

THE SOUTH INDIAN TEACHER

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PATTERN OF SECONDARY EDUCATION

By

V. S. GOPALAKRISHNA IYER

At present we are having a 11 year course to enable the pupil to reach the S.S.L.C. level, whereas many other States are having only a 10 year course. The recommendation of the Secondary Education Commission is to give one more year to the High School and to have a College degree course of three years. In that case, the higher secondary class in our State will be the 12th year, whereas in the other States it will be the 11th year.

Suppose we in Madras do not introduce the higher secondary class in our Schools and other States do so, what will be the position of our S.S.L.C's? They will certainly be of a lower standard and will compare unfavourably with the products of schools in other States. Our children will be greatly handicapped in life for want of proper education in schools.

My suggestion is this. Let such schools, as can afford to introduce the higher secondary class, do so. There will be two types of Schools for some years to come. The High Schools having the VI Form as the highest class and the higher secondary schools having the higher secondary class (or VII Form) as the highest class. Such a thing has been envisaged in the Secondary Education Commission Report. In that case even if the ordinary S.S.L.C's in the High Schools

do not come up to the level obtaining in other States, the products of the Higher Secondary Schools will certainly come up to that level. Without the higher secondary class every high school in our province will be inferior to the schools in other provinces. At present the VI Form standard in our schools is far lower than that obtaining in the highest class in the Delhi school where there is the higher secondary class. This state of inferiority will become universal if other States also introduce the higher secondary class after a 10 year course or 11 year course. The question is asked 'Why should we not leave it to the Colleges to do the work of the higher secondary class? Let them reclassify, giving one year to the pre-University class (corresponding to the Higher Secondary class) and three years to the degree course. Why should we bother about the higher secondary class in our Schools?'

In some towns where there are two or three schools it will be possible to add the higher secondary class in one of the schools, but it may not be possible to raise any school to a College for want of funds and other facilities. Some schools like ours have got 5 M.A.'s and even more on the staff. They are competent and qualified to teach Inter classes, but they do not have any opportunity to do so. We

have laboratory and other equipments equal to, if not superior to those found in many second grade colleges. Schools like ours have the wherewithal to start the higher secondary class, but not to run a college. Colleges in our province are very few in number. So if the pre-University class is run only by Colleges, a very large number of pupils who could be given that training in many Higher Secondary Schools would be denied that opportunity.

Our aim should be to expand the opportunities for imparting a higher type of education. The adding of the higher secondary class to the existing High Schools is a progressive measure in this line. If we in the Madras State do not take advantage and other States do, we stand to suffer. The percentage of pupils of the pre-university or higher secondary level of attainments in our State would be lower than that in other provinces. An enlightened province, if not the most enlightened, would become the darkest province in the Indian Union.

High Schools are located even in small towns and villages. We know that most of the children reading in High Schools stay with their parents. The parents will not have to spend much if they give education for one more year in the high school to their children. For, the children stay with them. Only school fees and some other charges will have to be met. But if the parent wants to give pre-university education in a college, necessarily he will have to send the pupil to some other place like Madras, and a very large amount will have to be spent by way of hostel fees etc. At least an extra amount of Rs. 60 per child per month will have to be spent by the parent if the higher secondary class is not introduced in the High School near which the parent lives. Very few parents can afford this. Therefore a very large number of pupils who would get the benefit of the higher secondary education in the High School in their own place would be denied that education

if Colleges alone run the pre-university course. We shall be taking a very retrograde step which will go to hamper seriously the pace of educational progress in our province. These higher secondary classes have a very great potentiality in them to widen the field of education by giving a decently high standard of education to an ever-increasing number of pupils without much strain on the poor parent, as more and more schools introduce the higher secondary class. It would be a short-sighted and suicidal policy if we decide not to have the higher secondary class and all other States decide to do so.

The question is asked, "Why should we inflict a 12 year course on our pupils to make them reach the higher secondary level, while other States have only a 11 year course?" This is nothing new. At present we are having 11 classes to reach the S.S.L.C. level, whereas other States are having only 10. We have been tolerating this state of affairs all these years ever since the S.S.L.C. was introduced in 1911. We have to upgrade our primary, middle and high school course if we are to decrease the length of the school course by one year. This will take time. We have not till now thought over this problem at all. It is our fault. But there is no reason why the higher secondary class should not be introduced. No new situation will arise as regards difference in the length of the school period on account of the additional higher secondary class.

Some say, "The Higher Secondary class should not be introduced, for many M.A.'s will have to be appointed as a result of which many B.A., B.T.'s and B.Sc., B.T.'s will lose their jobs." This is a wrong notion. Sections in Forms IV, V and VI are increasing in numbers and more high schools are being started every year in each district. No B.A., B.T., or B.Sc., B.T. will lose his appointment. Instead of opposing this progressive measure on such narrow, selfish grounds born of false fear, the better course would be

to urge the Director of Public Instruction to issue an order to managements not to dispense with the services of any teacher on this score. Such an order was passed in 1942 at the time of evacuation. Such schools as are likely to experience difficulty in this regard need not introduce the Higher Secondary class. We may even suggest that able and experienced B.A., L.T.'s with first class degree qualifications and proved merit might be given exemption by the Department and permitted to handle the higher secondary class.

The opinion is expressed that our high school teachers cannot achieve the same efficiency in teaching as the lecturers in colleges. This savours of defeatist mentality born of a strange feeling of inferiority complex. This feeling should go if we, teachers in High Schools, are to turn out better work. With B.T. training, with intimate knowledge of pupils and with smaller classes, it must be possible for teachers in High Schools to turn out work at least as efficient as the Lecturers in colleges turn out now, without L.T. training, without intimate knowledge of the pupils and with classes of unwieldy strength. Nothing hampers progress so much as lack of confidence in ourselves. Many teachers of High Schools working in the various Tutorial Colleges are able to redeem every year, hundreds of failed Inter and B.A. candidates who could not be improved by the Lecturers in Colleges.

A pupil in a High School is in his natural surroundings. He stays with his parents. There is a wholesome home influence which is a great asset to the teacher. A young student of 15, when he is sent to the college, is deprived of this home influence. He is huddled up in over-crowded hostels where individual supervision is not possible. It is not uncommon to find many young students going astray and taking to vicious habits during their college career. This is not the fault of the college. This is due to lack of wholesome home influence. If the

pupil could be given higher secondary education in his own home surroundings, much of this tragedy of young students ruining themselves on account of being left to themselves at a very impressionable age could be avoided.

I am aware of the difference between the higher secondary class and the pre-university class as envisaged by the Secondary Education Commission. But to avoid complications and invidious distinctions, I think at the initial stages if we have both the courses more or less identical in nature, no great harm will result out of it. Then we can plan an integrated, self-contained secondary course keeping in view the aims and objects of the secondary education course.

I submit the above points in favour of introducing the higher secondary class in some of our schools for your calm, dispassionate and impartial consideration.

Approved by all the State-Governments

EDUCATIONAL INDIA

Edited by

Prof. M. VENKATARANGAIYA, M.A.

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MASULIPATAM (S. India)

EDUCATION IN BRITAIN TODAY

By

Mr. S. H. BEST, M.A.

In India you are now embarking on a great educational reform, and it seemed to me that you might be interested to hear of the progress of Britain's last great educational reform—the Butler Act of 1944. We have learned a great deal in the past ten years, and if today I talk more about our difficulties than about our achievements it is because we may all learn more by discussing our problems than by detailing our successes.

The 1944 Educational Act was revolutionary in two ways. It considered education as a process which began at the cradle and ended at the grave. It permitted public funds to be spent on education at any stage of a man's life and did not restrict the period merely to the ages of compulsory school attendance. And, secondly, it took official account of modern psychological research by envisaging "a child-centred education." "At every stage, the tasks required should be geared to an actual knowledge of what the child is ready for and wants to do." This is a complete break with the old system, which tended to be subject-centred. It has been said "To teach John Latin it is necessary to know Latin and to know John." This important conception is to be found in the words of the act in which it is laid down that the local education authorities should ensure that their schools are "sufficient in number, character and equipment to afford for all pupils opportunities for education offering such variety of instruction and training as may be desirable in view of their different ages, abilities and aptitudes, and of the different periods for which they may be expected to remain at school."

I would have you to remember these three "a's"—age, ability and apti-

tude. These have to be considered before a decision is taken what sort of education a child is to receive; education fitted to his age and suited to his ability and aptitude.

The 1944 Act divided education into three phases—Primary, Secondary and Further. The main fabric of Primary Education was left practically untouched. Authority was given for the provision of more nursery schools, but we have so many demands on our building resources, including the housing of our "population bulge" in primary and secondary schools, that we have only been building new nursery schools in those areas where many women go out to work—mainly in those areas manufacturing pottery or textiles. Our primary schools house the child population from the beginning of compulsory school attendance at the age of five up to the age of eleven. There is a division at the age of 7 between the infant school and the junior school, which indicates a change in method. At the age of 11 children sit for the Common Entrance examination, the results of which decide in the main to which secondary school the child shall go. It is on this problem of selection that I wish to spend most of my time today. I can do little more than sketch the system of Secondary Education. I shall have no opportunity of discussing Further Education.

There is in Britain a great deal of local independence in educational matters. The Ministry is the central body, concerned with the disposal of public funds by means of grant to local authorities, with broad educational policy and with the maintenance of good standards. The executive bodies are the L. E. A.'s—local education authorities—of which there are

146 in England and Wales (I should mention in passing that I am omitting Scottish Education from my remarks. The system in Scotland is different in many ways from that of England and Wales). The L. E. A.'s employ the teachers, build the schools, supply the books and equipment and so forth. Each authority decides what kind of organisation is best fitted to meet the requirements of the act, and most authorities have adopted the Tripartite System. This means that three different sorts of secondary schools may be available: the Secondary Grammar School, the Secondary Technical School and the Secondary Modern School.

The Grammar schools contain about 20 % of the children of secondary school age. The percentage differs from authority to authority: there are places in Wales where two children out of every five go to a Grammar School and there are places in England where only one in eight does so. Some of these Grammar Schools are of old foundation—my own was a King Edward VI foundation and now goes back nearly 400 years. They are intended to educate the child who likes book learning, who has those abilities which will later be useful in the professions, who may proceed to a university. Children at a Grammar School are expected to stay until they are 16, though the compulsory school age has only so far been raised from 14 to 15. At the age of 16 they sit for the General Certificate of Education at Ordinary Level, and a successful passing of that will give them the necessary entrance qualifications for a professional course. At 18 they can take the G.C.E. at Advanced Level, and success then gives them their university entrance requirement.

The Secondary Technical schools are much fewer in number—only 63,000 of our children attend such schools. They are normally housed in Technical Colleges, which are mainly intended for those older students who are attending voluntary classes in the

evening or on "part-time day release." Entry may be at 11 from the primary schools or, as is more likely, at 13 from the modern schools. I should emphasize that these technical schools do not give a purely vocational education. We believe in a general education up to the age of 15. What they attempt to do is to give an education to those children who have shown special interests; perhaps in engineering or building with the boys, or in domestic science or nursing with the girls, or in arts and crafts for both sexes.

The modern schools are for all the others; over 70% of the children leaving primary schools go to modern schools for four years. There is normally no leaving examination. The education given is a practical one, designed to draw out of the child such abilities as are in him and to fit him for the society which he is so soon to enter as an active and wage-earning member. We do not expect to teach much by means of books, but rather to use the project method, to base the education on the everyday life in which the children participate. The past ten years have been years of experiment in the modern schools and we have learned much.

Those educationists who framed the 1944 Education Act hoped that these three types of school would enjoy parity of esteem. They hoped that parents would realise that their children were receiving the education for which they were best fitted, no matter if they were in grammar, technical or modern schools. But this has not happened. The 11+ examination, as we usually call it, is the most discussed educational topic there is in England at present: the Labour Party has now declared it as part of its official policy that it should be abolished. It is no exaggeration to say that it is a major cause of worry to parents of children in primary schools, and that it has produced a crisis in many of these schools.

Why should this be? The answer lies in a phrase I just used—"parity

of esteem." There is not parity of esteem between the grammar schools and the modern schools. I have already told you that many grammar schools are old and respected institutions. Add to this that they enjoy good staff ratios, that as they have to do advanced work in the Sixth Form they have specialists on the staff, indeed normally all the staff are graduates. Whereas the modern schools were until recently Senior Elementary Schools and have in many cases had little but a change of name. They are often in old buildings, have fewer on the staff than grammar schools and often have no graduates at all. Parents realise that if their children do not go to the Grammar School many avenues for future advancement are closed to them, and all parents are ambitious for their children, so the process starts at home. The child is told that he must pass the examination; he is offered rewards if he passes and is made to feel a dismal failure if he does not succeed.

It is a negation of good education that a child should feel himself a failure at 11.

I would now explain just what this examination consists of, so that you will understand why I have said there is a crisis in many primary schools. Practice varies slightly from one authority to another, but normally there is a test of intelligence, and two attainment tests, one in English and one in Arithmetic. The intelligence test is meant to be a guide to a child's general intellectual capacity, while the attainment tests are intended to show progress in two of the subjects the child has been learning at school, not the only two but the two basic ones. It is thought undesirable for a child to have an examination covering all subjects—history, geography, music, art, religious knowledge, general science and so on—so the two basic subjects only are tested.

But primary school teachers are only human, and they are under

pressure from parents, and the broad curriculum in all too many primary schools is being sacrificed to this examination. Too much emphasis is being placed on the two examination subjects, especially I think on Arithmetic, and our primary education is suffering.

This state of affairs is generally recognised to be unsatisfactory and steps are being taken to remedy it. These steps may be gradual or may be drastic. The gradual steps are the improvement of the examination and the raising of the standards of the Modern School. The drastic ones are the abolition of the examination, of the Tripartite System and the establishment of what is called the Comprehensive Secondary School.

The suggestion which receives most support when people are discussing the 11+ examination and its problems is that the views of the primary school teachers should be taken into account. This is how Dr. Jeffery, the Director of the London Institute of Education, has put it "If you want evidence of a child's attainment in the primary school, by far the best witness available is his primary school teacher, provided that he is a witness of truth. If all the teacher's geese are swans, or he is open to the suspicion of every form of corruption and unfairness, then his evidence is not worth much and we must say goodbye to all ideas of professional status and conduct. I know that primary school teachers shrink from responsibility of this sort, partly because they realise that its acceptance would lay them open to parental pressures, but partly also because they feel that, knowing the children, their judgments would inevitably have some subjective element. I know, too, that there would be formidable problems for administrators and statisticians in co-ordinating and comparing the assessments of many schools, but the educational issue seems to me to be so plain that the teachers ought to be prepared to

accept their professional responsibilities, and the administrators should set to work to find the solution to think administrative problems."

The improvement in the status of the secondary modern school may be brought about by the provision of new buildings, better staffs, and more sense of purpose. Some authorities are now running Extended Courses. They are encouraging children to stay on to the age of 16, so forming a sort of sixth form in the Modern School, and the children then take an External Examination before leaving School. This may be the G.C.E. though not in as many subjects as in the Grammar School; it may be a pre-nursing examination or a Royal Society of Arts examination in shorthand, typewriting or book-keeping. At least the children will be able to show a prospective employer something of what they have attained by the end of their school career.

The drastic cure for these troubles is that there should be no examination. All children should go from the Comprehensive primary to the Comprehensive secondary school and should be sorted out into their appropriate streams by the two sets of teachers in consultation. This solution, as I have said, is Labour Party policy and the Comprehensive School is now one of the liveliest political issues in Britain. Our present Minister is Conservative, while London, the biggest education authority, is Labour, and the two are at loggerheads. The fight makes lively and sometimes amusing reading in our newspapers, but it is tragic when we consider that it is our children's education which is at stake. There is, I think, a great deal to be said for an experiment with a Comprehensive Secondary School, but it must be an experiment under laboratory conditions and these are not possible in the hurly-burly of political attack and counter-

attack, and amongst the propaganda sallies of the popular press.

These Comprehensive Schools have to be large, in order to have a Grammar School Sixth Form. They will have about 2,000 children ranging from 11 to 18 or 19. The London County Council is embarked on a programme of 67 of these schools and I have been round the first of them, Kidbrooke School in S. E. London. It is a very impressive building, with its hall holding 1,400 seats which has a venetian blind so large it has to have its own electric motor. It has five gymnasia, rows of sewing machines in the domestic science rooms, special geography rooms, a weaving room, a pottery room, a beautifully equipped flat in which the girls will learn housecraft. I saw it empty of children. I wondered if at first there would not be more Administration than Education. I look forward to seeing it again but full of children in two years' time. Then perhaps I can judge its possibilities.

I have tried to show you something of what I think is the most serious educational problem in Britain today, the problem of selection for secondary education. It is, I think, inevitable that you will face the same problem. You may, in due course, care to learn from our experience. I cannot now say how we shall eventually solve the problem, whether by a gradual improvement of our present methods or by the adoption of those new methods which I have told you are now being attempted. To our fundamental educational problems, as to yours, there is no ready and easy solution, but education, once considered something of a Cinderella amongst public services, now commands great public attention in Britain. I have no doubt that a solution will be found and the traditions of British education be worthily maintained.

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MAN'S RIGHT TO KNOWLEDGE

By

Mr. JAIBOY,

(United States Information Service)

To celebrate Columbia University's 200th birthday, USIS, Madras, recently conducted a library program of particular interest to educationists. A panel, comprising mainly of experts in the field of education, spoke on Columbia's universal celebration theme "Man's Right to Knowledge and the Free Use Thereof." The panel, of two American and two Indian speakers, also dwelt on the historical bases of American education and their significance in the present world context.

The aims of American education, according to Paul C. Sherbert, USIS Public Affairs Officer, underwent modification with the times. In the beginning education was aristocratic and theocratic and as such served the needs of the few. Today, America is one of the few countries with universal education. This change in education was brought about by the revolution led by people such as Horace Mann. While the state universities could conform soon to the new pattern, private institutions took to it slowly.

Mr. Sherbert added: "The most unsettling factor in universal education is the great mass of mediocrity it produces. However, in the last 15 years the IQ system of selection has formed an important part of education. The system determines those who are near geniuses, those who are justified in taking college education, those who can do with little school education, and a sizeable number who are not fit for any education.

Although the system satisfied many, doubts were raised soon about the end and goal of education, doubts echoed pertinently in lines such as T.S. Eliot's "where is the wisdom that is in knowledge?" In spite of all the education

in the world, men still indulged in "double-think" to use Orwell's phrase. Specialists soon commanded the stage, pushing the all-round educated man to the background. Recent cases have proved that the specialist can be a dangerous force making decisions in areas which are not his special preserve.

Concluding, the speaker outlined the aims of modern American education as attempts to seek a synthesis of knowledge which leads to real wisdom; provide a vocation, provide a means to create an adjustable organism in society.

Editor C. R. Srinivasan contended that "more important than the university of education is the university of life; the test of good education is the sense of values it helps to develop."

Professor of Psychology Dr. G. D. Boaz said that keynote of life in U.S. universities was hard work. Goals of education could be outlined as attempts "to know what, know how, and know the why of the cosmos." In the last-mentioned lay perhaps the secret of ultimate goodness.

Referring to Columbia's contribution to psychology, Dr. Boaz said: "Psychologists all over the world owe much to the tremendous research done at Columbia. Who has not heard of J. M. Cattell, E. L. Thorndike, and R. S. Woodworth and their researches in Columbia? More important is the atmosphere of freedom experienced by psychologists from abroad. Making Columbia their research centre, psychologists like Macdougall from England, and Titchener from Germany soon identified themselves fully with the American people."

The fourth speaker Dr. Eugene P. Link, Fulbright-Exchange Professor in Annamalai University, pointed the moral and adorned his talk by reflections on America's past; he related the goals of education to the progress of Democracy in the United States. In his book "Democracy," Dr Link had defined Democracy as "the right of man, women and children to share in the decisions that affect their lives," a simple definition he had arrived after painstaking research in a cubicle of the Columbia University Library.

He compared American Democracy to a nova star that burns bright and dim at various times of the country's history. The star burned bright for many a year in the wake of Independence. In 1785 it dimmed and remained so till 1800 the year Jefferson was elected President

How was it that Jefferson who had not campaigned for the Presidency and rarely left his native Monticello, was elected? It was historian Dr. Saul Padover who had first posed this question to Dr. Link. Dr. Link thought Jefferson was the product of the tremendous democratic upsurge of 1790 in which silversmiths, wheelwrights and carpenters participated. "The nova star dimmed," Dr. Link believes, "because there was a tendency to go back to the powdered wig of the old aristocracy which Washington wore, and the voice of the people was continually ignored. Jefferson stoutly refused to wear the powdered wig."

The sanctifications bestowed on the central government were considered

unnecessary and meetings were held in "courthouses" to oppose the totalitarianism that had crept into American affairs. It was also the time when the idealism of the French Revolution of 1789 took hold of great many Americans like Charles Jarvis and Dr. Benjamin Rush. One French idealist Edmund Genet even settled in America.

Influencing the times were also the writings of an illiterate New England farmer William Manning who never travelled beyond fifty miles of his hometown. His papers were recently discovered dramatically by Samuel Eliot Morrison, Professor of History, Harvard University. Long before the advent of Karl Marx, Manning wrote that workers should club together in professional groups—the farmers together, and carpenters together—not to liquidate the few, as Marx would have had it, but "to let the few speak and also let the many oppose." It was this spirit that gave rise to Jefferson and later to enlightened presidents like Madison and Monroe. The nova star of American Democracy was once more shining with untarnished glory.

For the progress of true Democracy concluded Dr. Link, the following maxims, drawn from historical lessons, had to be adhered to: Eternal vigilance is the price of Democracy; the mills of the gods grind slowly but exceedingly sure; Democracy is not achieved but extended; overadoration of leaders is bad; every man is King in his own right.

THE SOUTH INDIA TEACHERS' UNION

Diary for the month of December, 1954

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|------------|-------------------------------------------------------------------------------------------------------------|
| 2—12—1954 | The S. I. T. U. Council of Educational Research—
Preliminary meeting. |
| 8—12—1954 | Balar Kalvi — October 1954 — published. |
| 14—12—1954 | Conference sub-committees meeting. |
| 17—12—1954 | Conference sub-committees meeting. |
| 24—12—1954 | Representatives started to attend the Council meeting
and the Conference of the A. I. F. E. A. at Patna. |

FROM OUR ASSOCIATIONS

COIMBATORE

The 29th Annual Conference of the District Teachers' Guild of Coimbatore and the Nilgiris was held on 30th October 1954 in the R. K. Sreerangammal High School, Coimbatore, Sri G. R. Damodharan, M.P., Principal, P. S. G. College of Technology and President of the Guild presided and Sri K. Subramaniam declared it open. Sri R. Chinnaswami Naidu, Municipal Vice-Chairman hoisted the National Flag.

Sri S. R. P. Ponnuswami Chettiar, Municipal Chairman and Chairman of the Reception Committee in his Welcome Address said that Coimbatore was the only Municipality in the whole State that was running the largest number of high schools. High School education was as essential as elementary education; a municipality should not fail to give the tax-payers the benefit of both. The noble profession of teaching had fallen on evil days. The economic condition of the teacher had become acute, the disparity in the scales of pay of teachers should be removed and teachers with the same qualifications whether in Government, Local Board or Aided School service should be given the same scales.

Sri Ponnuswami Chettiar deplored Government interference in the day-to-day work of school management and objected to the creation of an endowment of Rs. 35,000 as a condition for granting recognition. Government had a primary duty to provide education, and if private agencies came forward to aid in his work, Government should not throw obstacles in the way by imposing conditions like this. The speaker also criticised the policy of Government giving a building grant of Rs. 35,000 only once to a school, when the need for more buildings was being felt year by year owing to increasing admissions. Too many were the changes that were made in the field of education, and most of them were very hasty reforms. Defects, if any, should be removed, but no change should be made without

necessary consultations with experts, without the prior consent of those who were in the field and without proper and adequate equipment. Any reform without these would be an utter failure.

Sri K. Subramaniam, in his address, said that the present Congress Government wanted to remove the discontent among teachers to the best of their ability but they had their own difficulties in carrying out any ameliorative measures intended to afford financial relief to the teaching profession. The general mass of the people in the country made sacrifices for achieving freedom. He would appeal to the teachers to make some sacrifice by way of reconciling themselves to their present lot for some time till better times dawned upon the country. The condition of labouring classes was much better than those of teachers. There was no meaning in the slogan of free education for everybody when it was at the cost of better living conditions for teachers. Money must be found for improving their lot.

Sri G. R. Damodharan, in his speech, said that both the Central and State Governments had accepted all the recommendations of the Secondary Education Commission's report. The Central Board of Education had very strongly recommended to the Union Ministry of Education that the recommendations must be implemented as early as possible throughout the country, similarly the Government of Madras had realised the importance of reorganising the whole scheme of education and had appointed a Committee with Sir A. Lakshmanaswami Mudaliar as Chairman to go into it. It was said that the quality of education depended on the quality of Secondary Education, which again depended upon the quality of the teachers engaged in it. They needed this quality in an abundant measure, if they were to discharge their duty by the children satisfactorily.

Sri Damodharan, continuing, said that recently the Government of India had come forward with substantial financial

aid to up-grade the salaries of lecturers and professors in Colleges. While he did not under-estimate the need for keeping up a very high standard of University education and paying lecturers and professors well, he wondered why the same authority had forgotten the importance of Secondary School teachers. He had asked the Finance Minister in Madras whether it was so very difficult to find finance which, after all, might come to Rs. 10 crores, for raising the salary scales of teachers, the return from which to the country, by increasing efficiency and producing contentment, was enormous.

Sri Damodharan next touched upon the proposal to increase the duration of the Secondary School course by one year and to reorganise the University course also. These proposals required careful examination and study. The next important problem was the medium of instruction in schools and colleges. By having the regional language as the medium of instruction in the high school and suddenly switching on to English in the college stage, he thought that they were wasting their resources in time and money, because in the first year in the University course the student spent his time only in mastering the language. The time had come when they should understand the importance of the study of languages. In other countries people took a delight in learning languages. Even in the elementary stage three or four languages were taught in foreign countries. If they were to advance in the study of Science and Technology, they could not afford to neglect the study of English. Unless they bestowed greater attention on the study of the language in the high school, it would become correspondingly difficult for the University to carry on their part of education. He did not agree with the Chairman of the Reception Committee that the condition of creating an endowment for recognition of schools could be waived. The condition was necessary.

The messages received from Messrs. C. Subramaniam, Minister for Education, T. S. Avinasingam Chettiar, M.P., N. Mahalingam, M.L.A., and others were

read by Sri R. Rajagopal, Secretary, of the Guild. The President, then, distributed prizes and medals to the student-winners in the various competitions held by the Guild. A gold medal was awarded to Ahmed Ibrahim of the Venkatakṛṣṇa High School, Kaniyur who secured 468 marks, the highest aggregate in the two districts at the last S. S. L. C. Public Examination.

With Sri S. Doraiswami Naidu (Headmaster, R. K. Sreerangammal High School) proposing a vote of thanks the morning session of the Conference came to close and the Conference adjourned for lunch.

After lunch the Subjects Committee met under the Chairmanship of Sri G. R. Damodharan to discuss and give shape to the resolutions to be placed before the General Body Meeting in the evening.

The afternoon session commenced with a lecture by Dr. M. Aramvalathan, M.A., Ph.D., on American culture. He gave a picturesque description of modern American life emphasising among other things the extreme individualism and self-reliance of the Americans, the natural product of a democratic way of life. Next the District Educational Officer, Coimbatore (Sri A. Muniswami Naidu) in a speech punctuated by wit and humour portrayed the rise of extra curricular activities, their metamorphosis into co-curricular activities and their final transformation into curricular activities. After this came Dr. Harry, D. Edgren's Fulbright Professor from U.S.A., lecture on Physical Education. He dwelt on the development of leadership in boys and girls through Physical Education.

Before Tea the Conference was treated to an eminently enjoyable programme of "Villupattu" and "Kattabommu" by the pupils of the R. K. Sreerangammal High School.

After Tea the General Body of the District Teachers' Guild of Coimbatore and the Nilgiris met with Sri G. R. Damodharan, the President, presiding and discussed and passed a few resolutions of interest to the Teachers and the

Pupils in their charge. The General Body then proceeded to elect office-bearers for the ensuing year. In the end the newly elected Secretary Sri N. Chinna-swami Naidu, proposed a Vote of Thanks to all those who contributed to the success of the Conference and with the singing of the National Anthem the Conference came to a close.

RESOLUTIONS

(1) In view of the fact that the present scale of pay fixed for Secondary Grade Teachers, slides down with the increase of service, this conference resolves to request the Government to revise the scales of pay of the Secondary Grade Teachers and other Technically qualified Teachers of the same grade, with immediate effect on the lines recommended by the S.I.T.U. Conference viz., Rs. 60—5—120 before general revision of the scales is taken for consideration.

(2) This Guild welcomes the appointment of a Committee by the Government of Madras for the early implementation of the recommendations of the Secondary Education Commission and it approves in principle the extension of Secondary School course by one year, with a view to raise the attainments of the pupils and further requests the Government to come forward with liberal aids to introduce the same in as many schools as possible.

(3) This Conference is of opinion that the construction of the additional buildings to the existing school buildings is essential because of the growing strength of pupils and therefore it resolves to request the Government to cancel from the Grant-in-Aid code the rule that building grant will be given only once to a school.

(4) Resolved to request the Government to extend the Grant of full fee concessions to the children of the teachers to the Higher Forms (IV to VI) of the Secondary Schools.

(5) Resolved to request the Educational Authorities to permit the teachers who desire so to teach the English Language without text-books in Forms

I to IV as the resultant freedom from strict adherence to the prescribed texts would enable the teachers to concentrate more upon training the pupils in writing original sentences with the correct language structure and as these and other guided experiments would keep the profession of teaching dynamic instead of static.

(6) Inasmuch as educational excursions have become a regular feature in educational institutions, the Guild requests the Railway Board, to authorise the respective station masters to sanction the concession application forms issued on the authority and under the seal of Heads of all recognised educational institutions as was in vogue under the South Indian Railway. The insistence to get the concessions sanctioned by the respective District Traffic Superintendents involves a lot of trouble, difficulty and delay.

(7) This Guild requests the D.P.I. that before issuing orders insisting on the teachers of the aided institutions to take up polling duty during the elections of Local Bodies or of State Legislatures or similar work, necessary orders may be issued to the authorities concerned to sanction the payments of advance travelling allowances as in the case of Government and Local body servants.

(8) This Conference resolves to request the S.I.T.U. that the bye-laws be so amended that all offices of the S.I.T.U. shall be open to the members from the mofussil and that this resolution may be communicated to the sister Guilds for their consideration and opinion.

(9) This Conference resolves to place on record its heartfelt thanks to the Chairman and Members of the Coimbatore Municipal Council for their generous gift of a site to the extent of 26 cents for the construction of a Guild House.

(10) The Conference places on record its grateful thanks for the meritorious services rendered by the outgoing office-bearers of the Guild.

NEWS AND NOTES

MADURAI.

The Staff and Pupils of the Sourashtra Secondary School, Mainguard, Madurai, celebrated the Human Rights Day on 10—12—1954 with Sri N. Subramania Ayyar, B.A., L.T., Headmaster, in the chair.

After prayer Sri B N Sundaram spoke on the significance of the Human Rights Day. In the course of his speech, he dwelt at length on the formation of the U.N.O. in 1946 and its 'Magna Carta' to respect the Human Rights of all the nations for maintaining peace and order in the world.

With a vote of thanks by Sri L. R. Kasiraman the function came to a close.

AMBASAMUDRAM.

To infuse among the students a sense of dignity of labour and the idea of Social Service a campaign of raising of live fence with *prosopis juliflora* in the school compound and raising *prosopis* along road margins was inaugurated on 9—11—1954 at the Tirthapati High School, Ambasamudram. The cadets of Auxiliary Cadet Corps of the school undertook the work in co-operation with the local Agricultural Demonstrator.

The campaign was inaugurated by Sri A. Kanthimathinatha Pillai, B.A., L.T., Headmaster of the school before a gathering of students and teachers. The students planted seeds in the boundaries of the playgrounds of the school and also on both sides of the road leading to Brahmadesam and Kovilkulam to a distance of 5 miles. Sri H. Thiagarajan, B.A., L.T., Group Commander and Sri N. Piraviperumal, B.Com., Deputy Commander who were in charge of the programme, guided the students on the details. Sri N. Sivarama Krishnan, B.Sc. (Agri.), the Agricultural Demonstrator who was present on the occasion, supplied seeds for the programme.

U.S. PROFESSOR EXHIBITS HIGH SCHOOL TEXT-BOOKS.

Increasing interest in the use of text-books in the secondary schools of this State will receive special impetus when an exhibition and discussion of American Secondary School Text-books is held in the Teachers' College, Saidapet, Madras-15 from 24th January 1955 to 29th January 1955. This announcement was made by the Principal, Teachers' College, Saidapet.

By special arrangement with the United States Educational Foundation in India the services of Dr. John Allan Smith of Los Angeles, California, have been obtained as an exchange lecturer under the Indo-American Fulbright programme. Professor Smith, who is supervisor of research and vocational guidance for the city schools of Los Angeles, is bringing with him 500 of the text-books used in the schools of his city. The text-books cover the complete range of secondary school books as used by pupils from 12 to 18 years of age, and include subjects such as Mathematics, Science, Foreign Languages, History, Social Studies, Commercial education, industrial arts, art, music, and physical education.

Discussion of the educational philosophy behind the production, selection and use of these text-books will be led by Dr. Smith. It is expected that these round table discussions will include curriculum building and teaching methods as well as subject content according to the interests of each group. The selection of books to be exhibited has been made so as to indicate how one of the foremost school systems in the United States has selected text-books to carry out its own philosophy of education. The exhibition does not, therefore, necessarily represent the "best" books in each area.

Dr Smith, during nine months in India, will visit 18 Teacher Training Colleges in the various States of India.

Interested Principals and Teachers in secondary schools are invited to view the books which will be on display at The Teachers' College, Saidapet, Madras-15 from 24th January 1955 to 29th January 1955 and to attend the lectures and discussions, on the above-mentioned dates at the Teachers' College, Saidapet.

PROPAGANDA.

The President of the Tanjore District Teachers' Guild, Mr. M. K. Nataraja Iyer and the Secretary, Mr. R. Mahadevan, visited Kumbakonam on the 19th December, 1954 and addressed a large gathering of teachers of the local high schools. Mr. Nataraja Iyer spoke on the important recommendations of the Secondary Education Commission. He made an appeal to teachers to join the S.I.T.U. Protection Fund and the Benevolent Fund. The secretary pleaded for unity in the ranks of the profession and for more interest in their organisation. All members of the Teachers' Association of the Little Flower High School contributed to the Benevolent Fund.

Professor Smith, in addition to his work with the Los Angeles City Schools, is also lecturer in school administration and research methods in education at the University of Southern California. He holds degrees from the Santa Barbara College, University of California, Stanford University and the University of Southern California. He has been a member of the Los Angeles City Schools system for 25 years and has held positions of Class Room Teacher, Department Chairman, and Dean of one of the junior colleges, as well as curriculum consultant and supervisor. He has had extensive experience in the writing and publishing of teaching materials, curriculum publications and courses of study.

Mr. V. Gopala Iyer, Headmaster, Town High School, Kumbakonam proposed a vote of thanks.

The Secretary, Mr. R. Mahadevan, addressed the teachers of the Board High School, Manalmedu, on 17-12-'54. The members showed their interest in the work of the Guild and the S.I.T.U.

OUR BOOKSHELF

BRITON'S STORY: by Victor Cohen.
(Thomas Nelson & Sons, Edinburgh. Price: 10 sh. 6 d.)

In about 375 pages with apt illustrations, this nicely got-up book tells the complete story of Britain from pre-historic times to the end of the Second World War. Designed for one year study in the school, the story brings out the salient points so clearly as to give the scholar a firm understanding of the broad sweep of the development of the British people and all the varied factors that helped to decide its course.

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A pupil who works through this book will gain an enlightened understanding of the important part Britain has played and continues to play in the history of the world.

* * *

THE STORY OF MAHABHARATA: Retold by Marjorie Sykes. (Orient Longmans, Ltd. Price: Re. 1-8-0.)

This epic story told in very simple English prose will be read with interest by pupils in the higher forms of secondary schools.

* * *

ROUND TABLE CONFERENCE ON THE TEACHING OF THE SOCIAL SCIENCES IN SOUTH ASIA.

This UNESCO Publication contains papers and proceedings of the meeting organised by UNESCO at Delhi from 15th to 19th February, 1954. It is divided into four parts :

Part I.—Preface, list of participants, introduction and inaugural address by Dr. S Radhakrishnan.

Part II.—Proposals for the development and improvement of Social Science Teaching by a group of experts, working paper by Prof. T. H. Marshall and resolutions adopted by the Round Table Conference regarding, (1) Teaching methods, and (2) Conditions affecting the position of the Social Sciences.

Part III.—General Report by the Chairman, Prof. T. H. Marshall.

Part IV.—Papers on,

- (1) The unity of the Social Sciences by Prof. C. N. Vakil.
- (2) Translation and adaptation of text-books in Social Sciences by Dr. I. H. Zuberi.
- (3) The prosecution of advanced studies in the Social Sciences including training in field research.
- (4) Some considerations relating recruitment and academic discipline in the Social Sciences by Prof. T. H. Silcock.

C. R.

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REPORTS OF THE 24th SOUTH INDIAN EDUCATION WEEK

KUMBAKONAM

Under the auspices of the Kumbakonam Educational Society, the Week was celebrated with a programme for four days.

On 30—10—1954 Mr. V. Narayanasami Iyer, M.A. of the Government College, presided over the functions. Mr. D. M. Vasvani spoke on *Education—Welfare State*. He observed that Education must be based not on materialism but on spiritualism. He said that Germany and Japan though far advanced failed in the end and any number of atom bomb will not solve the problems of the world. He opined that education planned and given to the pupils based on moral order only can save the nation and the world.

On 1—11—1954 Mr. T. V. Swaminatha Iyer, B.A., L.T., Headmaster, Native High School, presided. Sri R. Krishnamoorthi Iyer, Advocate, spoke on *Education—Concern of All*.

He stressed on the need for parental co-operation for producing worthy citizens. He suggested that importance to 'written examination' must be minimised and oral examinations given prominence, to properly assess the pupils' merits. The President, in a humorous way stressed on the utility of examinations in the early stages.

On 3—11—1954 Mr. A. Rajagopala Ayyangar, B.A., L.T., Headmaster, Banadurai High School, presided. Mr. V. Gopala Iyer, B.A., L.T., Town High School, Kumbakonam, spoke on *Education—School Activities*.

Mr. Gopala Ayyar gave the right steps to be taken to make the School Activity effective and useful. He suggested that the school must be working like an Industry humming like a

bee. Mr. Rajagopala Ayyangar detailed how the co-curricular activities in his school such as doll making, basket making, gardening, gave the pupils a vocational bias and how the literary society, verse-making section and others attracted boys and girls without compulsion.

In the end he stressed on the need for teachers to properly organise the school activities to attract pupils.

4—11—1954, was the last day of the Week. It was a crowning success. Dr. V. R. Lakshmikantha Sarma, Ayurvedic Siromani, Proprietor, Lalitha Pharmacy, Kumbakonam, presided, while Mr. Sundaresan Chettiar, B.A., L.T., Headmaster, Municipal High School, Kumbakonam, spoke in Tamil on *Education—Moral and Spiritual Values*. The President spoke how in the olden days Gurukula system helped the students to learn everything even without the Guru actually sitting and teaching the three Rs. The Lecturer in the course of his speech deplored modern tendencies and observed that unless education was based on moral and spiritual values, education will not be sound. He even urged the teachers to introduce moral codes in every lesson as and when it lends itself and arrest the danger which is only too obvious.

AMBASAMUDRAM

XXIV South Indian Education Week was celebrated under the auspices of the Tirthapati High School Teachers' Association on 4th and 5th November, 1954 at 5 p.m. in the Sadasiva Ayyar Hall. On both days there was a large gathering of parents, teachers and students. On the first day Sri O. Venkatasubbaramiah, B.A., B.L., District Munsiff, Ambasamudram, presided. After prayer Sri C. S. Ramalingam Ayyar,

M.A., L.T., welcomed the president and audience. There were two lectures one by Sri A. Jeevarathnam, M.A., Senior Lecturer in Tamil, St. John's College, Palamcottah on *Kalviriyin Payan* and the other by Sri V Kunchithapatham Ayyar, Senior Tamil Pandit, Tirthapati High School, Ambasamudram on *Seyyul Inbam*. After a vote of thanks proposed by Sri P. Piramanayagam, Secretary of the Association, the meeting dispersed.

On the second day Sri P. A. Ganapathy Mudaliar, B.A., L.T., President, Bench Court, Ambasamudram was in the chair. The meeting began with prayer. Sri M. Somasundaram Pillai, B.A., L.T., welcomed the audience. Sri R. Seshachalam, M.A., Lecturer in Economics, M. D. T. Hindu College, Tirunelveli, addressed the audience on *Varalarru Kalvi*. After a vote of thanks proposed by the Secretary and National Anthem the meeting came to a close.

A.C.C. students rendered useful services on both days for making the function successful.

SRIVAIKUNTAM

On 5—11—1954 the Education Week was celebrated under the Presidentship of Sri T. M. Kumaraguruparan Pillai, B.A., B.L. At first the Headmaster Sri S. N. Adinatha Iyengar in his welcome address spoke on the changes contemplated in the New Secondary Education Commission's Report. Then Dr. S. Venkatasubramaniam delivered a lecture on *Healthy Living* and Sri S. V. Purushothama Iyengar addressed the audience about *Sound Education—the basis of a Welfare State*.

In connection with the celebration an interesting and instructive Exhibition was also arranged. It included models of Manimutharu Dam, Papanasam Hydro Electric Scheme, a Light House in action, Magnetic Indicator, Kerosene Fan, Model of a Radio, Telegraph apparatus and Mathematical Puzzles.

MADRAS

The 'South India Music Teachers' Association celebrated the 24th South Indian Education Week on October 31st in National High School (Girls), Triplicane, by holding Competitions in Orchestral Performance and Group Singing. Three Teams for Orchestral Music and 12 Teams for Group Singing participated. The teams represented one college, six Secondary Girls' Schools and eight private Music schools.

On 1st November 1954 at a public meeting in the same school Sri C. Subramaniam, Minister for Education, awarded the 'Prof. P. Sambamoorthy Commemoration Rolling Trophies' to the winners. Sri Saraswathi Gana Nilayam, Triplicane, won the Trophy—a silver Veena—for the best team in Orchestral Music and Rasika Ranjini Sabha Music School won the Trophy—a silver Thambura—for the best team in Group Singing. The Madras Sangeetha Kalasala, Gopalapuram and the Lady Willingdon Training College were the runners-up in the competitions respectively. Sri Subramaniam, who presided, emphasised the need for introducing Music for men also in colleges and schools. Sri S. Govindarajulu Naidu, Vice-Chancellor of Sri Venkateswara University, delivered an address. Prof. P. Sambamoorthy spoke on Orchestra. Prof. R. Srinivasan, Chairman of 'Prof. P. Sambamoorthy Commemoration Trophy Trust' welcomed the Minister, speakers and the persons present. Srimathi Parvathy Narayanan read messages received from Sri Shri Prakasa, Governor of Madras, Raja Sir Muthiah Chettiar, Justice Sri Rajamanar, Sri N. D. Sundaravivelu, Director of Public Instruction and Sri S. Natarajan, President of the S. I. T. U. Srimathi Rajalakshmi Rajagopal, Secretary of the South India Music Teachers' Association, proposed a vote of thanks.

METTUPALAYAM

The celebrations were held on the 4th and 5th November, 1954. On the morning of the 4th there was a pro-

cession of almost all the pupils and teachers of the High and Elementary Schools in the place. The procession, which was about half-a-mile long was an imposing one, and arrested the attention of every one as it wended its way through the main streets. Card-board placards bearing slogans on education were carried by the pupils as they marched along singing national songs.

Soon after the procession reached the Mahajana High School, the Vice-Chairman of the Local Municipal Council opened an Arts Exhibition wherein were arranged in order the various exhibits contributed by each of the educational institutions in the place.

In the evening, there was a mass-drill demonstration by the pupils of the Mahajana High School. Clad in their blue and white uniforms, the 800 pupils who took part in it, by their very appearance and able disciplined performance presented a striking spectacle and won the admiration and praise of every visitor on the occasion.



Sri K. Arunachalam, M.A. (Iowa), L.T., Principal, Training College, Perianaickenpalayam, inaugurated the celebrations. He spoke on 'Sound Education—The Basis of Welfare State' and stressed that every school in our country should be, as in America, a centre of activities with reference to local environments and needs and designed towards enlisting the active co-operation of the parent-public of the locality. Then Sri K. Kulandaivelu,

M.A. (Ohio), B.T., Headmaster, Gandhi Basic Training School, Perianaickenpalayam, spoke on 'Education—Moral and Spiritual Values' and after referring to our country's great spiritual heritage, appealed for a greater attention and attempt in every school towards the cultivation of the moral and spiritual qualities in our children. Then Sri N. Chinnaswami Naidu, M.A., L.T., Headmaster, G. K. Mani High School, Pappanaickenpalayam, spoke on 'Education and School Activities' and while appreciating the importance now given to Citizenship Training deplored the want of facilities in most of the schools for getting the maximum benefit out of the citizenship activities. Lastly, Dr. A. Kanakaraj, M.B.B.S., of the local Government Hospital, spoke on 'Education and Healthy Living' and gave useful hints to the pupils to cultivate health habits.

The function on the 5th commenced under the presidentship of Sri C. R. Lingiah, M.A. (Calif.), Assistant Manager, United Bleachers Ltd., Mettupalayam. In his opening address he pleaded for the close co-operation of parents and teachers in the education of children and stressed, among other things, the need for discovering the special aptitude of every pupil and providing the consequent and necessary facilities. Then Sri Paul Jesudoss, B.A. (Hons.), L.T., Headmaster, Government Basic Training School, Avanashi, delivered a lecture on the present system of education and after referring to the defects in the finished products obtaining at present, pleaded for a change in the system to improve the quality and type. Then, Sri K. S. Varadaraja Iyengar, B.A., Landlord and President of the Local Co-operative Stores, spoke on co-operation and after tracing the growth of the co-operative movement, emphasised how it ensured an economically better life for the people. Lastly, Sri V. Ranganayakulu, B.A., Sub-Registrar, delivered a lecture on the need for education with telling English and Tamil quotations and maintained that love of country was most essential for the country's progress.

After the distribution of prizes to the schools which had sent in the exhibits, the President of the Education Week Committee proposed a vote of thanks to the lecturers, to the guests who responded to his invitation and to all those who worked for the success of the function.

To round off the functions, each day, there were variety entertainments by the pupils of the local Municipal Girls' High School and of the Mahajana Elementary Schools.

It is hoped that the celebrations this year, the first of the kind in this place will evoke in future a greater and more lasting interest from the parent-public of this place in the cause of education.

Great credit is due to the donors and all those who worked heart and soul for the success of the functions and particularly to Sri M. Duraiswami, M.A., M.Ed., President of the Education Week Committee and Headmaster, Mahajana High School, who with his characteristic confidence, zeal and driving power, spared no pains in getting things done properly.

PALLIKONDA

The 24th Education Week was celebrated in the Board High School, Pallikonda under the auspices of the Teachers' Association. Sri S. Sundaramoorthy, B.A., L.T., Headmaster was in the chair. Sri I. J. Rajamanickam, M.A., B.T. (Michigan, America), Assistant, Voorhees High School, Vellore, gave an interesting and enlightening lecture.

At the end tea was served to the guest and the local party.

The Secretary, Teachers' Association, Sri C. Varadaraja Mudaliar, proposed a hearty vote of thanks.

TRIVELLORE

Under the joint auspices of the Teachers' Associations of the Goudie High School and R. B. C. C. C. Hindu

High School, Trivellore, the 24th South Indian Education Week was celebrated on Tuesday, the 2nd November 1954 at 4 p.m. at the R. B. C. C. C. Hindu High School, Trivellore.

Sri T. R. Srinivasavaradan, B.A., L.T., Headmaster, Hindu High School, Triplicane and Secretary, South India Teachers' Union, Madras, presided. The proceedings commenced with prayer by Miss N. Sakuntala, Devi, Music Mistress of R. B. C. C. C. Hindu High School, Trivellore. Sri D. J. Arulanandam, B.A., L.T., Headmaster, Goudie High School, Trivellore welcomed the distinguished president. He referred to Sri Srinivasavaradan's rich experiences as the Secretary of the S.I.T.U.

Sri T. P. Srinivasavaradan spoke on *Sound Education—The Basis of a Welfare State*. First he dealt on the various stages of the conception of a State, the Autocratic State, Democratic State and finally the Welfare State.

He emphasised the fact that for the purpose of building a Welfare State, sound education is absolutely essential in all the three stages of education, Primary, Secondary and University. Though universal primary education only was mentioned in our Constitution, the teachers of primary schools must be obtained from efficient secondary schools and teachers of secondary schools in turn, have to be recruited from Universities. Unless Universities send out graduates who have a sound education, the structure of Secondary education would fall down. Thus the three stages were closely interlinked.

The lecturer also dealt with lady teachers. Since lady teachers have to attend to domestic work, they can be appointed as part-time teachers who can work for two or three hours a day. Similarly superannuated teachers can be asked to work as part-time teachers, since they may not be able to work all day. He suggested these remedies because so many schools had no trained teachers at present and without trained teachers, education cannot be sound.

He criticised the appointment of graduate teachers to single-teacher schools because graduates with their natural ambition would not stick on to villages on a small salary and because single-teacher schools would not be of permanent value to the cause of education.

Dealing with longer secondary school, he said that though such schools would involve additional and better qualified staff, a better library and a costlier laboratory, they should be started in due course. The lengthening of the course by one year, in his opinion, was absolutely necessary in the interests of the nation.

Finally, he dealt with the inservice training of teachers which was necessary for them to keep themselves abreast of the latest trends in educational theories and methods.

He suggested better and more effective methods of inspection in our schools.

Sri M. K. R. Dikshitulu, B.A., L.T., Headmaster, R. B. C. C. Hindu High School, Trivellore and Vice-President, the Chingleput District Teachers' Guild while proposing a vote of thanks to the President paid a glowing tribute to the popularity of Sri T. P. Srinivasavaradan among the teachers of South India.

The function came to a close with the singing of the National Anthem.

MAYURAM

Under the auspices of the Secondary School Teachers' Association, Mayavaram, the Education Week was celebrated in the Municipal High School Hall, Mayavaram, on 5th November 1954. Mr. G. Aravamudha Iyengar, Advocate, Mayavaram, presided. There was a symposium on the pre-University course.

Mr. M. K. Nataraja Aiyar, Headmaster, National High School, Mayavaram, opening the discussion, said that Secondary Education had all along been

dominated by the University and he feared that the introduction of the pre-University course in High Schools was an instance of such interference. He was not happy over the way in which the educational problems had been dealt with by Governments. Before giving a fair trial to the modified scheme of elementary education introduced by Rajaji, it had been given up, though the urgency of free compulsory elementary education had been recognised in the Indian Constitution. Again the haste with which the Government of India in its enthusiasm for education had thought fit to open single-teacher schools in rural areas was not commendable. He thought that "unemployment after graduation" was not the requisite qualification for good teachers. Mr. Nataraja Aiyar added, that there were "possibilities and dangers" in the introduction of the pre-University course in schools, and he would like to utter a word of caution in this connection.

Mr. R. Mahadevan, Secretary of the Tanjore District Teachers' Guild, pointed out that the pre-University course was not going to be imposed on all high schools. He said that the problem of Re-organising Secondary Education to develop the innate diversified capacities of secondary school pupils had long been engaging the attention of educational authorities. In fact, as early as 1937, the Government of Madras issued a *communiqué* containing their proposals. The bifurcated course followed. But there had not been much headway in this direction on account of mainly want of finance. It was a happy augury that the Government of India, freed now as it was from its obligation to import food for many hundred crores of rupees, had come forward to lend a helping hand to State Governments to introduce the much needed multi-purpose courses in secondary schools. The pre-University course and the multi-purpose courses were complementary to each other, and the one will lose its prestige in the absence of the other. Mr. Mahadevan expressed the hope that a real beginning

in the Reorientation of Secondary Education would be made with the help of the Government of India.

Mr. S. K. Narayanaswami Sastri said that whatever be the policies initiated by a strong leader, they were bound to have a following. The essence of democracy was that there must be plenty of discussion, but when once a decision was arrived at, it was their duty to give effect to the decision. In that sense, the pre-University course and the multi-purpose courses were sure to come and they had to give a fair trial.

Mr. G. Aravamudha Iyengar, who presided, said that administration in India after the departure of the British, presented difficult problems, many of which had been successfully tackled by the Government of India. The problem of education and the raising of status of teachers would take time and he hoped that society and Government would give due recognition to the claims of teachers. As for the right system of education, Mr. Aravamudha Iyengar said, they were not unfamiliar with changes, and he would like to watch how the new system worked.

Mr. T. G. Swaminathan, Secretary of the Secondary School Teachers' Association, Mayavaram, proposed a vote of thanks.

PATTAMADAI

Under the auspices of the Masters' Association of the Ramaseshwar High School, Pattamada, the Twenty-fourth South Indian Education Week was celebrated on 4th November 1954. There was a large gathering of teachers and the public present. Sri P. S. Sivarami Aiyer, Retired Divisional Inspector of Schools, presided. Sri K. G. Ramaswami Aiyangar, Headmaster, welcomed the gathering. Sri Vedasiromani, M.A., Principal, St. John's College, Palamcottah, delivered an address on *Sound Education—the basis of a Welfare State*. In the course of his address, the lecturer defined the postulates of a Welfare

State and pointed out how a sound education could build it up. He also stressed the need for character-training among the pupils so that they might be fearless, honest and useful citizens of the country. With a vote of thanks proposed by Sri K. S. Sankararama Ayyar, Secretary, the function came to an end.

POLUR

The Education Week was observed from the 30th October to the 5th November. The occasion was availed of to give fillip and a practical and intensive turn to the Citizenship activities, well ahead and executed to satisfaction, gardening, class-room decorations, drawing of maps and pictures, maps and charts, collection of articles to the museum, scouting and first aid practices were some of the items of the schedule drawn up for the Week.

The subject of the talk to the pupils was *Moral and Spiritual Value*. Sri T. P. Gopalakrishna Naidu, B.A., L.T., Headmaster, presided. Sri Ilavazhaganar of Mambakkam Gurukulam addressed the gathering. The lecture was at once erudite and simple. The speaker traced the evolution of the Education of the children in India from the Gurukula days, when the impress of the teacher over the taught had left a more lasting mark, in the shaping of the character of the individual at the earliest and appropriate stages of growth, to the present day, when it has become somewhat bookish overshadowing the vital moral aspect of it. With apt quotations from Tirukural, he reinforced his exhortations for a sustained stress on the moral and character building aspect of education.

ADUTHURAI

Under the auspices of the Teachers' Association, Kumara Gurupara Swamigal High School, the 24th South Indian Education Week was celebrated on the

4th and 5th November, 1954. The celebrations were presided over by Sri G. Venkatakrishnan, B.Sc. (Ag.), Principal, Grama Sevak Training School. On the 4th the Headmaster, Sri S. Kasturirangan, B.A., L.T., welcomed the guests. The Principal, speaking on *Sound Education* dealt with the various aspects of the present scheme of education and exhorted the pupils to lead a disciplined life and emphasised on the development of character both at school and outside. After dance and kummi by the local elementary school pupils, the Headmaster proposed the vote of thanks.

On the 5th Sri M. Arunachalam, M.A., Manager, Basic Training School, Tiruchittrambalam addressed the gathering on *Healthy Living*. Sri T. S. Gopalachari gave the welcome address. Sri Arunachalam at the outset outlined the need for the growth of children in a natural nourishment giving scope for the development of inherent abilities in children without any active intrusion from the teacher. He further added that the teacher should remove the obstacles that stood in the way of the child educating itself. He dwelt on the importance of proper health and living conditions and preventing many diseases by proper nourishment and exercise. Then a variety of interesting items like dance and music was gone through by the pupils of the High School and Elementary schools. The trainees of the Grama Sevaks' Centre enacted a few scenes clearly bringing forth the importance of "Grama Thiruppani" emphasising the ideals, the programme and the constructive work in villages chalked out by Gandhiji, as a basis of the National Extension and Community Project schemes.

KANCHEEPURAM

The Education Week was inaugurated on Thursday, the 4th November 1954, at the Pachaiyappa's High School by Sri K. Srinivasan, M.A., Professor of Physics, Pachaiyappa's College, Kancheepuram, Sri M. R. Srinivasaragha-

van; B.A., L.T., President of the Kancheepuram Teachers' Association, presided over the meeting. After a welcome to the gathering by the President, Sri K. Srinivasan, M.A., in his inaugural address said that a sound education was one of the most essential requisites of a Welfare State, which our country was aiming at. He described Sound Education as one that enabled the all-round development of the adolescent at the Secondary School stage in accordance with the ability and talent of the individual, and made him fit for a good citizenship in a democratic welfare State. He said that it was the primary duty of the State to undertake the free and compulsory education of all the children of the State. He pleaded for financial help from the Union Government so that free and compulsory education upto the Secondary School stage for all may be achieved early. He also made it plain that the emoluments of the teachers must be increased so that men of the right calibre might take to the profession in still large numbers. Finally he exhorted for greater attention towards the building of character and discipline among the pupils. Sri L. Srinivasaraghavan, the Secretary, proposed a vote of thanks.

On Friday, the 5th November, Physical demonstrations were held in the play grounds of all High and Middle schools in the town. Boys as well as girls took part in the mass physical activities.

On Saturday, the 6th November, Educational Exhibitions were held in a number of schools. It was a day of rejoicings for the pupils. They were seen going round the exhibitions in groups. This year the exhibits were numerous, interesting and educative and they gave a chance to the pupils to show their creative abilities and talents.

KANIYUR

The Education Week was celebrated from 17th to 20th of November, 1954 under the auspices of an Education

Week Committee formed of the Teachers and the Public of the locality. It was inaugurated on the 17th with a talk on *Education—The Concern of All* by Sri K. A. Venkatagiri Iyer, M.A., L.T., and Janab Yakub Sahib, Headmaster, Islamiah Elementary School, under the Presidentship of Sri V. Jayarama Iyer, Headmaster, Sree Venkatakrishna High School. Then the origin and the aims of the Week were also explained by the President. Earlier there was a procession of the Teachers and the Children of the local schools. Dr. Bhava Sahib was kind enough to offer sweets to the children.

On the 18th Sports were held for the Elementary School Children under the Presidentship of Sri K. V. Ganapathisubramania Iyer, Correspondent of the High School. The High School awarded a cup in the name of the Correspondent to the Champion School and it went to Islamiah Elementary School.

On the third day a meeting was held under the Presidentship of Janab Thanagal Mohamad, President, Panchayat Board. Then Sri S. Varadharaja Iyengar, B.A., L.T. and Sri Nachimuthu talked on *Education—Co-operative Living*. There was also a variety entertainment consisting of songs, dances, physical demonstration and dramatic scenes by the students of the local schools.

The function was rounded off with a Social attended by all the teachers and members of the Committee. It was presided over by Sri V. Jayarama Iyer, Headmaster, S.V.H. School, when Sri G. V. Krishnamurthy, B.A., and Sri S. Varadharaja Iyengar gave a talk on the District Teachers' Conference held at Coimbatore last month. The President appealed to the teachers to develop broad outlook and develop habits of study. With a vote of thanks by the Convener Sri K. A. Chandrasekaran, B.A., B.T., the function came to an end.

GANDHINAGAR, MADRAS

Parents' Day was celebrated by the Gandhinagar High School on the 4th November, 1954. The parents and visi-

tors were taken round the exhibits of the pupils' work and later were entertained to a performance of actions, songs and dances by the pupils of the school. Sri K. Viswanatha Iyer spoke on the significance of the occasion. Sri V. V. L. Rao welcomed the parents. Sri V. Natarajan presided and Sri C. Ranganatha Aiyengar, Secretary of the Parents' Association, proposed a vote of thanks.

CHINGLEPUT

Under the auspices of the Chingleput District Teachers' Guild, XXIV Education Week was celebrated on 5—11—1954 at St. Columba's High School, Chingleput.

From 10 a.m. to 1 p.m. there was an Educational Exhibition for school children. The Government Training School, the Senior Certified School, the District Central Library Authorities, the Junior Red Cross Branch in Chingleput and the local schools participated in the Exhibition. The exhibits related to Elementary Education, Art, Craft, Hobbies, Junior Red Cross, Science, Social Studies, Audio Visual Education, Physical Education and Library. The Exhibition was open to the public between 2 and 3 p.m. Both the school children and the public of Chingleput visited the Exhibition in large numbers and enjoyed it.

Mr. J. M. Lobo Prabhu, I.C.S., Collector of the Chingleput District, presided over the celebration. He was accompanied by Mrs. S. Doraiswami, M.A., M.Sc., B.T., District Educational Officer. A guard of honour was presented by the scouts of Chingleput. After inspecting the N.C.C. troops of St. Columba's High School, the President took the salute at a March Past. He then visited the Exhibition.

There was an interesting programme of songs, dances both Western and Indian, the enactment by the Old Students of St. Columba's High School,

Chingleput of a scene from an English play "The Mother of New India" by Mr. J. M. Lobo Prabhu, and a scene from "Kattabommu", a Tamil play, by the pupils of the R. K. M. Residential School at Athur. These and a physical demonstration by the staff and pupils of the R. K. M. Residential School, Athur, were very much appreciated.

Mr. A. S. Johnson, President of the Chingleput District Teachers' Guild, while welcoming the guests, explained the history and significance of the Education Week, and briefly dwelt upon the different aspects of the theme, *viz.*, Sound Education as the basis of a Welfare State. He pointed out that the purpose of education is to prepare for the whole work of life by giving equal attention to the mind, the heart and the soul. The pupil should be taught not to live for himself alone, but for the welfare of the community to which he belongs.

Rev. R. S. Macnicol, M.A., Professor of English in the Madras Christian College, Tambaram, emphasized in his address the need for a closer relationship between the home and the school. He pointed out that there was nothing greatly wrong with the examination system: what was wrong was the attitude of people towards examinations which are a means and not an end.

Mr. J. M. Lobo Prabhu, in his concluding remarks, expressed his pleasure at the success of the Exhibition and entertainment and the interest evinced by the public in educational matters by gathering in very large numbers. He was happy about the air of alertness and liveliness manifest in the public since the Independence. It was good for boys to be trained to take a pride in their independence and be made alive to their duties and responsibilities. Even the walls should be made to speak through pictures and diagrams for the

information and edification of the man in the street. Schools would do well to gain popularity and influence through frequent, though informal, Parents' Day celebrations. The teacher should regain his place in society as the leader of public opinion, especially in the rural parts of the country.

KARUNGUZZHI


The Education Week of this year was celebrated on Friday, the 5th November, 1954 by the Board High School, Karunguzhi.

The school was decorated by the pupils with flags, festoons and leaves—Educational Mottos were written in large print and exhibited openly. An educational exhibition showing the activities of the masters and the pupils on Craft and Hobbies, Drawing and Painting, various sections of Science, Scouting and Citizenship was opened.

In the programme for the occasion items such as, dancing, music, folk-lore declamations, dramatic performance on education and other varieties of activities of pupils were included.

Sri A. Daniel, Inspector of Police, Madurantakam, presided over the function. Sri M. Narasinga Pillai, the Assistant of the school, spoke on *The Enlargement of the Field of Education in Modern Times*. Modern Education is not recitation of passages but an ever-increasing activity in the process of learning and adjustment to society.

The President in an interesting speech explained that education is discipline. Discipline enables social living and kindles the divinity in man. True learning consists in the realisation of the mercy and grace of God.

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ALL-INDIA EDUCATIONAL CONFERENCE, PATNA

28th December, 1954

PRESIDENTIAL ADDRESS

Dr. R. P. PARANJPYE, M.A., (CANTAB.), D. Sc. (Cal.), D. Litt. (Poona).

The work of a conference like this has two sides, one regarding the organisation of education including the position of the teaching profession, and the other having reference to the content of the education of various grades that is imparted to the pupils. The latter aspect is the one most discussed in public by all and sundry, and I shall deal with it later in the course of my address. The first aspect is, however, likely to appeal more to a gathering like this, which probably consists of actual teachers; and although it may appear to be more or less sectarian and have reference purely to the particular interests of a class, it is none the less important, as the success of any educational system must ultimately rest on the attitude of the men and women who have to work it. If these have a feeling, conscious or unconscious, of frustration and unjust treatment, if they labour under a continuous strain of financial difficulties, if they are treated as mere hired labourers, though in an intellectual field, without any initiative or independence, or if they do not get from society the respect that is their due as the makers of the future generations of their countrymen, no mere tinkering with departmental rules or syllabuses will produce satisfactory results, and the educational system of the State or country will bear the appearance of a mechanical contrivance without a soul.

Eloquent references to the teachers' profession as a sacred calling are common enough, not only from those who preside at school or college functions of a ceremonial character, but even from those on whom rests the responsibility of giving a fair deal to the teachers. But when this so-called

sacredness is used as an excuse for not giving the teachers a fair deal and for refusing to grant their just demands, it appears little short of cynical mockery. What service is more sacred than the relief of suffering humanity? But no one would suggest that the medical profession should work all time in an honorary capacity or on a meagre remuneration. Nothing is more essential for the stability of society than even-handed justice between man and man, but it is universally agreed that judges should be adequately paid. Those who are administering the country and laying down policies for its future are doing the most valuable kind of work, but the pretence of paying our ministers low salaries was soon given up as impracticable in most States, and where it was still kept up, complaints have been often heard that ministers were eking out their salaries by means of various allowances which they sanctioned for themselves or occasionally by even more shady methods. I do not know any reason why the same rule should not apply to teachers, except that they cannot exert the same political pressure and that they have no nuisance value. But if we want to get the best work from our teachers, the State must treat them fairly and realise that they have the same ordinary needs as any other body of men. The only fair consideration in fixing the conditions of service for teachers is that their emoluments should be on approximately the same scales as those of officers in other services with comparable qualifications.

At the same time I think that in our country the ratio between the maximum and minimum salaries paid to

officers of various grades in different departments of Government is too high, being between 50 and 100. In a country like Australia this ratio is nearer 10, and something like this ratio should be aimed at in India also, when according to our Prime Minister we are heading towards a socialistic economy. What the teachers claim is that they should only be treated as members of any other service and not as Cinderellas for whom any treatment is good enough. I would like to make one suggestion which is not often sufficiently pressed. For ensuring a contented staff for educational institutions there should be decent living quarters for a reasonable proportion of them. I see that the Union Government is ready to provide advances to individuals and co-operative societies to enable houses being built for them. I hope that our schools and colleges will take advantage of this offer and ensure that their teachers are housed properly. If this is done I am sure that their efficiency will increase to a material extent.

No body of men can be expected to give their best unless they have a sense of self-respect, a feeling of independence and an opportunity of exercising responsibility and initiative in however humble a form. In the bad old days of British rule we used to complain that private educational institutions were too much fettered by various rules and regulations, and we had hoped that things would very greatly improve now that our country had attained freedom. But from everywhere we hear reports of more detailed and stricter regulations and circulars from the educational departments of Government, which are often accompanied by the threat of reduction of grants in case of immediate non-compliance. Responsible heads of institutions are hardly ever taken into confidence before fresh orders are issued. Some of these orders relate to minute details like the arrangement of the school time-tables or the selection of books for the school library, subjects on which the heads should be given reasonable freedom. Nobody would object to Government giving advice

which may often be valuable on account of their having a large number of experienced officers at their command; but with the exception of very important matters the schools should be allowed to exercise their own independent judgment. Ordinarily the schools will follow such advice as a policy of least resistance, but if any school has any ideas of its own, it should rather be encouraged to work them out. Government have their own inspecting officers and these can report on the utility or otherwise of such ideas. Government are inclined to think that they alone have a monopoly of educational wisdom, and that there can be nothing useful which they do not know or which at least does not originate from their own department. But if there is one thing which must always be remembered in the field of education, it is that education is an experimental science, and that it is only by watching the result of different systems and experiments that advance is possible.

While it is right to insist that the material conditions of the teachers should be made as easy and comfortable as possible if the best work is to be expected from them, I hope you will not mind my laying equal emphasis on the duty of teachers to work in the spirit, not of a member of trade union whose only idea is to do the minimum amount of work needed to retain his job, but of a missionary whose whole heart is in his work. The teacher must of course carry out efficiently his duties of teaching in the class room, of correcting the written work of his pupils and of doing such administrative work in the school or college as is entrusted to him. But he must also take a deep interest in the welfare, both intellectual and moral, of his pupils. The pupil must come to regard his teacher not as a task master but as a guide, philosopher and friend to whom he can bring any difficulties for solution without any reserve.

One of the most undesirable incidents of our educational life at present is the enormous growth of the practice of private tuition and coaching classes in addition to the regular teaching pre-

sumably available in schools and colleges. In the old days of my own schooling such private additional coaching was only occasionally taken by sons of rich parents who never cared to inquire into their day-to-day working, or by boys who owing to illness or other unavoidable causes had missed a part of their regular schooling, or very rarely, by boys who wanted to compete for scholarships and therefore wished to get a little special assistance. But the practice of private coaching was in any case quite exceptional. Now a large proportion of pupils are seen going to special classes or private tutors even when their parents can hardly afford this additional impost, and in addition, ruining their health. The only explanation can be that the pupils are not required to do an honest day's work in the school, or that the teachers are not doing their school work conscientiously. The state of things is certainly not very creditable to the teaching profession and must be immediately looked into and set right.

The teacher really should encourage the more intelligent of his pupils to go beyond the four corners of the syllabus and should put heart into the less intelligent and not allow them to get discouraged by occasional failures to understand his subjects. The high percentage of failures at examinations in spite of the practice of private coaching just referred to is not the fault of the pupils alone; it is a reflection on the competence of the teachers also. If the teachers insist on the pupils acquiring the habit of regular study all through the year and create a sense of intelligent curiosity in the subject of study, I am sure no student of average ability need fail in the simple tests laid down. The teacher should also take a lively interest in the corporate activities of his pupils and must not think, for example, that school games are the sole responsibility of the sports master alone. I quite agree that the large numbers of students in our classes make all this somewhat difficult of achievement, but even under present conditions it is my definite opinion that a good deal more can be done if there is the will to do it.

The teachers should be freely accessible to the pupils out of the class room so that they can meet in a less formal manner.

In these days we often hear complaints about the growing indiscipline among students. To a certain extent this is due to the events in the country during recent years. Our political leaders found it easy to appeal to the emotions of youth during the days of the national struggle, and did not hesitate from utilising them in staging demonstrations against the foreign rulers, and encouraging them to resort to methods of *satyagraha* like strikes and fasting. They were told that the education they were receiving was anti-national and utterly useless and were even advised to give up their studies in order to work in the national cause. A few of them did follow this advice and repented too late. The habits of indiscipline and rebellion against constituted authority have not disappeared with the attainment of independence and they are now using the same methods to attain more or less trifling objectives like getting a holiday in celebration of some event or in memory of some individual, obtaining or annulling the dismissal or transfer of some teachers, doing away with class tests, or protesting against the nature of a question paper at examinations. Actions which in ordinary times would have entailed severe moral censure, like copying at examinations or personal assaults on examiners or invigilators, are not unknown. If our younger generation is to grow up into responsible and self-respecting citizens and to be an asset to the country, there must be an immediate improvement in this state of things. A special responsibility rests upon the teachers who must influence their pupils for their good. They must gain their respect and confidence both by their personal conduct and character and the interest they take in the young people committed to their charge. We are often treated to eloquent panegyrics on the *gurus* of old who dedicated their lives to the well-being of their disciples. If our teachers emulate them and reproduce the old atmosphere in their

own person, there will be an immediate improvement in the conduct of their pupils. It is true of course that to certain extent the state of discipline among our youth is a reflection of our national character. But the duty of our teachers is to do their best to improve that character by working on the younger generation.

In addition to interference of Government in the details of educational administration in private institutions, we are receiving reports of the desire of governments to invade the private rights of citizenship of teachers. The Madhya Pradesh Government has apparently threatened to discontinue grants to Colleges if members of their staff refuse to give a written undertaking that they will not participate in political activities. This reminds me of the notorious Risley Circular of about forty years ago about which Indian leaders of all shades of opinion protested so strongly. The life members of the Deccan Education Society represented to Government that they were doing educational work on the basis of sacrifice with a view to helping in the all-sided progress of the country, that participation in political activities was an essential part of their work and that Government should only interfere if these activities were of a seditious nature. After a good deal of correspondence the old Government of Bombay accepted this view and gave the life members the freedom they wanted. I recall this incident with a heavy heart and feel more convinced than ever of the truth of Lord Acton's remark that power corrupts and that absolute power corrupts absolutely. I trust that the M.P. Government will reconsider their decision and not take away from teachers their ordinary rights of citizenship. It is right to ensure that teachers do not misuse their positions to indoctrinate their pupils with subversive ideas. But in a democratic regime every citizen is entitled, nay expected, to take his part in political activities. How can a teacher of political science in a university or a college be competent to teach his subject if he is to regard politics as a cause of contamination? In the composition of many legislatures teachers

are given some seats; is it contemplated that teacher candidates will be unable to speak to their constituents on political questions? The pupils are expected to look up to their teachers as men or women worthy of imitation; are teachers who are required to keep mum on political matters even out of school or college adequate models for youth? If such an order had been in force in British days, the country would have lost the services of men like Surendranath Banerji, A. M. Bose and Gokhale. The truth appears to be that the M.P. Government appear to be afraid of rational discussion of their policies and therefore wish to close the mouths of a body of men who should be presumably competent to express an opinion on them. Conceivably another Government with orthodox views on social questions may stop teachers from interesting themselves in social reform work. Where is this invasion of the rights of teachers to end? Government may perhaps lay down any rules of conduct for their own servants, if they choose to do so, though in their case also some moderation and common sense should be exercised if they are to do their work efficiently. To clamp down such an embargo on teachers in private institutions seems to me to be nothing but the beginning of totalitarianism in the country. If our teaching profession is not to have any opinions on politics, education, religion, social reforms or economics, Government will do well to have no teachers at all and only devise mechanical robots which will recite the lessons before classes of pupils which are prepared in the office of the education ministry. But better still, why have any education at all? An uneducated population would be easier to undergo regimentation. The tendency exhibited in the M.P. Government circular once more illustrated the remark *Plus ca change Plus cest la meme chose* (the more it changes, the more it remains the same).

Education is the one subject on which everybody considers himself an expert without studying the subject or going through the necessary experience. How often we hear our public speakers of all ranks, from the first to the tenth,

laying down the only way of educational salvation and declaring that our whole present system should be completely discarded or requires radical changes! Everybody with a bee in his bonnet desires that his particular nostrum should be adopted wholesale and immediately all over the country. I do not say that these nostrums have no element of good in them, but they must be subjected to rational and practical considerations. Thus while it may be admitted that the adoption of English as the medium of instruction has had some undesirable results like widening the gulf between the educated and uneducated sections of the community or delaying the development of Indian languages, it seems suicidal to advocate the complete and immediate banning of the English language from our national life, for we cannot wipe out, with one application of governmental sponge, the whole history of a hundred years. Similarly it is obvious that Sanskrit is the common mother of many Indian languages and the foster-mother of the rest and is essential for the proper appreciation of Indian culture and civilization; but to pass from this accepted fact to the advocacy of making Sanskrit compulsory for all pupils is too big a step considering the number of subjects that the pupils have already to learn. The only right conclusion that can be reasonably drawn is that every encouragement should be given to that classical language and that its literary treasures should be freely available in all Indian languages. Or to take an illustration of another kind, one can agree that yogic exercises are very useful in building up the body and producing the habit of concentration; but to jump from this to a proposal to make them compulsory and universal and discard all other methods of physical exercise is too tall an order.

I believe that basic education which is now-a-days being so much talked about will soon take its proper place in educational theory, though the extravagant claims made for it will not be admitted, and are perhaps being even now gradually given up. Nobody disputes the fact that education should not be merely bookish, appealing only to the

intellect and depending only on the memory. Young pupils should also be trained in the dexterous use of their hands and should realise the dignity of labour. Most pupils, as a matter of fact in rural areas, do get some amount of training of this kind in their homes though it is not always systematic and well organised. It is only in urban surroundings that the want of such training is acutely felt, and it is necessary that a part of the time spent in the school should be devoted to some kind of manual training, whether it be spinning and weaving, carpentry, gardening, cooking or tailoring. But like the training in intellectual subjects it should not be too long or boring. When, however, it is contended that every subject can be taught by means of one particular craft, I am afraid that the advocates of basic education are making too absurd a claim. It is of course true that all subjects which a child learns should form an organised whole, and a competent teacher will always try to explain the bearing of one subject upon every other whenever it is possible. But all this should appear natural and not mechanical and forced, as too often happens in the hands of an average teacher. In fact in my opinion if a craft is to be made the centre of the educational system at all, agriculture is the only one which would have a bearing on most subjects of study. But this would involve the availability of a fairly large piece of land together with reasonably good facilities for irrigation, for every school, and would mean expenditure on a scale which even with our present ideas of expenditure on new plans will appear almost astronomical.

The idea of starting multi-purpose schools which will provide opportunities both for intellectual education and for vocational education appears to be quite sound, and any available money should be expended on them. While existing secondary schools should be encouraged to add one or two practical subjects to their present equipment, Government would do well to establish in suitable centres big schools which would provide at least half-a-dozen different practical subjects in the same surroundings, and

thus give the pupils ample choice for their special aptitudes and enable them to rub shoulders with workers in crafts of various kinds. The teaching should be severely practical but should not be divorced from education in general subjects. Perhaps half the pupil's time should be devoted to each of these two kinds of education.

No talk on education in India can omit any reference to the question of languages; this has become very complicated on account of the multiplicity of the languages of the country and the sentimental and nationalistic considerations imported into it. But it seems that most moderate people are generally agreed on three or four points, though there may be some difference on the emphasis and priority. They are:

1. The mother tongue is the most natural medium of instruction and is the only medium in the primary stage and should also be the medium in the secondary stage. There should be no objection to using it at the university stage also whenever the necessary conditions like the supply of adequate text books and reference books and a complete staff of teachers are available, but the change should not be made too hurriedly in all subjects and a beginning may perhaps be made in arts subjects. Care has however to be taken to see that this change does not lower academical standards, and that students of one language are not cut off from all contact with those speaking other languages.

2. The study of Hindi, which according to our Constitution is the national language of India, should be made compulsory in all years of the secondary and the university stage, and a certain standard of attainment in that language should be required. Seeing, however, that Hindi is not yet sufficiently developed, it would be undesirable to make it the medium of instruction for those whose mother tongue is different from Hindi for the secondary or university stages. If for such students a language different from the mother tongue is to be used as the medium of instruction it should be English, at least for many years to come and till Hindi has developed in all branches of knowledge to an extent at all comparable to English.

Those whose mother tongue is Hindi should learn one other Indian language.

3. English, which has been the main vehicle of Indian national progress for over a hundred years, should remain a compulsory third language for the university stage and also for the secondary stage in the case of those who have not finally given up the idea of going in for university education. It is, however, probable that such students in the secondary stage will be comparatively few, and practically English will have to remain as a compulsory third language for both the stages. The knowledge of English should be such that the student at the university stage should be able to make full practical use of the language in the sense that he should understand spoken English, speak it with fair facility and be able to read any book in the language without difficulty. The study of English literature should not be insisted upon in the case of those who are not making a special study of it. The fact that English is the language of the people who kept India in political subjection for two hundred years should not blind us to the fact that it is the great international medium of communication at the present day. India's place in world politics, economics and advanced thought in general cannot be improved or even preserved unless a large proportion of Indians are able to use English quite easily. Proficiency in English is the great legacy left by the British to India when they finally left the country, and it would be a great mistake to give it away or squander it for we shall never regain it if once lost.

4. Sanskrit is the main basis of Indian culture and civilization, and its study should be encouraged in every possible way, short of compulsion on all. Facilities for teaching it should be available in all secondary schools and colleges, and prizes and scholarships should be liberally instituted for proficiency in it. Along with the study of Hindi and the mother tongue, there may be some memorising of well known Sanskrit verses with a knowledge of their general meaning, so that the pupils may be able to pronounce their own mother tongue properly and realise its intimate relation with Sanskrit.

The main controversy is in regard to the pace at which the present dominant place of English is to be taken by the mother tongue or Hindi. While this is ultimately inevitable, the pace should not be forced merely from the sentimental consideration that English was the language of our rulers, and that its abandonment is a sign of patriotism. In any case the change should be uniform in all parts of India and in all departments of our national life. It would be suicidal for one State to force the pace while the Union and other States are lagging behind.

A connected question is that of terminology in scientific, technical and other modern subjects. Some ultra-nationalists are making an effort to find Indian equivalents, mostly based on Sanskrit, for all such terms. In my view the approach to this question should be rational and realistic. Whenever we find in any Indian language or in old Sanskrit literature an exact equivalent for an English idea it should of course be adopted straight away, and occasionally simple terms can be coined whose meaning will be obvious, e.g., *Loka-shahi* for democracy. This will generally be possible in the elementary parts of the subjects like mathematics, linguistics, philosophy, astronomy or medicine. But when the English terms are intended to convey ideas which were unknown in pre-English times it would be a waste of whatever intellectual energy we have to attempt to coin new Sanskrit words for them and would entail a double burden on those who come new to their subject, if we make them first learn the freshly coined word and then expect them to learn the English equivalent, which they will in any case have to do so if they are to make use of English books for a deeper study of the subject. Such double burden will be a great handicap on Indian pupils who have already to know three if not four languages. This applies especially to subjects like Chemistry, Botany, Zoology, Geology, Higher Mathematics, Modern Industry and Technology, etc.

Although the first Five Year Plan did not devote much attention to education, it is believed that the second will lay

great stress on it. Several influential commissions have produced valuable reports on different aspects, and I hope some at least of their important recommendations will be soon implemented. I myself feel that while planning the extension of education it will be advisable to consider if it is possible to divide the educational course into four well marked stages: (1) elementary primary; (2) advanced primary or lower secondary; (3) higher secondary and intermediate; and (4) University. I have no time to go into a detailed discussion of this division; it was regarded as the ideal by the Sadler Commission but was not recommended by it mainly owing to practical and financial considerations. With the vast programme contemplated in the second Five Year Plan it would be best to make any extension fit this scheme. The existing institutions may be gradually fitted into it as circumstances permit, but as the whole country has to be catered for, the present number of schools and colleges will have to be at least doubled, and there is thus ample scope for initiating a new system on a logical and psychological basis.

Ladies and gentlemen, we are engaged in a glorious adventure; it is nothing less than the elevation of thirty-six crores of Indians into a body of intelligent, capable, self-respecting and earnest citizens without whom real democracy on broadly socialistic lines cannot be a complete success. Our work will never end; successive generations of young boys and girls and of adult men and women have to be properly trained to take their due share in the life of the country, and this will require conscientious and sustained work from us all. Our ideal is not totalitarianism either of the right or left; it is a democracy in which every individual must feel that he or she has an important part to play. We have to learn to reconcile freedom with co-operation and discipline. This is indeed a difficult task. To the extent that we are successful in achieving it we shall be justified in our claim to be the biggest democracy in the world which harmoniously combines ancient culture with a modern out-look.

JAI HIND

EDITORIAL

Teachers and Curricula of Secondary Schools:

This is the title of the report of an educational survey conducted by a Team of Educational Experts comprising of four from India, two from America, one from Britain and one from Finland. Sri K. Kuruvila Jacob, a member of our Editorial Committee and President of our 43rd Madras State Educational Conference held at Mangalore, was a member of the Team. The project was sponsored by the Ford Foundation for Education in India with the active co-operation of the Government of India. The Team was specially invited to study the problems relating to curriculum and teaching personnel in the U.S.A., U.K. and Denmark and advise government on steps to be taken to implement the recommendations of the Secondary Education Commission. The appointment of this Team was in accordance with the decision of the Government of India 'that the help of the Foundation would be utilised mainly in accelerating our programme of the reform and reconstruction of the system of secondary education in the country.'

The report is a valuable document. It gives in detail information regarding current practice in the recruitment and training of teachers in the countries visited and also describes what these countries are doing to provide a reasonable measure of security of tenure of service of teachers and the steps taken to ensure the status of the teachers in the society. Such information will surely enable our administrators to realise how badly they have been neglecting the teachers. Curriculum, however, is dismissed in five pages, mostly

devoted to an expression of opinion of the Team regarding the recommendations of the Secondary Education Commission. It would have been helpful if information regarding curriculum obtaining in other countries and the current practices in curriculum appraisal had been given.

However, the Team had not confined themselves to the two specific problems referred to them. Obviously these problems touch several other problems connected with secondary education. The Team's comments on the recommendations of the Secondary Education Commission are well worth careful consideration.

A reading of the report compels a feeling that the Team, in their all too hurried tour of this country, had not had sufficient time either to know the conditions of our schools or the general urge for strenuous efforts to advance in every sphere including Education. They had obviously to depend too much upon the opinions of the Indian Members—three of whom happened to be members of the Ministries of Education, either of the State or Central Government. A pessimistic note in regard to the ability of the government to finance educational reform, however desirable or urgent they may be, pervades the whole report. Apart from endorsing all the recommendations of the Secondary Education Commission, they could have made more positive suggestions for implementing the recommendations. In some cases, as in respect of teachers' salaries, they have revealed their pessimism : "We believe that something substantial must be done—and not just a little. Dribblets sometimes aggravate

the problem. How seriously do the people see the need to break through and get teachers' and administrators' salaries to a decent level? We have no sense of assurance that the conviction of this need is strong enough to break through, but we are convinced that the break through is crucial in the total social economy of India."

Again in respect of recommendations in regard to giving teachers some amenities, the report recommends their adoption only as a temporary measure. The provision of free education to teachers' children and the provision of quarters to teachers near the school, are recommended only as a temporary measure. We fail to appreciate why it should be so of teachers' salaries, the report observes: "Our conclusion is that teachers' salaries in India are intolerably low and that there can be no hope for substantial educational progress unless they are appreciably raised", and yet while endorsing the Commission's recommendation for immediate appointment of special committees by the State Government to advise them on suitable salary scales, the Team says, "we recommend that both the Centre and the State declare it to be their policy to bring the economic levels of the teachers up to that of similarly qualified persons carrying out

other public work of comparable responsibility." While such a declaration of policy is quite welcome, will it in any way give immediate help to the teachers whose salaries are admittedly so very low?

The same note of doubt regarding the financial inability of our Government is responsible for their recommendation in respect of the duration of the Higher Secondary School course. Though this is not a specific topic referred to the Team, they have gathered views against an extension of the High School course. In the eight page chapter on this subject they have furnished information about the organisational pattern of school education in other countries. They have also expressed their view on the advantages of a 12-year school education and particularly on a 4-year Higher Secondary course as "a 4-year Secondary School will provide a more complete Secondary Education". Yet, they hesitate to recommend its implementation in full.

Despite this note of pessimism and the absence of a strong faith in the resurgent renaissance of the country, the report is a valuable document and should be read along with the report of the Secondary Education Commission by all teachers in secondary schools.