

# THE SOUTH INDIAN TEACHER

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## THE 24th S. I. EDUCATION WEEK \*

N. D. SUNDARAVADIVELU,

*Director of Public Instruction, Madras.*

Today it is my pleasure and privilege to associate myself with the celebrations of the Twenty-fourth South Indian Education Week. We, in South India, have been celebrating this year after year for the last 23 years. Our aim has been to focus public attention on educational matters, their needs, their problems and possible solutions. Education is not merely the concern of the teachers and the taught, with a few administrators brought in to inspect and direct it. It is the outcome of a partnership between the teachers, the pupils, the parents, the management, the administrators, the public and the Government. Unless every one of these partners takes a keen interest in and gives his active support for sound education it will not be possible to achieve all that is expected of education. In a democracy, it is ultimately the public that are the real source of support, both material and moral, for any public utility service. This will mean that progress in education both in quantity and quality will depend to a large extent on the amount of sacrifice they are prepared to make in the cause of education. How can we ensure willing and an adequate amount of sacrifice except by taking the public into our confidence and placing before them our problems. It is with a view to enlisting that public understanding and co-operation that we have been

celebrating the South Indian Education Week.

Friends, let us remind ourselves of the fact that many are the forms of wealth. Of all these, the most precious one is the human wealth. The child of today is the father of tomorrow; it is the most precious treasure that has to be protected, carefully developed and safely handed over to posterity. The way our children are cared for and developed will show us the pattern of our future. As our beloved Prime Minister remarked on one occasion, the child is the hope of the nation. If the child is the most precious treasure and our hope, is it too much to expect that his education and his development, should be our first concern? We have not been slow to realise the importance of education. Article 45 of our Constitution directs us to endeavour to provide within ten years free and compulsory education for all upto the age of 14. This is the goal towards which we should hasten steadily. When we bear in mind that as many as 43 per cent of our children are yet to be brought under instruction, we can well realise the enormity of the problem to be faced in future, the distance to be covered and the need for herculean efforts on all fronts to achieve our objective.

Education has been defined in a variety of ways by eminent authorities. Each definition represents a particular view of life. Tonight I should like to remind you of that definition by Mahatma Gandhi, the Father of our Nation. To him, Education means an "all-round drawing out of the best in child and man—body, mind and spirit. Literacy is not the end of education, nor even the beginning. It is only one of the means whereby men and women can be educated. Literacy in itself is no education." Thus had our Mahatma defined Education. This all-round drawing out of the best and the development of the body, mind and spirit should have a purpose and a philosophy behind it. What shall be the purpose of such a development? Is it the selfish, the competitive and the all-possessive individual or is it an individual, willing to sacrifice, ready to co-operate, and eager to share with others not only his burdens but also his pleasures, that we should aim at? I am sure I am voicing the feelings of all when I say it is for the production of the latter type that we should strive. It is in the hands of such men and women that the future of humanity lies. The larger the number of good citizens that we can produce, the more certain is the future welfare of our society. At this moment, it will be proper to remind ourselves of the evolution of our ideas of a State. No more do we conceive of the State as an organization responsible merely for the protection of our lives and property from external and internal enemies. We do not expect the State to leave the individual to his own fate. On the other hand, we conceive of the State as a machinery to secure and ensure for its citizens, irrespective of caste, creed or colour, the means of a decent living. If this expectation of the Welfare State is to be fulfilled, it is necessary that every citizen plays the game and gives his best to the society from which he expects peace and security. Such a State will not be possible unless the ordinary citizen is willing to allow others as many opportunities as he would give to himself. Our courses

in Social Studies and Citizenship Training are designed to develop in the minds of our children the sense of inter-dependence of every one on other fellow-beings and of good citizenship. Can a good citizen of this type be produced overnight? No, certainly not. He is the product of long years of patient training, given by capable men of vision, enthusiasm and faith in humanity and the ultimate survival of goodness. This takes us on to the place of teachers in our scheme of things. Wise men may evolve plans and schemes for educational progress and reform. A few clever men may evolve effective methods of teaching but to whom shall we turn for the actual implementation of those plans and the correct adoption of those methods? Is it not on the army of teachers at different levels that we will have to rely? Education is the result of an inter-play, an intimate and continued inter-play—of one personality over another. If we realise this truth, we will realise how important the teacher is, if education is to be sound and effective. The success of any educational programme will ultimately depend on the understanding, sincerity of purpose and perseverance of the teachers concerned. The teacher, therefore, has to be one with a wide background of knowledge, a good character, a right attitude towards life and of unlimited faith in himself, his pupils and their future. It is only by ensuring these in the teachers that we can ensure the fruits of sound education. No possible support, whether material or moral, that the nation can give to the teaching profession to enable it to keep up an up-to-date standard of knowledge, an optimistic and constructive attitude towards life and a high sense of honour should be grudged as such support will be the best possible form of investment in the interest of our great country and its future.

Friends, I cannot help referring here to the talk we sometimes hear about discipline or the lack of it in educational institutions. I should like to bring home to you the comforting fact

that inspite of the sporadic attempts made once in a way by outside agencies to interfere with the discipline of our educational institutions, we have succeeded in a very large measure in preventing any large scale outbursts of indiscipline among the students. A large measure of credit for this desirable state of affairs should go to the teachers who have been helping to keep a good deal of order and discipline. I would like on this occasion to express my appreciation of the fair extent of order and discipline prevailing in our institutions and would like to congratulate the students and the teachers who have been working under very many handicaps.

May I appeal to all concerned to help us to continue and improve, to the extent possible, the prevailing standard of discipline.

Perhaps a few remarks on the contents of the curriculum and methods of education may not be out of place. Turning first to the contents of education, I should like to suggest that it should not only be so broadbased as to give the child a fair amount of useful information and knowledge and help him to acquire skills necessary to lead a self-reliant life by useful activities but should also bring him into intimate contact with the lives and the writings of the great so that he may be inspired by their kindly light. The methods we adopt in educating the child should be such that they keep alive and encourage the natural interest of the child to learn and develop their self-reliance, judgment and capacity to make decisions not only in the interests of the individual but also of the society. May we bear in mind that the child is a human personality, with an individuality of its own, capable of growth not only physically but also mentally and spiritually. It is not right for the educationists to consider the child as an empty reservoir to be filled up with a large amount of information and knowledge that the teacher could pour into it but as a plant that should be helped to grow in its own way to the tallest heights that it can

reach. Our duty is to provide opportunities and suitable environments so that each child may get educated according to his age, ability and aptitude.

To sum up, Ladies and Gentlemen, Education is an important requisite of a Welfare State. It should be of the type that would help the all-round development of the child towards good citizenship. Its content should satisfy the physical, mental and spiritual needs of the child, and the methods should help to develop and sublimate the natural powers of the child. The persons entrusted with this noblest calling should be men and women of learning, and character, vision and faith. May we hope and trust that we will have the vision to see this, the wisdom to pursue the long path, the determination to do our best and the means to achieve our goal of education for all.

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## **EDUCATIONAL INDIA**

*Edited by*

**Prof. M. VENKATARANGAIYA, M.A.**

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# SOUND EDUCATION— THE BASIS OF WELFARE STATE \*

REV. DR. A. J. BOYD

When we say that sound education is the basis of a welfare state, there is not the slightest danger that anybody of any importance will disagree with us. The real danger is that most of those who hear us will express polite agreement, without having given the matter any serious thought, and with no clear resolution to give serious thought to it in future. The real danger is that people will murmur to themselves polite platitudes about "the noblest of all professions" and "the citizens of the future," and, having thus paid their due homage, will turn their attention once more to matters of more immediately pressing importance. I am not suggesting, however, that we begin our Education Week in a mood of cynicism or despair. On the contrary, I feel—and I think that all of you must feel—that we are living in interesting, and even exciting times, with something in them of the hopeful promise of a new morning. The world as a whole may be under the shadow of a great fear, but, here in India, the possibility of suicidal war seems less insistent, and on the other hand there is the adventure, the exciting adventure, of building up a new national economy from the very foundations. In our particular field of education, this note of hope, of experiment, of interesting new possibility, is conspicuously present, and we teachers may justly feel that we are living in great days. First of all, there is the directive in the Constitution of India that an effort is to be made to achieve universal, free education at the primary stage within about five years from now—and, as a result of that directive, all the efforts that are being made to frame a scheme and system of primary education which shall be fully relevant to the needs of

the country. Then there is the interesting report of the Secondary Education Commission, and the obvious determination of governments that it shall not remain a dead letter, like so many of its predecessors. Finally, though not the most recent in point of time, there is the report of the Universities Commission, which raised hopes in many minds that, in university education also, we were about to enter a new era. When I consider all these various proposals for change and improvement, I am never quite sure whether to envy or to pity the Governments, and the ministers, who are charged with the main responsibility of trying to implement them. But I am quite sure what our duty as teachers is. In the first place, it is clearly our responsibility to do the best job we can do in the present circumstances, in spite of all the difficulties of which we are so clearly conscious. In the second place, it is our duty to study new proposals, to try to arrive at a common mind regarding them, to support them where we can support them, and, where we differ, to offer frank and constructive criticism. In the third place, I think it is our duty to try to create a climate of opinion in which proposals for reform will receive the public support without which they can never be carried out; we have to be in the best sense propagandists, realising that, if the public in general, and parents in particular, do not want their children to get good education, they will never get it.

These three points roughly indicate the area, the somewhat extended area, within which I should like to move this evening. I do not propose to take them up separately, and in order, but

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\* An address delivered on the inauguration of the 24th South Indian Education Week at Madras on 30th November 1954.

if you sit through my address (and manage to keep awake) you will find that almost everything I have to say relates to our immediate responsibilities as teachers in schools or colleges, or to our responsibility to study and evaluate proposals for change, or to the responsibility which we share with others of trying to create a sound public opinion on educational matters. Let us begin at just that last point. The first thing we want to say in this Education Week is that sound education is the basis, the necessary foundation, of a Welfare State—or, for that matter, of any state that is worth discussing. And not only its basis—we can even go further and say, its ultimate objective! A state does not exist in order to make treaties with other states or to carry on disputes with other states; it does not exist in order that it may bring into being an impressive Army, Navy and Air Force; it does not exist to collect taxes or to employ officials. The state will certainly do some or all these things, but the main *end* of its existence is to offer to all its citizens the opportunity of living the good life, in peace and security; and that is just another way of saying that the education of its citizens is its ultimate concern. So when we say that education is the necessary basis of a welfare state, we are not simply pointing out that the machinery of the state cannot function properly unless the people can read and write and think, and behave in an honourable way. That is no doubt true, but we must go far beyond that. It is not simply that the people must be educated, in order that the machinery of the state may work; the people do not exist for the sake of the state; the state exists for the sake of the people; it may be powerful, it may be wealthy, it may be efficient, but unless it is securing to the general body of the people the opportunity to live a full and useful and upright life, it is failing to carry out the very purpose for which it is a state. That is why it may almost be said that the ultimate function of the state is to make possible the education of the citizens, and everything else is a

means to that end. *Everything else is a means to that end.* I am not afraid to say that. I think that is what we are all trying to say in this Education Week. But once we have said it, and said it with great emphasis, then we must remind ourselves also that ways and means have to be considered, that if citizens are to live well they must *live*, the elementary requirements of food and clothing and shelter and employment secured to them, and that, since everything cannot be done at once, priorities have to be examined. In these exciting days, we are privileged to see this nation bending its energies to great new tasks. Deserts have to be made fertile, villages have to be restored to vigorous life, old industries have to be revived, great new industries have to be fostered—and all the time it has to be kept in mind that, in each succeeding year, several million more mouths will have to be fed. What, then, about the priorities? It obviously cannot be suggested that the improvement and spread of education, the ultimate objective, must wait until all the subsidiary objectives have been fully achieved. Nobody of any importance has suggested that. But it has to be recognised that not everything we should like to see attempted in the sphere of education can be done at once, and, that being so, I think we teachers would all cheerfully recognise that the priority within our field, though not by any means the exclusive priority, must be given to the task of primary education. I understand that, in this State of Madras, school facilities exist for only about 55% of the children between the ages of six and eleven. The task of providing for the remaining 45% within the next five years or so, of extending the upper age limit from eleven to fourteen, and of ensuring that the whole 100% finish their period of school effectively, is quite colossal. But we must believe that, if it is necessary, it cannot be impossible. In these recent days, we have been witnessing interesting attempts to make a beginning with the great task of expansion. The so-called

"modified scheme," involving half-day instruction in schools and half-day contemplation of the work of local artisans, was rejected by public opinion. Some thought it altogether misconceived; others thought it sound in theory but unworkable in practice; others again felt that its only real error was to push a useful idea beyond its proper limits. But, whatever we may think of the merits of the scheme, or its demerits, we have to recognise that it was an effort to make a beginning with the great task of expansion that is laid upon us by the Constitution; and, if we consider it an unsatisfactory beginning, we must be asking ourselves what alternatives we can suggest. Another experiment is now before us, in the plan for multitudes of single-teacher schools to be staffed by unemployed graduates. About that scheme also there are doubts. Is the single-teacher school effective enough to be worth multiplying? Is graduation, followed by unemployment, a sufficient qualification for teaching in a primary school? I read with sympathy some remarks by our own Minister of Education in which he deplored the unwillingness of unemployed graduates to take up this scheme, because of a feeling that teaching was beneath their dignity, and because of a disinclination to accept the conditions of village life. Possibly there are also more reputable reasons, and it may be that the scheme in its present form is not likely to be effective. But once again we have to remind ourselves that *some* way has to be found by which, within the next few years, the benefits of primary education can be effectively offered to about twice as many children as are provided for at present, and that the period of education has to be increased by more than fifty per cent over what, in theory at any rate, obtains today.

This provision of free, compulsory education for all between the ages of 6 and 14 is bound to make an enormous demand on the resources of the State, its resources in terms of finance, of trained man-power, of organising ability, of capacity to adjust means to

ends. It will be no simple task to devise a curriculum which shall be sufficiently uniform to create a sense of common citizenship, and at the same time sufficiently flexible to provide for different types of pupil and different circumstances, a curriculum which shall be relevant to the immediate environment and the needs of the average pupil, while at the same time not neglecting the above-average pupil who should pass on to further education in high school and university. And, of course, the devising of a curriculum is only the beginning! Meanwhile, those of us whose immediate concern is with secondary schools and colleges are also looking for forward movements, and while we may all agree that primary education has the first and most pressing claim, we can hardly be expected to persuade ourselves that everything else should wait until that task is completed. In point of fact, there seems to be no danger of that happening, for we have before us the reports of the Universities Commission and the Secondary Education Commission, both of them insistent on the need for speedy and radical reform, and it is encouraging to see that these two weighty reports are being given the serious consideration that they deserve, instead of being quietly consigned to some dusty record-room in the basement of the Ministry of Education in New Delhi. I must confess, however, that I am not entirely happy about the one proposal that has been singled out for immediate execution, and perhaps a few highly controversial remarks on that subject may not be out of place at this point. I think it unfortunate that the many excellent suggestions of the Secondary Education Commission for the improvement and diversification of High School education have been linked with the proposal (which seems expensive and not indubitably necessary) to extend the duration of the High School course from three to four years, which in turn has been linked with a further proposal to abolish the Intermediate course in college altogether, in favour of a three-

year degree course. As a college teacher, I am unhappy about these propositions and while, of course, their possible effect on college education is not the sole, or even the main, consideration to be kept in mind, perhaps I may say a word or two about the matter from that angle. The suggestion that the ordinary degree course in colleges be lengthened from two to three years was first made by the Sadler Commission, thirty-five years ago, and was supported by the Universities Commission in 1950; but both of these bodies strongly emphasised that this three-year course should begin *after the Intermediate course*, whether the latter was conducted in the university colleges or in separate institutions. From the university point of view, therefore, the proposal now before us does not involve the definite step forward that these two earlier Commissions had in mind. On the contrary, it may result in further retrogression. Now, in university discussions, the main argument advanced in favour of the disappearance of the Intermediate course has been that it is absolutely necessary to lengthen the High School course by one year, and that, in compensation, there must be a reduction at the college stage. But are the experts in the schools entirely agreed that they need an extra year, and that they want an extra year? Some bodies, whose opinions are entitled to be heard with great respect have said they do. Others have been arguing that the normal High School course should be of the same duration as at present, while an extra year might be added for those who were contemplating college education. The extension of the High School course for all pupils is certainly an extremely expensive proposition, and very difficult problems of accommodation and man-power are involved. To launch out on such a project before the full provision for primary education has been secured, and before the prior needs of the secondary schools themselves have been attended to—better accommodation and more varied curricula for the existing classes, better equipment, better conditions for

teachers, smaller classes—to launch out on an extension of the High School course before anything substantial has been done to implement the important proposals for trade schools and apprentice schools—and when some representative groups of educationists in the High Schools are still questioning the necessity and desirability of the extension—this would seem to me very doubtful wisdom. From the College side, some have been attracted to the new proposal because they welcome the possibility of slightly maturer pupils entering the college classes, even if they remain there for a shorter time; but I am afraid that there may be serious fallacies in their argument. Others have been attracted to it because they think that, by some miracle, it is going to solve the awkward problem of adjustment to a new language medium at the college stage, an optimism which I find it difficult to share. From the school angle, as I have already said, influential support for the new proposals is certainly not lacking; but, until details have been grappled with—the details of the curriculum of the Higher Secondary course, the qualifications to be required of those conducting it, the medium of instruction, the probable cost of the whole adventure, the amount of the contribution that Union and State Governments can firmly guarantee—it seems to me that commendation ought to be guarded and very tentative. Meanwhile, both in school and college circles, there are grave doubts in many minds, and a feeling that we are in danger of making a serious and costly mistake. Fears may be liars, but, in educational matters, they ought not to be brushed aside too lightly. It is, therefore, my opinion that before irrevocable steps are taken, this proposal, and the various possible alternatives to it, need to be further considered both by Government and by the universities. In particular, I think there should be a very careful consideration of the view that an extension of the High School course for pupils who are not

proceeding further with their formal education is hardly necessary, but that (mainly because of language difficulties) the small minority who proceed to college courses do need to have an additional year interpolated at some point, either at the end of the school course or as an addition to the degree course, the Intermediate course remaining as at present, but with its curriculum suitably amended.

And now, having indulged in a little controversy, not (I hope) ill-natured, and not too provocative to those who take a different view, let me return to considerations concerning which thoughtful opinion is perhaps virtually unanimous. In most of the reports that have been before us in recent years, attention has been called to "the tyranny of the examination," and some proposals have been made for very drastic reform of the examination system. There can be no reasonable doubt that the disproportionate importance of the public examination is both a cause and a symptom of some of the most unsatisfactory features of our work in schools and colleges. If pupils are content to absorb facts unthinkingly and to acquire almost purely mechanical skills, if teachers accept this situation with placidity and adjust themselves to it by dictating and drilling when they ought to be offering stimulus and eliciting an active response, it is largely because education has come to be thought of mainly as a preparation for passing examinations, and not as a process important in itself, of which examinations are a somewhat imperfect test. That state of mind betrays itself in a hundred different ways. You hear it said that the "coaching" in one school or college is very good, and in another not so good. The very word is significant. At best, it implies a type of teaching for which the examination is the main end in view; at the worst, it suggests drilling, and cramming, and teaching the tricks of the trade. There may be a place for coaching in this hard world, but when the idea becomes general that the main function of schools and

colleges is to push their pupils through examinations, then the educational system is in a very sorry plight. One must beware of over-statement. It is not wicked to pass in an examination at the first attempt; it is not wicked to score high marks; it is not a crime on the part of a teacher to want his pupils to pass. But if the examination dominates the whole system, so that all work is but a preparation for the impending day of judgment, if the examination becomes the end towards which all effort is directed, instead of the means (one of the means) by which genuine achievement is occasionally tested, then the true values of education are lost sight of, and you have this situation in which potential employers complain that the products of our schools and colleges are unintelligent, and Services Commissions tell us that many Honours graduates are singularly deficient in plain common sense. I am not prepared to subscribe to everything that is said in criticism of our work and of its results. Criticism is sometimes exaggerated and sometimes unfair; our schools and colleges can lay claim to many honourable achievements. But I think we are all aware that "the tyranny of the examination" has worked great havoc, and I dwell on it here because there is need of a strenuous combined effort on the part of pupils, and teachers, and parents, and the general public, to break the tyranny, and revive the credit of our educational system. How is that to be done? Change the character of our examinations, perhaps, at some points—though changes in technique will not by themselves be decisive. Minimise the number and the importance of external examinations, and depend to a much greater extent on the results of internal assessment, wherever that is possible. Persuade governments and other potential employers to pay more attention to the assessments of headmasters and principals than to the so-called qualification represented by a pass, or a class, in this or that public examination. Each of these proposals has its



value, each of them presents its own difficulties; they all deserve to be investigated. But, whatever we succeed in doing along such lines, let us remember that our ultimate concern must be with the attitude of teachers and pupils, and parents, and the general public. What we need above all is a general determination to keep things in their proper places, to put first things first, to distinguish ends from means, to value only what is solid and genuine, to reject all counterfeits.

If there were time, and if your endurance were unlimited, I should like to refer to some of the other topics that have been prominently before us in recent educational discussion—not because you need to be told about them, but because it is good to go on reminding one another of them, and, if possible, to keep them before the notice of the general public. With that object in view, one might well refer to the modern emphasis on “learning by doing,” for some types of pupil a psychological necessity, and, for all, a useful element in education, but not to be hardened into a dogma or elevated to the status of a sacred cult, as if the more abstract processes of the human mind had suddenly, in this twentieth century, become faintly discreditable. One might refer to the question of vocational education, its relation to general education, and the proper adjustment of the one to the other in a national plan. One might speak of the new emphasis on manual labour as a salutary element in the education of all types at all stages, not without value as a potential contribution to the assets of the nation in this time of rebuilding, but to be emphasised mainly because in the past we have been all too ready to look on it as an inferior form of activity

beneath the dignity of educated men. One might mention also the new demand for *relevance* in the subject-matter of teaching and study, relevance to the circumstances and the immediate environment of the pupil, relevance to his probable life-work—adding, however, the necessary reminder that education must also aim at *enlarging* the horizon of the pupil, and has to beware of any undue tendency to stereotype the existing social situation. Perhaps we teachers hardly need to remind ourselves that questions of this sort are crowding thick upon us, insistent for an answer, but we do certainly need to invite the general public to take notice of them, and to realise that, if urgent needs are to be met, armies of well-trained teachers will be required, new types of school, smaller classes, adequate equipment (however simple), and behind all that, a suitable recognition of the importance and the dignity of the teacher's task.

I wonder if the time will ever come when multitudes of young men and women will be competing with one another for the opportunity, and the honour, of sharing as teachers in this great enterprise. We are all aware of factors, mainly but not exclusively economic, which make such a prospect seem illusory. And yet even as things stand today, conscious as we are of many handicaps and even hardships, we teachers can testify to the opportunities, and the satisfactions, and the absorbing interest of our calling. Let us boldly make that testimony, and call on others to come and share in the task, confident that, in the coming years, the honour paid to the teacher will be in just proportion to his responsibility, and the enduring satisfactions of his work as real and solid as they always have been.

# THE AIM OF SECONDARY EDUCATION

By

T. N. SIQUEIRA, S. J.

In its First Five-Year Plan the Planning Commission remarked that secondary education was the weakest link in our educational chain. While primary education has been discussed since the days of Gokhale and university education has been the subject of several Commissions' inquiries, it was not till the Mudaliar Commission was appointed in 1952 that public thought was focussed on this stage of the educational process which, being the middle between the two ends, is, like the middle of a sentence, in danger of being considered the least important.

The many defects of our secondary schools, which both the First Five-Year Plan and the Report of the Mudaliar Commission point out, all seem to stem from one fundamental drawback which is not generally recognized. While it is easy to understand the purpose of primary education and its urgent need if our democracy is to mean anything more than a dictatorship; while it is not difficult to see that university education is the source of a country's leaders; it is not so evident that the true progress of a people depends on its secondary education. For the dazzling headlines (like the headlights of cars) blind one to the inconspicuous but really important people—the clerk in the office, the ticket-collector in the train, the postmaster, the village teacher, the foreman in the factory. While a country's reputation abroad may depend on its Prime Ministers and Ambassadors, its true prosperity and progress depends on its matriculates whose honesty, hardworkingness, and devotion will alone make it possible for the leaders to lead and the masses to follow their lead.

The fundamental defect of our secondary education has been that it has not been conscious of its special

and proper purpose—the education of this 'middle class' (in the sense I have explained) for its important role in society. We have sometimes tinkered with our high schools, adding a subject here and changing a textbook there; but we have never tried to convince ourselves that this stage of education is a distinct and important stage in its own right, independently of the one that goes before and the one that follows it. And what is still more important is the truth that the secondary stage of the educational process should be in a certain real sense complete and self-sufficient. The danger in all countries which have large universities is that they think of the high school as just a preparation for the college. This danger is not the monopoly of India; but owing to the century-old idea that a degree is a ticket to dignified employment and the millennium-old mentality of caste-distinction even in occupations, we are peculiarly prone to think of the college as a normal and all but necessary completion of the school. Primary education has fortunately been free and therefore independent of the secondary stage; but the transition from the secondary to the university stage has been made so easy that it has done immeasurable harm to both. The middle-class parent of today does not believe that his boy or girl has reached something final by passing the School Leaving Certificate examination. At the same stage in Europe the matriculate is two or three years older and fit for life in any except the intellectual professions of engineering, medicine, teaching or law. His secondary education has equipped him for any career between mere manual labour and highly intellectual work.

In India, however, the product of the high school is too young and too immature for anything except a college

classroom. He has never been taught to study by himself, or to use a library, or to do anything in the laboratory except in the 'prescribed' way of the text-book. His oriental memory (which for centuries has gloried in retaining strings of slokas and numbers without understanding them) has certainly been amply fed on notes dictated and faithfully reproduced in examinations. But his mind has not been developed at all—it is, if anything, a second-hand mind, unable to apply principles to new situations, still less to discover new ones. Is it any wonder that his parents are at a loss to know what to do with him and finally decide to put off the evil day by getting him into a college?

This, though it may sound pessimistic to those who have no first-hand experience of our secondary education, is the result of a purposeless high school where subjects are taught and untaught; syllabuses frequently tinkered with, languages begun and discontinued to please various groups of politicians—and the primary object of this stage of education never clearly defined. This object was usefully expressed by Sir Martin Roseveare of the London Institute of Education in August, 1952, when he said that the grammar school has 'to promote moral and intellectual honesty, wisdom, and the power to make decisions, with adaptability of mind as a cardinal quality'. Here, in brief, is the proper object of secondary education, which our reformers in India would do well to write in large letters over their doors if they would not labour in vain. The task of training leaders is the distinctive responsibility of the university; the making of the citizen is the province of the primary school; it is left to secondary education to provide the honest, wise, decisive, hardworking and progressive foreman, executive, merchant, who form the solid core of the nation and on whom the true well-being of the community depends.

To attain such a purpose our high school does not need a crowded syllabus of ill-assorted subjects jostling

one another in the weekly timetable and looking only to the immediate goal of the public examination. Honesty, wisdom (which is not the same thing as knowledge), perseverance, adaptability are not acquired through a medley of unharmonized studies. They may, under able teachers who are themselves examples of them, be formed by a lighter but better integrated curriculum which makes the student think for himself, take small decisions, carry them out for a certain length of time live and work together with others and perform co-operative tasks and projects. This was the meaning of the Prefatory Memorandum to Secondary Schools Resolutions presented by the Board of Education in England in 1903-4 when it defined the secondary school as one 'which offers to each of its students.....a *general* education.....given through a *complete* *graded* course of instruction'. Each of the three italicized adjectives are essential in this definition: that the education in the high school be *general*, not specialized; that it be *complete* and in its own limited way self-sufficient and not just a half-way house to the inevitable university; and that it be *graded* and integrated, not haphazard and uncorrelated, so that the student sees the connexions between the various parts of each subject and between the various subjects among themselves in the total scheme.

To turn from this ideal to our actual secondary school is to realize the stupendous task before us. The Hartog Commission in 1929 pointed out three main defects in the then system. There were 'nationalists' then who could win a cheap vote by saying that the British had devised this system to keep us down. But seven years after the attainment of sovereign independence we are as far from improvement as we were twenty-five years ago. 'In the present system,' the Commission said, 'all sections of the community, with their different occupations, traditions, outlook, ambitions and aptitudes, have little choice of the type of school to which they will send their children.

There is a marked tendency to regard the passage from the lowest primary to the highest class of a high school as the normal procedure for every pupil. There is no choice of vocational school or practical life after the middle school as exists in England and elsewhere. The multi-purpose school, which is the established custom everywhere else, is still only a recommendation of the Secondary Education Commission in our country. Secondly, the Hartog Commission complained that there were many boys in the High School who were unfit for it and brought

down its standard. Is this not as true now as then.....and as true of the college as of the school? Thirdly, Hartog recommended stricter rules of promotion from class to class and consequent diversion of students from the high school to the rural or technical or industrial school.

These desiderata will no doubt receive due attention in the symposium to follow. My intention has been to put my finger on the fundamental need for a definite aim, proper to secondary education, in our plans for the future.

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# EDUCATION REFORM IN INDIA

By

BROTHER ELEAZAR,

*Member of the State Board for A-I  
Education.*

There are two main motives in Modern Education: the development of human personality and the technical training of useful members of society.

When our actual school system began over a hundred years ago, the one immediate 'useful' result in the mind of the then ruling class was the formation of an army of reliable clerks and subordinate officials for commercial and government purposes.

For over a hundred years now, what we may call the Indian Middle Class, has had, for the vast majority, to be satisfied with this modest ambition to be attained through lengthy school and college courses. The only changes that have come from time to time, motivated by the increased numbers of High School scholars and the subsequent pressure on the availability of clerical jobs, were aimed at rendering the access to these posts more and more difficult. Situations which less than fifty years ago were opened to High School students are now reserved to graduates.

When we consider the needs of the country and the few institutions which can claim over twenty years existence we are forced to the conclusion the Technical Education, in India, has been completely neglected. The same can be said, to a certain extent, of some western countries but in these countries there has been in existence, since the Middle Ages, a strong and well established artisan middle class wielding a considerable political influence in contemporary society. It is this important social as well as economic factor which helped these countries to weather the social unrest that accompanied and followed the Industrial Revolution.

In India, there is no educated artisan middle class with traditions old enough to ensure an element of stability, both in the economic as well as in the political life of the country. The rapidly growing class-minded labour force is without its natural leaders while the number of unemployed 'intellectuals' is reaching alarming proportions. Socially and politically this maldistribution of the human resources of the country cannot be ignored without grievous consequences.

Our national leaders have been aware of this for some years. Basic Education and the Vocational course half-heartedly introduced in the Middle and High School classes were intended to turn part of the Middle Class of the country towards manual labour. Rajaji's revolutionary reforms in Primary Education had the same praise-worthy aim.

These timid though well-intentioned moves have failed to produce the desired results.

It is now generally accepted that Secondary Education in India must be, not only reformed, but completely reorganised whatever the cost. Half measures and gradual reforms will lead us nowhere. Many there are among the educated thinking citizens of India who look forward to the day when a totalitarian government does here what they believe is done in China by the ruling Communist Party. Though it is only too true that, in a traditional country like ours, vested interests are all powerful and expert in the art of wrecking the most laudable social reforms while taking them under

their patronage, a young and enthusiastic democracy should easily find the means of achieving the desired progress.

Whether the much publicised recent reports on the 'reform' of Secondary Education can be accepted wholeheartedly as the blue prints for the future prosperity of the country is more than doubtful. Once divested of their learned and scholarly phraseology there is little in them that goes beyond what has been attempted so far with so little success. Their great defect is that they still leave the University as the end towards which primary and secondary education gravitate. As long as that subsists no solution will be found to the problem outlined above: i.e., the urgency of the switching over of a large proportion of the middle class of the country to professional channels others than teaching, government service, commerce and medicine which are practically the only ones to which our Universities give access since most of the successful students of the few Technical Colleges find their way into minor government executive jobs.

'Bifurcation' at the Middle and High School stage, as done at present or as advocated in the proposed Multipurpose schools serves no practical purpose and is a sheer waste of funds, both government funds and private funds since it leads nowhere. In most cases it even proves detrimental as a half-hearted teaching with an extremely insufficient equipment kills in the students the little attraction they might have had for manual work. Whenever business men have been consulted about the 'bifurcation' schemes their honest answer has been: "Give the children a good sound general education and we will give them the technical training they will need."

A radical change in the set up of our education system is needed. The following suggestions might be worth considering.

The foundation would be a sound course of general education spread over eight or nine years terminating in a school final examination giving access to (1) secondary schools as we know them today and (2) technical schools. While the choice should be left entirely to the pupil and his parents, discreet advice from the staff of the primary school attended would be of great use.

The secondary schools would be the feeders of the University and could come under its immediate and effective control.

The technical schools would be administered by a body under government control but in which Chambers of Commerce and various trade interests would not only be represented but have an effective say. Such schools would be set up in every district and their curriculum would naturally be influenced by the industrial resources and needs of the area under the watchful eyes of a District Advisory Body constituted as suggested above. The financial outlay necessary for the equipment and the efficient running of these schools could be met predominantly by the local industries which would be allowed to give part of their dues under income tax, to approved technical institutions of their choice. These schools should, wherever possible, be made residential so that the three guiding principles of the Secondary Education Commission i.e., the educational needs of modern India, the improvement of vocational efficiency and the development of the student personality could be better applied. The final examination would give successful candidates access to certain definite jobs with definite scales of pay or, if they prefer, to higher Technical Studies at Inter District or State Technical Schools.

Similar schemes of organisation for technical education exist already in some countries, for example, in France which, though mainly agricultural like India and with a population of only

*(Continued on page 374)*

# MANAGEMENT OF SECONDARY SCHOOLS

By

N. K. THIRUMALACHARI,

Founder,

*The National Education Society (Regd.), Triplicane, Madras.*

I am grateful to the learned Editor of the "South Indian Teacher," Mr. S. Natarajan, for giving me an opportunity to express my views on the "Management of Secondary Schools." My contact with teachers and schools dates from the year 1920. The observations that I may make here are the result of my intimate experience with the working of Secondary Schools in our State and study of similar institutions in the various parts of India where I had the privilege of going and observing.

In recent times the question of Management of Secondary Schools has become a live-issue. I believe at one of the conferences of the teachers in our State, a resolution was passed favouring the gradual taking over of all secondary schools by the State. I can understand the reasons behind it. However it is desirable to have a dispassionate study of the whole question.

It is my considered opinion that *on principle* the Management of Secondary Schools should be vested with autonomous, non-official philanthropic social agencies, with very little interference from the State. The reasons are obvious. The State is a fluctuating political body. I mean popular ministries in a democratic set up are always liable to change from time to time. And if those ministries which in turn represent the State are vested with the running of secondary schools that will indeed be a bad day for the nation. I am not speaking merely from the point of view of financial obligations. As I said at the outset I am speaking from the point of view of a "*salutary principle*." The history of the progress of secondary schools in our State is the history of the selfless work of foreign

missionaries and philanthropic non-official Indian Bodies. To these two agencies in particular we owe the very large expansion of secondary education in our State. From the Institutions which have been managed by these mission bodies and by indigenous committees, have sprung up, men of great learning and culture, men with large and noble ideas, men actuated with a sense of patriotism and love of service. Let it not be understood that I condemn the few schools run by Governmental agencies. I however believe that these governmental schools are governed more by the red tape than by human element. The rules and regulations which have come to play a large part from the bureaucratic administration of the British Government still rule the administration of Government schools leaving practically no scope for individual initiative or enterprise. Parenthetically I may also add that the said tradition has also permeated into the veins of the present day administration. It is good to have rules and regulations but it is a dangerous thing to make a fetish of them and worship the rules and regulations ignoring the spirit and the soul of educational administration.

Why do I say that on principle the Management of Secondary Schools should be vested with non-official agencies? Proceeding on my dictum that on principle I am entirely in favour of non-official Management of Secondary Schools I submit that the advantages are too numerous to be detailed here. In the first place real educational development requires an area of freedom. Such an area of freedom and atmosphere of free action will only be available in schools run by private agencies. Secondly, consistent with and conforming to existing

rules and regulations, it is possible in such schools to initiate experiments in education free from official interference or domination. Thirdly, as such management involves an active putting into practice of the principle of sacrifice on the part of those who sponsor such institutions, there is a definite impetus for constructive, progressive social work. Again as sacrifice involves and proceeds from the basic fountain of love an atmosphere of gentleness, cheerfulness and joy is radiated round the entire school world. Again the binding force of such sacrifice and love is based upon the highest moral concept namely of service to humanity, which in turn means service to God and to God's children.

Before I proceed further let me pause and pay my tribute to Sri Pachaiappa Mudaliar, Raja Annamalai Chettiar, Dr. Alagappa Chettiar, Sir M. Ct. M. Chidambaram Chettiar, Sir C. Rajam, Mr. M. Ct. Pethatchi Chettiar, Sir P. S. Sivaswami Iyer, Raja Sir Muthiah Chettiar and several others who had endowed from their private wealth a number of Secondary Schools and Colleges. Let me also take the opportunity to praise the unselfish selfless services rendered to the cause of private education by Sri C. Ramaswamy Iyengar, Sri C. Ramanujachariar, Mr. Subbaroya Iyer, Mr. N. Ramaswamy Iyer of Trichy and the late lamented Mr. P. Ramaswamy Chettiar,

There is another fundamental fact which is characteristic of the genius of our country. The tradition of hospitality, the worship at the altar of charity is in-born in every Indian individual. Next to the feeding of the poor, comes, in the scale of charity, according to Indian conception, "Vidyadanam". The highest examples of the Gurukula system in our country where for no returns education was imparted by those pure, high-minded austere, learned savants have provided the nucleus for similar but necessarily less advanced than the Gurukula institutions, the concept of private secondary schools. Figures are not necessary for the average Madras to know and to

realise the role played and is being played by private agencies, and the great contribution they have made towards the educational progress of our State.

Now turning from the question of principle of which I have laid so much emphasis, even from the point of view of exigencies, I mean financial exigencies, having regard to the finance of our state and the large demands it has to meet by way of providing for every man, woman and child, food clothing and shelter, it will take easily a century if the State takes the entire control of schools. It may be pointed out that a country like Russia has adopted a system of "nationalised education." I however do not propose to enter into a discussion of the efficacy or soundness or otherwise of a system of nationalised education as practised in Russia. For one thing my knowledge on that subject is limited. Secondly, I cannot be convinced by mere paper reports.

In pleading for the vesting of management of schools with non-official agencies it may be necessary to indicate certain safeguards. In the first place I believe very strongly that the success of an Institution managed by a private body will depend entirely upon the excellent work turned out by the teachers. It, therefore, follows that the emoluments of teachers and their social status should engage the primary consideration of those in-charge of schools. They cannot expect any good result with a band of discontented and un-enthusiastic teachers.

Secondly, there must be clear understanding between the Managements of Schools engaged in similar work in convenient and adjacent regions or localities. There must be a co-ordination of aims and work. The Schools must be mutually complementary of each other. They must not be mere duplications but must endeavour to serve the different aspects and different needs of the children of a convenient locality. They must never try to conflict with each other but try to understand the other, meet at conferences from time to time, and formulate



their plan of work so that the territory they serve would be in a position to get maximum advantage from these agencies.

Thirdly, the non-official agencies must preserve purity and efficiency of administration. They must be particularly jealous in the matter of handling the funds of the institution. They must subject themselves to periodical audits, so that they may feel and be convinced that every pie is spent properly, economically and usefully for the institution. I am however glad to admit that in recent times I see a happy change in the attitude of the Inspecting Officers, and I am sure that this change is certainly for the good of Secondary Education by private Managements.

As far as the state is concerned, I am not wholly in favour of the present system of inspection. In my opinion the entire spirit of the inspectoral system should be changed. The inspectorate should be made to feel and to realise that their task is one of service to the people and help and guidance to those non-official agencies who have taken upon themselves the task of spreading knowledge, actuated by a sense of service and sacrifice. They must never give the impression that

they are police men in any sense or degree of the term. They must be sympathetic and constructive in their suggestions and actively co-operate with the management to avoid lapses, rectify mistakes and endeavour to promote the progress of education of the children entrusted to their care.

And last but not least in the shaping of educational policies, I will strongly recommend the securing of the valued experience of the teaching profession and of those non-officials who have retired from public service and who can be trusted to offer their valuable advice in shaping educational policies.

I cannot close this article better than by referring to the speech of Dr. Amarnath Jha, Chairman of the Bihar Public Service Commission and former Vice-Chancellor of the Allahabad University, who thinks in the same way as I feel. When addressing the Allahabad Alumni Association he said that the Government was interfering more and more with educational and social system which he characterised as a "danger signal." He adds the initiative is taken away more and more from the individual and voluntary organisations and is centralised increasingly in the governmental machinery.

By

SRI M. J. SARGUNAM, M. A.,  
COIMBATORE

The Secondary Education Committee has noted six different types of managements namely:—

(1) The state, (2) Local bodies, Dt. Boards or Municipalities, (3) Religious organisations or other denominational bodies, (4) Registered Trust Boards, (5) Private bodies, (6) Individuals.

This variety of managements has unfortunately resulted in varying standards of academic efficiency and organization and administration of schools in the state.

The great increase in the number of schools in recent years, "has led to a great laxity in the conditions laid down for starting new schools." The great problem of the day is to deal with or improve or prevent the educational institutions becoming "commercial enterprises." Managements without a sense of the needs of the school, have been permitted to open schools without building, without equipment, furniture or adequate funds for paying salaries. It is high time that the D.P.I. should take immediate steps to close

down such institutions. Vested interests have prevented the Government from acting expeditiously in these matters.

Because of the vagaries of managements and they are known to all including the Government, the teachers have agitated in their District and Provincial conferences for all schools being taken over by the state.

It is a counsel of despair. How I wish I could whole-heartedly endorse it! I could not do it because I know that even the Commission "cannot say at present, many of the state schools serve as models." Far from it, State schools have often been anything but models for other schools to follow!

It is true "that private managements have got an important part to play in the scheme of education" but because of the inefficiency of departmental inspection, departmental audit and the like, many defects still persist. Since the integrity and character of some of those running the schools cannot be relied on, the schools run by men of unimpeachable integrity suffer. The grant-in-aid code need to be studied and examined and if it cannot be equitably administered, drastic action should be taken forthwith.

Alternately, the Government may take over the full financial control of schools, instead of perpetuating this disparity. The Government may pay the salaries of teachers and spend on items for the improvement of schools, the entire fee income having been paid into the coffers of the Government.

Or if this is totalitarian way, and managements should have freedom to administer funds, then a *per capita* grant may be given instead of the  $\frac{2}{4}$ th or  $\frac{3}{4}$ ths of approved expenditure on a secret code of the financial secretariat. In any case there should be no loop-hole or leakage in this matter and where absolute honesty is not practised the managements should be properly dealt with. There is far too much tolerance amounting to condonation of such practices,

Regarding the constitution of the managing committees, the Headmaster should be an ex-officio member and the ex-officio Secretary of the committee and if possible, the staff should be represented on the committees by one member. He may be asked not to participate in the discussion on points of salary. The Report recommends, "that a nominee of the Director should be a member with mainly advisory functions." I fear this would compromise the Director of Public Instruction instead "of helping the managing body to understand the conditions to be satisfied for recognition and the measures to be taken for improving its efficiency and its activities."

The more important thing regarding the management of the school is that no individual, however enlightened or illustrious or powerful, should be allowed to manage an educational institution and steps should be taken to see that members of the committee should be as far as possible, University men.

It has been sometimes suggested that teachers should form themselves into a Co-operative Society and take over the schools and manage them. This will require to be carefully gone into. In any case it points to the need of taking the teachers into greater confidence by the managements.

An exclusive denominational agency is out of place in a democratic age and no teacher should be excluded from appointment because he does not belong to a particular caste or creed.

The State Government should have an overall plan for education of all children and a well defined policy in the matter of organization, administration and management of schools. All managements should be treated generously and encouraged to fulfil their obligations in educating the children. There must be a spirit of partnership between the state and the managements and not the present day indifference or suspicion.

Managements should never "interfere directly or indirectly in the internal administration of the school,"

The number of school places should be fixed and rivalry in the matter of admissions, and in the rate of fees should be eliminated. The state should be more serious in helping managements to be more economic and efficient in running institutions. It is noteworthy that private managements spend comparatively much less than the Government and educate many more and far more efficiently. If the state managed institutions cost nearly twice as much as those of the private institutions and, if more pupils can be usefully taught so economically and high academic efficiency can be achieved in private schools, then it is clear that all institutions should be handed over to private managements.

Especially in view of the up-grading of secondary schools, by adding the VII Form and all the accompanying costs, this should be decided immediately. Yet again there is the heavy cost involved in the introduction of the bifurcated courses in nearly all schools. Since the state cannot continue to run its own schools at such prohibitive cost, private managements, which have done so well by the state, should be encouraged to take more and more institutions including even those now managed by the local bodies.

Lastly the question of efficiency grants for schools whose academic standards are good may be considered.

Surely the parents have a right to expect a good return for the fees they pay; and occasionally managements are tempted to punish teachers with salary reductions when the pupils fail in public Examinations. It is not a wholly illogical attitude because a workman's product is evaluated and his wages are assessed on the quality of his work. While the teachers may not be penalized for the failure of their pupils, they may be paid a bonus for efficient work and extra work invested.

The most urgent problem of managements is the supply of qualified staff and of finding enough funds for paying adequate salaries to the staff. This is where the state comes in; for granting the permanent value of private managements, the state should take steps to provide adequate facilities for training teachers and of placing sufficient funds at the disposal of managements for paying satisfactory salaries.

Let it be recognized that private effort is the expression of the spirit of service and sometimes of sacrifice which vitalizes the national life. It is the voluntary offering to the country of managers and teachers and funds, inspired by a desire for creative self-expression. Our ancient land cannot afford to do without it. Hence I plead that all schools be managed by private bodies whose sole aim is to do "their utmost for the Highest."

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By

K. P. VARID,

*Headmaster, Malabar Christian College  
School, Kozhikode.*

The recommendations of the Secondary Education Commission have been before the public for some time now. There have been great divergencies of opinion on these recommendations; many experienced educationists have pointed out the practical difficulties in giving effect to them, nor are they altogether sanguine

about the results. The recommendations have, however, been accepted in full by the Union Government and in part by the State Government. It is, therefore, time that Managements and teachers and, indeed, the general public assessed the situation and considered how best the recommendations may be implemented.

We have, therefore, to consider how the managements of the present are to adjust themselves to suit the requirements of the future. There are now over 1,400 secondary schools in the States of Madras and Andhra. Of these, roughly 8% are managed by Government, 42% by Local Bodies and 50% by Private Agencies. Whoever may be the managing body, the objective of every management must be to create the facilities and afford the environment for the efficient running of schools. Providing suitable buildings, playgrounds, equipment and furniture, and maintaining the necessary qualified staff are the minimum that is expected of the managements of today. If the recommendations of the Commission are brought into effect, managements will be called upon to shoulder much greater responsibilities. The Commission says, "The first concern of the school should be to provide for its pupils a rich, pleasant and stimulating environment which will evoke their manifold interests and make life a matter of joyful experiences." The creation of such an atmosphere calls for much careful planning and organisation and involves the expenditure of a vast sum of money besides. The Commission also lays down that schools must be community-centred; that is, the life and interests of the Community must be linked to the life within the School. School and Community must react upon each other. The problems and experiences of the home and the community must be brought into the school and the new knowledge and skills acquired in the school must be carried into the home. Whenever we think of the managements of the future we should not lose sight of these two basic facts.

Taking first managements under private agencies, we can lay down the rule that no school of the future should be run by an individual on a proprietary basis. Managements must be registered societies with Committees of not more than 11 members each. If the school is under a religious body representatives of that body should have a majority of members on that Com-

mittee, so that the individuality and the heritage of the school are not lost. The Correspondent and the Headmaster must be *ex-officio* members on it. The Director of Public Instruction may nominate two or three representatives of the Community and one official to be members. This Committee will be practically supreme in matters of finance, appointment of teachers and termination of their services, subject of course, to the safeguards laid down by the Department. The members of the Committee should realise that they have not discharged their responsibility by merely attending Committee meetings. It should be their duty to pay occasional visits to the school when it is not in session and discuss with the Headmaster the needs of the school. Obviously, the Committee should not interfere with the internal administration of the school which is solely the responsibility of the Headmaster. Broadly speaking, the Committee should be an influential and enthusiastic body that will actively strive to promote the welfare of the institution.

In these days of democracy it is only fair that teachers are associated with the management. If they know what the resources of the school and the limitations of the management are, they will not put forward their claims, however legitimate they may be, which the management cannot meet; what is more, they will certainly try to improve the finances of the school. Therefore, a suggestion is put forward that the draft budget of the school is prepared by a small committee consisting of the Correspondent, the Headmaster and three representatives of the teachers. But it must clearly be understood that the recommendations of this Committee are purely advisory, as the ultimate financial responsibility rests with the Management Committee.

The Commission has recommended, as has been said already, that schools must be community-centred. To make this suggestion effective, it is recommended that joint meetings of the Managing Committee, the teachers and the representatives of the Community are held at regular intervals, say, once

in every three months. These meetings must discuss the needs of the school, the ways and means to meet those needs, how to bring about closer contact between teachers and parents. Once the community feels that the school is theirs, many of the financial problems that face it will be easily solved. The members of the community, for example, may supply the materials for a building. The pupils and the teachers, on the other hand, can help the community in building roads, helping in harvesting, etc. The problems of the community will become the problems of the school, and the knowledge gained at school will be put to test in solving the difficulties of the home.

It is difficult to suggest modifications in the management of schools under Government and Local Bodies. They do not enjoy the flexibility and resilience obtainable in managing committees under private agencies. Nor do they respond to the influences of the community as quickly either. These schools also must each have a Committee to look after its interests. Apart from the Headmaster and the representatives of Government and Local Bodies, representatives of the community must also find a place on those committees. Only if the opinion of the Committee is respected and acted upon will any responsible people care to be nominated on to those committees.

When the recommendations of the Commission are fully implemented managements will be called upon to shoulder very heavy responsibilities. Upgrading the present high schools into Higher Secondary Schools with the addition of the VII Form with more staff and equipment will cost much money. Converting the present high schools into Multi-purpose Schools would be even more costly. Very few of the present day managements can, I am afraid, bear the heavy cost involved. The Union Government and State Government, it is reported, will come to the aid of private agencies with liberal grants. But it is the sad experience of managements that several items of expenditure incurred for the good of the school are excluded

from the benefit of grant by auditors. The much advertised 2/3 grant dwindles in actual practice into  $\frac{1}{4}$  grant. Apart from giving liberal grants, the general outlook of the Department should undergo a change. There has been in evidence of late a tendency on the part of the Department to tighten up its control over managements and teachers of private schools. This attitude and adherence to the letter of the rule by the Officers rob managements and teachers of initiative and spirit of adventure in research and experiment. Judging by a recent speech of the Hon'ble Minister for Education and Finance, it is problematical if our State will ever have funds enough to implement in full the recommendations of the Commission.

Whatever may be the intentions of Government, managements of today must undergo a radical change to fit them to be managements of tomorrow. Unless managements provide "a rich, pleasant and stimulating environment" for pupils of their schools and make their life there one of joyful experiences, they have no place in the future set-up of things.

One word more before we conclude. The undue domination of the University over Secondary Education has been criticized in several Reports. Still the procedure that is being adopted now with regard to giving effect to the Recommendations of the Commission is a repetition of what has been so often criticized. The Senate and the Academic Council of the Madras University have decided what changes the University will introduce in College classes and *inter-alia* recommended what changes should take place in Secondary Education. Neither the Department nor the South India Teachers' Union has convened a representative meeting of the Headmasters and Headmistresses to discuss the changes that should take place in Secondary Education in the light of the Recommendations of the Commission. Truly many experienced Headmasters feel nervous at the rapidity with which decisions of far-reaching consequences are being taken. A short pause a little delay, to think and rethink, will not be a waste of time.

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## FROM OUR ASSOCIATIONS

### ANNAMALAINAGAR

The Annual Meeting and Conference of the South Arcot District Teachers' Guild took place on the 6th November 1954 at 2 P.M. at the premises of the Ramaswamy Chettiar's Town High School, Annamalainagar (Chidambaram). The meeting was largely attended. Representatives of sixteen schools participated in the meeting.

The Executive Committee of the Guild met at 2 P.M. with Mr. P. Govindaswamy, the President, in the chair. The audited statement of accounts was adopted and resolutions sent in, were also accepted to be moved in the General Body Meeting.

The General Body met at 3 P.M. with Mr. P. Govindaswamy as President. Mr. P. R. Swaminathan M.A., L.T., Secretary of the Guild, welcomed those assembled at the meeting. The Secretary then spoke praising the work of the S.I.T.U., Madras and appealed to the teachers to shed inferiority complex. The Annual Report about the working of the Guild and the audited statement of accounts were unanimously adopted. Election of office bearers for 1954-55 was proceeded with and the following were unanimously elected :—

#### President :—

Sri P. Govindaswamy Pillai,  
B.A., L.T., *Headmaster*,  
Bd. High School, Pennadam.

#### Vice-Presidents :—

- Sri G. Sundaram, *Headmaster*,  
R. K. V., Chidambaram.
- Rev. Fr. Mariadoss, *Headmaster*,  
St. Joseph High School,  
Tirupapuliur.
- Sri C. Subramaniya Mudaliar,  
M.A., L.T., *Headmaster*,  
Gandhi Memorial High School,  
T. V. Nallur.
- Sri Chellappa, B.A., L.T.,  
*Headmaster*, Bd. High School,  
K. M. Koil.
- Sri Christoś, *Assistant*,  
D. M. High School,  
Nellikuppam.

#### Secretary :—

Sri P. R. Swaminathan, M.A., L.T.,  
*Headmaster*, R. C. T. High  
School, Annamalainagar.

#### Representative to the S.I.T.U. :—

Sri P. R. Swaminathan, M.A., L.T.,  
*Headmaster*, R. C. T. High  
School, Annamalainagar.

#### Committee Members :—

- Sri Thirumalai Govindan, Bd. H. S.,  
K. M. Koil.
- Sri K. Swaminathan, G. M. H. S.,  
T. V. Nallur.
- Sri P. Guruswamy, R. K. V.,  
Chidambaram.
- Sri T. Murugesan, R. C. T. H. S.,  
Chidambaram.
- Mr. Roberts, *Headmaster*, D. M.  
High School, Nellikuppam.

### CONFERENCE

Then Sri P. Govindaswami Pillai, in his Presidential Address said that the reform of education had been proposed now. It was his opinion that educational reform should be left in the hands of teachers. They are the surest guide in this matter.

There was appalling illiteracy in the land. Efforts should be made to wipe it off. The remedy lay in opening more elementary schools; but this would involve a large expenditure. On account of financial difficulty, it was not possible to open more schools and to raise the pay of school teachers. He deplored that there was a rapid deterioration in the standard of education.

### RELIGIOUS INSTRUCTION.

In regard to religious instruction and propaganda he said, it should be left to Mutts and other such organisations, which were doing good work in this direction. Religious instruction in schools might produce bad results, because there were teachers and pupils belonging to different sects and religions. He was however of the opinion that the "Kural" should be taught in schools,

He vigorously pleaded for the retention of English in the curriculum, and said that the English Language is essential and a necessity. It should therefore be taught on proper lines.

Dr. E. V. Link, visiting Professor of the Annamalai University, speaking on "Sound Education in a Welfare State" referred to the ideal of equal educational opportunity and said that no child should be denied educational facilities. Education was meant for all, not for the selected few.

Education in the Welfare State should not be equated with propaganda. The teacher should not produce any prejudice or bias in the minds of pupils towards only one point of view. The child should be allowed to form its own opinion.

Mrs. Link spoke on "The Child and the School." She said the child should be allowed to make decisions and should be given all opportunities to develop the proper attitudes towards school work. The curriculum in schools should be geared to real problems in life and the home and the school should join together in such a co-operating endeavour.

#### EXAMINATION SYSTEM.

Sri J. Ramachandran, Lecturer in Education, Annamalai University, pleaded for a new concept of examination and evaluation of the students' worth.

They should try to evolve reliable instruments of examination which would test comprehensively the various aspects of the development of the individual. The testing programme should be an integral part of the process of education. The physical, social, economical and intellectual traits should be tested. The teacher could record them in a note book from day to day and carry over the data collected to a cumulative record or "Behaviour Journal." From such data they could get all information about the pupils' progress in all aspects of scholastic activities.

Sri P. R. Swaminathan, and Mr. Christo Doss proposed vote of thanks.

#### RESOLUTIONS

1. The Guild requested the Government to extend the time-limit for the acquisition of craft qualifications by one more year and adopt a uniform scale of pay for the teachers differentiating them as those in government or local body or in aided institutions.

2. The Government was also urged to raise the age of retirement of teachers to 60.

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*(Continued from page 364)*

forty millions, can boast of over 500,000 technical students of various grades.

It might be objected here that the traditional trend which leads parents to direct their children towards a University education would still persist and that attendance at technical schools would be poor both in quantity and quality. This statement might have been true fifteen years ago but ideas in this field have greatly altered as a result of the war. There is at present a great demand for proper technical education as indicated by the ever increasing numbers of candidates for the maths. and science groups in the Inter and B.A. classes—the long roundabout and uncertain way of getting access into the University Technical, Colleges. Thousands of young men gifted for intelligent and educated technical labour, are disappointed every year either by being refused admittance in the Intermediate classes of their choice or in the technical colleges themselves and are bound to accept work which they profoundly dislike in government or commercial offices, while Honours Classes in Maths., Physics and Chemistry are often crowded by brilliant students who destine themselves to the I.A.S. or the Diplomatic Service!

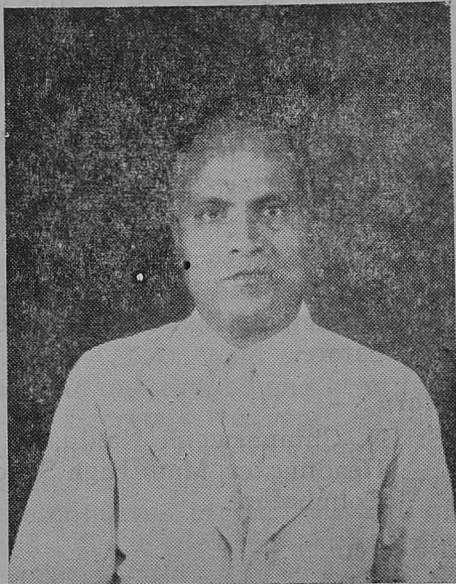


## JALARPET

The grand gala day was seen at Jalarpet on 31-11-54 when more than 400 delegates of several Secondary schools throughout the District attended the 28th Annual Conference of the North Arcot District Teachers' Guild held at Jalarpet in the high school premises.

Many important items viz. the hoisting of the flag by Sri N. Lakshmana Rao, Headmaster, Board High School, Chengam and the discussions of the subjects were gone through in the forenoon.

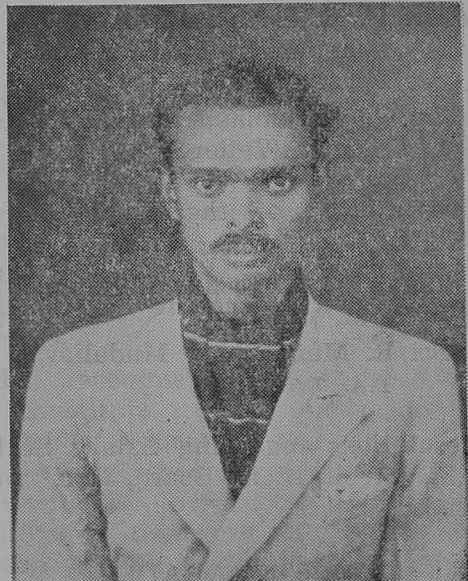
The afternoon session began with the prayer. Sri N. D. Sundaravadivelu, Director of Public Instruction, Sri S. Natarajan, President, S.I.T.U., and Janab Anwar Sahib were seated under the beautifully decorated pandal. Janab Fazlur Rahman, President of the Guild and the Headmaster, Islamiah High School, Pernampet, presided.



SRI R. MUNISWAMY MUDALIAR, B.A. L.T.,  
*President,*  
*North Arcot District Teachers' Guild.*

Sri R. Muniswamy Mudaliar, B.A., L.T., Headmaster, Board High School, Jalarpet and Chairman of the Reception Committee, welcomed the distinguished guests and others.

The President introduced Sri N. D. Sundaravadivelu, Director of Public Instruction and requested him to give his address. Amidst roaring cheers, Sri N. D. Sundaravadivelu, D.P.I., with his smiling face, delivered his soul-stirring speech in Tamil. The speech was of a very high order and it won the hearts of all the delegates.



M. SRI VENUGOPAL, B. SC., B. T.,  
*Secretary,*  
*North Arcot District Teachers' Guild.*

Sri S. Natarajan, President of S.I.T.U. spoke on the subject "Why Reorganise" in detail. He explained the points that are for and against reorganisation of Secondary Education.

Janab Anwar Sahib made a long speech championing the cause of teachers.

The Secretary Sri Ebenezer presented the annual report and the budget for the year 1954-55 which were un-animously passed.

The following office-bearers were elected for the year 1954-55 un-animously.

*President* :—

Sri R. Muniswamy Mudaliar,  
B.A., L.T., *Headmaster,* Board  
High School, Jalarpet.

*Vice-President* :—

Sri D. Dorairaj, B.A., L.T., *Principal*,  
Concordia High School, Ambur.

*Secretary* :—

Sri M. Venugopal, B.Sc., B.T.,  
*Assistant*, Board High School,  
Jalarpet.

*Joint Secretaries* :—

Mr. B. R. Ebenezer, B.A., L.T.,  
Islamiah High School,  
Pernampet.

Sri G. V. Ramana Rao, S. V. High  
School, Vellore.

*Representative of the Guild in the  
S.I.T.U.* :—

Janab C. M. Fazlur Rahman,  
B.A., L.T.

Sri R. Muniswamy Mudaliar,  
B.A., L.T.

Resolutions regarding Salary Scales,  
T.P.F., Arbitration Board, etc. were  
passed.

### CHERANMAHADEVI

The Quarterly Conference of the  
Range Elementary Teachers' Union was  
held on the 13th November, 1954, in  
the premises of the Committee Higher  
Elementary School, Cheranmahadevi.  
Sri D. Sankaranarayana Iyer, Retired  
Deputy Inspector of Schools, presided.  
About 150 delegates were present.

Sri S. R. Narayana Rao, President of  
the Union, welcoming the delegates  
stressed the need for the reform of  
elementary education and the raising  
of the salary scale of teachers. The  
President in his address asked the  
teachers to win popular support by  
their sincere work.

Sri H. Visveswaran, Assist., Thirtha-  
pathi High School, Ambasamudram,  
delivered a lecture on "New Trends in  
Education."

Resolutions were passed requesting  
the Government to adopt the pay scales  
as recommended by the S.I.T.U., to  
increase the maximum pay given at

present, to give Higher Grade scale of  
pay to full time Pre Vocational Instruc-  
tors, to grant separate allowance for  
headmasters, to give representation to  
Elementary school teachers in the  
committee to be appointed for the  
reform of elementary education and to  
grant free medical aid and house rent  
allowance to teachers.

Sri S. M. Palani, Tondaiman, Secre-  
tary, proposed the vote of thanks. The  
delegates were then treated with a  
lunch.

### COIMBATORE

At the General Body Meeting of the  
District Teachers Guild, Coimbatore,  
and the Nilgiris, held on 30-10-1954,  
in the premises of the Sri Rangammal  
(Kalvi Nilayam) High School, Coim-  
batore, with Sri G. R. Damodharan,  
M.P., in the chair, the following office-  
bearers were elected for the year  
1954-55.

*President* :—

Sri G. R. Damodharan, M.P.,  
Principal, P. S. G. College of  
Technology, Peelamedu, Coim-  
batore.

*Vice-Presidents* :—

(i) Sri S. Sivaguruswami,  
Headmaster, Central High  
School, A. Nagore.

(ii) Sri N. Doraiswami,  
Tamil Pandit, R. S. Puram,  
Municipal High School, Coim-  
batore.

*Secretary* :—

Sri N. Chinnaswami Naidu,  
Headmaster, Mani High School,  
Coimbatore.

*Joint Secretary* :—

Sri S. Ramaswami,  
Headmaster, T. A. Ramalingam  
Chettiar High School, Coim-  
batore.

*Treasurer* :—

Sri S. Venkataramanan,  
Headmaster, Sarvajana High  
School, Peelamedu, Coim-  
batore.

*Members of the Working Committee :*

- (i) Sri P. N. Rangaswami,  
Assistant, City Municipal  
High School, Coimbatore.
- (ii) Sri K. S. Rāmanathan, Physical  
Education Teacher, Suburban  
High School, Coimbatore.
- (iii) Sri K. M. Ramaswami Gounder,  
Headmaster, Diamond Jubilee  
High School, Gobichettipala-  
yam.
- (iv) Sri S. Sivasubramaniam,  
Assistant, Municipal High  
School, Ootacamund.

*Representatives of the Guild on the  
Executive Board of the S.I.T.U. :—*

- (i) Sri N. Chinnaswami Naidu,  
Secretary.
- (ii) Sri K. M. Ramaswami Gounder,  
Member, Working Committee  
of the Guild.

## MAYURAM

An ordinary meeting of the Tanjore District Teachers' Guild Council was held at 11 a.m. on Saturday, the 20th November, 1954, in the Municipal High School, Mayuram. Sri M. K. Natarajan, the President of the Guild presiding. 46 members were present.

Sri S. Seshagiri Iyer, President, Secondary Schools Teachers' Association, Mayuram, welcomed the members. The members were introduced to the audience. Sri S. Srinivasan, Jt. Secretary, read a report on the proceedings of the meeting of the Executive Board of the S.I.T.U. held on 23rd October, 1954. No question having been received by the Secretary, he ventured to put a question to the members as to how many affiliated associations sent at their cost representatives to the meetings of the Guild. Some members replied that all associations did not send representatives. Many teachers had to attend the meetings at their own expense. The Secretary appealed to the Presidents and Secretaries of Associations to give travelling allowance to representatives who attended the meetings.

An appeal was made by the President to associations to enlist more members for the S.I.T.U. Protection Fund.

Literature concerning the Fund was distributed to the members.

The amendments to the Constitution of the Guild recommended by the Executive Board at its meeting held earlier in the day were then considered. The important amendments accepted by the Council are (1) the raising of the affiliation fee of secondary school associations from As. 4 to As. 8 per member subject to a minimum of Rs. 7-8-0 per association; (2) the raising of the affiliation fee of elementary school unions or centres from anna 1 to As. 2 per member subject to a minimum of Rs. 5 per union or centre; and (3) the raising of the subscription of individual members in elementary schools from As. 4 to As.8. The Council by a majority of votes, 34 to 4 disapproved of individual membership of teachers in secondary schools.

The recommendation of the S.I.T.U. to constitute two councils one for secondary education and another for elementary schools was accepted. The Council also agreed to increase the number of members on the Executive Board of the Guild from twelve to seventeen and the principle of retirement by rotation.

The President urged the need for teachers' organisations to study educational problems and to formulate authoritative views and invited names from both headmasters and assistant masters for forming a panel of lecturers.

The following resolutions were passed:

1. The Guild Council welcomes the proposal to gradually convert high schools into higher secondary schools and to introduce multi-purpose and pre-university courses in schools.

2. The Council wishes to bring to the notice of the Government of Madras the recommendation of the International Committee of Experts sponsored by the Government of India and the Ford Foundation that the compulsory age of retirement of teachers should be fixed at sixty and requests the State Government to give effect to the recommendation.

3. The Council wishes to bring to the notice of the Government of Madras the pitiable condition of teachers who have retired and the gloomy prospects facing teachers on the verge of retirement and urges upon the Government that steps be taken to give pension to teachers.

4. The Council requests the Government of Madras to grant dearness allowance to teachers at Government of India rates.

5. The Council requests the Government of Madras to make it obligatory on the part of managements of elementary schools to continue the payment of Rs. 3 per month per teacher which teachers were getting prior to the Government's contribution of Rs. 3.

6. The Council requests the Government of Madras to sanction a timescale of pay for teachers of the lower grade.

7. The Council requests the Union and State Governments to permit teachers in elementary schools to stand for elections to the legislature and other similar bodies.

It was resolved to hold the half-yearly conference on 19th February, 1955.

#### TANJORE

The Tanjore District Teachers' Guild, organised extension lectures on educational problems. The lectures were delivered at a largely attended meeting held at the Municipal High School, Mayuram, on 20-11-1954. Mr. M. K. Natarajan, President of the Guild, presided. Mr. S. Seshagiri Ayyar, President, Secondary Schools Teachers' Association, Mayuram, welcomed the gathering.

The subject of the first lecture was "Co-curricular activities and their relation to curricular activities," by Mr. A. Rajagopala Iyengar, Headmaster, Banadurai High School, Kumbakonam. The lecturer dealt with the importance of co-curricular activities in schools.

Mr. A. V. Tyagaraja Sastri, Headmaster, National High School, Mannargudi, speaking next, said that the Guild

must be alert with regard to educational matters and the considered views of the Body should be expressed freely. Changes in curriculum were made to suit the changed conditions and the present system of education which was being adapted could not be condemned wholesale.

The second lecture on "The Process of Learning a Foreign Language" was by Mr. R. Subramania Ayyar, Headmaster, National High School, Nagapattinam. The lecturer dwelt on the methods and principles of learning a foreign language and the necessity for oral work, speech-drill, vocabulary drill, and memorisation of passages not only in poetry but also in prose.

Mr. V. Gopala Ayyar, Headmaster, Town High School, Kumbakonam, who spoke on "Bifurcated and Multi-purpose Courses," referred to the engineering course in his school and explained the principles on which pupils were selected for the course. He advocated concentration on one or two such courses in a school.

Mr. M. K. Natarajan, who presided, uttered a note of caution with regard to the expectation of the results of the new scheme of activities. He said that many of them had been copied from the west, specially from the United States of America, without taking into consideration conditions in India. As regards English, he said that it was not necessary to compell all pupils to learn that language. At the present time, it was an infliction on the pupils and also on teachers who were compelled to teach boys who had no aptitude for it. He would like that English was made optional. The majority of our people could get on well without English.

Mr. R. Mahadevan, Secretary of the Guild, proposed a vote of thanks.

#### ERODE

The Erode Taluk Elementary School Teachers' Federation met on 3-11-1954 under the presidentship of Mr. K. K. Nallathambi, Secretary, Tamilnad Municipal Elementary School Teachers' Union.

The following resolutions were passed unanimously:

1. "To modify the Elementary Education on an All-India Basis and to raise the Elementary School Teachers' Status."

2. "This Federation requests the Sixtieth All India National Congress to recommend the above to the Government."

"This Federation requests the other provincial Federations and Unions to

send similar resolutions to the Sixtieth Congress, so that we may have an equal voice."

3. "This Federation authorises, Mr. E. N. Subramaniam, Secretary, and Mr. M. Jeevarathnam, President, District Board Elementary Teachers' Federation, Coimbatore, to communicate the above to the concerned."

Mr. E. N. Subramaniam gave a vote of thanks.

## ALL-INDIA EDUCATIONAL CONFERENCE, 1954

*Sections of the Conference:* The Conference has 15 sections and each has its own President, Secretary and Local Secretary. The sections are: (1) University Education; (2) Secondary Education; (3) Primary Education; (4) Childhood and Home Education; (5) Women's Education; (6) Health, Military Studies and Physical Education; (7) Internationalism, Geopolitics and Peace; (8) Moral and Religious Education; (9) Education of the Handicapped; (10) Aborigines Education; (11) Vocational and Technical Education; (12) Teacher's Training; (13) Examinations; (14) Oriental Studies: (a) Sanskrit, (b) Arabic and Persian; (15) Adult Education.

The Delegate's Fee has been fixed by the A.I.F.E.A. Constitution at Rs. 3 only for teachers.

The last date for enrolment of delegates is the 18th December, 1954. Applications for Delegation forms are to be made without delay.

*Boarding and Lodging:* Patna has many schools and college hostels near the venue of the Conference. The Reception Committee is trying to accommodate the delegates in college hostels as far as possible where food may be arranged at a cost not exceeding Rs. 1-4-0 per meal. There are a good many hotels near these hostels which provide vegetarian and non-

vegetarian meals at rates varying from annas ten to Rs. 10 per meal. If previous information is sent to the Reception Committee, South Indian style meals may be arranged on rates prevalent at Patna.

Delegates are requested to bring with them mosquito-curtains winter-bedding and clothing in addition to other equipments.

Patna is served by the Eastern Railway train at Patna Junction and by N. E. Railway steamers at Dignaghat and Mahendrughat from across the Ganges. The Reception Committee will depute volunteers at all these stations to receive the delegates and to escort them to their lodgings. The charge for transport and conveyance will be borne by the delegates.

The delegates will receive their badges and tickets, etc., on production of receipts for payment of delegate's fees or Reception Committee membership fees.

Information about the date and time of arrival as well as intimation for boarding and lodging accommodation must be made at least a week in advance.

*Railway Concession:* Railway Concession of single fare for double journey is available for all classes. The Reception Committee will on demand send a Delegate's Certificate which will have

to be submitted to the nearest Divisional Superintendent who will authorise the Station Master to issue tickets for both sides on payment of a single fare of any class desired. The concession does not apply to those whose travelling charges are borne by the Government or any local Body or statutory Authority.

*Programme :* The Provisional Programme of the Conference is given below:

- 26-12-'54—6 p.m.—Meeting of R. C. for the election of 5 council members of A.I.F.E.A.
- 27-12-'54—6 p.m.—Meeting of the Executive Committee of A.I.F.E.A.
- 28-12-'54—9 a.m.—Opening of the Exhibition.
- 3 p.m.—Inauguration of the Conference.
- 6 p.m.—A.I.F.E.A. Council Meeting.
- 7 p.m.—Entertainments.
- 29-12-'54—8 a.m.—Sectional Conferences.
- 1 p.m.—Khatri Memorial Lecture.
- 2 p.m.—Debate and Local sight-seeing and other items of educational interest.
- 5 p.m.—Demonstration of physical feats and scout-rally.
- 7 p.m.—Entertainments.
- 30-12-'54—8 a.m.—Sectional Conferences.
- 2 p.m.—A.I.F.E.A. Council meeting — Election of the office-bearers for 1955.
- 4-30 p.m.—At Home.
- 7 p.m.—Entertainments.
- 31-12-'54—8 a.m.—General session. Adoption of Resolutions—Closure.
- 1 p.m.—Excursion to Pavapuri, Nalanda, Rajgriha or Bodh Gaya.
- 7 p.m.—Entertainments.

*Excursions :* The Reception Committee will arrange for excursion to various places of historic and religious importance, such as, Nalanda, Rajgir, Kumhrar, Pawapuri and Bodh Gaya. Actual details and cost on trips to various places will be announced during the Conference days.

*Resolutions and Papers :* Three Copies of Papers to be read and Resolutions to be moved should be sent to the office of the Reception Committee on or before the 20th December. It is essential that the Paper be accompanied by a brief synopsis.

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## LETTERS TO THE EDITOR

SIR,

I shall feel thankful if you will have the following matter published in the columns of your esteemed Journal:

“ Rev. Fr. T. N. Siqueira, Professor, St. Joseph's College, Trichinopoly, has been elected to preside over the Moral and Religious Education Section of the All India Educational Conference, to be held at Patna, from the 28th to the 31st December, 1954. The subject of the Symposium will be 'Peace Through Religion'. Persons desirous of taking part in the Symposium or reading papers are requested to contact the Sectional Secretary, Shri S. S. Aiyar, Principal, D. S. High School, Sion, Bombay-22.”

Yours faithfully,

S. S. AIYAR,  
Sectional Secretary,  
Moral and Religious Education  
Section, AIFEA.

## All-India S. S. Teachers' Conference, Bombay

*Extracts from the Presidential Address of Dr. Amaranatha Jha.*

He was of the view that much emphasis was being laid on the economic aspect, the material side of education, which amounted to taking an "entirely unbalanced view". Proper attention should be bestowed on the development of the emotional, physical, intellectual and social aspects to help the pupil to develop into a "complete man."

He further stated: "We are in an expansionist mood in the country, spending money lavishly in opening schools, so that grants from the Centre would not lapse. But we are taking no account of the quality of education that is being imparted." One of the dangers of mass production was that the student came to look upon the teacher as a person employed to give him tuition.

### THE PROBLEM OF INDISCIPLINE

Turning to the "vexed and rather exaggerated" question of indiscipline, Dr. Jha asked the gathering to bear in mind that teachers and pupils "do not live in a vacuum." They were members of one community and it was futile to expect discipline from only one section of the community. Whenever he heard our leaders talking of discipline, he was inclined to ask them if they were demonstrating by example, the value of discipline.

### SACRIFICE OF QUALITY

He charged that there was much emphasis nowadays on the material side, or the "employability" of educational aim was undefined as to whether the aim of education was to build a wage earner or a complete man. While the Government spent more and more money on one side in opening schools, no care was taken to improve quality.

### STUDENT-TEACHER RELATIONS

Dr. Jha said there was very little contact between students and teachers

beyond meeting in the class-room and as to contact between teachers and parents it practically did not exist. This, he said, was not an ideal state of affairs. Lack of personal contact was one of the results of the overcrowding of educational institutions due to financial pressure.

### RESTRICTIONS ON LIBERTY

Dr. Jha referred to the restrictions that are being placed on teachers debarring them from participating in politics and prohibiting them from contesting elections to the Local Bodies and State Legislative Assemblies. In face of the special teachers' constituencies for State Legislative Councils, how could these restrictions be logical, he asked.

Dr. Jha felt that teachers had every right as normal citizens to hold political views but they should not influence students by giving expression to their views in the class-room.

Dr. Amaranatha Jha, stated in his presidential speech that the "principle of co-existence" advocated in the realm of politics should also be extended to the educational field.

### SERVICE CONDITIONS

Service conditions of teachers, he said, that the statements of Prof. Humayun Kabir, Shri K. G. Saiyidain of the Ministry of Education and the recommendations made by the Mudaliar Commission, the Ford-Foundation Team and various other Bodies appointed by the Government of India were almost the same as demanded by various Teachers' Associations and the AIFEA.

### BUT—NO NUISANCE VALUE

He said, 'But, (pause) But, (pause, and turning to Shri Dinkarrao Desai) But—the blunt fact was that they had no 'nuisance value'.

### WARNING TO THE GOVERNMENT

Railway workers and postmen were considered more important, he said,



though he would not grudge them their importance. Whenever there was an organised threat by postmen or railway men, the "knees of the administration begin to totter." But it thought no harm would be done if the teachers did not work. The routine would not be disturbed. "This, however, is a short-sighted view," he said, adding that the teachers could do untold mischief, poisoning life at the source. Driven to desperation, they were capable of doing mischief which several generations of citizens would not be able to undo.

Dr. Jha said that teachers had in the national interests refrained from acting in a "wild manner," so far, and they had done their duty as a sacred mission.

#### DON'T RISK THE FUTURE

Dr. Jha said that delaying to improve the service conditions of teachers was risking the future of the country. He urged on the authorities to act in time to save the future of the country.

#### TO THE TEACHERS

To the teachers, Dr. Jha said, that ultimately the time would come when no power could keep the teachers from their just rights provided they themselves did their duty properly in the service of the nation.

#### RESOLUTIONS PASSED AT THE AISS TEACHERS' CONFERENCE

1. Whereas the AIFEA believes that it is essential that all teachers of a particular category must have the same conditions of service irrespective of the agency under which or the State in which they serve; and

Whereas it is detrimental to maintain the present invidious distinctions and differences in the service conditions of teachers thereby continuing discrimination in the treatment of children attending different agency or state schools; and

Whereas the principle of fixing uniform conditions of service at least in respect of salaries of university teachers

has been accepted by the University Grants Commission, this AISS Teachers' Conference held under the auspices of the AIFEA recommends that the Government of India take immediate steps to bring about this uniformity of service conditions for all SS teachers throughout India.

2. This AISS Teachers' Conference held under the auspices of AIFEA recommends that the following uniform minimum scales be adopted for teachers of different categories in secondary schools:

- (a) Headmasters of High School Rs. 250—15—400—20—500.
- (b) Headmasters of Junior High (Middle) Schools Rs. 175—10—225—15—300—20—400.
- (c) Trained Graduate Teachers Rs. 150—10—250—15—400.
- (d) Trained under Graduates and Untrained Graduates, Rs. 125—8—205—12—325.
- (e) Untrained undergraduates, Rs. 100—6—160—10—260.

Provided that the untrained under graduate scale is the minimum of any full-time teacher for whatsoever category working in any secondary school or teaching in any classes equivalent to those of a secondary school if the said classes are attached to any primary institution.

3. This AISS Teachers' Conference held under the auspices of AIFEA recommends further that,

(a) State Government in consultation with State organisation of teachers are to determine which other categories of teachers are equivalent to Graduate or undergraduates, trained or untrained.

(b) Teachers' having higher qualifications in the third and fourth categories are to be allowed two or three advance increments in the respective scales.

(c) Teachers working as Assistant Headmasters must be given at least an extra allowance of Rs. 25.



(d) Dearness and Local Allowances of teachers must be paid at the same rates as Central Government Officers of respective scales are being paid in the area.

4. This AISS Teachers' Conference held under the auspices of AIFEA further resolves that to raise the standard of efficiency efforts should be made to train the maximum number of teachers possible. It therefore recommends:

(a) That every teacher below the age of thirty-five should be given chance of training in the art of teaching and that training facilities should be expanded in every state to make it convenient for the teachers to receive training.

(b) That teachers serving in school should be given opportunity to have their training certificates without having to attend courses of studies away from their schools and homes, as is done in Bombay.

(c) That short courses of training should be organised on a wide scale and teachers having the short course training certificates or S.T.C. or its equivalent should be allowed the opportunity to get B.T. degree as private candidates.

5. The AISS Teachers Conference held under the auspices of AIFEA further wishes to make it clear that the scales recommended under Resolution No. 2 are the minimum and that every state will have the option to introduce any higher scales of pay.

6. The AISS Teachers' Conference held under the auspices of AIFEA further recommends :

(a) That all teachers joining training courses must be allowed the full pay and all allowances as stipends for the whole period of training.

(b) That no tuition fee or other fees should be charged from any undergoing training.

(c) That all trainees who are not teachers deputed from schools should be given stipends amounting to 2/3rds of what their pay would have been if they were teachers.

7. This AISS Teachers' Conference held under the auspices of AIFEA further recommends that if and when facilities granted under Resolutions 2, 3, 4, 5 and 6 are available and when State Governments have provided facilities for training of all teachers, no untrained teacher below the age of thirty-five should be given any increment beyond the initial salary fixed in the scale.

8. The AISS Teachers' Conference held under the auspices of AIFEA recommends :

(a) That Refresher courses and Seminars for trained teachers should be regularly organised by the State Education Department in co-operation with the State Teachers Organisations.

(b) That facilities for free Railway travels and leave with pay should be allowed to teachers going for the training colleges, refresher courses, seminars, educational conferences or out on educational tours or holiday camping or out for a change, whether within the State or outside.

(c) The concession should be allowed on Season Tickets during the terms and during vacations on return tickets to his or her home town.

9. This AISS Teachers' Conference held under the auspices of AIFEA recommends that Ministerial and menial staff of schools should be given the same scales of pay as are allowed to corresponding employees in the Government Schools in the State.

10. This AISS Teachers' Conference held under the auspices of AIFEA resolves:

(a) That the following rules re: maintenance recurring grant based on procedure existing in the Travancore-Cochin State be adopted in all the States in India:

80 per cent of the total fee collection in schools be remitted to the Government Treasury and 20 per cent thereof retained by the management to meet the expenses on the following heads:

(i) Salaries of Clerks and Menials.

(ii) Manager's contribution to the Provident Fund.

(iii) Repairs to school buildings.

(iv) Contingent expenditure.

(b) That the entire teachers' salary bill submitted by the management and the rent of the school buildings if payable, should be paid by the State.

11. In view of the fact that the very purpose of introducing the scales would be defeated unless security of services were granted this AISS Teachers' Conference held under the auspices of AIFEA recommends that:

(a) An Arbitration Board be immediately set up in every State consisting of (i) a Judicial Officer or a retired officer not below the rank of a District Sessions Judge; (ii) three Assessors, namely, a nominee of the Director of Education, one representative of the management and one representative from the State Teachers' Organisation.

(b) That the Arbitration Board will be granted by legislation the authority to act as a tribunal on the lines of Industrial Tribunals having legal competence to summon both the parties and examine all witnesses, have access to all relevant materials for disputes and to adjudicate all disputes.

(c) That the awards of the Arbitration Boards will have the form of a decree of a court and must be enforceable on the Managing Committee concerned jointly and/or severally like the decree of a court.

12. This AISS Teachers' Conference held under the auspices of AIFEA resolves:

(a) That before any disciplinary action is taken against a teacher the Management must draw up a charge sheet in writing giving the teacher at least a fortnight's time to submit his explanations.

(b) That the question of disciplinary action must be clearly and specially stated on the agenda of the meeting of the Managing Committee when it is to be discussed and the charge sheet must be circulated to each member of

the Managing Committee along with the notice for the meeting.

(c) That the explanation submitted by the teacher must also be circulated to each member at least three days before the date of the meeting.

(d) That in case the teacher desires to represent his case to the Managing Committee he or his nominee is to be allowed to place his views before the Committee at the Meeting.

(e) That in case the decision to dismiss a teacher is taken at the meeting the decision will not take effect if the teacher concerned expresses in writing his willingness to prefer an appeal to the Arbitration Board against any such decision, either till the period within which he is to prefer the appeal expires, or in case he prefers the appeal within the scheduled time till it is disposed of by the Arbitration Board.

(f) That in grave and emergent situation the Managing Committee may put a teacher under suspension, but in case the Committee decides to follow up the suspension order with an order for dismissal the procedure for dismissal as mentioned in paras 12 (a), 12 (b), 12 (c), 12 (d) and 12 (e) must be followed.

(g) That during the period of suspension the teacher be paid half his average salary with Dearness Allowance or cost of Living Allowance.

(h) That in case his suspension order is either withdrawn by the Managing Committee or revoked by the Arbitration Board on appeal the teacher is to be paid the rest of his salary for the whole of the period of suspension all at a time within one month from the withdrawal or revocation of the order for suspension.

(i) That all appeals against the decision of the Managing Committee must be preferred within a month from the date on which the cause of grievance arises.

13. This AISS Conference held under the auspices of AIFEA resolves:

(a) That the Arbitration Board while hearing an appeal must allow the

teacher and/or the Secretary of the Managing Committee to appear either personally or through accredited representatives to appear before it to conduct the appeal according to the rules that may be prescribed by the Arbitration Board and must allow the parties to cross-examine one another within limits prescribed by the Evidence Act.

(b) That the Arbitration Board must have the authority to reinstate a teacher or to award him monetary compensation or to grant any other relief or reliefs that it may deem just and proper and must have the authority to enforce its decision against the Managing Committee jointly or against its members severally.

(c) That unless a teacher is dismissed on a proved charge of committees an act which may constitute a criminal offence, a teacher will be entitled to receive three months' salary in every case of discharge or removal.

14. This AISS Conference held under the auspices of AIFEA, holds that the scope of the Arbitration Board should be widened so that it may be within its authority to defend the following freedoms of a teacher:

(a) Freedom from arbitrary dismissal.

(b) Civic freedom to defend the right of a teacher to assume all the responsibilities of a citizen.

(c) Freedom from compulsory duties not connected with the work of school.

(d) Academic freedom; and that a teacher may be granted the right to appeal to the Arbitration Board to seek its protection from infringement of any of these fundamental rights.

15. This AISS Conference held under the auspices of AIFEA emphatically demands that the recommendations of the Secondary Education Commission as regards :

(a) Triple Benefit Scheme.

(b) Provision of free education of teacher's children.

(c) Provision of free medical treatment.

(d) Facilities of free travelling, be immediately implemented by different State Government in co-operation with the Central Government as and if necessary.

The Conference of the AISS held under the auspices of AIFEA resolves that in the best interest of education and teachers, teachers be given adequate representation on the Managing Committees of the schools.

16. The Conference authorises the Council of All India Federation of Educational Associations to take appropriate steps to see that the recommendations of this Conference are implemented on the Governments concerned at an early date.

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### Extracts from the Address of Mr. Jha to the Press Conference on 21—10—54

Dr. Amarnath Jha, President, AIFEA, addressed a largely attended Press Conference at the Taj Hotel on Thursday, the 21st October, 1954, at 4-30 p.m. Shri D. H. Sahasrabuddhe, General Secretary, AIFEA, Shri S. P. Roy, Secretary, Secondary Education Section, AIFEA, and office-bearers of the Reception Committee were present.

Dr. Jha at the outset stated that no plan for the development and progress of the nation and no project in any Five-Year Plan had any chance of success, if teachers, who trained the citizens of tomorrow were dissatisfied and discontented.

Addressing the Press Conference Dr. Jha added that students would not

respect the teachers if they realised that their teachers were not respected by the community.

He said secondary teachers were anxious to play their part in the building of the nation, but "we feel that the work we do, deserves recognition in a material sense."

He said that more than a year had passed since the publication of the Secondary Education Commission Report. So far nothing had been done to implement its recommendations regarding the pay scales, service conditions, hours of work, provident fund, pension and insurance benefits.

The fact that the recommendations of various commissions and boards appointed by Governments, both the Centre and States, were not being implemented had been disturbing the teachers most.

Dr. Jha added that there was growing demand for education on the part of the people and no adequate arrangements had been made to meet this. Teachers were dissatisfied. Teachers' struggle in Bengal, Bihar and Madhya Pradesh were the visible signs of this dissatisfaction.

### SECONDARY TEACHERS

He explained the recommendations in the Mudaliar Commission Report and said that at present they had concentrated themselves on the conditions of service of secondary teachers.

He recalled the recent speech of Dr. Radhakrishnan, who had stated at a public meeting that the report of the Commission over which he presided, had been receiving "respectful inattention" and said that the non-implementation of the recommendations of the commissions had perplexed the teachers.

When teachers pressed the Union Government for implementing the recommendations, they passed on their responsibility to State Governments stating that secondary education was the concern of State Governments. State Governments in their turn pleaded their inability to implement the recommendations owing to lack of finances.

### BITTER FRUSTRATION

"We, the members of teaching fraternity, are passing through a phase of bitter frustration. Everyone, the Prime Minister, the Education Minister at the Centre, the Education Secretary, different Education Ministers in the States, assure us that our conditions need to be improved. But when it comes to the question of improving our service conditions and giving us reasonable security, we find that we are still where we were before the appointment of Commission," Dr. Jha said.

However, he assured that "we are not working in a trade union spirit. Not that the spirit is bad, but that is not the spirit emanating from us. We cannot live like rishis in ashramas where pupils and community used to provide all facilities to the teachers."

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## THE SOUTH INDIA TEACHERS' UNION

*Diary for the month of November, 1954.*

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|------------|--|
| 1—11—1954  | Balar Kalvi—September 1954—Published.  |
| 13—11—1954 | Circular regarding Extra-Ordinary Conference sent to all affiliated Teachers' Associations.                        |
| 13—11—1954 | President addressed the North Arcot District Teachers' Guild Conference.   |
| 24—11—1954 | South Indian Teacher—October 1954—Published.   |
| 25—11—1954 | Conference Committee meeting—Sub-Committees constituted for preparing working papers and making arrangements, etc. |
| 26—11—1954 | The Journal Secretary, Sri C. Ranganatha Iyengar, proceeded on propaganda tour in Madura district.                 |

## OUR BOOKSHELF

**THE PROGRESS OF EDUCATION :** October, 1954. Monthly Magazine. (Sadashivpet, Poona-2. Annual Subscription Rs. 6-9-0).

This journal which is on our exchange list has just completed thirty years of its useful life devoted to the discussion of problems relating to the theory, practice and administration of education. The articles in this issue contain appreciative references to the sustained work of the journal during the thirty years. The editorials are characterised by a spirit of freedom and fearlessness. We wish the journal many more years of good work.

**GUNASEELA KUBERAR :** (in Tamil) by Mrs. D. Mathuram. (Orient Longmans, Ltd. Price As. 9).

This little book of five short stories is best suited for children of elementary schools, particularly of classes 4 and 5. When these children are given opportunities of reading or hearing such stories in their formative years of life, they are bound to grow as men and women possessing the best qualities and fitted to be useful members of human society.

**VIDYA BHAVAN STUDIES, VOL. I, No. 1, 1952-54 :** (Vidya Bhavan Society, Udaipur, Rajasthan. Price : Rs. 2.)

We welcome to the ranks of research studies in Education this new publication which contains synopses of the dissertations written by the M.Ed. students of the Teachers' College during the session 1952-53. The contents of the publication are reproduced below to give our readers an idea of the field covered in the research :

1. A plan of compulsory basic education for Rajasthan.
2. Construction of an Achievement Test in Arithmetic.
3. The Gurukul system of education.
4. The role of private high schools in the educational development of Rajasthan.

5. The educational background of women in Udaipur Division.

6. The socio-economic background of children in Vidya Bhavan and other Indian Public Schools.

7 The growth and development of the Vidya Bhavan Basic School.

**PHYSICAL EDUCATION IN THE PRIMARY SCHOOL, PART II :** (Prepared by the Ministry of Education and the Central Office of Information, London. Price 6 sh.).

This excellently got up book deals with the subject in a very illuminating manner. The abundance of photographic and line illustrations of the exercises and the equipment, prepared and improvised, enhances the value of the book.

**WHAT BASIC EDUCATION MEANS :** By Hans Raj Bhatia. (Orient Longmans, Ltd. Price Re. 1).

This book of 62 pages clearly elucidates the principles underlying the basic scheme of education, otherwise known as the "Wardha Scheme of Education" and is sure to be of great use in the hands of teachers under training. Apart from it, even a lay man has much to learn of this system of education which is accepted for the national scheme of compulsory education for children of 6 to 14 years.

C.R.

**BHARAT—NAM NADU (in Tamil) :** By Sri V. Natarajan. (S. I. T. U. Publications, Ltd. Price Rs. 1-8-0).

The present social studies syllabus for high schools is so vast that the teacher of social studies has necessarily to consult other reference books if he wants to be up-to-date and widen his knowledge. Students also feel that the prescribed text book is inadequate to supply the information they want. Hence the need for good reference books both for the teacher and the pupils is greater now. The book under review

satisfies that need for a good reference book although it need not be the only one.

The book deals about the constitution, economics, trade and commerce, irrigation, defence, labour relations, the five year plans, foreign relations and the status of Independent India. There are also chapters on U.N.O. and duties of Indian Citizens.

The author has written in a plain style and taken pains to collect latest statistics. The book contains a number of useful illustrations and the get-up is attractive. The book is a useful reference book for pupils of Forms V and VI and pupils may be advised to use them in their social studies and library classes.

S.M.J.

List of publications thankfully received and acknowledged :

1. Gnanadeepamala No. 1.—Patrika Prapancha (in Kanarese): By S. Mukunda Rao, M.A., L.T. (Mangalore Trading Association, Sarada Press, Mangalore-1. Price As. 8).
2. Commonwealth To-day, No. 51.
3. Education in America : By Prof. S. N. Mukerji, Baroda University, speaking over V.O.A.
4. Singaram Pillai High School, Villivakkam. Magazine, Vol. V, Nos. 1 and 2.
5. Fundamental and Adult Education —July, 1954. (UNESCO).

6. Indo-American Technical Co-operation. (U.S.I.S.).
7. Seventeenth International Conference on Public Education, Geneva, 1954.—Text of recommendations, Nos. 38 and 39. Recommendation No. 38 to the Ministries of Education concerning secondary education. (UNESCO).
8. Education Abstracts, Vol. VI, No. 5—One teacher schools.
9. Education Abstracts, Vol. VI, No. 6—Education of youth for international understanding and co-operation. (UNESCO).
10. Agriculture and Fisheries in Madras State. (Government Publicity and Information Department).
11. The Education Quarterly, September, 1954. (Government of India).
12. Education in 1953—England and Wales.
13. Education in 1953—Scotland.
14. Partnership for Peace—John Foster Dulles' address before the U.N. General Assembly on September 23, 1954 (USIS).
15. Union Christian High School Magazine, Madurai — March, 1954.
16. Fourth Annual Magazine of the N. S. V. V. High School, Pattiveeranpatti, Madurai Dt.—Republic Day, 1954.

C.R.

# THE S. I. T. U. BENEVOLENT FUND

Subscription serial number of members who have renewed their subscription for the year 1954-55 :—

Board High School, Perundurai,  
Coimbatore.—

Nos. 1635-1637, 1639, 1641,  
1642, 1644-1647, 1650,  
1652.

Board High School, Arni,  
North Arcot District.—

No. 773.

Ramaseshvar High School, Pattamadai,  
Tinnevelly District.—

Nos. 1848-1863, 1865-1874,  
310.

No 161. Sri C. S. Rangaswamy  
Iyengar, Madras.

Board High School, Munnal,  
North Arcot District.—

Nos. 2574, 2575, 2578-2584,  
2586-2588.

No. 164. Sri T. K. Meenakshi-  
sundaram, Madras.

A. G. Jain High School,  
Madras.—

Nos. 779-782, 787-795, 798,  
800, 801.

V. O. C. College, Tuticorin,  
Tinnevelly District.—

Nos. 285, 287-295, 297-299,  
301, 303-306, 308, 309.

Concordia High & Training School,  
Ambur, North Arcot District.—

Nos. 1068-1090.

Schwartz High School,  
Ramnad.—

Nos. 2622-2625, 2628, 2629,  
2632-2637, 2639, 2640,  
2643-2645.

Sri Ramakrishna Vidyalyaya High  
School, Coimbatore.—

Nos. 881-895.

Hindu High School, Alwartirunagari,  
Tinnevelly District.—

Nos. 1055-1062, 1064-1067.

Hindu Ely. School, Alwartirunagari,  
Tinnevelly District.—

No. 2134.

Town High School, Arni,  
North Arcot District.—

Nos. 2083-2085, 2087, 2090-  
2099, 2101-2107, 2109-  
2111, 2113.

Tilak Vidyalyaya High School,  
Kallidaikurichi, Tinnevelly District.—

Nos. 234-243, 245-251, 254-  
266.

Canara High School, Mangalore,  
South Kanara District.—

Nos. 7, 1185-1198, 1200-1203.

Muslim High School, Melapalayam,  
Tinnevelly District.—

Nos. 1365-1370.

Board High School, Thiruthangal,  
Ramnad District.—

Nos. 1027-1029, 1031, 1032.

St. Francis Xavier's High School,  
Tuticorin, Tinnevelly District.—

Nos. 2707-2728.

P. M. Ornellas Middle School,  
Tuticorin, Tinnevelly District.—

No. 472.

S. V. High School, Tirupathi.—

No. 143.

Board High School Krishnagiri,  
Salem District.—

Nos. 2350-2354, 2357, 2359-  
2365, 2367-2377, 2379,  
2381.

Sri R. M. High School, North Branch,  
Madras-17.—

Nos. 2297, 2298, 2302-2304,  
2306, 2310.

Little Flower High School,  
Kumbakonam, Tanjore District.—

Nos. 717, 718, 720-739, 741-  
744.

O. V. C. High School, Manamadura,  
Ramnad District.—

Nos. 2590-2610.

Serial number of New Members  
who have enrolled from the year  
1954-55 :—

2975 „ K. Venkataraman.  
2976. „ P Shanmugasundaram.  
2977. „ B. Rajah Bahadur.

*Board High School, Chengam,  
North Arcot District.—*

2937. Sri A. N. Lakshmana Rao.  
2938. „ N. Ramachandra Rao  
2939. „ K. Sundaresa Iyer.  
2940. „ M. K. Dharmeswaran.  
2941 „ D. Dandapani.  
2942. „ S. Paramasivan.  
2943. „ V. Ponnuswamy Pillai  
2944. „ A. Annamalai Pillai.  
2945. „ R. Narayana Pillai.  
2946. „ M. Raju Udayar.  
2947. „ V. N. Mani Iyer.  
2948. „ S. Krishnaswamy

Iyengar.  
2949. „ A. Venugopal Pillai.  
2950. „ N. Achyuthanarayana  
Iyer.

2951. „ K. Annamalai.  
2952. „ S. Natesan.  
2953. „ C. K. Venkatachalam.  
2954. „ G. Devasikhamani.  
2955. „ A. R. Thirukannaya.  
2956. „ P. Radhakrishnan.  
2957. „ P. S. Sripada Rao

*Board High School Munnal,  
North Arcot District.—*

2958. Sri A. Venkatavaradan.  
2959. „ B. S. Narayanan.  
2960. „ A. N. Srinivasan.  
2961. „ G. Narayanaswamy.

*V. O. C. College, Tuticorm,  
Tinnevelly District.—*

2962. Sri K. R. Chandrasekha-  
ran.  
2963. „ A. R. Sivasankaraiah.  
2964. „ S. K. Thiagarajan.  
2965. „ T. S. Meenakshisunda-  
ram.  
2966. „ J. D. Paul Jayaraj.  
2967. „ S. V. Subramanian.  
2968. „ J. Rosario Fernando.  
2969. „ S. Ramakrishnan (Che-  
mistry).  
2970. „ J. Muthiah Fernando.  
2971. „ B. Natarajan.  
2972. „ K. Palania Pillai.  
2973. „ M. Padmanabhan.  
2974. „ G. Somasundaram.

*Schwartz High School,  
Ramnad District —*

2978. Sri M. Devadasan.  
2979. „ N. Thangiah.  
2980. „ D. J. Selvaraj.  
2981. „ J. I. Vedamuthu.  
2982. „ V. Balakrishnan.  
2983. „ V. Srinivasan  
2984. „ Y. Ebenezer.  
2985. „ M. Krishnamurthi.  
2986. „ A. Kribanidhi.  
2987. „ E. J. Robertson.  
2988. „ N. John Ebenezer.

*Hindu High School, Alwartirunagari,  
Tinnevelly District.—*

2989. Sri D. Norman.  
2990. Srimathi Sitalakshmi

*Town High School, Arni,  
North Arcot District.—*

2991 Sri D. Narasimhachar.  
2992. „ H. Amir Ali.  
2993. „ A. Dorairajan.  
2994. „ P. S. Srinivasa Iyengar.  
2995 „ T. C. Annamalai.

*Tilak Vidyalaya High School,  
Kallidaikurichi, Tinnevelly Dt.—*

2996. Sri G. Narayanan.  
2997. „ A. S. Kalyanaraman.  
2998. „ V. Kannan.  
2999. „ R. Arumuga Asari.  
3000. „ C. A. Subramanian.  
3001. Miss Susai Arul.

*Muslim High School, Melapalayam,  
Tinnevelly District.—*

3002. Sri M. Ayyathurai Pan-  
diyan.  
3003. „ Samuel G. Srinivasa-  
gam.  
3004. „ R. Arumugam Pillai.  
3005. „ V. Sundaram.  
3006. „ R. Baliiah.  
3007. „ P Muthukumaraswa-  
my.  
3008. „ S. Masillamani.  
3009. „ G. Arthur.



*Board High School, Thiruthangal,  
Ramnad District.—*

3010. Sri Ravikularaman.  
3001. „ R. Kandaswamy.  
3012. „ A. Somasundram.  
3013. „ S. Ganapathy  
3014. „ S. Sadasivam.

*St. Francis Xavier's High School,  
Tuticorin, Tinnevely District.—*

3015. Sri S. V. Krishna Iyengar.  
3016 „ P. Arulappa Naidu.  
3017. „ R. Balusamy Naidu.  
3018. „ G. Vedanayagam.  
3019. „ S. Chinnappa Mudaliar.  
3020. „ G. Francis.  
3021. „ V. Arulswamy.  
3022. „ K. Sudalamuthu.  
3023. „ K. Lakshmanan.  
3024. „ K. Vallinayagam.

*Board High School, Krishnagiri,  
Salem District.—*

3025. Sri L. Srinivasamurthi.  
3026. „ T. Nelliappan.  
3027. „ C. Sivapragasam.  
3028. „ S. T. Tirugnanam.  
3029. „ A. Palaniswamy.  
3030. „ Victor Sigamony.  
3031. „ R. Munraj.  
3032. „ K. T. Govindarajan.  
3033. „ D. S. Venkataraman.

*Little Flower High School,  
Kumbakonam, Tanjore District.—*

3034. Rev. Fr. Gnaninathan.  
3035. Sri Appannachar.  
3036. „ N. Chakravarthi.  
3037. „ K. Jayaraj.

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## THE S. I. T. U. PROPAGANDA

Messrs. C. Ranganatha Aiyengar, M.A., L.T., and K. S. Chengalroya Iyer, Honorary Publicity Officers, S.I.T.U. Protection Fund, Ltd., visited the following schools in Madurai District between 17th and 30th November, 1954, in connection with propaganda work:

1. Municipal High School, Dindigul.
2. Municipal Middle School, Mettupatti, Dindigal.
3. St. Mary's High School, Dindigal.
4. St. Joseph's Girls' High School, Dindigal.
5. Devangar High School, Chinnalappatti.
6. Board High School, Natham.
7. Nadar's High School, Pattiveeranpatti.
8. Board High School, Vedasandur.
9. Board High School, Ahtoor.
10. Municipal High School, Palani.
11. Madura College High School, Madurai.

12. U. C. High School, Madurai.
13. Sethupathi High School, Madurai.
14. St. Mary's High School, Madurai.

In many of the schools in Dindigal and round about there were no teachers' associations and these were formed during our visit and affiliated directly to the S.I.T.U. pending revival of the Madurai District Teachers' Guild. Some associations have promised to get themselves affiliated in a few days, and also to subscribe to the South Indian Teacher. There was some enrolment to the Protection Fund membership. It is hoped that after the teachers have become members of the S.I.T.U., there would be more enrolment of members to the Protection Fund, particularly on the basis of the new tables of rates which seem to be attractive to most teachers.

The office-bearers of the Madurai District Teachers' Guild were contacted and were urged to revive the District Guild at an early date.

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THIRD EDITION

*With an appendix on Mathematics in the Gandhi Scheme of Education.*

BY

**N. KUPPUSWAMI AIYANGAR, M.A., L.T.**

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## EDITORIAL

### Recommendations of the Secondary Education Commission :

We are very grateful to our distinguished contributors who have helped in examining the proposals for Educational Reform at the secondary school stage. There is now a great deal of controversy as efforts are being taken at Government level to implement the recommendations of the various Commissions and Committees. It is however, refreshing to find that the representatives of the managements of secondary schools have all endorsed the main lines of reform suggested by the Mudaliar Commission. They have even gone so far as to say that in the interests of sound education secondary education should be left in the hands of private managements aided and subsidised by the State. For one thing, such managements will prevent waste, secure efficiency, and impart a human touch. Education at this stage should provide for a great deal of experiment and the system has to be flexible.

In the initial stages and for many years to come our State may have to rely upon a great deal of private effort in the field of secondary education and we commend to the authorities the suggestion made by our contributors in regard to the financial aid and the degree of Government control.

On the question of the main feature of the reform, namely, the extension of the secondary school course by one year, Dr. Boyd, in his address on the occasion of the inauguration of the South Indian Education Week referred to this subject and observed :

Are the experts in the schools entirely agreed that they need an extra year and that they want an extra year? Some bodies whose opinions are entitled to be heard with great respect have said they do. Others have been arguing that the normal high school course should be of the same duration as at present, while an extra year may be added for those who are contemplating college education.

We feel that this observation fails to take note of the fundamental need for reform of secondary education. Reform in this stage of education has become a necessity not because our high school pupils are finding it difficult to proceed to the university. If that were so, the intermediate could be retained and a three year degree course provided without touching our secondary schools. But secondary education has as its main concern the large number of pupils who stop with secondary schools. They form very nearly 85% of the students who complete the present S.S.L.C. They take to occupation and some, a small number, proceed to some form of technical training. The extension of the high school course is intended for the benefit of these people. Rev. Fr. T. N. Sequiera in his lucid article on the Aim of Secondary Education has stated : "It is left to secondary education to provide the honest, wise, decisive, hardworking and progressive foreman, executive, merchant, who form the solid core of the nation and on whom the true well-being of the community depends."

The Secondary Education Commission in Chapter III of its Report has examined the aims of secondary education and has stressed this aim of junior leadership. "The special function of the secondary school, in this context, is to train persons who will be able to assume the responsibility of leadership in social, political, industrial or cultural fields—in their own small groups of community or locality."

The students from our secondary schools should no longer be the helpless, shiftless individuals who do not know what to do with themselves and can only think of either crowding the colleges or "as a last reluctant resort take to clerical or teaching jobs." The recommendation that the high school course be extended to seven years is intended to train such responsible leadership at intended levels and to send out pupils from the school more mature and more capable. It is not a preparation for college, though it is bound to be of help. Its main purpose is to provide a complete secondary education free from the domination of the university.

We are aware of the many problems that have to be solved, if these reforms are to be implemented. We are glad that Government have appointed a Committee to advise them on a plan of implementation. An Extraordinary Conference of the South India Teachers' Union is to be held on the 15th and 16th January, 1955 to examine these problems and suggest the right solution. Reform in secondary education is bound to have such problems as problems of finance, accommodation and teachers. They are not to frighten us but they are to be grappled with and overcome so that India may face her future with courage and strength. This is no occasion for pessimism. It is true, in the past, Government have not been able to act up to the profession in respect of secondary education. But that is an old regime. Conditions have changed. The country is planning for prosperity. New fields are being opened and there is urgent need for efficient personnel and secondary education must address itself to the training of competent personnel for this expanding scope of opportunities.

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