

# THE SOUTH INDIAN TEACHER

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## “ EDUCATION AND DEMOCRACY ” \*

The Education Week has served as an annual reminder of the importance and the magnitude of the process of training the young who form the richest asset of the land. This year the organisers have decided to focus attention on Education in juxtaposition with Democracy. In view of the expansion of the boundaries of empirical knowledge and the enrichment of the scope of human relationship, the conception of Education has undergone a change. Education to-day is no longer regarded as a mechanical process of transmitting isolated bits of dry facts but as a consistent and comprehensive course of discipline, pervasive in its influence and culminating in the development of an integrated personality. Culture is the essence and efflorescence of Education. It is the delicate refinement of the spirit which expresses itself through the medium of tender feelings, sublime emotions and fruitful activities. When such is the exalted mission of Education, the content and the quality of instruction have to be relevant and suitable to the spirit of the times.

The present age is characterised by mass awakening. There is an increasing recognition of the inherent sove-

reignty of the individual and of the innate dignity of human personality. In such a context, Democracy is believed to be the most suitable pattern of administration. Democracy is the Government of the people by the people through their chosen representatives. It ensures the greatest good of the greatest number. It is an insurance against any policy or decision being monolithic and arbitrary in its structure and sweep. It affords equality of opportunity to all the citizens. Adult franchise and parliamentary rule constitute only its outer shell. The kernel of it, however, is the assertion of the cumulative will of the people, fashioned out of individual discipline and manifesting itself in nation-building activities. Respect for constituted authority, loyalty to leadership, a sense of corporate responsibility and a desire for co-operative endeavour for common good, — these form the texture of democratic life. These qualities are best inculcated in the impressionable period of youth through a system of synthetic Education. Education has thus a vital link with Democracy.

In a Democracy, Education is not only a moral obligation but also a social necessity. It must therefore receive the earnest and vigilant attention of the Government. There is no doubt that physical well-being is the very foundation of a happy life. All possible steps have necessarily to be taken by the Government to assure

\* Address delivered by Sri S. Balakrishna Joshi, Headmaster, The Hindu Theological High School, on the occasion of the Inauguration of the Twenty-Ninth Education Week under the auspices of the South India Teachers' Union at P. S. High School, Mylapore, on Monday, the 19th October, 1959.

a decent standard of comfort to the people by making adequate provision for food, clothing and shelter. But next to the satisfaction of these basic needs comes the nourishment of the mind. It is not enough if man is a healthy wayward animal with whom might is right. He has to be helped to develop his mental faculties and to exercise them in a rational manner. A Democracy can function effectively only if all the citizens have a fair modicum of culture. *Vox populi Vox dei* — The voice of the people is the voice of God — remains a grandiloquent slogan so long as people do not have enlightenment and integrity. A babel of coarse and conflicting views cannot have the sanction and sanctity of divine counsel. Those that are vociferous need not be right. The verdict of an arithmetical majority is not always a reflection of truth. History has shown that often those who were in the right had to struggle in a helpless minority. In their own days they were condemned as heretical or foolish because their statements ran counter to popular opinion. Their greatness was discovered only later when events justified their stand. No device has been found as yet to ensure that men of the right calibre and innate worth are alone called to power. The common people in whose unsteady judgment quivers a tremendous power to make or mar Governments, are easily swayed by the impulse of the moment or the excitement of the hour. They have neither the talent nor the temper to reason calmly and to light upon sober decisions, conducive to the ultimate good of the country. They simply idolise those that captivate their imagination at the moment, irrespective of their intrinsic merit. It is well to remember that popularity and efficiency seldom go together. Men of integrity who blurt out truth and offer sane advice which is unpalatable can only invite hostility of a large number. Ruskin remarked that the public is a big baby, meaning thereby that it is capricious, fickle, inconsistent and easily amenable to be coaxed into any

humour. Those that elbow their way to power find it difficult to outgrow or overthrow the loyalty to individuals and allegiance to institutions which they had developed before their assumption of office. They thus become readily accessible and susceptible to influences and insinuations which vitiate judgment. It is rarely that authority gets wedded to men with "great hearts, strong minds, true faith and willing hands — men whom the lust of office cannot kill, men who have an opinion and a will". Dante had a vision of hell. He was at once frightened and surprised to see in that infernal region several eminent personalities that had enjoyed reputation for greatness while they were in the world. "Is it good to be great or great to be good?" queried Socrates, the Greek philosopher, who was himself hurled out of life with a cup of hemlock because of his intellectual honesty and moral rectitude. There is no guarantee that those that formulate principles and determine policies in a democracy are the most desirable representatives. But yet to popularise their ideology and to prolong their power, they influence Education with their political doctrine and direct its progress along with their own lines. This is a danger against which Education has to guard itself in a Democracy.

Education has definitely to prepare and equip youngsters for the pattern of life that awaits them in the larger world outside of the School. To-day the connotation of Democracy has become very much enlarged. The incredible advance of Science has frightened humanity into a pale fellowship of compulsory goodwill. We have come to a stage in which our plans and programmes have to be on an inter-planetary basis. We can no longer think in terms of one nation or country. Events that happen in far-off places evoke rumbling echoes in distant regions. Co-existence and inter-dependence can alone help the preservation of peace in the world. Each individual has to regard himself as a citizen of

the world. He has to transcend the barriers of nationality, race and religion. There is already a discussion that, when the moon and other satellites are colonised, all people should have a right to inhabit them and exploit their resources. Under such circumstances, petty bickerings and quarrels among the people of the same land for the sake of a frontier or a language look childish. The compelling force of necessity is leading us to the cultivation of the essential human traits like friendliness, concord and sympathy towards all beings. Educational institutions which are verily the arsenals of democracy, have to nourish these qualities in the young in their miniature world.

The defect with our system of Education is not so much want of knowledge-content as too much of it. It is true that we have to throw open our windows on all sides and allow light to flood our land from different directions; but it is also our duty to screen the windows with the glass of ‘discrimination’ to prevent the glare from blinding our vision. It is reported of Mahatma Gandhi whose intuitive perception of Truth was his greatest virtue that, when someone told him that the radio would help him keep himself in touch with all that happened in the world, he exclaimed in naive simplicity, “Why should I know all that takes place in the world?” What we want is not the pale imitation of far-off shadows that flicker like a chimerical dream but the practical idealism of a dynamic philosophy which expresses itself in constructive service. We have to vigilantly guard ourselves against being swept off our feet by new-fangled doctrines. Strange ideas invade us from different quarters in such quick succession and in such bewildering variety that the ideology that emerges out of these is a heterogeneous patchwork of conflicting strands of thought. Let us remember that eccentricity is not originality and that the craze for novelty is not a sign of progress. We have enough material

to serve as food for reflection and study. The promulgation of new ideas is almost irrelevant when we have not been able to give a fair trial to the older ones. Hundreds of volumes which symbolise the pioneering effort of intellectual giants of the past and which condense their accumulated experience, rust idly in our libraries like deserted tombs. The truth is that, in the realm of the mind as in the physical domain, we do not like to masticate, digest and assimilate food and then convert it into energy. That is an inconvenient and protracted process which we would fain avoid as civilized folk. We want concentrated vitamin capsules which we could simply swallow and absorb in our system straightaway. Honest effort has come to be regarded as a sign of pitiful weakness.

The complaint is often heard that there is a progressive deterioration in our educational standards. Various causes have been attributed to it including the fantastic one that family planning by richer and middle classes has resulted in the weeds outgrowing the plants. These however touch but the fringe of the problem. The cause of the malady is deep-rooted. The fall in educational standards is only a reflection of the universal deterioration in character. It saddens our hearts to notice the ill-balanced craze for technical and technological advance. Man has to be human before he can become big. He has to preserve his elemental virtues before he can achieve industrial progress and temporal power. The tragedy is that, with the advance of scientific knowledge, creature comforts have increased and material welfare has improved while the human soul has become atrophied and the sensitiveness to the higher values of life has become benumbed. The purpose of civilization seems to be the creation of a race of genteel monsters who can murder with mercy those elements of character which invest human life with a halo all its own. Of what avail is it if a man gains the whole

world and loses his own soul? The immediate and urgent concern of Education therefore is to rescue humanity from the sinister influences that subtly corrode its mind while giving it an external embellishment.

Education for Democracy is a stupendous task, fraught with great responsibility. Democracy in its pure and simple form is an illusion. It is an abstract theory which lends itself for expatiation in text books on Political Philosophy. Democracy in action to-day presents a very sickening picture, far different from the ideal. Under the cloak of popular sanction, a few power-mongers who are adepts in the art of manipulation, dominate the situation. They adroitly hammer down their own schemes while maintaining the show of a representative character. The electorate sinks into insignificance after the franchise has been exercised. The more troublesome among them are silenced with a few crumbs of favour. The press and the platform often serve as effective tools to strengthen power and crush opposition. Political expediency justifies the employment of any means to serve the end in view. In the name of equality, merit is muzzled and mediocrity, boomed. It is an unnatural device, as harmful in its effect as it is immoral in its implication, to pull down mountains in order to push up plains. A dull level of uniformity in the structure of society is as undesirable as it is impossible. The tall peaks of hillocks that rise majestically over the plains and the deep rivers that flow in ravines add but to the charm and the grandeur of the landscape. In a Democracy worth its name each individual must have the right to grow to his fullest stature, unhampered by man-made obstacles, and to offer the best of his talents and energies in fruitful service to the nation. It is the duty of the State to provide equality of opportunities to all individuals but not to employ discrimination in the matter of preferments on the basis of narrow prejudices that stultify national progress. The talents,

skills and energies of all the citizens, constitute a national trust. Society has a right to expect them to be utilised to the fullest extent in the interests of all-round progress. Hence each individual should be encouraged, helped and guided to grow along his own lines. In order to accelerate the pace of a few, it is wrong to mutilate the swiftness of others. This is decidedly national disservice. It is a negation of Democracy not to have the right man in the right place and to deny the nation the undoubted benefit of his superior powers. The conflict between aspiring merit and risen mediocrity is an insult to the spirit of Democracy, which is expected to mobilise and harness all resources in the best interests not only of the nation but also of humanity. We have reached a stage in evolution in which light can no longer be muffled in a bushel. It must necessarily permeate the whole world and bring cheer to all. The talents of the cream of mankind have to be brought together and pressed into service if the peace and prosperity of the world have to be promoted. In the Democracy of the human spirit, humility, tolerance and sympathy are the qualities that count. If an individual has the right of protection of his life, property and cherished sentiments, a corresponding duty is also cast upon him not to damage or destroy the things that others prize most. Each one of us has to reconstruct his personality and think and act in terms of the good of others. "Service before Self" is a beautiful maxim. It should become part of our life and not remain as a mere ornamental motto. "All for each and each for all" should be the guiding principle and motive force of our activities. Only then will Democracy fulfil its lofty destiny and make the world a fragment of heaven. Towards such a consummation our Education should lead us.

In this magnificent task, the Government, the Public, the Parents and the Teachers have all their due share. There is a feeling that Education does

not receive at the hands of the Government the attention it deserves. The powers that be seem to have too many irons in the fire. The result is that there is diffusion, if not dissipation, of national resources. It is true that in an infant Republic like ours several problems need attention; but it has to be borne in mind that first things must come first and that wisdom lies in concentrating attention on a few essentials instead of scattering energy among a number of activities that can well afford to wait. The desire for impressive statistics and spectacular show must yield place to a determined will to serve the people in vital directions. Private enterprise in the field of nation-building activities like Education should be welcomed and encouraged as supplementing the work of the Government. Freedom should be given to individuals and groups to start and run special types of schools wherein may be carried on healthy experiments in the field of practical educational endeavour. So long as schools conform to broad principles of approved administration, there should be no need for a policy of regimentation which stifles initiative and hampers growth. More than all, it is an elementary duty cast upon the Government by God to improve the lot of the teacher who supplies the essential human factor in Education and on whose cheerful and consecrated work depends the success of any reform. Paying lip homage to the nobility of his profession on ceremonious occasions is adding insult to injury. It is enough if bare justice is done to him. There cannot be a stranger anomaly than affirming repeatedly that the teacher's work is onerous and pleading at the same time with equal force inability to offer him substantial help. It is a factual inexactitude to argue that the teachers of old whose virtues are held up before us — rightly enough — for emulation, were wedded to Dame Poverty. The truth is that they had the goods of the world in superfluity as a result of the bounteous gifts of grateful people and gene-

rous potentates. It is quite a different matter to state that they were indifferent to wealth and did not allow it to corrupt their souls.

Parents, on their part, should take a vibrant interest in Education. They should get rid of the idea that their duty ceases the moment they have paid the tuition fees of their children. As enlightened citizens, they have a right to know how their children are trained for the tasks that await them. It should be possible for them also without meddlesome interference to influence the growth of educational institutions. Where children receive free education, the responsibility of the parents becomes greater. They must realise that, if the Government has exempted them from the payment of fees, it has undertaken to reimburse the schools with the tax payers' money. Thus the parents are indebted to society, and they would have discharged their obligation to it only if they have helped their children get the maximum benefit from schooling. A fair standard of knowledge and character which may be harnessed in the service of society later, is the return that is legitimately expected of scholars that receive free Education or enjoy special privileges. Parents have also to recognise that teachers are important members of the community. It is wrong for them to exploit the impetuosity of teachers and to compel them to resort to unprofessional conduct in order to obtain artificial progress for their children.

As for teachers, they have to be conscious every moment that the task they do is a sacred one and that character is the citadel of their power. No situation can ever exonerate them if they are guilty of a lapse. They become a menace to the moral health of the community if they barter their conscience. It is helpful neither to themselves nor to others to lament the inadequate requital of their honest labours. A Democracy stands self-condemned if it cannot respect the indi-

viduality of a devoted servant of the nation and place him on a par with those engaged in other spheres of work. It is the teacher that ultimately moulds public opinion through discerning individuals whose sense of justice has been nurtured in schools. There is no doubt therefore that in a healthy Democracy the teacher will come to occupy his rightful place, but let it not be said of him, if he is worth his salt, that he scrambled his way to recogni-

tion by compelling the pity of others through the adoption of undignified means which may have succeeded with others but which are definitely unbecoming of the exalted moral status of the teacher. Teaching to-day has to be more an influence than instruction. Should not teachers, therefore, be worthy exemplars of life and conduct to their wards who are to shape and sustain the Democracy of the future ?

## THE XXIX SOUTH INDIAN EDUCATION WEEK

### MESSAGES READ AT THE MEETING

HELD ON 19-10-1958

AT P. S. HIGH SCHOOL

From His Excellency the Governor of Madras :

I am happy to know that the South India Teachers' Union is organising the 29th South Indian Education Week throughout the State from 19th to 25th October 1959. It is good to note that the Education Week is being organised every year since 1931 and the theme chosen for discussion this year is "Education and Democracy".

The main purpose of education is to obtain knowledge and to utilise that knowledge for developing one's own self to a full stature. It therefore occupies an important position of high priority in the schemes for human welfare. After the achievement of Independence, vast changes have come in our educational system in order to suit the new conditions of life and still more have to come.

In the present set-up of our country, the teachers have a great responsibility to bear in preparing the younger generation to take on themselves the duties of full grown citizens as they grow up. They have been entrusted with the task of training our youngmen and women so as to make them fit to take up some professions in life

but also to become useful and responsible members of the community in general.

I give my greetings and felicitations to those partaking in the 29th South Indian Education Week and I wish it all success.

From Dr. Sir A. L. Mudaliar, Vice-Chancellor, Madras University and Chairman of the Central Education Week Committee.

"Education and Democracy" has been chosen appropriately as the central theme for the Education Week to be held this year. The importance of the subject will be appreciated when one reviews the events in the world in general and in one's own country in particular. At no time has there been a greater need than at present to sow the seeds of true democracy in the minds of the school-going and student population. Recent trends indicate that democratic principles are set at nought as the occasion arises and not infrequently in some countries, the rule of democracy is replaced by various forms of totalitarianism including totalitarian democracy. This will ultimately lead to chaos and confusion ;

but, for the time being, it may appear as successful.

It is because of certain weaknesses in democracy, in the fact that those who are to work democracies are more anxious to shape the course of events according to their own ideas and ideals and are not anxious to ascertain and follow the will of those who count in a democracy, that troubles of this nature arise. I hope and trust that the fundamental principles of democracy outlined in the Cromwellian discussions of the 16th and 17th centuries will once more be brought to light and that young and old will realise that the democratic way of life is truly the ideal way for human welfare and human prosperity. The motto, "Each for All and All for Each", is essentially one that is peculiarly suitable for democracy. I wish the Education Week every success.

From Sri C. Subramaniam, Minister for Education, Government of Madras.

I am glad to know that the South India Teachers' Union with the co-operation of the various other organisations interested in the advancement of Education is to celebrate the 'Education Week'. Education is all important for the success of a democracy. Hence, the Cinderella-like position accorded to Education by the pre-independence Government is being increasingly altered by our democratic Government. I hope that teachers would cooperate with the Government in spreading Education. I wish the Education Week all success.

From Sri M. Bhakthavatsalam, Home Minister, Government of Madras.

I offer to the South India Teachers' Union my warmest felicitations on the occasion of their 29th Education Week celebrations and I wish the Conference every success.

From Sri P. V. Rajamannar, Chief Justice, Madras.

I am glad to learn that as usual, the South Indian Education Week will be celebrated this year throughout the Madras State from the 19th October and the main theme chosen for discussion during the Week is "Education and Democracy". It is now realised more than ever before that it is only on proper education that the progress of a nation depends. Democracy is not so much a political system of Government as a way of life. If India is going to make democracy a success, it should provide by proper planning a scheme of education, which will equip its citizens to lead a democratic life.

From Sri N. D. Sundaravadivelu, Director of Public Instruction, Madras.

I am glad to hear that the 29th South Indian Education Week will be celebrated throughout the State from the 19th to 25th instant and the central theme chosen is "Education and Democracy". The successful working of our infant democracy depends greatly on Education of the masses, to which both the Central and State Governments are very much devoted. I wish the "Education Week" all success.

From S. Natarajan, Vice-President, World Confederation of Organisations of Teaching Profession. (WCOTP).

The Central Education Week Committee deserves to be congratulated for the perseverance with which it has been organising annually the South Indian Education Week for the last 29 years. The observance of this Week has helped in focussing public attention to the cause of Education and to a deeper understanding of the problems that our schools have to face. It has also helped to a better understanding of the efforts of our schools despite the many hampering conditions under which teachers have to work.

If Madras State holds a leading place in India in the sphere of Education, it is largely due to the close co-operation between the Schools and the Community.

I wish your observance all success.

From Sri Diwan Chand Sharma, President, All India Federation of Educational Association, New Delhi.

I am glad to know that the 29th South Indian Education Week is going to be celebrated throughout the Madras State from the 19th October to

the 25th October, 1959. I am also glad to find that the theme chosen for discussion during the Week is "Education and Democracy". It is a pity I cannot be present in person at Madras, but I send you my best wish for the success of this Week. The theme that you have chosen is not only topical, but of abiding interest also and I am sure it will help all of us if we do something about it and try to put our thinking into practice.

I have gone through your booklet on the subject and I am sure it will give talking points to the speaker.

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## INSTRUCTION IN THE NATIVE LANGUAGES OF THE USSR

BY PROF. G. SERDYUCHENKO

The Soviet Union has a population of about 209 million people. They constitute over a hundred nationalities and ethnic groups who speak in various languages and have their own specific national cultures.

The peoples of the Soviet Union have achieved great success in the development of their national culture.

Every people expresses its national culture through the medium of its native tongue. As it is a means of communion and mutual understanding, the native tongue reveals and gives form to the creative abilities of every people, preserves and transmits from generation to generation the spiritual wealth of the people, which was created in the course of hundreds and thousands of years.

That is why Lenin so highly valued the role of the native languages in the development of the multiform, rich culture of the Soviet peoples.

When speaking on questions of school policy, Lenin always demanded that all the nationalities of Russia be

given the "freedom of their native languages."

Every people of the Soviet Union has been given the right to teach in its native language in the school and higher educational establishments. Every people in the USSR has been given the opportunity to create its own extensive network of national schools and other cultural and educational establishments functioning in the native languages. In the Russian Federative Republic tens of thousands of national schools were opened in the years of Soviet power, and they now have a student body of millions of children of school age. Instruction in them is given in 47 different languages of the peoples of the Russian Federation.

Compulsory seven-year schooling has been fully carried out among all the peoples of the Soviet Union, and secondary and higher education are highly developed.

The organization of schools with instruction in the native languages called for the preparation and publication of various literature and espe-



cially text-books in the native tongue. A preliminary condition for this was the creation of national written languages inasmuch as many of the peoples had no written languages of their own or had systems that were imperfectly developed.

In Soviet years written languages were created anew for some 50 peoples of the Soviet Union. At first the written language was created in a Latinized alphabet, but at the end of the 1930's, in view of the increased desire to master the Russian language, almost all the peoples of the Soviet Union with the exception of the Georgians and Armenians who have their age-old graphic tradition, adopted written languages on the basis of the Russian alphabet. The Baltic peoples, the Letts, Lithuanians, Estonians and Karelians have preserved their traditional Latin alphabet.

The first peoples to be given a written language were those of the North, who had never had any, as the Nentsi, Evenki, Koryaki, and Eskimoes. Among those who adopted the Russian alphabet as the basis for their written language were the Azerbaijan, Kazakhs, Kirghiz, Turkmen, Uzbeks, Uigurs Yakuts, Tatars, Bashkirs, Chuvash, Udmurts, Maris, Tajiks, and Ossetians.

Experience has shown that the creation of a written language for peoples whose numbers are very small is not justified. Such peoples have no real outlook for the development of their culture in their native tongues and receive considerably greater opportunities for their growth when they adopt the more highly developed and culturally rich languages which are close to them. The written languages which were created for such peoples proved unpractical. These peoples therefore adopted the more highly developed and rich written and literary languages of their neighbours, languages that were close to them.

Today Soviet literature is printed in over 63 languages of the country. In

order to put out literature in all the national republics and regions special book publishing houses have been organized which put out text-books, social and political, scientific and technical literature and fiction.

Much scientific research work was undertaken in order to create national written languages for the peoples who had had no written languages of their own and also for those peoples whose written language was imperfect. In the first years of Soviet power a broad all-round study of the various languages of the peoples of the USSR was undertaken. This study resulted in the creation of scientific literature in the languages of the peoples and nationalities of the USSR. Phonetics, grammar, and the vocabulary not only of the literary languages but also of their numerous dialects were studied equally. This made it possible continually to improve and perfect the written languages, their vocabularies, orthographic and orthoepic rules, and also the school programmes and various text-books on the native language.

Today all the peoples of the Soviet Union which have their national written language have put out text-books in their native tongues, large amount of literature on methods and guidance to help the teachers in their work.

The ministries of education of all the Union Republics have special departments which direct the methods used and instructions in the national schools. Scores of teachers' training colleges and universities which are located in the national regions, as well as the scientific research institutes to be found in all the national republics, devote much attention to the question of improving the quality of teaching in the native tongues and the native literatures in the national schools. The institution of national schools of the Academy of Pedagogy of the RSFSR, which is located in Moscow, is the centre of educational and scientific methods work in this field.

# MORAL EDUCATION

RAGHUBIR SAHAI NIGAM

The question of moral education has been rightly entrusted to Shri Sri Prakasa, the Governor of Bombay. That shows what importance is attached to this weighty problem. He is the son of the sage Dr. Bhagwan Das who has interpreted the eternal ethics for the modern world.

India in its history has been torn by internal conflicts, (of different cults) and latterly between religions and communities. As a sharp reaction to it our Constitution has emphasized Secularism which simply means non-cultic and non-religious structure of society. It does not mean anti-religionism. Dharma is something wider and more comprehensive spiritually than religion, creed or dogma. Hence our constitution is not non-dharmic. It does not banish ethics, though its ethical foundation does not appear above ground. It is not anti-moral or amoral.

It has been the belief of the top men of the country that the self-healing social forces that have been working in our body social and political for centuries will neutralise and if necessary, excrete all degenerating and poisoning factors let loose on our society by the advent of European civilisation and contact with alien cultures, two World Wars, the materialistic communism, and the Punjab Holocaust. Now it is felt, especially after the removal of Mahatma Gandhi from the scene, that the society having been very deeply toxicated has got its Life-Force vitally affected. In the past it had enabled us to survive all the assaults, overt and covert, on our political freedom, and religious and cultural integrity. The poisonous all-sided diseased degeneration, physical, moral and spiritual, is too potent and has to be met by standing up to it, and consciously and manfully fighting it armed with an auto-vaccine. It would have been a pity if the believers in the

law of karma (every action has a reaction however far apart the cause and effect may be) in this scientific age had knowingly allowed the downward drift. They have waken up. The scientific humanism should have stirred up this innate consciousness of the law of karma in any thinking mind. A study of the causes of the downfall of nations should have induced deep deliberation.

There should not be much difficulty in drawing up a syllabus of Moral Instruction. Every religion and creed is shedding off beliefs which run counter to modern scientific thought. Angularities are being rubbed off, as a sense of proportion even in religious matters is dawning. Delving deep into the lives and beliefs of primitive people of all climes has enabled men to see the beginning of some notions for which at one time men fought wars. Many dogmas are being reinterpreted and being given a garb of rationality. Men of unclouded vision can see signs of approaching synthesis of all religious beliefs and the advent of a Universal Religion, as the world is becoming 'one' under modern scientific progress of the Space Age.

. If the lessons are given in a formal form in lectures, they will not cut ice. They will meet the same fate as didacticism in literature. Where are the teachers to exemplify them in their lives? Hence moral lessons may be incorporated in other school subjects like history and social sciences, in language readers and supplementary readers in languages. They must be run into athletic and extra-curricular activities by devious and cleverly pedagogic methods through songs, pictures and dramatic plays appealing to the aesthetic and stir-loving sense of the youngsters. Special films shall have to be prepared by the State. A healthy juvenile literature has to grow.

Lessons in science specially biological can be used even for sex education. Nobody can feel that sense of wonder at the Creation as a scientist's mind if properly affuned from childhood in proper environments. It is this 'Sense of Wonder' that must be brought to the surface and should enthuse and condition the learner. Science should be specially utilised in building up a syllabus of moral instruction and personal ethics.

Then these teachings may be cream-laid by our time-hallowed dharmic teachings. Our sages contemplated a complete many-sided Personality and also the life of the body-social all informed by spirituality. Our history and mythology, our scenic beauty, lend themselves to the staging of so many dramas and filming of so many pictures with moral lessons to inculcate.

The last and not the least is the suppression of the guilty and anti-social elements in our body politic and social, downright felons who are occupying positions of influence and power. They are setting a bad example. The country has become 'a fen of stagnant waters' and even much worse. The topmost men of the country should show that the laws of preferment and natural selection are working in the direction of the survival of the good and virtuous. Condoning and expedient encouragement of dishonesty in high quarters has the worst effect on the minds of the younger generations.

There is one most important thing. The over-enthusiasm of the religious in forcing themselves and assuming charge of moral education must be contained. They may do the greatest damage to the cause. Now it has been admitted that the Hindi enthusiasts (not very inappropriately called Hindi Imperialists) have made enemies of Hindi in the South. Moral education must permeate all education, and should not become a petrifying influence in this time of daily revolution in thought, culture etc.

There may be certain institutions like the Gurukulas where the blooming minds and souls are sheltered from the vicious atmosphere of the country. But they should not belong to any particular society or religion.

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

To meet the medical expenses of prolonged illness, a BENEVOLENCE of Rs. 25/- (Rupees Twenty five), was granted to Sri M. G. Ramachandran, teacher, Hindu High School, Triplicane and a member of the fund bearing subscription No. 553.

Madras-28,  
20-11-1959.

Administrator,  
Benevolent Fund.

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# EDUCATION WEEK CELEBRATIONS

NEHRU HIGH SCHOOL,  
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Vidwan Sri S. Somasundaram,  
M.A., L.T., Headmaster, addressed as  
follows :

The first teacher is the mother, the second one is the father and the third only, is the teacher. A babe in arms learns first its language and other manners from its mother. After a certain period the mother introduces the father to the child. When it grows up it becomes associated with its father also. The first school for a child is its home and the first teachers, as said before, are its mother and father. The mother and the father should create the right type of environment so that a child may develop desirable and healthy habits at home. It is a sad state of affairs that there is a woeful lack of provision for nursery schools in many states of our country. The absence of the same devolves more upon the duties of the parents to see that their children get into the right kind of education before they are sent up to elementary school at 5 + because what is learnt during this most impressionable age of a child cannot be unlearnt in future.

It is the home that has to lay a strong foundation for a child's future. "As is a child at home, so will it be in its future" is an adage that contains much truth in it. Many children whose home-environment is not on the right kind of line, become perverted in their future life and become a big nuisance to society. The parents who are the first educators should give their children healthy food and must see they grow into full-fledged stature at all stages. It is equally important that a right kind of mental make-up is also developed in the children in the early ages. For this, children should be given full amount of freedom in their actions, so that they may develop their personality from their

early childhood. For developing one's personality one must be allowed to enjoy feelings of freedom and ultimately feelings of delight in their minds, so that they may develop self-confidence in them. They should not be cribbed, cabined and confined in their childhood-activities but should be freely allowed to have all their feelings fulfilled into actions. Freedom, of course, does not mean licence that will endanger the life of children but it really means protected freedom that will conduce to their well-being.

Children are full of enthusiasm, energy and curiosity and they put all sorts of questions to parents on 'this' or 'that'. Parents must have the patience to appreciate such questioning attitude of their children. Overburdened with the hum-drum of their daily life they should not throw cold-water on the enthusiasm of their children on such occasions either by straightaway refusing to answer such questions or by giving false hopes which they will never be able to fulfil. This kind of indifferent and negligent attitude of the parents will certainly tell upon their growth, both mental and physical. Parents must be able to find leisure even amongst their worries and try to lay a strong foundation for the future of their children.

After having brought up their children in such a desirable atmosphere, after having laid a strong foundation and after thus having given the right kind of education before 5 + at home, parents must send their children to school. Here, one important thing has to be kept in mind by every parent. They should always give a pleasant attitude and idea about their future school and the teachers there, where the child is going to learn the three rules. Some parents who are cynical in their attitude, treat their children more as burdens on their life and openly say at home in

the presence of their children, "You are a great nuisance at home. I am going to send you to school where the teachers will flog and put you right. Then I will be rid of my burden at home." This is certainly a wrong way of introducing the children to its future school and the teacher. Even when they first enter the portals of their first school, their minds should not be filled with such fearful notions of their school and the masters. If they do so, it is a very bad beginning for them. Parents, on the other hand, should impart their children with pleasant ideas about their future school just before the initiation ceremony.

Having sent their children to the school, they should never feel their bother is once for all over and it is the business of the teacher to correct the recalcitrant nature of their children. This is a very undesirable attitude on the part of the parents. They should, on the contrary, still continue to be co-teachers in the sense, that their children are supplied with all the books, note-books and other necessary things, they are sent in time to the school and that they are looked after in all the spheres of their life. They should further co-operate with the teachers of their children, by contacting them periodically and on days of functions in the schools and by discussing problems affecting their children and their future career. A disobedient child at home and a recalcitrant element at school can be set right at no time if both the parents and the teachers put their hearts and heads together as co-educators and find out correct remedies for the disease. All problems connected with indiscipline in schools and colleges will disappear from the face of this earth if such a healthy co-operation between the parents and the teachers of a student is brought out and developed from the very beginning to the end of a child's school career. May such a co-operation be fostered among us and a true foundation be laid in human values, in the best interest of our democratic nation!

### DR. ALAGAPPA CHETTIAR TRAINING COLLEGE

The Extension Services Department, set up by the Directorate of Extension Programmes for Secondary Education, Union Ministry of Education, of the Dr. Alagappa Chettiar Training College, Karaikudi, celebrated the Education Week on 26-10-'59 and 27-10-'59. Sri K. Narayanan organised the celebration. The celebration commenced on 26-10-'59 at 10 a.m. with the Assembly, Prayer and Flag salutation. The Principal, Sri P. Doraikannoo Mudaliar, inaugurated the two-day celebration. He traced the origin and growth of the concept of Education Week as such and stressed that the week was intended to invite the co-operation of the public in the noble task of educating their children.

A symposium on "Education for Peace" was held between 10-30 a.m. and 12-30 p.m. under the Chairmanship of the Principal. Prof. N. Subbu Reddiar, stressed the vital need for developing the personality of pupils. He pointed out how personality was a highly complex product of long integrative process. The mainsprings of good behaviour — the sentiments, the Loves of Moral Qualities, or the large-scale Acquired Motives — must be established. The harmonious integration of the instinctive tendencies in Sentiments, and of the Sentiments themselves in a hierarchy dominated by the Sentiment of Self-Regard, should be the supreme goal of individual development.

Prof. V. N. Subramaniam, B.A. (Hons.), L.T., endorsed the psychic approach of Mr. Reddiar and emphasised the necessity for the development of social attitudes in children. He pleaded for lessening the rigidity of the examination system to give enough time to teachers to concentrate on education for character.

Sri K. Narayanan, M.A., M.Ed., Organiser, stressed the need for humanising the curriculum. In teaching history, the story of Man was to be emphasised. Asoka, though an Indian,

belonged to the World of Humanity. The scientific achievements of Man as such, and not of the individuals or the nations, should be stressed. A valuisic approach might be given to religious instruction in schools, and the Religion of Humanity could be taught in schools. Basic principles common to all the religions of the world should be abstracted, and concretised by teaching the principles comparatively and scientifically.

The Principal in rounding up the symposium agreed with the suggestions offered by the speakers. He said that children could be indoctrinated with ideals of peace, truth and non-violence by humanising the curriculum.

In the afternoon at 2 p.m. the Principal opened the Exhibition of Instructional Materials which comprised of the following sections: 1. Psychology and Research; 2. Education; 3. Language; 4. Social Studies; 5. Citizenship; 6. Mathematics; 7. Science; 8. Health Education; 9. Physical Education; 10. Audio Visual Education; 11. Arts and Crafts; 12. Journals.

The Departmental Heads of the various Faculties of the College arranged their respective exhibits. The get-up of the exhibition was excellent. The exhibition was held on 27-10-1959 also, and it was largely attended by teachers in and around Karaikudi.

In the evening there was a filmshow. The following films were screened:

1. Maintaining Classroom discipline
2. How to use the classroom film
3. Bulletin Board.

On the forenoon of 27-10-1959 student trainees participated in a symposium on "Education for Democracy". Mr. Thomas, B.A. and Mr. Thiruvikraman, B.A. (Hons.), were declared the first two by the judges, Messrs. B. Mani Mudaliar, M.A., L.T., S. Sathappan, M.A., and L. D. Rabindradas, B.A., M.Ed.

In the afternoon a beautifully got-up cultural programme was gone through. The Ottan Thullal, the Villuppattu on Basic Education, a scene

from the Three Wayfarers and the Tamil drama "Vazhikkatti" on social education were of a very high order.

The Principal in his concluding remarks complimented the members of the staff and the trainees for having made the celebration a success. The Organiser, Sri K. Narayanan, thanked all those who contributed to the success of the celebration.

#### TUTICORIN

The Education Week was celebrated in Tuticorin on the 9th, 10th and 11th November under the auspices of the Tirunelveli District Teachers' Guild.

The Week was inaugurated in the Municipal Council Hall by Sri K. R. Appalachari, M.A., L.T., Principal, Teachers' College, Tuticorin. Sri V. Antonysamy, B.A. (Hons.), LtT., president of the Education Week Committee welcomed the gathering and explained the aims and objects of the Week. Sri T. S. Rajagopalan, M.A., Lecturer, V.O.C. Arts College delivering the inaugural address on democracy and Education pleaded for education not only to be in tune with the political needs of democracy but also to serve the scientific and technological needs of free India.

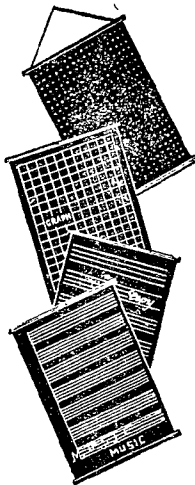
On the Second day (10-11-59) under the presidency of Chevalier. J. L. P. Roche Victoria former Minister of Madras State the place of Teacher and Parent in Democratic Education was clearly exposed by Professor. V. M. Krishnamoorthy, M.A., of the Teachers' College and Miss P. Gomathy Ponnambalam, B.A., L.T., Assistant Subbiah Vidyalayam Girls' High School, Tuticorin. Before the meeting ended a Parents' Association for the town was formed with Sri S. Sankaramarayana Pillai, Municipal Chairman as its first President and Sri G. C. T. Talaivar as its first Secretary. Mr. Roche regretted that the Madras Government was persisting in its scheme for nationalising school textbooks and direct payment of Elementary schools teachers despite all the

lessons the Congress has learnt from the recent Kerala tragedy. He stressed that pressure from parents alone could stem the tide of unwarranted interference in Educational affairs by raw politicians.

The Education Week came to a close on 11-11-'59 with another achievement to its credit. The public meeting was held in Boultanpuram, Tuticorin when Sri K. Gopal Rao, Rotary Governor presided and declared open an Adult Education Community Centre, sponsored by the Rotary Club of Tuticorin. The Rotary Governor was welcomed by Sri V. Antonysamy, B.A. (Hons.) L.T., President of the Education Week

committee and Sri J. L. P. Roche Victoria speaking on the occasion called upon Rotary Clubs in India to develop suitable programmes for vitalising the Education of the young and adult as both were intertwined and indispensable if India is to progress on the intellectual and economic planes. The Rotary Governor paid a tribute to the services of Sri J. L. P. Roche Victoria to the Adult Education movement for the last two decades and congratulated the Scouts, Guides, A. C. C. and N. C. C. cadets at their smart turn out at the Rally. With a singing of "Jana Gana Mana" the celebrations of the Education Week came to a close.

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## FROM OUR ASSOCIATIONS

### THE RAMASESHIER HIGH SCHOOL, PATTAMADAI

Under the auspices of the Master's Association, the Ramaseshier High School, Pattamadai the Twenty-ninth South Indian Education Week was celebrated on 23-10-'59 in the school at 4 p.m. The meeting was presided over by Sri T. V. Nilakantam, Retired Special Officer for Citizenship Training, Madras State. Before the commencement of the Meeting the activities of the National Cadet Corps and Auxiliary Cadet Corps took place.

The President in his concluding speech said that democracy really means not any government but the democratic way of life, which can be attained in schools by citizenship training which develops the qualities of co-operation, cleanliness, self-effort, good behaviour and leadership.

### SIVAKASI

The Education Week was celebrated on 23-10-'59 in our 'Kamak Hall' under the presidentship of Sri A. R. Sundararajan, B.A., a local business magnet. Sri Michael Ponnusamy, B.A., M.Ed., Headmaster of the C.M.S. High School, Srivilliputtur, delivered a talk on the familiar theme "Education and Democracy". Slides depicting the American way of Life were shown to the staff and students.

### DISTRICT TEACHERS' GUILD, COIMBATORE

The 34th Annual Conference of the District Teachers' Guild, Coimbatore, was held at Kalaimagal Kalvi Nilayam, Erode on Sunday the 30th August 1959 with Sri K. M. Ramaswamy Gounder, M.L.C. in the Chair. It was largely attended by many teacher delegates as well as the members of the public.

Sri E. M. Annamalai Pillai, Vice-Chairman, Erode Municipality read out

the welcome address on behalf of Janab E. K. M. Mohamed Abdul Ghani, Chairman, Municipal Council, Erode and the Reception Committee, who could not be present for the function because of the demise of his eldest son on the eve of the conference.

Sri G. R. Damodaran, M.L.C., President, District Teachers' Guild, Coimbatore, welcomed the President, the Speakers, the delegates and the members of the public on behalf of the guild. He praised the organisers of the conference for their splendid arrangements to make the function a grand success and Sri S. Meenakshisundara Mudaliar, who extended his full co-operation in the matter. He said that Sri K. M. Ramaswamy Gounder, the President who was popularly called "K M R" was known quite well to the members of teaching profession and that under his distinguished presidentship, the delegates would do well to examine their conditions of service with much objectivity and seek remedies to their grievances in a constructive manner.

After Sri T. R. Radhakrishnan, B.A., B.T., Secretary, District Teachers' Guild, Coimbatore, presented his report for the year 1958-59, Sri S. Meenakshisundara Mudaliar, Principal, Kalaimagal Kalvi Nilayam, Erode, delivered his lengthy but inspiring inaugural address.

Sri K. M. Ramaswamy Gounder, M.L.C., in his presidential address dwelt, at the outset, on the observations made by Sri S. Meenakshisundara Mudaliar in his inaugural speech. He brought to the notice of teachers that several committees had been set up for the implementation of the integrated as well as diversified courses of study. There were, he contented, many schemes which defied quick execution. It lent more satisfaction to him that the high schools were to be



turned into educational workshops. Training of youth, he pointed out, was not the duty of teachers alone.

Sri John Sundararaj B.A., B.T., Joint Secretary of the conference read out the several messages received from distinguished educationists and others wishing the conference a success.

The President distributed prizes in the shape of books and medals to the winners in the scholastic and cultural competitions.

Sri M. K. Nagarajan B.A., L.T., District Educational Officer, Erode, declaring open the educational exhibition got up in connection with the conference delved deep in the history of education, stressed the value and utility of educational exhibition as a method of modern education and exhorted the teachers not to leave any stone unturned in their vital task of educating the youth of the nation.

The symposium on the re-organised syllabus was initiated by Sri S. Arumuga Mudaliar, M.A., B.O.L., L.T., Principal, Govt. Teachers' Training College, Komarapalayam, Salem District. Quoting, at the outset, the Thirukkural verse "Karka kasadara karpavai" ("கற்கக் கசடற கற்பவை") he commended at length for the pupils the language formula whereby they would have to learn three languages, 1. Regional language, 2. Sanskrit or Hindi and 3. English or any other foreign language. He also dealt with the new integrated course from the first to the seventh standard. He was inclined to favour the practice of translation to occupy its rightful place in the course of studies. He invited members to air out their opinions on the syllabus for each subject.

The following resolutions were adopted unanimously by the general body after due consideration :

1. Resolved to request the Government to adopt uniform conditions of service including scales of pay, dear-

ness allowance, house rent allowance, leave, security of tenure etc. for all types of managements.

2. This guild urges upon the Government to revise the pay scales of teachers of all aided elementary schools and Secondary Schools under different managements as soon the recommendations of the Pay Commission are received.

3. This Association resolves to request the Government to implement the scales of pay of teachers recommended by the S.I.T.U. at its last conference held at Salem in May '59.

4. This guild regrets that the Government has not yet removed the discriminatory treatment among teachers in the matter of grant of house rent allowance and free medical attendance and wages upon the Government to grant with retrospective effect from 1-4-59, house rent allowance to teachers in all aided elementary and secondary schools and to teachers serving under local bodies where that allowance has not been given so far.

5. Aided school teachers also should be entitled for free medical aid as in the case of teachers in local bodies and municipal services and such medical aid may be sought from any registered medical practitioner.

6. This guild request the Government that the casual leave facilities may be extended and every teacher be given at least twenty days of casual leave during the calendar year.

7. Resolved to request the Government to fix 60 as the age of superannuation to teachers of all grades irrespective of the management under which they serve.

8. This guild notes with regret that undue delay has been caused in the matter of payment of Provident Fund dues to retired teachers and urges upon the Government to expedite the early payment of the dues.

9. Resolved to request the Government and the University authorities to conduct the refresher and diploma courses for teachers to handle higher secondary classes at the mofussil centres like Coimbatore, Mathurai and Erode, in addition to the one conducted at Madras.

10. The guild notes with regret the heavy curriculum prescribed for the VIII Standard in Tamil, Science and Social Studies and urges upon the Secretary, Board of Secondary Education to modify the same so as to fit in with the needs of the standard as well as the ability of the pupils.

11. This guild notes with regret the very low marks obtained by the pupils in Social Studies in the S.S.L.C. Public Examination, March 1959 and urges upon the Secretary, Board of Secondary Education to bring forth remedial measures immediately in the matter for the years to come.

12. Resolved to request the Government that the existing practice of paying the salary through the managements of institutions in already existing non-fee levying elementary schools may be extended to elementary schools which have opted out to become non-fee levying schools presently.

13. Resolved to request the university authorities to have the S.S.L.C. text books published by the end of April every year.

#### OFFICE-BEARERS

President: Sri G. R. Damodaran, M.L.C., Principal, P. S. G. College of Technology, Peelamedu, Coimbatore-4.

Vice-Presidents: 1. Miss M. Muthiah, B.A., B.T., Headmistress, Kalaimagal Kalvi Nilayam, Erode. 2. Sri T. R. Radhakrishnan, B.A., B.T., Headmaster, Suburban High School, Ramnagar, Coimbatore.

Secretary: Sri A. Rajagopalan, M.A., B.T., Municipal Boys' High School, R. S. Puram, Coimbatore.

Joint-Secretary: Sri John Sundararaj, B.A., B.T., Headmaster, C. S. I. Community High School, Erode.

Treasurer: Sri S. Venkataramanan, B.A., L.T., Headmaster, Sarvajana High School, Peelamedu, Coimbatore-4.

S.I.T.U. Representative: Sri C. L. Govindarajan, B.A., B.T., Samathur Rama Iyengar Municipal Boys' High School, Pollachi.

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## NEWS AND NOTES

### SOURASHTRA SECONDARY SCHOOL, MADURAI

The pupils and staff of the Sourashtra Secondary School, Madurai, celebrated the 14th anniversary of the U.N.O. on Saturday the 24th instant with Sri R. Ramasubbu, B.A., B.T., the Headmaster in the chair

The President in his introductory speech outlined the importance of the U.N.O. Day celebration and how the pupils should strive to take up the leadership in maintaining the World peace. He also pointed out the good work turned out by the U.N.O.

Then nine pupils of III Form of this school demonstrated the functioning of the U.N.O. with its several sections.

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# WCOTP NEWS

## WCOTP ESTABLISHES ANNUAL AWARD FOR AID TO INTERNATIONAL UNDERSTANDING

In 1960, and in each following year, an individual teacher who performs outstanding service to education for international understanding will receive an award from the World Confederation of Organizations of Teaching Profession.

The announcement was made by Dr. William G. Carr, WCOTP secretary general, in a circular letter to WCOTP national member organizations. He described a proposal approved by the WCOTP Executive Committee at its meetings in Washington concerning productive use of a reserve of funds from the World Organization of the Teaching Profession, a predecessor of WCOTP.

In the proposal, trustees of the reserve in Washington and Edinburgh offered all remaining assets of WOTP to the Committee to establish the annual award.

It will be known as the William F. Russell Award in memory of his services in promoting unity among teachers and their professional organizations.

Only members of national organizations affiliated and in good standing with WCOTP will be eligible. Each year the name of one national organization will be selected by lot from the list of WCOTP members. This organization will choose the person to receive the award from among its members. The award consists of a round-trip, airfare ticket, from the teacher's home to the place of the WCOTP annual meeting.

No country will be represented more than once in the list of award winners, in order to insure as wide a distribution of the award as possible.

## TEACHERS' HOSPITAL OPENS IN PUERTO RICO

A one and a half million dollar hospital, financed and erected by the teachers of Puerto Rico to assure medical care for every teacher, was opened on September 12 in San Juan, in the presence of representatives from the teacher organizations in Costa Rica, Mexico, Panama and the United States.

Dr. William G. Carr, WCOTP secretary general, who attended the dedication ceremonies, called the hospital a unique achievement, a testimonial to the self-sacrifice and professional loyalty of Puerto Rican teachers.

The hospital contains 120 beds and maintains a helicopter under contract to bring sick persons or accident victims to the hospital from remote areas of the Commonwealth. There are three operating rooms, a variety of therapy rooms and a complete laundry.

Mrs. Maria Arroyo de Colon, president of the Puerto Rico Teachers Association, in her dedicatory speech lauded two members for their tireless service to the project. They are Jose Joaquin Rivera, executive secretary of the PRTA, and Virgilio Brunet, past president of the PRTA, who served as legal counsel to the PRTA, in the hospital project and was named chairman of the board of the hospital.

Representing WCOTP at the dedication ceremonies, in addition to Dr. and Mrs. Carr, was Mrs. Sarah C. Caldwell, WCOTP executive committee member.

## CODE FOR TEACHERS

The draft outline of a "Professional Code for Teachers," prepared by the WCOTP Asian Committee is now being circulated to all WCOTP national member organizations with a request for comments.

Since the Code will be of interest to many others as well, excerpts from it are printed below :

Teachers have exacting responsibilities in helping the children to grow to their full stature, and society has corresponding obligations to ensure to the teachers and the schools the conditions necessary for the efficient discharge of such responsibilities.

The teacher in relation to his students should :

Understand that the students' interest and welfare are his first and foremost concern.

Share responsibility with the parents of his students, even acting in *loco parentis*, in the task of shaping each student's purposes and actions toward the attainments of socially acceptable ends.

The teacher in his role as disseminator of democratic ideas and ideals and as an example of the democratic way of life should :

Display no biases in dealing with students of different physical, mental or emotional characteristics, or of different political, social, economic, racial or religious persuasions, recognizing that children are different from one another.

Instill in his students, as well as in the people of the community, the idea that all occupations are dignified and honorable so long as they are suited to the ability of the individuals engaged in them and so long as there is a continuous effort on their part to improve the quality of their service.

The teacher as a member of the teaching profession should :

Participate actively in educational planning and do his utmost to implement the decisions thereof.

Maintain active membership in organizations dedicated to the professional growth and social welfare of teachers.

In due recognition of many demands which the above-stated obligations and responsibilities make upon any mem-

ber of the teaching profession, the teacher is guaranteed the following rights :

To be assured of a salary scale in keeping with his qualifications, his place in society, and the dignity of his profession and that will enable him to meet his growing obligations to his family and lead a life compatible with his role and responsibilities.

To be protected from harassment caused by pressure from factors outside the school organization.

To perform his official duties under good working conditions and be provided with an adequate supply of materials of instruction and equipment.

To have sufficient time for rest and relaxation, for attending to his personal affairs and family duties, and for his professional growth.

To have the freedom to express his opinion and particularly on educational matters.

To have an adequate old age provision to enable him to live in comfort in his retirement.

To have the freedom to express his service training during the school year, such as teacher intervisitation, attendance at seminars, conferences, and workshops in keeping with his specific teaching assignment.

#### WCOTP BRIEFS

The World Confederation acknowledges with gratitude the receipt of a comprehensive and original article on Pakistan by Abdur Rahman Khan of the Non-Government College Teachers Association. The article, which will be used as source material by the World Confederation, describes all facets of Pakistani culture, including its religions, social customs, literature, art and education.

\* \* \* \*

Reports on "The Teaching of Science in Secondary Schools" are contained in the "International Bulletin of Secondary Education" published recently by the International Federation of Secondary Teachers (Fédération

tion Internationale des Professeurs de l'Enseignement Secondaire Officiel — FIPESO), a constituent federation of WCOTP.

The reports replied to a questionnaire sent to member associations in preparation for FIPESO's 1959 Congress, held in Paris July 26-29. "The Teaching of Science in Secondary Schools" was the subject for discussion at the Congress. Questions were based on the place of science teaching, aims, time-tables, syllabuses, teaching methods; external examinations, university and higher education requirements; equipment, teachers, and shortages.

A. W. S. Hitchings, secretary general of FIPESO, edited the bulletin.

The Malta Union of Teachers will celebrate its fortieth anniversary on November 19. Preparations are underway for a program of activities which will feature the Union's achievements.

The Union recently moved into a new Teacher's Institute, climaxing a

seven year effort. The new quarters will permit more efficient administration and better planning of activity, reports "The Teacher", official organ of the Union. An International Children's Art Exhibition, the first of its kind ever held in Malta, highlighted the opening of the Institute. The Exhibition was a main activity of the eleventh Malta Education Week.

Maurice Pate, executive director of UNICEF, has sent a message to Sir Ronald Gould, WCOTP president, expressing appreciation for the work of teachers throughout the world in aiding UNICEF programs.

"Over the past 13 years of UNICEF operations," he said, "it is probable that no one profession has given so much in the form of voluntary services to UNICEF-assisted programs as has the teaching profession."

He also expressed appreciation to WCOTP for its selection of "Child Health and the School" as its theme for 1960.

"ECHO", Oct. 1959.

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## IMPORTANT TO TEACHERS

Besides the "SOUTH INDIAN TEACHER" the official organisation of the South India Teachers' Union,

Every Teacher should read

### 1. THE AIFEA NEWS BULLETIN

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### 2. THE PANORAMA

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# GOVERNMENT ORDERS & NOTIFICATIONS

## DEPARTMENT OF EDUCATION AND PUBLIC HEALTH (Education)

Amendments to rules relating to appointment of Headmasters and Headmistresses of District Boards and Municipal High Schools.

(G.O. Ms. No. 1910, Education,

23rd September 1959)

S.R.O. No. C-180 of 1959.

In exercise of the powers conferred by Sections 70 and 199 (2) (a) of the Madras District Boards Act, 1920 (Madras Act XIV of 1920), the Governor of Madras hereby makes the following amendments to the rules relating to the appointment of headmasters and headmistresses of High Schools under District Boards, published with the late Education and Public Health Department Notification, dated the 9th December 1948, at pages 1-11 of the Rules Supplement to Part I-B of the *Fort St. George Gazette*, dated the 22nd February 1949. The amendments hereby made shall be deemed to have come into force on the 7th January '57.

### AMENDMENTS

1. In rule 2 of the said rules, for clause (1), the following clause shall be substituted, namely :—

“(1) The President shall send to the Divisional Inspector of Schools or the Inspectress of Girls' Schools concerned, a list of all the L.T., B.T. or B.Ed. Assistants in the service of the District Board, who have put in a service of not less than five years in the L.T., B.T., or B.Ed. grade or who will have put in on the 1st day of May of the year to which the panel relates, a service of not less than five years, and whose names are not already in the panel, together with the recommendation of

the President as to who, among such persons, are, in his opinion, fit for inclusion in the panel and a detailed statement of the reasons for such recommendation. Such list shall be sent in October immediately preceding the year for which the panel is to be drawn up. The President, the Divisional Inspector of Schools and the District Educational Officer sitting together in the case of Boys' Schools and the President and the Inspectress of Girls' Schools sitting together in the case of Girls' Schools, shall draw up a panel of suitable candidates taking into consideration the list sent by the President. If the Divisional Inspector or the Inspectress is unable to accept any of the recommendations of the President, a reference shall be made to the Director of Public Instruction who shall give a decision in the matter provided that the Government of Madras may modify the decision when they consider it expedient. The panel thus drawn up which shall be treated as confidential shall be communicated to the President not later than the first May.

Note—For the purpose of five years' qualifying service for appointment as headmasters/headmistresses mentioned above, the previous service, if any, of an assistant in a recognised secondary school irrespective of its management or in the Defence Department shall be taken into account when there are no assistants with five years' service and the claim of no senior are affected thereby”.

2. In rule 3 (1), for the paragraph beginning with the words “The number of persons to be included” and ending with the words “Director of Public Instruction”, the following paragraph shall be substituted, namely :—

“The number of persons to be included in the panel for the year will be

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

S.R.O. No. C of 1959.

In exercise of the powers conferred by Sections 73 and 303 (2) (a) of the Madras District Municipalities Act, 1920 (Madras Act V of 1920) the Governor of Madras hereby makes the following amendments to the rules relating to the appointment of headmasters and headmistresses of High Schools under Municipal Councils published with the late Education and Public Health Department notification, dated the 9th December 1948, at pages 1-11 of the Rules Supplement to Part I-B of the *Fort St. George Gazette*, date the 22nd February 1949. The amendments hereby made shall be deemed to have come into force on the 7th January 1957.

#### AMENDMENTS

1. In rule 2 of the said rules, for clause (1), the following clause shall be substituted, namely:—

“(1) The Appointment Committee shall send to the Divisional Inspector of Schools or the Inspectress of Girls' Schools concerned, a list of all the L.T., B.T. or B.Ed. Assistants in the service of the Municipal Council, who have put in a service of not less than five years in the L.T., B.T. or B.Ed. grade or who will have put in on the 1st day of May of the year to which the panel relates, a service of not less than five years and whose names are not already in the panel, together with the recommendation of the appointment Committee as to who, among such persons, are in its opinion, fit for inclusion in the panel and a detailed statement of the reasons for such recommendation. Such list shall be sent in October immediately preceding the year for which

the panel is to be drawn up. The Appointment Committee, the Divisional Inspector of Schools and the District Educational Officer, sitting together in the case of Boys' Schools and the Appointment Committee and the Inspectress of Girls' Schools, sitting together in the case of Girls' Schools, shall draw up a panel of suitable candidates, taking into consideration the list sent by the Appointment Committee. If the Divisional Inspector or the Inspectress is unable to accept any of the recommendations of the Appointment Committee a reference shall be made to the Director of Public Instruction, who shall give a decision in the matter provided that the Government may modify the decision, when they consider it expedient. The panel thus drawn up, which shall be treated as confidential, shall be communicated to the Executive Authority of the Council not later than the 1st May.

Note.—(1) For the purpose of five years' qualifying service for appointment as headmasters/headmistresses mentioned above the previous service, if any, of an assistant in a recognised secondary school irrespective of its management or in the Defence Department shall be taken into account when there are no assistants with five years' service and the claims of no senior are affected thereby.

(2) A meeting of the Divisional Inspector of Schools and the District Educational Officer or the Inspectress of Girls' Schools sitting with the Appointment Committee, need be held only in cases where a Municipal Council definitely requires a fresh annual panel or a modification of the existing panel”.

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

“The number of persons to be included in the panel for the year will be

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

S.R.O. No. C-182 of 1959.

In exercise of the powers conferred by Sections 70 and 199 (2) (a) of the Madras District Boards Act, 1920 (Madras Act XIV of 1920), the Governor of Madras hereby makes the following amendment to the rules relating to the appointment of headmasters and headmistresses of High Schools under District Boards, published with the late Education and Public Health Department Notification, dated the 9th

December 1948, at pages 1-11 of the Rules Supplement to Part I-B of the *Fort St. George Gazette*, dated the 22nd February 1949.

#### AMENDMENTS

In clause (1) of rule 2 of the said rules, after Note (1), the following Note shall be added, namely:—

“(2) A meeting of the Divisional Inspector of Schools and the District Educational Officer or the Inspectress of Girls’ Schools sitting with the President need be held only in case where a District Board definitely required a fresh annual panel or a modification of the existing panel”.

P. K. HANUMANTHA RAO,  
Deputy Secretary to Government.

## NEHRU

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MADRAS LEGISLATIVE COUNCIL

**TEACHERS' CONSTITUENCY ELECTION**

—♦—  
*An Appeal to all Voters*

I am standing for election to the Madras Legislative Council from the Teachers' Constituency.

I have been intimately associated with Teachers' Organisations at the State, National and International levels. As member of the Council of the Madras Teachers' Guild from 1922 to 1955, as its Secretary from 1940 to 1947, as Journal Secretary of the South India Teachers' Union from 1928 to 1947, as Secretary of the South India Teachers' Union and later as its President till 1955 and as the Editor of the *South Indian Teacher* and *Balar Kalvi* from 1948, I have been devoting myself to the advancement of Education and improvement of the welfare of Teachers.

My recent experience as Director of the All India Council for Secondary Education from 1955 to March 1959 and now as member of that body and also of the Council of Primary Education has given me sufficient opportunities to study the problems of Primary, Secondary, Technical and Collegiate Education.

I have now retired from service and am devoting wholetime attention to the cause of Education and of the welfare of Teachers whose salaries, security of tenure, service conditions including retirement and old age provision and other professional amenities and benefits for all teachers under all managements have been and will always be my main concern.

Please go to the Polling Station on the 19th December 1959 between 8 a.m. and 1 p.m. and exercise your franchise.

While I would like very much to contact every voter, limitations of time and money prevent me from doing so. I earnestly request all teachers to give me their FIRST VOTE.

S. NATARAJAN,  
Editor, *The South Indian Teacher*  
and *Balar Kalvi*.

# THE 34th ALL INDIA EDUCATIONAL CONFERENCE, JABALPUR

*From 26th to 31st December, 1959*

NAME OF SECTION	LOCAL SECRETARIES	FEDERATION SECRETARIES	SUBJECTS OF SYMPOSIUM
1. Primary and Basic Education Section.	(1) Shri A. L. Dube, Education Supervisor, Corporation of Jabalpur, JABALPUR.	Shri S. K. Sarkar, 91/1, Madhusudan Biswas Lane, HOWRAH (West Bengal).	
2. Secondary Education Section.	(2) Prof. M. V. Bhawe, Vice-Principal, Govt. Basic Post-Graduate Training College, JABALPUR.	Shri T. P. Srinivasavaradhan, S.I.T.U. Office, Raja Annamalapuram, MADRAS-28.	Standards in Secondary Education.
3. University Education Section.	(3) Prof. B. V. Shukla, N. E. S. Law College, Napier Town, JABALPUR.	Shri A. K. Sen, Principal, Vidyasagar College, SURI (West Bengal).	Subjects of general education courses in University curriculum.
4. Teachers' Training Section.	(4) Prof. B. S. Tripathi, Prantiya Shikshan Mahavidyalaya, JABALPUR.	Dr. L. Mukherjee, Ambika Aditya Lane, Shivaji Marg. LUCKNOW.	Vitalizing Teacher Education Programme.
5. Childhood and Home Education Section.	(5) Kumari Rossa Bose, Women Teachers' College, Hawabag, JABALPUR.	Shri L. N. Saxena, 5-D, Larmour Bagh, KANPUR (Cantt.)	How far street influence affects home education?
6. Public and Residential Secondary Schools Section.	(6) Shri B. H. Pawar, Christ Church Boys' High School, JABALPUR.	Shri K. C. Shukla, Principal, Scindia School, Fort, GWALIOR.	Medium of instruction in schools of All India character.
7. Moral and Religious Education Section.	(7) Rev. Fr. De Souza, Principal, St. Thomas High School, JABALPUR.	Shri S. S. Aiyar, A. Zaver Vihar, Brahmanwada Road, Matunga, BOMBAY-19.	Place of moral education in our education system.
8. Aborigines Education Section.	(8) Shri D. S. Nag, Vice-Principal, Saxeria College of Commerce, JABALPUR.	Shri Mahendra Prasad, M.A., MLC, 23, Burdwan Compound, RANCHI.	Effects of modern civilization on Aborigines.
9. Education for Internationalism and Peace Section.	(9) Shri R. P. Guru, Christ Church Boys' High School, JABALPUR.	Shri P. B. L. Agnihotri, Scindia School, Fort, GWALIOR.	Appreciation of Eastern and Western cultural values. UNESCO Project for promotion of international understanding.

NAME OF SECTION	LOCAL SECRETARIES	FEDERATION SECRETARIES	SUBJECTS OF SYMPOSIUM
10. Sanskrit Education Section.	(10) Shri S. S. Mishra, Principal, A. P. N. Higher Secondary School, JABALPUR.	Pandit Ratna B. I., Shambhogue Sitaram Building, Bhamdas Mohalla, Shiya Bagh, BARODA.	Sanskrit as a compulsory subject at the higher secondary stage.
11. Persian and Arabic Education Section.	(11) Shri Mohd. Ali, Principal, Anjuman Higher Secondary School, JABALPUR.	Shri S. M. Tonki, 1, Morrison Road, ALIGARH.	Study of Persian and Arabic in Indian Universities.
12. Examination Section.	(12) Shri H. S. Mishra, Co-ordinator, Extension Services, Prantiya Shikshan Mahavidyalaya, JABALPUR.	Dr. M. N. Ghosh, Professor, Vivekananda College, CALCUTTA-8.	Examination as a test of education.
13. Women's Education Section.	(13) Smt. K. Mehta, Principal, Home Science College, JABALPUR.	Miss Lucy Daru, 36, Rungta Estate, Tagore Road, BOMBAY-23.	
14. Adult Education Section.	(14) Shri Gangaprasad Patel, Corporator, JABALPUR.	Shri C. Dutta, 17-B, Indraprastha, Marg, NEW DELHI.	Community Projects and Social Education.
15. Section for Education for the handicapped.	(15) Shri Hira Shankar Jha, Retd. Superintendent, Reformatory Schools, Wright Town, JABALPUR.	Shri Sheshayar Kaposji, Govt. School for the Blind, HYDERABAD.	Technical education for the handicapped.
16. Youth Welfare Section.	(16) Shri Farooki, Teacher, Anjuman High School JABALPUR.	Shri H. W. Biber, St. Joseph's College, 69, Bowbazar St., CALCUTTA-12.	Training in leadership.
17. Vocational and Technical Education Section.	(17) Shri Bhattacharya, Principal, Technical and Vocational School, JABALPUR.	Dr. M. M. Chakrabarty, 97/1, Madhusudan Biswas Lane, HOWRAH.	Part-time Technical Education and its scope in India.
18. Library Section.	(18) Shri Ganga Sagar Shukla, Librarian, Central Library, Napier Town, JABALPUR.	Shri M. M. L. Tondon, Delhi Public Library, Queens' Rd., DELHI.	Future Development of Libraries in India.
19. Teachers' Welfare Section.	(19) To be announced later.	Shri Shyamji Singh, Mahadeva Road, Baghawagall, ARRAH (Bihar).	Social Security for teachers.

### CHAIRMEN OF SECTIONAL CONFERENCES

#### PRIMARY AND RURAL EDUCATION SECTION

Shri M. V. Donde, M.L.C.,  
'Tapodhan',  
Bandra, BOMBAY-50.

#### PUBLIC AND RESIDENTIAL SCHOOLS' SECTION

Shri Ragho Raj Singh,  
Chairman,  
Board of Révenue, M.P.  
GWALIOR.

#### SANSKRIT EDUCATION SECTION

Dr. M. S. Aney, M.P.,  
Ex-Governor, Bihar,  
Bobde Advocate's Bungalow,  
Civil Lines, NAGPUR.

#### ARABIC AND PERSIAN EDUCATION SECTION

Dr. Raffiuddin,  
Nagpur Mahavidyalaya,  
NAGPUR.

#### EXAMINATION SECTION

Shri Mumtajuiddin,  
Secretary,  
M.P. Board of Secondary Education,  
JABALPUR.

#### TEACHERS' WELFARE SECTION

Shri S. Natarajan,  
South India Teachers' Union,  
Raja Annamalaipuram,  
MADRAS-28.

#### UNIVERSITY EDUCATION SECTION

Shri Samuel Mathai,  
Secretary,  
University Grants Commission,  
Old Mill Road,  
NEW DELHI.

#### LODGING ARRANGEMENTS

Lodging arrangements will be made free of charge in the Hostels of the Prantīya Shikshan Mahavidyalaya, Mahakoshal Mahavidyalaya and Home Science College. Two of these hostels are a little farther away from the venue of the Conference. Yet all delegates are assured of free transport from the hostels to the venue of the Conference and back at all necessary

hours. All ladies will be lodged in the hostel of the Home Science College. This hostel is very well furnished and stay in the hostel will be very comfortable. Though this hostel is about a mile away from the venue of the Conference special buses will ply for lady delegates. The transport will be free and no lady delegate will be any time inconvenienced.

#### FOR CATHOLIC DELEGATES

As at Chandigarh, all Catholic delegates will be lodged together. Rev. Fr. De Souza has undertaken to make lodging arrangements. Catholic delegates are requested to contact Rev. Fr. De Souza, Principal, St. Thomas High School, Jabalpur.

#### EXCURSIONS

The Reception Committee will arrange excursions to 1. Madan Mahal, (the palace of Raneé Durgawati), 2. Pichnariki Madhia (centre of Jain culture with a temple at the top of a hill), 3. Sangram Sagar (Happy Valley i.e. Residence of Gond Raja), 4. Tilwara Ghat Gandhi Smarak-Kasturba Maternity Home, 5. New Yadnya Bhawan, and 6. World Famous Marble Rocks and Chousata Yogini Mandir (very old Shivamurty). Excursion charges will be nominal. Delegates are requested to register themselves with the Excursion Committee. The approximate charge will be Rupees three which will include fare to and back from Marble Rocks with one lunch at the place of Marble Rocks.

This will be a one day trip. The delegates must state the date on which they will take the trip.

A similar one day trip can be arranged to Pariat Tank and Réservoir.

#### BRING WARM CLOTHING

Jabalpur is quite cold in December. Therefore delegates are advised to bring sufficient warm clothing with them.

#### CHAR-PIES (COTS)

The Reception Committee will provide char-pies (cots) to all delegates free of charge.

**HOT WATER**

Hot water will be kept ready. It may be charged for.

**TRANSPORT FROM AND TO STATION**

Delegates will pay transport charges from and to station or bus-stop.

North and South Indian meals will be provided at the messes attached to the lodging places. Meals will be of two types 1. Ordinary for 75 nP. per meal, 2. Special Re. one and 25 nP. per meal. Non-vegetarian meals will be served at Re. one and 50 nP. per meal.

Meals coupons for the following day must be purchased before 8 p.m. on the previous day.

Tea and Tiffin will be served at the canteens at usual prevailing rates.

**RECEPTION AT STATION**

Delegates will be received at the railway station and bus-stop. Delegates are requested to inform the Reception Committee of the time and train they will reach Jabalpur to enable the Reception Committee to facilitate their quick transport.

**ALL INDIA EDUCATION EXHIBITION**

The Reception Committee of the All India Educational Conference has constituted a strong All India Educational Exhibition Committee under the chairmanship of Principal G. Y. Tankhiwale. The exhibition will give a vivid picture of Educational progress and also of the cultural life of Madhya Pradesh.

**SPECIAL FEATURES**

The Prantiya Shikshan Mahavidyalaya, Jabalpur is one of the most well equipped educational institutions in Madhya Pradesh. It has been decided that the pupils and members of the staff will give demonstration of application of various educational tests and also of the use of audio-visual aids. It is also proposed to give a few demonstration lessons in certain subjects to show how effectively the various

audio-visual aid can be used. These lessons will of course be for those delegates who will be specially interested.

This year the Exhibition is expected to be of exceptionally high Educational value.

**CULTURAL PROGRAMME**

A strong entertainment Committee has been constituted under the chairmanship of Shri Mumtazuddin, Secretary, M. P. Board of Secondary Education, Jabalpur. Folk Dance parties of the Madhya Pradesh Adivasis which earned highest honours at the hands of President of India on the occasion of Independence Day celebrations will participate. Dancers on stilts from Mandla Division of India fame have been invited to participate. Among other very attractive programmes showing high cultural level, these two are special features of this year's cultural entertainments.

**DIRECT MEMBER**

Direct-Member is he who is an individual member or becomes one by paying Rs. 5 as annual individual membership subscription.

**INDIRECT MEMBER**

An indirect member of the AIFEA is he who is a member of an Association which is affiliated to the AIFEA.

Every intending delegate must state in the delegate application form whether he is a direct member or an indirect member. If he is an indirect member he must state the name of the association through which he is an indirect member.

**PARTICIPATE IN SECTIONAL CONFERENCES**

The subjects of symposia at various sectional conferences have been published in this issue. All delegates are requested to participate in the Sectional Conferences of their choice. Those who wish to speak at the sectional conferences are requested to contact the local Secretary of the relevant sectional conference.

## OUR BOOKSHELF

**HOW TO BE A SUCCESSFUL HEAD-MASTER:** By Jaswant Singh. (University Publishers, Jullunder, Punjab. Price Rs. 10.)

The author, Mr. Jaswant Singh, M.A. (Columbia), Ph.D. (Michigan), Deputy Director of Public Instruction, Punjab, has in this volume of 224 pages completely covered all aspects of school administration coming within the purview of the Headmaster. There are 21 Chapters starting with Philosophy of Education and ending with Public Relations Programme.

Attempt has been made to analyse and discuss the problems of school administration and management with a view to supplying concrete and practical guidance in the day to day responsibilities of the Headmaster or the High School Principal. The author has drawn heavily on American thought and research on the subject. He has viewed all the problems of school administration from fresh angles and after making a scientific assessment has suggested practical and democratic methods for the all round development of school administration.

The book will be a very useful companion to the Headmasters working in high schools all over India. It will also be useful to B.T. and B.Ed. students.

The author has worked as Principal of a Teachers' Training College for a number of years and was the Founder-Principal of the State College of Education, Patiala. The present volume is therefore the outcome of his experience as a teacher and an able administrator.

**TEACHING — A quarterly Journal for Teachers:** Sept. 1959 — Vol. XXXII, No. 1. (Oxford University Press, Bombay. Price Re. 1.50).

This number is devoted mainly to classroom technique. Problems as Classroom discipline, Punishments and Rewards, Home Work in Schools, Project Technique in Citizenship Training,

Arts in the Classroom, are discussed by distinguished Teachers and Inspectors.

**CHIRIYUNGAL, CHIRIKKAVAIYUNGAL (in Tamil):** By P. C. Joseph, B.A. (Hons.), LL.B. Price Rs. 2. (Copies can be had of P. C. Joseph c/o. The Diocesan Press, Vepery, Madras-7).

To laugh and to be able to make others laugh is a social virtue which very few persons possess. Those who find nothing enjoyable in the leisure hours will stand to benefit by going through these 501 jokes and at the same time gain the capacity to entertain their friends by telling these jokes in their company. Every person should have a copy of this book as an entertaining companion.

**CHRIST — OUR LORD — BOOK I:** By Francis Somerville. (Thomas Nelsons & Sons, Edinburgh. Price 8 sh. 6 d.).

This first book in the series of religious text books for Catholic Grammar Schools is for the first year class of the five year course from 11 plus to 16 plus. According to the publishers the series has been designed "to provide Grammar School pupils with a background to the study of the Bible with complete instruction on the fundamentals of the Catholic Religion."

The first book gives a comprehensive explanation of the teachings of the Catholic Church and aims to set the spiritual workings of God within their historical context.

The book is durably bound and amply illustrated with half-tone photographs, maps and diagrams.

**TEACHERS' GUIDE TO BOOK I:** Price 3 sh.

This contains, in addition to notes on the use of the text book, suggestions for scripture readings and details of books for further study.

C. R.

## EDITORIAL

### WELCOME HOME

We are glad to welcome home Sri T. P. Srinivasavaradan, our President, after a successful visit to the United Kingdom. Our readers are aware that through the kindness of the British Council, Sri T. P. S. had an invitation to visit that country with a view to acquaint himself with the Educational Organisations and practices obtaining in that country. Sri T. P. S. was away for a little over six weeks. During his visit he was given opportunities to visit their great University centres like Oxford, Cambridge, London, Edinburgh and Glasgow. He also spent some time at the office of the National Union of Teachers, The Joint Four and the Association of Science Masters. He studied the programme of Teacher Training and spent some time in Manchester and Liverpool studying the organisation of the school systems in those industrial areas. We are sure that with the rich experience gained, he will be able to devote the whole time attention to the solution of the many problems that we are faced with in our expanding programme of Educational developments.

We take this opportunity of expressing our great appreciation of the able manner in which our Vice-President Srimathi Saraswathy Srinivasan carried on her responsibilities as acting President.

### THE MADRAS LEGISLATIVE COUNCIL

A bye-election to the Madras Legislative Council from the Teachers' Constituency has been notified and three persons have filed their nominations. They are :

1. S. Natarajan, Editor, "The South Indian Teacher".
2. K. S. Swaminathan, Headmaster, E.L.M.F. High School, Purasawalkam, Madras.

3. Davy, Assistant, St. Bedes European High School, San Thome, Madras.

All the nominations have been held valid and there will be a poll on the 19th December between 8 a.m. and 1 p.m. at Polling Stations to be notified shortly.

We appeal to all teachers who are registered as voters of this Constituency to exercise their franchise by going to the polling station and marking their votes in favour of the candidate of their choice so that a competent representative of the teacher may be returned to the Legislative Council to represent the views of the teacher on the important questions concerning Education that are likely to come up before the legislature in the coming year.

The South India Teachers' Union, as long ago as 1952 has declared as its policy that the executive should not put up any official candidate but should leave it to the teachers to choose their representative. It only recommended that in exercising their choice they should bear in view the following criteria :

*"All teachers should exercise their franchise in the best interests of the profession and its organisation and not to allow themselves to be influenced by any extraneous considerations.*

*Teachers should bear in mind their obligation and vote for those candidates who are MEMBERS OF THE UNION, OF PROVED LOYALTY AND WHO HAVE SHOWN PROOF OF THEIR CAPACITY TO SERVE THE PROFESSION."*

\* \* \* \*

We appeal to all teachers to take an active interest in the election and not mind the little expense or the inconvenience of having to go to the polling station but use the right, conferred upon them by the Constitution of India to elect their representative to the

Council — a right, it may be noted, that has been conferred only upon the Teaching Profession.

### ALL INDIA EDUCATIONAL CONFERENCE

The 34th Session of the All India Educational Conference is to be held at Jubbalpore, Madhya Pradesh from December 27-31. The notification about the Conference is published else-

where. All members of the Union are eligible to attend the Conference as Delegates. The Railway authorities have been kind enough to allow special concession of a single fare for the return journey for the delegates of this Conference. We are sure that Madras will be represented by a large contingent of delegates. Particulars, if any, may be had of the Journal Secretary, The South India Teachers' Union.

### SCIENCE ON TV FOR 10-YEAR-OLDS

Science programmes on television for 10-year-olds, described as "the first series in Britain to be produced specially for primary schools", are to be introduced towards the end of this month. Presented under the general title "The World Around Us", the series will be seen on most commercial networks.

Simple experiments will be demonstrated by teacher-comperes, the organizers hoping that this will act as a stimulus to primary-school children,

even though for most of them formal scientific instruction does not begin until they enter secondary schools. It is also hoped that the programmes will help solve the twin problems of teacher shortage and the nation's need for scientists and technologists.

It is thought that, with its resources, television can do much to stimulate a child's "wonder and interest" so that the teacher can take over and follow up in greater intensity and detail. — (B.I.S.).

### BRITISH LIBRARIAN TO VISIT INDIA

#### UNESCO — SPONSORED ASIAN ADVISORY TOUR

Mr. Frank Gardner, borough librarian of Luton, Bedfordshire, has left Britain for a three-month tour of Asia sponsored by UNESCO. He will visit India, Ceylon, Pakistan, and Burma to advise on the improvement of library services, spending most of the time in the leading cities meeting and discussing problems with librarians and educationists, but also travelling to provincial centres to do field work.

In India he plans to visit Calcutta (November 15 to 20), Madras (November 20 to December 20), and Delhi (January 1 to 10).

Mr. Gardner, who is 51, visited Delhi on a similar mission in 1951, when he was UNESCO consultant to

the Government of India on the Delhi Public Library. He was in Delhi again in 1955, when he also directed an international seminar on the development of public libraries in Asia.

Mr. Gardner is one of Britain's leading borough librarians, and is on the Council of the Libraries Association, the professional body of librarians. He was one of two borough librarians who recently gave evidence before a committee set up by the British Ministry of Education to inquire into the structure of the public library service. He has worked at Luton for 20 years building up a small municipal library service into one of the most successful in the country. — (B.I.S.).