The resolution was passed unanimously.

PRESIDENTS' CONCLUDING ADDRESS

Mr. S. Natarajan, President, S.I.T.U. who presided in the absence of Dr. Lakshmanaswami Mudaliar, in his concluding speech said that the Conference was an epoch-making one. They had Dr. Lakshmanaswami Mudaliar, the senior most Vice-Chancellor in India to preside over the Conference. The Hon'ble Minister for Finance and Education inaugurated the Conference and Sri S. Govindarajulu Naidu, Director of Public Instruction opened the Exhibition. They had had a strenuous programme, but there was only one resolution about their salaries. The sectional conferences had dealt with vital problems concerning education. The discussions at the Conference and the resolutions were indications of the authoritative way in which teachers had dealt with educational problems. There was in the land, continued Mr. Natarajan, great demand for education. The people's interest in education should be wisely directed. There were tendencies of other people dictating in matters educational. The dictation of the State in the matter of curriculum and text-books was a dangerous tendency which would lead to regimentation. "Government should not be lured by the prospect of earning a few lakhs of rupees by undertaking the publication of school text-books and enforcing their use in all schools. Such a pro-

cedure would not be conducive to a healthy development in the publication of school text-books. Such a monopoly may tend to make reading repulsive and thus hamper educational progress. Nay, it may in the hands of a Government wedded to particular ideologies, become the means of propaganda, stifling all independence and dwarfing the growing mind. We should resist such a tendency with all our strength in the interests of sound education.

I have no objection if Government should have a Text-Book Committee as is now functioning in Madras to scrutinise the books and issue a list of approved books from which schools should be free to choose such books as are suitable for their students, or, they may even appoint a High Power Committee as suggested by the Secondary Education Commission. But on no account should Government take power to directly publish and enforce the use of school text-books, uniformly in all schools.

In regard to curricula of studies and the syllabi in the different subjects for the different classes, changes should be effected as the result of a felt need. Changes in the Ministry or in the personnel of the headship of the Depart-

ment of Education should not be the occasion for such changes. There should be set up a Standing Commission of Curriculum of studies in schools. Such a Commission should consist of experienced teachers. Its business should be a careful appraisal of the curricula at work and a scientific study of the needs of the pupils. It is on their recommendations that changes should be effected. A vigilant teachers' organisation has the responsibility of advising and co-operating with such a Commission."

Sri Natarajan thanked the Reception Committee and Sri V. S. Thiagaraja Mudaliar for the excellent arrangements.

Sri M. Rajah Iyer (Ramnad) and Sri E. N. Subrahmanyam (Madanapalle) thanked the Reception Committee on behalf of the delegates.

Sri S. R. Pandian, Convener, Exhibition Committee and President, The Amateur Photographic Society, Tanjore presented Sri V. S. Thiagaraja Mudaliar with his portrait taken while he was addressing the conference.

Sri Thiagaraja Mudaliar thanking the delegates for their co-operation said that he was fortunate to have earned the love and affection of Sri S. Natarajan and Sri T. P. Srinivasavaradan within the short time he had come to know them. He was really moved by the kind words spoken about him. He considered it lucky that he had been elected Chairman of the Reception Committee. He had the good fortune to meet some of his old teachers. It had given him great pleasure to attend the sectional confer-

ence. He had the opportunity of knowing directly from the teachers the various problems connected with education. He thanked the members of the Reception Committee for having elected him Chairman and also the delegates for the good things they had said about what he had done for the Conference. He assured the delegates and the president of the Amateur Photographic Society, Tanjore, that he would do all he could for 'the community of teachers'.

The Secretary of the Conference, Sri S. Srinivasan thanked all those who had co-operated with him in making the conference a success.

The invitation of the Secretary of the South Arcot District Teachers' Guild to hold the next conference in South Arcot was provisionally accepted by the Secretary of the S.I.T.U.

With the singing of the National Anthem the Conference ended.

ENTERTAINMENTS

In connection with the Conference, arrangements were made by the Reception Committee for entertainments. The programme included dance, vikadam, puppet show and drama.

EXCURSIONS

Excursions were arranged to places of interest in Tanjore and to Tiruvayaru, where Saint Thiagayya lived and attained samadhi.

CONFERENCE SOUVENIR

A beautiful souvenir has been published. The cost is only As. 12.

ANNUAL GENERAL BODY MEETING OF THE S. I. T. U.

The Annual General Body Meeting of the S.I.T.U. was held on Friday, the 28th of May, 1954 at 8 a.m. in the Conference Hall, Tanjore. Sri S. Natarajan, the President, presided. There was a large number of members present.

Sri S. Natarajan in his introductory remarks said that the year was one of great difficulty. The State was partitioned and the Government was pre-occupied with many important matters. In spite of these pre-occupations, the Union was able to bring to the notice of Government the demands of teachers and he was glad that Government had agreed to pay Rs. 3 more to teachers in aided elementary schools. The basic grant had thus been raised to Rs. 30. Getting an increase of salary was not an easy matter. It was a continuous battle which taxed the energy of the Executive. Sri Natarajan thanked Sri E. H. Parameswaran and Sri G. Krishnamurthy for their work in the Legislative Council on behalf of teachers. The Union had been recognised for the purpose of representing the cause of teachers of all grades under all managements and this had thrown a great responsibility on them. He thanked his colleagues on the Executive for their co-operation and particularly the energetic Secretary to the Union. The Union had been careful in its policy so as not to jeopardise the material interests of teachers. The President pleaded for greater interest being taken in the work of the S.I.T.U. Research Council so that teachers might be able to tell the public after careful study what was good for the children. With these words he welcomed the members.

Sri E. H. Parameswaran (Ambasamudram) moved that the Annual Report be taken as read. It was seconded by Sri S. Swaminathan. The motion was adopted after some discussion.

Sri G. Krishnamurthy suggested that the Conference might be held in December with greater advantage than at pre-

sent. He asked teachers not to be afraid of the words "Trade Unions". Only by organising themselves efficiently and voicing forth their grievances boldly they could make the Government accede to their demands.

Sri P. M. Venkatavaradan (Madras) suggested that "The South Indian Teacher" and "The Balar Kalvi" might be combined.

Sri S. S. Avadhaniar said that the Vigilance Committee was not at all vigilant.

Sri J. G. Koil Pillai (Tanjore) paid a tribute to the President for the interest taken by him whenever teachers' interest was at stake. He described how on account of the steps taken by the Tanjore District Teachers' Guild and the Executive of the S.I.T.U. several teachers in Kumbakonam were saved from retrenchment. He appealed to the delegates to give more financial support and loyalty to the Union.

Mr. V. Antoniswamy (Karaikudi) spoke on the need for enlisting more elementary school teachers as members, and this could be done, he said, by proper approach to them.

Sri V. Rajagopal Iyer (Retd. Headmaster, Erode) congratulated the Executive on the excellent work turned out by them. He said that teachers were far above the State and the position of teachers must be such that the State should look to them for guidance. He referred to the sub-committee appointed by the Tamil Pradesh Congress Committee and appealed for co-operation in its work.

Sri R. V. Subramanyam (Tanjore) wanted that all categories of teachers should be properly represented on the executive of the S.I.T.U.

Sri C. Ranganatha Iyengar (Journal Secretary) made an appeal for support to the S.I.T.U. Publications, Ltd. and the starting of a printing press.

Sri T. P. Srinivasavaradan, Secretary, in the course of his reply to the points raised by members said that Sri. G. Krishnamurthy ought to abide by the decisions of the Conference and the S.I.T.U. and then he would be justified in asking for support. He totally disapproved of his suggestion to give an ultimatum to the Government, in case the teachers' requests were not granted. The suggestion for separate representation for all classes of teachers was impracticable and it would not strengthen the Union. He pointed out the difficulties in holding the State Educational Conference in December, as that month was a busy one for the teachers. He appealed to teachers to co-operate with the Union in its efforts to strengthen the organisation and to see that all teachers became members of the Union. The office-bearers were all honorary men and they were doing their best.

The Office-bearers were then elected.

President :—Sri S. Natarajan.

Vice-Presidents :—Sri J. G. Koil Pillai and Sri M. P. H. Albert.

Secretary :—Sri T. P. Srinivasavaradan.

Jt. Secretary :—Sri S. Srinivasan (Tanjore).

Treasurer :—Sri L. Mariapragasam.

Convener, Vigilance Committee :—

Sri P. M. Venkatavaradan (Madras).

Members of the Vigilance Committee :—

Messrs. M. Rajah Iyer (Ramnad),
U. Srinivasa Kini (Mangalore),
K. Krishna Iyer (Tuticorin),
P. Govinda Rao (Madras)

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THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

A meeting of the Executive Board of the South India Teachers' Union was held at 2 p.m. on Tuesday, the 25th May, 1954 in the Government Basic Training School for Women, Tanjore, with Sri S. Natarajan, President of the Union, in the chair.

The following members were present :—

Messrs. E. N. Subrahmanyam (*Vice-President*), L. Mariapragasam (*Treasurer*), H. Visweswaran (*Tirunelveli*), M. Rajah Iyer (*Ramnad*), U. Keshav Rao (*Vice-President*), A. M. Kanniappa Mudaliar (*Chingleput*), M. N. Vadivelu (*North Arcot*), V. B. Murti (*Secretary, Protection Fund*), C. Ranganatha Aiyengar (*Journal Secretary*), C. M. Fazalur Rahman (*North Arcot*), S. Subba Rao (*Salem*), P. M. Venkatavaradan (*Madras*), V. Antoniswamy (*Ramnad*), A. S. Narayanan (*Malabar*), S. Balasubramanian (*Tanjore*), J. G. Clement (*Tiruchirapalli*) and T. P. Srinivasavaradan (*Secretary*).

1. The agenda for the meeting was read by the Secretary.

2. The minutes of the last meeting were taken as read as copies of the proceedings were already communicated to the members.

3. The annual report was read out by the Secretary. It was approved and the Secretary was authorised to present it to the General Body.

The financial statements appended to the report were explained to the members by the President and the financial position of the journals was stressed. The statements were passed.

The Board resolved to transfer a sum of Rs. 31-8-6 from the Union funds to the Silver Jubilee Fund account and authorised the Secretary to invest the

sum of Rs. 400 standing to the credit of Silver Jubilee Fund account in a suitable security deposit.

4. Then the proposed amendments to the Union rules were taken up for consideration.

The President explained to the members the proposed rules with regard to the District Teachers' Guilds. There was some discussion with regard to the affiliation of elementary school teachers' association centres or ranges. It was decided to obtain the opinions of the District Teachers' Guilds.

The election of office-bearers to the District Teachers' Guilds was, after some discussion, suggested to be by the General Body of the Guild.

The affiliation fee to be paid by elementary school teachers' association centres and ranges was decided to be calculated at eight annas per member subject to a minimum of Rs. 7-8-0 per annum.

The Associate Membership to the Union of persons outside the Madras State, as suggested, was approved by the Board.

Regarding the amendment to Rule 5, Office-bearers, etc., the Board approved of the suggested amendment with regard to the election by the Executive Board of the three office-bearers, *viz.*, the Secretary, the Joint Secretary and the Treasurer.

The Board was in favour of including in the Ex-officio Members of the Executive Board the Chairman of the S.I.T.U. Benevolent Fund.

After a vote of thanks by the Secretary the meeting terminated.

T. P. SRINIVASAVARADAN,
5—6—1954. Secretary.

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

Proceedings of the Twenty-Sixth Ordinary General Meeting held on 27-5-'54.

The Twenty-sixth Annual Meeting of the General Body of the South Indian Teachers' Union Protection Fund, Ltd., was held at the Kalyanasundaram High School, Tanjore at 1 p.m. on Thursday the 27th May, 1954.

One hundred and sixty-four members were present.

The Secretary read the Notice of the Meeting, dated 10-4-1954 and the Auditors' Report to the members of the Fund, and presented the Annual Report and the Statement of Accounts for the year ended 31-12-1953.

Sri S. Natarajan, the President, in a short speech referred to the progress of the Fund, particularly stressing the invaluable work of the Secretary, Sri V. B. Murthi. He thanked Rev. D. Tham-busami and Sri T. P. Srinivasavaradan who as President and Vice-President respectively had contributed greatly to the growth and development of the Fund. He stated that with a view to making the Fund more useful and attractive to the teachers, the Board of Directors were proposing to include Tables of Annuities and Insurance-cum-Pension, as well as recasting the five Tables now in force. He replied to certain questions given notice of by Sri L. Mariapragasam. Then there was a general discussion on the report in which Messrs. G. Krishnamurthi, S. Swaminathan, T. V. Subramanya Iyer and others took part.

Proposed by Sri A. T. Doraiswamy Iyengar and seconded by Sri L. Maria-pragasam, the report was adopted unanimously.

The Secretary then read Article No. 25 about the election of the President, the Vice-President, the Secretary and three other Directors.

The following were elected unani-mously :—

Sri V. B. Murthi as *President*.

Sri S. Natarajan as *Vice-President*.

Sri S. D. Krishnamurti Rao as *Secretary*.

Eleven names were proposed and seconded for the three members of the Board of Directors and the following three were declared elected after a ballot :—

(i) Sri J. D. Muthiah of Kellett High School, Madras.

(ii) Sri K. M. Sundaram of Tilak Vidyalaya, Kallidaikurichi and

(iii) Sri E. H. Parameswaran of Thir-thapathi High School, Amba-samudram.

Election of Auditors :—Proposed by Sri S. Swaminatha Iyer and seconded by Sri V. Sethumadhava Rao, Messrs. V. Soundararajan & Co., were elected Auditors for the year 1954.

Remuneration of Auditors :—Duly proposed and seconded, the remuneration for the Auditors was fixed unani-mously at Rs. 400.

The Secretary then moved the amend-ments given notice of. In doing so, he dwelt on the need for the recasting of the five existing Tables and the inclu-sion of two new Tables and explained the nature and scope of the amendments. After some discussion, it was resolved unanimously to adopt all the Tables and the amendments to the Articles given notice of.

The General Body placed on record the valuable services rendered by Sri K. Kuruvila Jacob as Vice-President and Messrs. K. Narayanan and M. P. Kamath as Directors.

With a vote of thanks to the President and the school authorities, the meeting terminated at about 3-30 p.m.

S. D. KRISHNAMURTI RAO,

Triplicane,

Secretary.

Madras.

S. NATARAJAN,

7th June, 1954.

President.

OUR BOOKSHELF

TEACHING OF ENGLISH, Vol. I, No. 1, April 1954. Published for the British Council by Orient Longmans, Ltd. Rs. 3 for four issues.

The articles contributed by the five specialists on the subject have a direct bearing on the standard of English teaching in our schools.

PODU VIGNANAM, Books I and II (in Malayalam). (Oxford University Press. Price Re. 1-4-0 each.)

General Science Nos. I and II in English written by Messrs. T. P. Srinivasavaradan, S. Swaminathan and V. Narayanaswamy (which have been reviewed in this journal some time ago) have been translated into Malayalam by Sri P. Appukutty Menon.

SELECTION PAPERS IN ENGLISH AND ARITHMETIC: by H. H. Thomas. (Thomas Nelson & Sons, Edinburgh 9. Price: 2 sh. 6 d.)

This has been designed to provide a series of papers similar to the standardised tests that are used for promotion examination in Grammar Schools. The book consists of 20 comprehension and general English papers, 20 essay papers, 20 general arithmetic and 20 mental arithmetic papers, that is, one complete test for every fortnight of the school year.

BRITAIN: AN OFFICIAL HANDBOOK.

The book presents a world-picture of the British scene which has never been attempted before. It will prove invaluable to the traveller-business man or holiday-maker—who comes to the United Kingdom; its reference index will enable him to make a quick and simple assessment to help him to under-

stand the people, the culture, and the institutions of the country. For the writer and the journalist, the book is important as it can provide a quick check on facts. For the ordinary reader who takes an interest in British affairs the book is a "must".

Among its hundred and one paragraphs, it tells how the British are governed; how much they pay in income-tax; how research is developed; how much is spent on national defence; how law and order is maintained; the connection between Church and State; the size of the Hindu and Muslim communities; how trade and industry are organised; who own British newspapers and how many people buy them; what Britain does for its youth, and so on.

Its extensive bibliography should prove useful to the reader whose appetite for British affairs the handbook has whetted.

Copies may be obtained from British Information Services, Eastern House, Mansingh Road, New Delhi, price: Rs. 4-8-0, plus Rs. 1-2-0 postage.

JAPAN AS I SAW IT: by K. D. Kapur. (Rama Press, Nazirabad, Lucknow. Price: Rs. 8.)

The author's impressions of Japan as it was in 1937 are recorded here. They are based on his personal visit and experience. Though many changes have taken place in the political and social and economic conditions of the country due to the war, some of the traditional customs and habits and culture of the people still remain unchanged and a reader gets an insight into these things inspite of the apparent changes.

SIMPLE MODELS OF VERSE AND PROSE :
by F. G. Pearce. (Oxford University Press. Price : Re. 1-8-0.)

Useful for students of VI Form of High School, the book is described by the author himself as worthy of enabling them to pass examinations without difficulty.

GENERAL SCIENCE, BOOK III : by Messrs. T. P. Srinivasavaradan, S. Swaminathan and V. Narayanaswamy. (Oxford University Press. Price : Re. 1-8-0.)

This is the third book in the science series. Books I and II were reviewed in the earlier issues of this journal. This book will serve those students who have chosen English medium in the S.S.L.C. course.

LITTLE BOOKS OF BIBLE STORIES : Book 4—Stories told by Jesus ; Book 5—Jesus in Galilee ; Book 6—Jesus and his friends : by Lydia S. Elliott. Book 7—Joseph and his brother ; Book 8—Moses the Leader ; Book 9—David the Shepherd Boy : by Donald M. McFarlan. (Thomas Nelson & Sons, Edinburgh 9. Price : 10 d. each.)

These books may be prescribed for non-detailed study in Form III of secondary schools. The language is sufficiently simple for children to read for themselves. Each of these contains five stories each accompanied by a full page illustration. Each story is followed by two or three questions to check the child's understanding of the story and a suggestion for practical work to be done either individually or in group.

Hindi Prachar Vidyalaya—Calendar for 1954-55 : contains useful information in Hindi regarding the examinations and courses conducted by the Sabha.

List of publications thankfully received and acknowledged :—

1. Ratnaharam — Annual — March 1954—Rajah's High and Training School, Kollengode.
2. Panchayat High School Magazine, Valparai, April 1954.
3. Educational Studies and documents, Vol. VI, Nos. 1, 2 and 3.
4. Education in Universities in India, 1949-50. A statistical summary (Government of India publication).
5. The Madras Journal of Co-operation, Golden Jubilee Number.

C.R.

THE SOUTH INDIA TEACHERS' UNION

Diary for the months of May and June, 1954.

10—5—1954	Resolutions and Programme of the Conference were sent to all the delegates.
14—5—1954	South Indian Teacher—March, 1954—Published.
15—5—1954	Balar Kalvi—March, 1954—Published.
25—5—1954	Executive Board Meeting at Tanjore.
26—5—1954	South Indian Teacher—April, 1954—Published.
26—5—1954	The 44th Madras State Educational Conference—First day session.
27—5—1954	The Conference—Second day session.
28—5—1954	The Conference—Third day session.
28—5—1954	The S.I.T.U. General Body Meeting.
10—6—1954	Balar Kalvi—April, 1954—Published.
17—6—1954	Journal Committee Meeting.

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Tales from the Arabian Nights. <i>Retold by F. M. Urling Smith</i>	12 as.
Episodes from Tom Brown's Schooldays. By THOMAS HUGHES	1s. 8d.
The Merchant of Venice. <i>Adapted from Lamb</i>	7d.

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SCHOLARSHIPS FOR POST-GRADUATE STUDY IN AMERICA

The American Embassy and the United States Educational Foundation in India invite applications for full and partial scholarships for post-graduate study in America during the 1955-56 academic year. These scholarships are made available under the Smith-Mundt and Fulbright Acts of the United States Congress and from private funds. They cover full or partial cost of tuition and maintenance at American universities for one academic year and travel to the United States and back to India.

The scholarships are available only in the humanities, social sciences (theoretical and applied) and in the pure sciences. *No applications in applied sciences and technologies will be accepted in this competition.*

Examples of applied sciences and technologies in which scholarships are not available (because of the grants given in these fields in other programs) are agriculture, applied chemistry, applied physics, engineering, chemical technology, metallurgy and medicine.

An applicant must satisfy the following minimum requirements :—

(a) Possess a post-graduate degree or diploma, either the post-graduate degree or the bachelor's degree must be a first class B.A. (Hons.) or B.Sc. (Hons.) Degrees from the Universities of Andhra, Annamalai, Madras and Trivandrum will be considered the equivalent of a Master's degree after one year has elapsed from the date of taking the exam. ; (b) have at least two years of experience in his or her field of specialization *after completing the post-graduate degree or its recognized equivalent* (academic research will not be

considered as practical experience) ; (c) be between 24 and 35 years of age *at the time of application* ; (d) be in India at the time of application and selection ; (e) should not have studied at the college level in the United States previously ; (f) should be a citizen of India ; (g) be in good health ; (h) be proficient in English. Exceptions to the degree requirements may be made in certain subjects such as music, painting, dancing, home science and physical education, in which post-graduate degrees are not available in India. Applicants in these categories should submit their applications with the firm understanding that the appropriate committee will have to determine whether or not their qualifications can be considered as satisfactory equivalents.

No consideration will be given to applications received after August 20, or to those not meeting the prerequisites outlined above. No applicant will be considered for any field of study for which his or her university training and subsequent experience do not equip them. Selection will be made on the basis of merit first, by regional and national selection committees in India, and finally by the Board of Foreign Scholarships in Washington. Any decision of these committees is final and no reconsideration is possible.

Applicants must state their qualifications and fields of study when applying. Preliminary application blanks can be secured from, and should be filled in and returned by August 20 to the following address : For South India—

The United States Information Service,
158, Mount Road, Madras-2.