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EDITORIAL

The Eleventh Standard

It is a pity that the fate of the eleventh standard should still be hanging in the balance. Ever since the publication of the Calcutta University Commission Report over four decades ago the advisability of abolishing the intermediate in the university in favour of making it a part of the high school course has been engaging the serious attention of all sound educationists. The A. L. Mudaliar Commission Report did indeed give the correct lead for the establishment of higher secondary schools. This was accepted by the Government. In consequence several changes have been brought into force in the system of education. Anticipating the higher secondary school, the university has established a three-year degree course. The government have caused syllabus to be drawn for the eleventh standard as part of the higher secondary course. The duration of the existing secondary school course was reduced from eleven years to ten years by increasing the duration of the school year, and the course was upgraded, by deciding upon the addition of the XI standard. According to schedule the eleventh standard should come into force in select schools from the school year 1962-63. But so far, no steps have been taken by the authorities to implement the scheme of higher secondary schools. If an instance were needed to demonstrate the effects of pressure groups on authorities, here is one. A step acknowledged to be sound educationally by

competent persons and commissions and by the legislature is now sought to be put into cold storage.

What are the grounds of opposition to the introduction of the eleventh standard in the high school and upgrading it as higher secondary school? A false sense of prestige seems to rank high among the causes. There is unfortunately a belief that the pre-university gives higher status to the teacher and the taught. This argument cuts the ground under accepted psychological principles underlying the recommendations of the Secondary Education Commission. Another main argument against this step seems to be finance. It is feared that colleges will lose a large part of their present income, in the event of the abolition of the pre-university class. Well, they may. But a sound educational principle should not be so light-heartedly sacrificed at the altar of narrow economy. Very many schools are well-equipped for the task. In fact they have been preparing for the introduction of the eleventh standard. It is not difficult to find really efficient schools for trying the scheduled programme.

The more we think of the question the greater is our conviction that, without the eleventh standard, the system of secondary education would be a truncated one. It will no longer be a self-sufficient unit. One of the major reasons which made the Mudaliar Commission recommend this additional year is to raise the low standards of attainment of our high school

pupils. Taking note of the great social changes taking place, and of the plans for economic development, the commission felt that the task of secondary education would be to train junior leadership and provide the country with an efficient band of young men with initiative, resourcefulness, ability, knowledge and competence to man the country's services.

The need for such men and women, in large numbers is well-known. Yet our secondary schools have been able to take only ten per cent of the people of the age group. We may need at least thirty per cent of the age group to take up such responsibilities. The Central Government and as for the matter of that the State Governments are having the completion of the high school as the minimum qualification for entry into the lower grades of public service. The same minimum qualification is required for aspirants to the technological courses and the university studies. As the attainments of the high school pupils are poor, the Commission felt compelled to increase it by a year. The Central Government has helped the States with large grants during the two plan periods for upgrading their secondary schools. Similar provision is made in the Third Plan. **Practically all the States have accepted the scheme and are in different stages of implementation.**

It is therefore surprising that the Government of Madras should still waver. What is more surprising is their reported move at the conference of the Education Ministers of the South Zone to put the clock back and to urge for a reduction in the duration of the secondary course. This retrograde step is bound to lower the already low attainments of our high school pupils. It is some consolation that the Conference did not take a decision but wanted time for consideration. We earnest-

ly hope that on deeper thoughts they will realise the folly of this retrograde suggestion and decide upon a more rapid tempo of upgrading the high schools.

A suggestion is now being made that, after the tenth standard, the pupils may proceed to a junior college of two years before going to the university for a first degree course. There may be merit in such a scheme if it is just a preparatory course for the university and it may have some advantage in the case of those who prepare for higher studies at a university level. **But the basic purpose of reorganisation is to raise the standard of competence of all the pupils at the secondary school stage and not of a specially chosen group. We have to think of the 80% of the secondary school leavers who do not proceed for further studies but get into occupation and face the realities of life. For them the junior college is of no use.**

We do hope that the teaching profession will express itself in no unmistakable language and urge the upgrading of all secondary schools into higher secondary schools within the shortest possible time.

Educational Research

We are happy to learn from press reports that the Government of Madras have opened a research wing in the Teachers' College, Saidapet. This step should have been taken long ago. However, better late than never. The two problems which we understand this wing will tackle, viz., (1) wastage and stagnation, and (2) children's books, are very vital and we do hope that the wing will be able to develop useful criteria regarding children's books. We wish the new wing all success.

S. I. T. U. EXECUTIVE BOARD MEETING

11-11-1961 — 10 a.m. at F. S. G. College of Technology, Coimbatore. Seminar on "Teachers' Organisations" by Dr. Ashby, Deputy Secretary, N.E.R.

DEPUTATION OF S. I. T. U.

A Deputation of the South India Teachers' Union consisting of Mr. S. Natarajan, M.L.C., the Rev. D. Tham-busami and Mr. S. K. Krishnamurthi Rao waited upon the Director of Public Instruction, Madras yesterday, 25-10-1961 and submitted to him the resolutions passed by the Trichinopoly State Conference in May, 1961.

The Director was pleased to give a very favourable and sympathetic consideration. In regard to the difficulties experienced by many Secondary Grade teachers now working in elementary schools to whom the benefit of the new scale did not seem applicable and from whom payment of excess was about to be recovered, the Director assured us that orders have just been received from Government and instruction is being issued to the District Educational Officers that all such Secondary grade posts would be absorbed as Secondary Grades in sanctioned posts in that school and that the benefits of the revised scale would also be given to them without any modification.

With reference to the Physical Education Instructors, a favourable scale of salaries has been recommended to the Government, and the matter was under consideration. In the meanwhile, however, the Director of Public Instruction, Madras assured us that the special allowance of Rs. 10 to the Physical Education Instructors (Higher Grade) according to G.O. 2370 dated 11-10-1952 communicated in Director's Proceedings RC. No. 284-N/56 dated 27-2-1956 could be given without any objection, if managements would be pleased to do so.

The Director of Public Instruction gave a very sympathetic hearing to our representation and promised to have them carefully examined and make suitable recommendations to Government.

Memorandum Submitted to the Director of Public Instruction by the Members of the Deputation on behalf of the South India Teachers' Union

25th October 1961

We submit the following for your favourable consideration and early orders.

1. (a) Salary Scales — removal of disparities etc.

There has been undue delay in fixation of salaries according to revised scales in the case of teachers in aided elementary schools in the State. Immediate orders relating to it will bring relief to teachers.

There are secondary grade teachers in Elementary Schools. They are considered to be holding posts of Higher Grade teachers. On this score they are denied the benefits of revised scales. In the matter of fixation of salary it is the qualification that should count not the standard handled. If the scheduled salary is denied to a teacher in this way it will prevent teachers of higher qualifications from teaching lower standards. Therefore immediate orders to give them secondary grade scales of pay is necessary to do justice to the teachers concerned and to maintain standards of efficiency.

(b) Scales of Pay.

(i) It is urged that the basic pay of an elementary school teacher should be Rs. 100.

(ii) It is reasonable to fix the secondary grade's pay scale as 125-5-175. Pending such revision, it is requested to raise the increment in the second slab of the existing scale to Rs. 8. It is at that stage of service that the teacher needs greater consideration than has so far been shown to him.

(c) Physical Training Instructors, Pandits, etc.

In the revision of scales of pay Physical Training Instructors and Commercial Instructors qualified to handle upper forms have not been given due consideration. It is recommended that they be given the scale of Rs. 125-5-250. Higher Grade Physical Training Instructors deserve an addition of Rs. 15 to their salaries on the scale. The salaries of Pandits should be fixed on the basis of qualifications not according to the number of periods or classes handled on the high school forms. The differential treatment in salary for teachers of the same qualification corrupts the attitude of teachers in lower standards towards their work. The sooner this disparity is removed, the better for language teaching.

(d) Allowances and special pay.

Allowances and special pay are given in consideration of the nature of the work involved. It is but reasonable to continue to give them. A clarification that they are payable to Headmasters of Elementary, Higher Elementary and High School and certain categories of teachers who do more than normal teaching and Head Clerks in institutions is urgently needed.

2. House Rent Allowance

Even since 1946, teachers in aided schools and local bodies have been asking in vain for the grant of house rent allowance on a par with Government servants of more or less the same cadre. Continued denial of this request is causing sense of frustration among teachers. This is certainly not too heavy a burden on the finance of the Government. The grant of this will be give the teachers concerned some mental satisfaction conducive to greater incentive to work. It is prayed early orders be passed granting this allowance.

3. Medical relief etc.

Teaching should be regarded as a unified service irrespective of the agency under which the teacher is employed. The Government should not

treat teachers in aided institutions as other people's children for medical relief. Such medical concessions as are given to Non-Gazetted Officers should be extended to teachers in non-Government schools.

4. Pensions

The grant of pensions to teachers retiring from school service is a special feature of the Government of Madras for which teachers are only grateful. Without much expenditure by awarding pensions to all living teachers, retired before 1st April 1955, the Government may earn their gratitude. Their number is very small, but their suffering is great. So any relief by way of extension of the pension rule to them will be just, reasonable and magnanimous.

5. Provident Fund, Age of Retirement, Leave Rules etc.

(a) The benefits of the Provident Fund is too meagre. It is therefore urged that the teacher be made to contribute 10 nP. in the rupee, the management 5 nP. and the Government 5 nP. For reasonable causes advances upto 80% of the amount at credit may be granted to teachers.

(b) The age of retirement of teachers may be fixed uniformly as 60. In view of the expansion in education and inadequacy of trained teachers this will be a wholesome rule.

(c) Leave rules applicable Non-Gazetted Officer's men and women should be made applicable to teachers of both the sexes. Maternity leave of three months is necessary in the case of women teachers.

We, the members of the deputation, urge on Director of Public Instruction to sponsor the cause of teachers and use his weightly influence with the Government to see to the grant of requests contained in the memorandum and earn the gratitude of the teaching profession.

Rev. D. Thambusami,
President, S.I.T.U.

S. D. Krishnamurthi Rao,
Secretary, S.I.T.U.
S. Natarajan

DR. ANNIE BESANT — AN EDUCATIONIST

S. BALAKRISHNA JOSHI,

Headmaster, The Hindu Theological High School, Madras.

Dr. Annie Besant whose 114th Birth Anniversary was celebrated on the 1st of October, has carved for herself an effulgent niche in the Temple of Indian Freedom. She was indeed a multi-faceted personality whose versatile genius embraced and vivified the entire gamut of national activities. An Irish lady by birth, a Hindu by temper, an Indian in outlook, she was a soldier-citizen in the Democracy of the Spirit. It is significant however that, in the earlier years of her life in our Motherland, before she entered the grim arena of active politics, she concentrated her energies on Education, feeling that the resurgence of the land could be brought about only by the proper training of the young who are the architects of the future.

Dr. Besant was essentially a preceptor — not a petty pedagogue who imagined that her mechanised role was to pour into juvenile minds stray bits of knowledge, laboriously picked up from between the covers of Text-Books, but a teacher of teachers who believed that her inspired mission was to invigorate and vitalise the spirit of a great race, stupefied by foreign rule and benumbed by self-hypnotism. With her highly-evolved spirit she intuitively grasped the essence of Hindu culture and toiled devotedly to recapture for our Motherland her glorious heritage which she had let slip through the centuries. At a time when our own eminent countrymen, infatuated with the ideology and language of a foreign race, gloried in quoting Shakespeare and Milton, Burke and Sheridan, feeling it *infra dig* to introduce even an accent of their mother-tongue in their heroic declamations, she had the courage and the vision to translate into English the *Bhagavad Gita*, the *Ramayana* and other scriptures so as to startle our youngsters into a realization of the beauty and wisdom, enshrined in the Samskrit language.

Her conception of Education was as sublime as it was synthetic. She view-

ed Education as an integrated *Sadhana* for the development of the body, the enlargement of the mind and the sublimation of the emotions, culminating in the discovery of the Spirit which, in the ultimate analysis, is the reality. The Central Hindu College, the forerunner of the Benares Hindu University, which she reared with devotion and nurtured with affection, was meant to approximate to the ideal of the ancient Indian Universities which she described in one of her "Kamala Lectures", delivered in Calcutta. According to her, an Educational institution was not a mere brick and mortar structure but a secular shrine, a Temple of Learning, instinct with peace and power, a citadel of character, a centre of culture wherein the *Vasanas*, the tendencies, that stick to the soul through successive births, get transmuted; wherein elemental passions get transfigured into holy emotions and wherein the human reaches out to the divine. The preceptor who presided over it should have absolute sway over the life and conduct of the wards. Even the mightiest potentate, while he could enjoy the privilege of offering assistance to the institution in a spirit of humility, could not have the temerity to interfere in its administration or dictate the policy to be followed. Thus Education was a sublime process by which the young grew in body and mind in a congenial atmosphere of regulated freedom, under the vigilant care of a wise teacher.

This conception of the exalted role of the teacher whose two-fold duty was to instruct the young by his erudite scholarship and to inspire them by his transparent character, made Dr. Besant a strict disciplinarian. She could not brook or countenance immature youngsters allowing personal liberty to run amuck. She felt that each individual had to keep true to his *Dharma* and that the duty of youngsters was to acquire knowledge whatever may be the excitement out-

side. The passion and the turmoil of the political world, should not invade the peaceful precincts of an Educational institution and hamper the pacific pursuit of academic activities. Hence, on principle, she set her face sternly against pupils' participation in political agitation, though the situation in the country might seem to warrant, and even justify it. In this her attitude she showed herself as a teacher, charged with the onerous responsibility of training the young on proper lines. She realised no doubt that a desperate disease demanded a desperate remedy and that, if the grinding foreign rule was to be thrown overboard, it deserved to be attacked on all fronts. She knew instinctively, however, that so long as Mahatmaji was the captain of the national struggle he could keep under control, through his soul force, the furies that had been released. But she felt that Mahatmaji, who was a rare gift of a merciful Providence to a struggling race, was but a mortal and that, when he left the physical plane, the forces that had been invoked could not be recalled into quiescence; the vaccine introduced into the body-politic with the best of intentions to rid it of a malignant and chronic disease, would continue to linger and get dissolved into the system even after the disappearance of the malady. She felt that restraint and poise were the essence of discipline. She believed that experience was the prerogative of age. Experience comes only through personal contact with different life-situations, spread through years of vicissitudes. Young men, however precocious they may be, cannot hope to have that experience gained by those that have traversed long in the journey of life. Hence, it is as much the right as it is the duty of elders to keep impetuous youth under healthy control. Such an attitude subjected Dr. Besant to criticism and cavil, harassment and hardship. But she had the courage to differ honestly from those that were at the height of popular esteem and to proclaim truth as she perceived it in her soul, undaunt-

ed by rebuffs and ridicule. In the present context, when acts of indiscretion on the part of students are sickeningly evident all round, we cannot help feeling that the well-meant warning of Dr. Besant was inspired by far-sighted wisdom and deep-rooted patriotism.

It is easy to align oneself with the party that commands numerical strength, to drift effortlessly the way the wind blows and to echo feebly popular slogans of an arithmetical majority: but to stand alone to pursue the path lighted by one's own conscience and to trumpet boldly one's firm convictions, even though they are unpalatable to others, constitute the true test of personality. It is easy also to die for a sensational cause, burst into meteoric fame and snatch posthumous honours; but to live for a cause one holds sacred, struggle for it with sustained devotion, battling against odds and holding for ever to the sheet-anchor of inward faith, is possible only for those that are made of the stuff of heroes. Dr. Besant was such a valiant teacher — hero.

Long after the confusion of thought and the conflict of ideologies which tend to make modern life an agitated cauldron of strife and sin have disappeared; long after the excited controversies over superficial issues which threaten to vivisect this hospitable land into fanatical camps have died down; when the historian and the poet live in a dispassionate mental climate, feeling free to reflect calmly upon the events of the past in their true perspective and to embellish them in story and song, then the name of Dr. Besant shall be inscribed in letters of glittering gold in the glorious saga of National Evolution as that of a great Teacher-messenger, sent by God to this stricken land of our, who, with the vision of a seer and the voice of a prophet, served, toiled and dedicated her being for the preservation and propagation of those imperishable ideals of life and conduct — the priceless bequest of a hoary past — which alone could rejuvenate India and resurrect mankind!

BOTTLENECKS IN BASIC EDUCATION

GURNAM SINGH, M.A. (Triple), M.Ed., Faridabad (Punjab).

Notwithstanding the fact that much has been written and said on Basic Education, there are still a large number of people who have serious misgivings about the efficacy of this system. The 14th All-India Nai Taleem Conference held at Pachmarhi recently has made Basic Education a live issue. Commenting editorially in its issue of the 13th Sept., 1961, 'The Hindustan Times' (Delhi) remarked: "It is characteristic of some of our reformers that they wish to press with their pet schemes regardless of practical difficulties and doubtfulness about their social utility. The protagonists of Basic Education are determined to extend the system to all schools without paying any attention to its suitability or its practical value". Alluding to the colossal expenditure that conversion of thousands of traditional schools into basic type will involve the paper adds: "All this would certainly be justifiable if the system had proved to be superior to traditional academic education and had yielded good results. What is, however, well known is that the basic schools are indifferently run and do not turn out either good academically trained students or boys and girls well-versed in useful crafts. It is therefore doubtful whether the creation of a national council of basic education as proposed by the Pachmarhi Conference with the set propose of extending the system to all schools will be justified." These views are shared by all those whom the plan, practice and progress of basic education has failed to impress. There is no denying the fact that the system is based on sound psychological and pedagogical principles and the Govt. of the day is also keen to see its prosperity, yet it is a bitter truth that the system has failed to make much headway. The present article is a brief

study of the factors that have contained its progress.

I. Teachers and their Training : The teacher is and will continue to be the pivot of every system of education. The success or failure of any system depends upon the teachers who work it. A bad and incompetent teacher will make a mass of the best system. The more a system seeks to relegate the teacher into the background, the greater the demands that it makes upon him. The basic system, advanced and modern as it is, makes very exacting demands upon the time, intellect and resourcefulness of the teacher. Things as they happen to be at present, teaching profession fails to attract men of calibre genuinely interested in teaching. The missionary zeal is conspicuous by its absence in those who are obliged to adopt this profession.

The training imparted to the would-be teachers is quite inadequate. The perfunctory training, that they receive hardly equips them for their job. Pendulum swings in favour of theory and the result is that by the time the trainees leave the portals of their *alma maters*, they do not acquire thorough grounding in the theory and practice of basic education. No wonder when they go to basic schools, they fail to prove equal to their obligations and begin to tread the beaten path.

At the junior stage although some states have spread the training over a period of 2 years, yet theory occupies a predominant place in the curriculum. We cannot be oblivious of the fact that prolonging the period of training may mean financial strain on the lean finances of the would-be teacher. Therefore, the State Governments should give stipends and loans on a liberal scale to promising young man anxious to work in basic schools.

It goes without saying that till the quality of teachers who are to man basic schools is improved, basic education will remain doldrums.

II. Unwise Friends : Unwise friends of Basic education have done more harm than good to its cause. Many people, in one way or the other, associated with the author of the system developed the notion that they were its sole well-wishers. It would be no exaggeration to say that a good many of them have not taken the trouble of going through the Zakir Hussain Committee report to speak nothing of understanding its implications. Some of them thought that spinning and weaving was the be all and end all of basic education, others thought that it was co-terminus with sarvodaya and gramdan etc. Thus they created a sort of confusion. Attempts were made to bite more than could be chewed. The results are evident. Little organised attempt has been made to evolve it as a dynamic system of education.

There is another set of friends whose love for basic education is confined to lip sympathy alone. They think this sort of education is good for the children of their neighbours and not their own. The children of the most of the so-called protagonists of the system go to the model or public schools. This has adverse psychological repercussions. Common man begins to feel that the system is inferior and good for nothing.

III. Academic Level in Basic Schools : It is a sad reflection on the field workers that, by and large, they have failed to impress the public with the academic achievements of their students. Students going out of basic schools have not found ready admission to other schools. A report appearing in the Hindustan Times (Delhi) says: "The Delhi District Board has requested the Union Education Ministry to either reintroduce the previous system of education or start a better one in the rural areas of Delhi as the present system of education, introduc-

ed there eight years ago has "failed".

In a memorandum submitted to the Ministry recently, the Board has stated that "a better system of education was now essential."

The memorandum states that the children, who pass the fifth and eighth classes from the junior and senior basic schools, are refused admission in urban schools and those who are admitted (after recommendation by the Directorate of Education) cannot pull on well.

The Board also says that the system of correlative teaching through crafts has done harm to the students' academic studies and inculcated in them a complex and inferiority."

Have the teachers in basic schools not belied the hopes of the author who expected that after eight years of schooling under the basic system student would know more than a matriculate? Why have the students failed to teach that level? This is the question for the teachers of basic schools to answer.

IV. Lack of Solid Work : Probably most of us are good at theory and indifferent towards practice. Success eludes those who do not toil. Human ingenuity has yet failed to discover a short cut leading to success other than hard and honest work. Basic education was reduced to a show; attempts were directed towards window dressing instead of buttressing the system with solid work. As soon as the glamour was over and reality made its appearance disillusionment started. It was but natural that reaction should have been adverse. People developed a sort of nausea for it, teachers working in basic schools began to fall a victim to inferiority complex and basic education earned many poor appellations.

Dr. Zakir Hussain, addressing the recently-held National Integration Conference at Delhi, rightly pointed out that the scheme had been misfired.

V. Lack of Literature : Little organised attempt has been made to pro-

duce such literature as may guide the teachers. There is dearth of books written on basic pattern or lessons prepared in accordance with correlation technique. If some organisation undertakes this work, it will be doing a real service to the cause of basic education.

VI. Technique : The correlation technique is the life and soul of the system. This technique is too complex to be understood and practised by an ordinary primary school teacher. Generally the addition of a craft to the curriculum is considered to be the-all and end-all of basic education. In many cases basic education is reduced to 'Shramdan', pure and simple. Very little attempt has been made to perfect the technique. No intensive work has been put in and 'bigness' lured the basic-education wallas also.

VII. Selection of Craft : Rapid advancement in the field of science and technology during and after the war have revolutionized human thinking. Even the child of today thinks differently from what his counterpart thought in 1938. What held good

yesterday may not be so today. Any system that becomes static and is out of step with the times is bound to decay. The workers in the field of basic education will have to do a little bit of thinking about the craft. Adoption of out of date crafts with little utilitarian value will act like a dead-weight on basic education. If the present pace of development is maintained in India, very soon every village will have electricity. So our selection should be conditioned by developments taking place around us. Out of date and uneconomic crafts have made basic schools unpopular.

It is time that workers in the field of Basic Education should do a bit of introspection and judge objectively their own contribution towards its promotion. Past experience should make them wiser and they should make every failure first step to success. The goddess of success will continue to frown at them unless they rededicate themselves to the cause and take a pledge to put in hard, honest, sustained and sincere work. Precept must give place to example.

EDUCATION AND EMOTIONAL INTEGRATION

G. SRINIVASACHARI,

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Ever since the appointment of a committee by the Government of India in 1960 to examine and report on the role of emotion in education, this topic has been pressing itself on the attention of all those interested in school education in our country. But as yet there has been no authentic interpretation of the exact implications of 'Emotional Integration.' However, the purpose of the Government in starting an enquiry of the kind is quite clear from the terms of reference to the committee. It is to study the causes of the forces militating against the type of national solidarity sought to be built up and find ways and means of elimi-

nating them through the process of education. Obviously, the approach to the study is not purely from the standpoint of a psychologist or psychiatrist. The need of this enquiry illustrates the fact that education dovetails into politics.

The schoolmaster may take emotional integration to mean, primarily, helping pupils to get over feelings of prejudice and hatred engendered in them by environmental conditions, not to yield to frustration under severe disappointment and not to have recourse to violence even under grave provocation. Many other things may be added to this list. By and large, the

school should endeavour its utmost to help its votaries in balancing the claims of individuality with subordination of self needed for the well-being of the society.

Before proceeding further on this topic, I have a word to say on one of the basic assumptions of the enquiry. The school is thought of as an agency that has failed of its purpose in building up the type of citizenry needed by the powers that be. The schoolmaster may well defend himself against the charge saying, "It has not been possible for the school to do its own duties and at the same time make up for the deficiency of the community." Without claiming any perfection for school work, it must be said that the school has played its part as best it could in the atmosphere prevalent. Dr. Spencer points out that an educational system is a reflection of a civilization. But our educational system is largely a reflection of the successive governments. The system grew up as exotic plant and remains in essentials such, in spite of frequent tinkering. In this machine age, the primary values of civilization are those of the stomach and the pocket, and its judgments are quantitative. I think the school does reflect these values and judgments.

Let me now turn to the problem on hand from the schoolmaster's point of view. The schoolmaster knows a bit of psychology, but he is not a psychiatrist. Too long, he has contented himself with doling out content of subjects, employing such teaching techniques as he has been capable of evolving. Studying feelings and emotions of the pupil with a view to helping him to develop personality traits so as to adjust himself pleasantly to the surroundings, although an ancient Indian ideal, has only been occasional in exceptional circumstances in school routine. The needs of modern society can be satisfied only through child-centred education, not by subject-centred instruction. This raises a host of problems in the selection and training of teachers. Even with well-trained teachers, the problem of assess-

ing emotions for treatment is not easy. The causes of overt behaviour may be studied for treatment. It is the hidden feelings and emotions that are dangerously explosive. To create an atmosphere for a full and free expression of these feelings and attitudes is a challenging situation for the teacher. Fear of frown or punishment of any kind makes the pupil suppress the emotion for the time being, only to be liberated with pent-up fury later. What to do to detect in time hidden thoughts and feelings? This is a problem which the common run of teachers cannot be expected to solve, unless they have been trained as psychiatrists.

THE METHOD

The school should aim at the training of emotions. This, I think, is beyond dispute. C.E.M. Joad says, "What we bring into this world is not a character, but the raw materials of a character. Our natural inheritance of human desire, impulse and emotion, Aristotle thought, is neither good nor bad. What it becomes will depend upon the ends to which impulse, desire and emotion are directed. Thus, a naturally hot temper can be trained to a righteous indignation at cruelty and injustice, or to defiance of all authority. Right living is living in accordance with a rule, a rule, which reason prescribes." But the crux of the problem lies in the interpretation of what that reason is, which prescribes the rule.

Indian tradition is quite in accordance with Aristotle's view of training the emotions. According to him, the young cannot be expected to perceive for themselves the rule for right living. In morals, as in art, the perception of what is good comes only as a result of practice and experience. This means that a boy must be trained 'to perform right acts by the exercise of authority and through the influence of tradition, before he can realise why they are right, or even that they are right.'

In other words, let the pupils perform right acts in obedience to authority and under the influence of tradition, in time they will know why it is right. Acceptance of this method depends upon one's conception of freedom to be allowed to pupils. The choice of what exactly should be enforced is difficult for the teacher at a time when there is cultural crisis, when faith in religion is rudely shaken, when traditions are derided, and when conflicting political and sociological ideas are put before the people. Yet, the teacher has to decide for himself, untrammelled by the influence of interested pressure groups.

The behaviourist's method of "conditioning" has been found to be effective in making men act in ways quite different from those in which they would otherwise have acted and in producing an impressive uniformity of overt behaviour. Its limitations first became known through Freud himself. It is now agreed that conditioning alone is not sufficient in the training of character. More attention has to be paid to emotion as opposed to overt behaviour.

Admittedly, freedom is the most difficult element to secure under existing conditions. Bertrand Russell is no advocate of absolute freedom, but it will be difficult for all to agree with certain forms of freedom which he advocates. For example, he says, "there should be no enforced respect for grown-ups, who should allow themselves to be called fools whenever children wish to call them so." However, it must be possible to give children an environment in which desirable emotions shall become common and undesirable emotions rare.

THE NEED OF CAUTION

In a democracy in which the government is formed by the majority party, any attempt to introduce emotion-producing study materials and teaching methods is sure to centre round the question of indoctrination. Therefore, the major question to be asked and answered is this: Should emotionalised loyalties grow out of an increasing appreciation of social values, or should they be acquired early and strengthened regularly by carefully prepared conditioning experiences with the support and approval of the government of the day?

If the latter is allowed to have its way, there is bound to be a suppression of finer emotions in children as has happened in countries where regimentation is the order of the day.

CONCLUSION

The purpose of the resolution of the Emotional Integration Conference is to create an atmosphere in schools which will foster critical thinking, so as to help pupils to distinguish between truth and falsehood, justice and injustice, and shape their character for the promotion of the good of the society to which they belong. Reorganisation of education should be directed to this end. At present feelings and emotions of pupils receive little or no attention. The task of the present day teacher is not only to teach subjects but to sublimate emotions by promoting self-criticism in pupils, avoiding authoritative suppression of them. The school will be judged more by the thoughts, attitudes, aesthetic tastes and ethical and moral values cultivated in pupils than by skills and knowledge of curricular subjects taught.

TEACHERS' CHARTER DAY

Please observe Teachers' Charter Day on 20th Nov. 1961 and send the report to us for publication in the *South Indian Teacher*.

Editor.

DAI'LY RECORD OF A CASE HISTORY

S. JAGANNATHAN, Saidapet.

(Continued from previous issue)

Y. M. D.

- 1 2 1 Draws on father's forehead with chalk. Finds a red mark in his thigh having used his pencil dipped in water. Runs to water again — for writing and making another red mark on his thigh. — Unwell — cold, fever, cough — Scribbles with slate pencil on floor. Makes a cross × and draws 2 lines on the sides incidentally. × ∩ Looks at his image in a coated tin. Plays with ball and balloon by throwing them down. Calls father to supper in terms of அம், அம். Stands and sits down without help.
- 1 2 2 Spits well when asked to spit the dhol in his mouth. When found fault with, for getting over to a wet place, runs to a corner in the pial and would not look at mother, nor the father when he came.
- 1 2 3 Says தோ தோ வெள வெள both at the sametime. Just with the support of cloth walks along. Practises pet cries — Answers all easy words, cries of animals, etc. correctly in the same order of questions.
- 1 2 4 Passes on his fingers along the surface of the balloon from top to bottom and makes a screeching noise. Qn: What is sister doing? அம் meaning thereby cooking: (2) You must be given some bitter medicine? Ans.: வாண்டாம் instantaneously. Goes round and round easy chair in order to find brother

Y. M. D.

- and catch him. Knows the book where a picture of a cock is found. Knows the place where pencils are kept in the drawer.
- 1 2 5 Opens and sees pictures in a primer — Sees crow and says கா, கா. Sees in it picture of God and bows to it. Beats on his cheeks. Cries when found fault with for striking urinated water. But softened himself soon — Runs to brother asking for காகா since he is the custodian of the pencils.
- 1 2 6 Urge to walk and that too fast. Walks by holding fingers or cloth of members — ஜு கு ஜு கு indicates the noise of the running train. Says in imitation. Says ஊ by looking at patients in hospital. Repeats this ஊ no. of times in the hospital also on the way back by looking at a mother carrying child. Imitates brother whistling with 2 fingers in his mouth. Feeling hot (காரம்) while eating a piece of vegetable in கூட்டு Looks at water-pot and says இக்கா. Felt at ease on drinking two spoons of water. Rubs the face powder brush on to his sister's face — Uses a towel of his own accord for cleaning his nose. Thrusts a hollow card-board into his finger and holds it in imitation.
- 1 2 7 Naming of known things in pictures: crow, cock, cow from a primer. Standing on

Y. M. D.

Y. M. D.

- knees tries to insert a piece of scented stick in the holds of its stand. Prefers to chalk than to a blunt un-mended pencil as this does not make impressions. The kitchen too is அம் to him. Has a pencil in mouth and strikes it with another in his hand.
- 1 2 8 Finding mother not close by at time of waking up from bed runs to backyard in search of her. Feels the hot part of the pial in the sun by touching with his hand and stretching his legs in the hot spot. Also felt the heat of the wall lamp chimney 3 or 4 days back. Addresses and calls மாமா people on the road who wish the father for courtesy. Calls the hens and cocks both by show of hands — signs and words வாவா — Inclined to eat rice to-day, but not coffee in another house. Calls sacred thread திரு.
- 1 2 9 Looking at father cooling his water by blowing through mouth, says ஊ indicating it is hot. While mother takes firewood to the backyard, he too drags one behind her. Names the clock as டிக் டிக் When touching urinated water is told about father finding fault with it. Then looks about for his father this side and that, takes a towel from near by and cleans his hands. Calls father அப்பா as he comes home in the evening. While the sweeper woman is collecting rubbish and dust, says ஆய் (dirt). Hides in the bathroom and gives a low call from there.
- 1 2 10 Seeing father coming behind, runs under the cot and keeps silent for some time and makes a noise a little
- later. Inserts coins through a slit in the lid of a tin and then shakes it and makes noise.
- 1 2 11 Calls chain as திரு — a coral garland as திரு — Names cesspool cart, dirt as உவா, ஆய் — Hides under தாழங்குடை Distinguishes the running and the whistling of the train in two appropriate sounds. நிங். நிங். a new expression.
- 1 2 12 Would not stay in one shop inside. Preferred to go about the varandah — While in another shop played inside, stood up holding to the glass case, examined account books, etc. Would not like to be carried then. Persisted in coming down — Also persisted in going to the mouth of the drain in the front yard — Cried bitterly while prevented from doing so. Attempts to get up bench by raising his leg very very high and putting it on the bench too. Very much inclined to eat with elders and also what they eat — Rice, Pancake, iddili, curry: calls boys going in the street இந்தா.
- 1 2 13 In jolly good mood to be dressed in new clothes. Wants the self same picture with a coloured illustration on the cover. Falls flat on the floor in joyful mood and draws freely. Also uses left hand in drawing. As water is running in the front yard, crosses it by raising his back and legs so as not to touch the running water. Puts chalk in vessels with or without water.
- 1 2 14 Holds out a paper and says இந்தா to father. But would not give பொரி even

- if asked for. Likes to see Bengal Matches display in different colours. 1 2 18 Keeps a tiny pencil in a box, closes it and opens it. Stands with the box without support and tries to reach the wall by walking. Could not succeed — Hides in room corner so as not to be seen by sister. Puts a pencil in a capacity measure and rolls it. Persists in having the measure and runs to it, when it is taken from him. Uses இந்தா very many times in the course of the day. Lies in swimming posture in a number of places in the hall — by writing and by speaking plays in that posture — How does the bell ring? Ans.: நிங் நிங். Gets under a stand close to the wall and finds his way out. Makes goggling sounds while drinking milk food and laughs at it. Wants to drink what the elders drink. Gets up raised places like the window — Puts a pencil in a match box slit. Is afraid of explosions and loud noises, but loves to see bright-light. Calls brother அண்ணா of his own accord.
- 1 2 15 Throws away the pencil in preference to the plantain fruit — இந்தா repeated often — Inclined to eat rice food though not given owing to loose motions. Recognises water pot by looking at it. Keeps on talking or laughing before sleep in the cradle. While being stopped from putting his hands in dirty water, runs under the meat-shelf close to it. Does not remonstrate on some such occasions. Cries at hearing loud noise of explosions கேட்பு. Bites and tears paper with teeth and hands. Where is the clock? Looks at the clock and says திக்திக். Urge to walk by self — Walks just one or two paces when near and when a thing is shown to him. Very careful. Beats his cheeks by looking at a Goddess in a Magazine.
- 1 2 16 Whatever he has, says இந்தா and repeats this very many-times during the day. Puts the pencils in the pocket and takes them out no. of times saying இந்தா sometimes.
- 1 2 17 Has a stick in mouth and sounds as if blowing — While feeling sleepy, runs to cradle and likes to be rocked as he woke up at 4 a.m. early for Deepavali Bath. Looks at father's face closely. (Why?) Imitates the old servant woman, but not when near — only when she is far off. Looks and listens to the singing beggar at the doorway. Pushes his cart with the greatest ease. Does not turn it. Tries to turn when collided with easy-chair — Uses Bengal Match Boxes for piling up.
- 1 2 19 While left in the cradle says என்ன in an authoritative manner. Hides behind the screen, mat or under the chair and invites attention. Evidence of much talking even when alone in the cradle. Also noisy. Calls familiar persons walking on the road by இந்தா, வா வா — when asked to give rubber to sister, does not give though says இந்தா — Needs company for play — Won't come to cradle though tempted by song when not inclined to sleep. Bursts out into loud laughter while playing hide and seek in the easy-chair.
- 1 2 20 Looks and laughs at dogs running and playing. Also

at his brother spitting water while cleaning teeth. Closes and opens a tin with the aid of a lid—One leg crossed one leg (the right) bent and raised — Holds a broom as if boring ear (an act seen by him 2 days back). While 'ring' is said, looks for it in his fingers. Says இல்லை இல்லை for the first time.

1 2 21 Says ஊ by pointing to left palm where he hurt himself. Repeats ஊ on going to hospital and looking at people there. Imitates the cry of a boy in the hospital. Says new word, not fully intelligible— இல்லை clearly pronounced today. Runs after a tiny lizard, watches it going up the wall and then falling from there, wants to get at it. Watering from mouth.

1 2 22 Sits under cot silently though called number of times. Then comes out. Imitates coughing. Pulls a piece of rubber balloon with both hands to the maximum limit of breaking it to 2 pieces. Then pulls another and then another. Sits with 2 legs behind and 2 hands supporting on the floor. Resorts to pet cries at times.

1 2 23 Cried bitterly when mother did not feed him after his bath, but softened later. When turban was placed on his head in front of a mirror, raised his hands to the head and removed the turban. இக்கா, இக்கா new. But not இக்கு which denotes water in his case. Keeps lively when sisters come home after school. Keeps on making loud noises—(can't be translated in symbols). Soon after hearing the whistle of a train, says ஜூகு

ஜூகு and. Desires sister to show him train. After once feeling the tumbler with hot water hot, holds back his hands. Takes rice food with appetite. Imitates whistling of others by making noise with mouth also holding the barrel in his mouth. Gets up backyard pavement with no help.

1 2 24 தப்பிலி, தப்பிலி, தப்பா Gets up steps improvised by brother. Showed eye for the first time. Showed it again in the evening. Calls அப்பா, அப்பா. Sister says louder. He increases his pitch and loudly calls அப்பா,

On hearing the Ganesh temple hows to God even from the lip. Says ஊ when he feels tiffin hot. Takes Bengal Match near the light to light it. Places on floor 3 pieces of chalk erect. Lies down flat and gets hold of one in his mouth between his teeth. Had rice food also at night. Shows eagerness to take rice even though hot. Kept on waking up at 9-30 P.M. playing within the curtain, hiding with the curtain and coming out of it.

1 2 25 Drinks ovaltine. Eats dried grapes. Drinks with noozle easily. Turns the push cart to the right direction when knocks against the wall. Ice and balloon in the street draw attention. Shows by movement of lips how he tastes ice, sugar. Imitates sister looking at the sun by hiding eyes with finger. Hot iddli—hot drinks. Steam coming. Blows through mouth to cool. Says ஊ in all these cases. Takes pleasure in inserting the quarter anna coin through slit in the lid of a tin. Wants tin and asks for ball. While

engaged in inserting coin, would not mind anything spoken to. Hide and seek with father on his coming home in the afternoon.

1 2 26 Even in his sitting position cross legged bows to God (bending his leg forward.) At other times stretches body flat. The very name or sight of pictures of dog, cow provoke appropriate responses by means of their cries. Kisses pictures on the cover. Gets hurt in his head while under chair or cot. But does not cry for the little knock, though would say *ஊ*. Very fond of looking at the pictures in the magazine. Turns the pages with the right as well as the left hand. Lifts book with both hands being heavy. Passes his finger on the smooth, glossy oil paper inside. Raises hand with ball high up and throws it with force unlike dropping it from the hand as before. Does not want to be fed with *பாலடை* or spoon. Revolting at times in evidence. On coming from walk, wants mother to feed him and fondle him. Walks by holding another's hand—not yet by himself. Repeats *இந்தா* by showing tin, groundnut, etc. Stands on iron railings and gives them good shake. Makes a good deal of noise *அப்பா, அப்பா*. Knocks the door against bench and makes noise. Father says *தப்பு, தப்பு*, He repeats it, but once or twice. Says *இந்தா* with pencil on hand to people in the opposite house. When they come, runs to the wall. When they go back again says to them *இந்தா*. Would not peep into a dark room close by.

1 2 27 Removes mosquito curtain on waking up and comes out

for the first time. Feeling hungry, cries. Softened by being fed with Horlicks. Playfull and jolly. When asked to go to brother in the street, goes behind, looks at his back, goes to his legs and hugs round. Sits upon rolled bed as if riding saying *ஐசூ திசூ*. Draws the attention of everyone by special action. Giving, calling by relationship, going near, making noise, playing hide and seek. Looking at them intently. Says *வாணும்*, when mother brings *பாலடை* and runs away. *கா, சும்* When father asks "why did you touch urine?" Says *இல்லை*. Repeats the same to similar repetition of the question. Has rice at night. Brings fingers very near the chimney—but does not touch it. Withdraws hand. Fears burn. Has not entirely learnt this. Lies on stomach. Kicks legs, bends legs and shakes. Makes fun. *கா, சும்*—Opens and closes a tiny celluloid box. Rolls paper and blows through in imitation.

1 2 28 Gets down from cot of his own accord *டண் டண் ஈம் இம். இக் ஈம். டுங்டுங்* Run and catch game. Keeps peppermint in mouth. Opens mouth and shows it. Enjoys hitting and tossing a box suspended from a string from the beam. Rings cycle bell himself.

1 2 29 Hitting and tossing the box. Looks at himself, his father into the mirror many times in the tailor's shed. Runs to the doorway on listening to a singing beggar. Recognises a 'comb' he has in hand. With the broken tooth of the comb, fixes, it in the grove. Does not succeed. Says *வாண்ணும்* and throws it. Names crows himself. Goes round and round, laughs and takes

pleasure in it. While taken out, shows inclined to come down to the road. Sitting one leg stretched in front, one leg crossed. But not very long in that posture. Asks for water after eating rice food இக்கு.

1 2 30 Wants to get up the slanting rest சாய்மணை in the pial. With help gets up thence to the lamp place and again still further. Says ஆணி not clearly (ஆணை) incidentally; when told about it, with reference to a nail near the பிரை. Bites and eats biscuits மம் மம். Plays with flour got from flour mill. Takes a handful, places on paper and puts in a vessel. Jute string. Fear still. Shuns 2 small strings—withdraws a short distance. Feels very restless and uneasy at two strangers' houses. Felt pleased while brothers and sisters were throwing and catching ball in the open front yard.

As the sisters took him for a short walk and returned saw plantains in a bazaar.

His hands stretched for the same. The lips move as if eating. Uses இந்தா for giving and asking too. Imitates 'ho' cry of a lion in a picture book after his brother. Spreads a towel and lies down.

1 2 31 Repeats the same cry when lion is mentioned. A small string suggested to be an insect. பூச்சி causes fear. Disapproval of sister touching the pillar near him. But softened when he too was asked to put his hands on the pillar. Looks at the early morning sun from the sunshinè on the pial. Opens and closes eyes. Says ஐட் (light) by looking at the sun. Draws attention to his mouth by saying ஆ, ஆ having a dhol in mouth. When removed keeps quiet, though he put it in his mouth. Remembers the servant-maid saying ஈம் ஈம் while polishing rice with pestle and repeats when he sees her. Runs to cradle feeling sleepy. Does not want to be fondled then by sister. Says ஜா ஜா even while asleep at night.

Y = Year, M = Month, D = Day.

FROM OUR ASSOCIATIONS

THE TEACHERS' ASSOCIATION,
BOARD HIGH SCHOOL,
MUTHUPET

A meeting of the Teachers' Association, Board High School, Muthupet, was held on 23-8-1961 with Sri G. Nagalingam, M.A., B.T., in the chair.

The following resolution was adopted unanimously:—

(i) Resolved, to strengthen the finances of the Association by col-

lecting a special subscription from the members.

The General Body of the above Association met on September 19, 1961 with Sri G. Nagalingam, M.A., B.T., in the chair, to consider the communication received from the Secretary, Tanjore District Teachers' Guild, regarding the election of office-bearers to the Guild.

At the outset, the chairman informed the members of the premature and

tragic demise of Mr. Dag Hammarskjöld, Secretary-General of the United Nations, and paid a moving tribute to the late lamented leader as the one individual responsible for the building up of, and the infusing of new life into, that world body in recent years. The members observed a minute's silence as a mark of respect to the departed leader.

Since the chairman of the meeting was himself one of the candidates for election, he vacated the chair, requesting Sri S. Devadoss, B.A., B.T., to occupy it. Thereupon Sri Devadoss presided over the meeting, and conducted the rest of the proceedings.

THE THANJAVUR DISTRICT TEACHERS' GUILD

Proceedings of the Guild council meeting held on 26-8-1961 in the Board High School, Thiruvarur.

Sri G. J. Jeyanathan, Vice President of the Guild, presided. About 50 members from the affiliated associations attended the meeting. Board High School, Aranthangi, Kodavasal Enan-gudi, Muthupettai, Thirumakottai, Avoor, Thiruvarur, Board Higher Elementary School, Ullikkottai, K. S. H. S., St. Peter's Blake, Tanjore U. H. S. Karanthai, C. S. I. National, Nagai, Non-teaching Staff Association, Nagai, G. R. Girls High School, Thiruvarur, Adinam H. S. Thiruvadaimaruthur, V. H. S. Vaduvur, T. H. S. Kumbakonam.

The following resolution was passed. The Education Week must be celebrated during the first half of the September 1961 with "Education and the Third Plan" as the theme — the resolution of the Executive of the S.I.T.U., Madras read and recorded.

TIRUCHY

An ordinary meeting of the Tiruchy District Teachers' Guild was held in the National College High School, Tiruchy with Sri R. Bhuvarahan, President in the Chair, when Sri K. Kandaswamy, District Educational

Officer, Tiruchy addressed the members.

Resolutions were then passed requesting Government to treat teachers under all agencies alike, in the matter of pay, house rent and other allowances, and leave facilities, and to pass orders for the early grant of advance increments weightage to elementary school teachers.

Resolutions were passed at the General Body Meeting of the District Teachers' Guild on 30-9-1961.

1. To grant House Rent allowance to teachers working in Aided institutions both Elementary and High schools at least in the areas where it is being given to teachers and other employees working in Government and Local Board schools and offices.

2. To grant full fee concession to teachers' children in College education also. To give preference to teachers' children in admission to Medical and other professional colleges.

3. To provide all teachers with houses and to grant House Rent allowance immediately as interim relief.

4. To enable the wife and the husband to work in the same institution or to work in schools nearby if they both happen to be teachers.

5. To grant individual Railway concessions to teachers to enable them to travel to places of educational value during vacation times.

6. To give full pay to Tamil Pandits and Vidwans who are deputed for 5 months training.

7. To give a "symbol" to the teachers who have been given State awards both National and State so that they could be easily distinguished.

8. To give a free travel pass to all the persons who have got the awards both National and State to enable them to travel all through the country and even abroad.

9. To grant medical aid to all teachers and the members of their families as in the case of N.G.O's.

10. (a) To treat the teachers working in aided schools on a par with teachers working in Government schools and Local Board Schools in granting concessions of all kinds like the medical aids, House Rent allowance and leave rules.

(b) To allow the period of earned leave accrue to a minimum of at least four months for teachers as in the case of Government servants.

11. To provide all elementary schools also with peons wherein the strength is 300 and more.

12. To grant duty allowance to all Headmasters working in all the schools such as Elementary, Middle or High Schools.

13. To include the management contribution of provident fund of Teachers as an approved item of expenditure for management grant.

14. To grant permission and to allow all teachers irrespective of their qualification to act as Supervisors for S.S.L.C. Examinations as in the case of Election and Census work.

15. To give due weightage to teachers in District Board schools according to their period of service, whether it be in High schools or in Elementary schools.

Office-bearers of this Guild for 1961-62 elected at the annual meeting held on 19-8-1961.

President :

Sri R. Bhuvarahan, M.A., L.T.,
Headmaster, National College High
School, Tiruchy.

Secretaries :

Sri C. Srinivasaraghavan. The High
School, Tiruvanaicoil, Town Secretary
and the Guild representative
on the S.I.T.U.

Sri J. G. Clement, B.A., L.T., Bishop
Hiber Higher School, Teppakulam,
Tiruchy, Second representative
on the S.I.T.U.

THE TIRUNELVELI DISTRICT TEACHERS' GUILD, PALAYAMKOTTAI

Office-bearers for the year 1961-62 :

President :

Rev. Fr. Arul Joseph, S.J., M.Ed.,
Headmaster, St. Xavier's College
School, Palayamkottai.

Secretary :

Sri A. S. Arulappan, M.A., B.T.,
St. Xavier's College School,
Palayamkottai.

S.I.T.U. Representatives :

(1) Sri M. Subramaniam,
Headmaster, Municipal Higher
Ele. School, Tuticorin.

(2) Sri P. Sornapandian, B.A., L.T.,
Headmaster, Ambrose High
School, Megnanapuram.

PROCEEDINGS OF THE ANNUAL CONFERENCE

The Annual Conference of the Guild was held on July 8, in the lovely Loyola Hall of the St. Xavier's College School, Palayamkottai, under the presidency of Sri I. A. Chidambaram Pillai, M.A., M.L.C., Ilanji.

The proceedings began with the flag-hoisting by Sri V. Antonisami, M.A., L.T., Vice-President, S.I.T.U. and the singing of the flag-song by two boys of St. Xavier's, Palayamkottai. In a short speech, Sri Antonisami brought out the significance of the National Flag and exhorted the teachers to live up to the ideals of the flag in a spirit of service and sacrifice.

Rev. Fr. Vincent Miranda, S.J., Rector, St. Xavier's College, Palayamkottai, then declared the conference open. The Guild, he said, had rightly chosen, as its watchwords, *Unity*, *Nobility* and *Service*. He deplored the presence of so many cleavage forces in Society, like casteism and communalism and said that it was the duty of the teaching profession to work for unity in diversity and to cultivate the spirit of nobility and service.

In his presidential address, Sri I. A. Chidambaram Pillai, M.A., M.L.C.,

dwelt on the various problems of the teachers and the taught and on the need for raising the status and emolument of teachers.

Next, Sri Peria Thiruvadi, M.A., M.Ed., Professor, V.O.C. Training College, Tuticorin, spoke on 'Some Problems in Education'

Winding up, the Conference President said that adequate steps should be taken by the guild to secure security of tenure for teachers in Ele. Schools and that they should not be engaged in non-teaching work like collection for mid-day meals and school improvement scheme.

RESOLUTIONS

This conference requests (1) the Director of Public Instruction, Govt. of Madras, to take early steps for quick and 'immediate' disposal of appeals and petitions submitted to him regarding seniority, pension and Provident Fund Govt. Contribution for retired teachers.

(2) the Director of Public Instruction to issue a model paper containing allotment of marks for the various types of questions in Hindi (Second Language) and all bifurcated courses for the S.S.L.C. examination.

(3) the Director of Public Instruction to reduce the portion in the Hindi Book prescribed for the S.S.L.C. examination to its three fourths, since it is too heavy.

(4) the S.S.L.C. Board to set Sanskrit Question papers for the S.S.L.C. examination in Tamil and other South Indian Languages instead of in English.

(5) the Government to insist on Training Schools working for 220 days as a school and not to insist on their working for 220 days separately for the two batches of trainees.

(6) the Government to fix the age of retirement for teachers working in Secondary Schools as 60, as in the case of those working in Ele. Schools.

(7) the Government to raise the income limit for eligibility to Government Concession for poor pupils from Rs. 1,200 to Rs. 2,000 in view of the new Pay scales.

(8) the Government to extend immediately the Pension Scheme to clerks and librarians employed in aided Secondary Schools.

(9) the Government to take into consideration, while deciding the pay of Secondary Grade teachers working in High Schools, their past services in Elementary Schools.

(10) the Government to change the present pay scale of Higher Grade teachers to 65—2—85—3—100.

(11) the Government to grant an allowance to headmasters of Elementary Schools.

(12) the Government to give Elementary School teachers the right of voting at the Teachers' Constituency.

(13) the Government to permit every complete High School to have at least one first grade language teacher irrespective of 17 hours of work in the High School standards.

MADURA DISTRICT TEACHERS' GUILD

President — Sri S. K. Kuppusamyiyer, B.A., L.T., Headmaster, Sourashtra High School, Madurai.

Secretary and Treasurer — Sri K. S. Krishnan, M.A., B.T., Sethupathi High School, Madurai.

S.I.T.U. Representatives — Sri M. S. Rengaswami, B.A., B.T., Setupati High School, Madurai and Sri J. L. Sundaraman, B.A., B.T., Asst. Headmaster, Sourashtra High School, Madurai.

THE CHINGLEPUT DISTRICT TEACHERS' GUILD

Proceedings of the Annual General Body meeting of the Guild held on Saturday 26-8-1961 at 2-30 p.m. in the Pachaiyappa's High School, Kancheepuram.

Sri K. Vajravelu Mudaliar, B.A., L.T., the President, presided over the meet-

ing. About 70 members from 8 affiliated Schools were present. The President in his opening speech welcomed the gathering and gave an account of the work of the Guild during the year.

RESOLUTIONS

(1) Resolved to request the State Government to calculate the pension of teachers taking into account the average salary drawn during the last 3 years of Service in the super-annuation period also.

(2) Resolved to request the Government to raise the T.P.F. contribution of the teacher from 6% to 10% with the proportionate increased contribution by the Management and the Government.

(3) Resolved to request the Government to extend the House-Rent Allowance to all teachers at Government rates.

(4) Resolved to request the Government to extend the benefits of the Co-operative House Building Scheme to teachers in Aided Management schools also.

(5) Resolved to elect the President of the Guild as one of the representatives of the Guild of the S.I.T.U. with the power to depute the Secretary of

the Guild to attend the meeting when the President is unable to attend.

(6) Resolved to request the Government to announce early the minimum marks to be obtained in Hindi at the Public Examination.

The election of Office-bearers for 1961-62 was then held and the following office-bearers were elected unanimously.

President — Sri Simpson Rajarathnam, B.A., L.T., Headmaster, Anderson High School, Kancheepuram.

Secretary and Treasurer — Sri L. Srinivasaraghavan, B.A., B.T., Pachaiyappa's High School, Kancheepuram.

Sri Simpson Rajarathnam, B.A., L.T., the President of the Guild for 1961-62 and Sri K. Vajravelu Mudaliar, B.A., L.T., Headmaster, Pachaiyappa's High School, Kancheepuram were elected unanimously to represent the Guild on the Executive Board of the S.I.T.U.

The retiring President, Sri K. Vajravelu Mudaliar then invited the newly elected President Sri Simpson Rajarathnam to occupy the chair. Sri K. Vajravelu Mudaliar then delivered an address on Science and Religion.

OUR BOOKSHELF

CRAFT AND CONTEMPORARY CULTURE: Published by Harrap, London. Price 16.6d. (Sterling).

A book *Crafts and Contemporary Culture* by Miss Seonaid Mairi Robertson, sponsored by Unesco, has been published recently. This book is a study of the role of crafts in school and adult education and is an offspring of a seminar organised by Unesco a few years ago in Tokyo on Arts and Crafts in General Education and Community Life.

The book covers the following subjects: The definition of craftsmanship; the dilemma of craftsmanship today; craft education with children and adolescents; the training of craft teachers; the small workshop; rural industries; crafts and industry; the industrial consultant and designer. It reveals the important work done by craftsmen today and the problems involved in the preservation of traditional crafts.

In the words of a Unesco review: "Everyone concerned with crafts,

whether student or teacher, or even amateurs, will be interested in this book. It deals not only with teaching crafts and teaching craft teachers, but with the whole place of crafts in the technologically advanced Western countries. It has been the author's object to convey an attitude rather than to give practical information; to explain the place of this form of 'counter revolution' in our machine age."

PHYSICAL EDUCATION AND HEALTH. TENNIS (set of 2 charts)

An action sequence series of specially taken photographs of Lew Hoad illustrate on Sheet 1 the vital points of the Service, Forehand Drive and Forehand Volley and on Sheet 2 The Smash, Backhand Drive and Backhand Volley. A close study of these photographs will help all players to improve their standard.

These charts have been approved by the Lawn Tennis Association and are produced in collaboration with the Dunlop Sports Co. Limited.

ON TEACHING MATHEMATICS :

A Report on Some Present-Day Problems in the Teaching of Mathematics. Edited by Professor Bryan Thwaites, Mathematics Department, Southampton University. 104 pages. Price 7s. 6d. net (\$1.25).

Every headmaster, science master, university mathematics lecturer and educationalist in the country will need a copy of "On Teaching Mathematics". The findings of the conference of mathematics teachers drawn from Schools, Colleges and Industrial establishments bear testimony to the need for a change in the teaching of this subject as also in its contents in the different courses in the context of the swing from Arts to Science in modern education.

C. R.

TOWARDS 'WORLD LITERACY' —

The each one teach one way — by Frank C. Laubach and Robert S. Laubach.

Some thirty years ago when I was in Salem, I had the good fortune to meet Dr. Laubach (Senior) and to see the demonstration of the literacy campaign he had just then begun. Now after three decades, the Laubachs (father and son) have placed before the world the wonderful progress made in world literacy. The book in bold clear type, is most beautifully got up with apt illustrations. The mutual aid is always enthusiastically received and the results are very encouraging. In 96 countries of the world, in 274 languages the each one teach one work is going on.

Part II, "writing for new literates" is specially well written offering practical helpful suggestions to writers to ensure success in their efforts. School teachers, even in the ordinary schools, will find in this part some very good material for their day-to-day work.

The book is heartily commended and will be enthusiastically welcomed.

V. N.

List of Publications received and thankfully acknowledged :—

1. Report on Public Instruction in the Madras State for the year 1958-59.
2. Principles and problems of correlated teaching (Government of India No. 1 of Basic Education)
3. Targets of Craft and work. (Government of India No. 1 of Basic Education).
4. KATAKA — An independent English News Weekly. Edited by Sri A. N. Parasuraman.

OUR LETTER BOX

INTRODUCTION OF XI STD. IN HIGH SCHOOLS

Sir,

Please permit me to say a few words regarding the introduction of XI Std. in our high schools through columns of your esteemed daily.

Replying to questions in the Legislative Assembly on 29th August 1961, Mr. C. Subramaniam, Minister for Education reported (read it in *The Hindu* dated 30th) to have said that if the XI Standard was introduced in schools, (1) teachers with post-graduate qualifications for all high schools was one of the difficulties, (2) under the present programme the regional language will be the medium of instruction for the XI Standard. I think these are the main difficulties besides other representations, the Minister is confronted with. He continues that a stage had now been reached when they would have to reconsider the entire position relating to the XI Standard. In this connection I like to draw the attention of the readers how the report of the Legislature Committee on White Paper on education 1956 studied this problem. An article which appeared in *The Hindu*, dated 31st August 1961, which was written by Sri T. P. Srinivasavaradhan, M.L.C. also referred about this report. The White Paper says (Section II (i) page 2) "We agree that the total duration of school education should be 11 years and should not be 12 years on a permanent basis. (Section II (ii) We agree that the present S.S.L.C. courses of 3 years should be reorganized as 4 year course of secondary education in the manner recommended by the Secondary Education Commission. (Section II(xi) IV) The pre-university course already introduced in colleges during the current year (1956-57) should continue to be available in colleges upto 1965-66 and it should be abolished thereafter. Section VIII (page 31) under Final year of reorganisation it is said, "the reorganized courses of studies should be in full

working order during 1962-63. That will be the first year when pupils will pass from new XI Standard to the first year of the reorganized degree courses in colleges without passing through a Pre-University course. In the same page under (87) it is said perhaps a note of warning that the pupils will find great difficulty in mastering the new syllabuses and attaining a Pre-University standard in the new Standard XI. The course prepared entails a risk of breakdown of the transition programme. The risk should not be taken." So it is clear that the committee considered all aspect of the problem. In this connection I like to point out that Sri K. Kuruvila, President, City Headmasters' Conference, Sri T. P. Srinivasavaradhan, M.L.C., President, South India Teachers' Union, Sri N. K. Thirumalachari, Secretary, Madras Aided Secondary School Managements' Association etc. appeared before the committee and gave evidence. The report continues, "We had before us a digest of the views expressed...."

When so much is done and given effect to, I am at a loss to understand what has happened now to make the Minister say that he had to reconsider the entire position relating to XI Standard. When in the draft and revised syllabuses it is made clear that the mother-tongue or the Regional language will continue to be the medium of instruction there is no point in reviewing this question. It is settled once for all. Now the teachers in high schools teach all core subjects only in the regional language successfully for many years and they will not find it difficult to teach in the XI Standard in the regional language and it will be a mere extension of their useful service. In this connection Sri T. P. S. has rightly pointed out that boys that join the pre-university classes at that stage, require the high school method of teaching and not the college lecturing method. It is true. Now boys in P.U.C. are not able

to follow the lectures in their classes. Once a principal of a city college addressing the teachers said, 'While the lectures fly high in the air, the poor students in the class remain low and the gap between them is so wide that it takes many months for them to settle down to follow.' Apart from this it is also said that there are many post-graduates unemployed and there is no dearth for the post-graduate teachers.

As far as college language (English) is concerned, it is not difficult for the students who have taken up the diversified courses as they learn the science and technical subjects only in English in high or higher secondary schools, to follow lectures in English. But the problem is with the students who have taken up academic course where they learn all subjects only in the regional language. Majority of these students are 'Leavers' as Sri T. P. S. stated and they seek appointment either in the government or elsewhere. Since the official language of the government is the regional language and the internal official correspondence is carried on only in that language, these students will be more useful as their standard of the regional will be high. So there is no point in arguing on the language question for the non-introduction of XI Std. in high schools.

It was recently assured that the fee concession would be extended up to XI Std. If XI Std. is not opened the poor students will not be in a position to join P.U.C. course in the college.

The large failures in the P.U.C. is due to the Groups under Part III and in the XI Std. syllabuses there are no such unpleasant grouping of subjects but it is merely a continuation of the subjects. This point cannot be ignored.

Many schools in neighbouring states have been upgraded and there are many higher secondary schools which present students to XI Std. public examination and for most of the higher technical courses and even for government appointments they have

fixed XI Std. as the minimum qualification and so if our schools are not upgraded to the level of the other states our students will certainly be in a very disadvantageous position. And this fact should not be forgotten.

Therefore the plea of Sri T. P. S. is quite timely and I hope the government will not withdraw or postpone the introduction of XI Std. in our high schools, of course, in a paced programme as given in the White Paper.

D. SESHADRI.

TEACHERS' PROVIDENT FUND ACCOUNTS

Sir,

The only amount the teachers have to get after their retirement is the Teachers' Provident Fund Amount, before the recent introduction of Pension-cum-Insurance Scheme.

I think that this Provident Fund Scheme is in force for the last one or two generations but till this day the difficulties in opening, operating, transferring and closing of the accounts are existing as before.

Many managements refuse to open T.P.F. accounts to their teachers during their probation period as the management share for this scheme is not taken as one of the legitimate items of expenditure for assessment of government aid. Some managements do not allow the teachers to apply for opening of the T.P.F. account until the Inspecting Officers direct them in their Inspection Reports. With the sympathy of the management the teacher has to submit his application for opening of the account to his District Educational Officer. Certainly the application will be returned for one reason or the other after the lapse of three to six months. Then they have to submit again after rectifying some minor defects pointed out. The orders permitting the teacher to open the account will reach the management in a couple of months after re-submission of the application to the D.E.O. The D.E.O. has to send two eligibility certificates for government share of which one is to be