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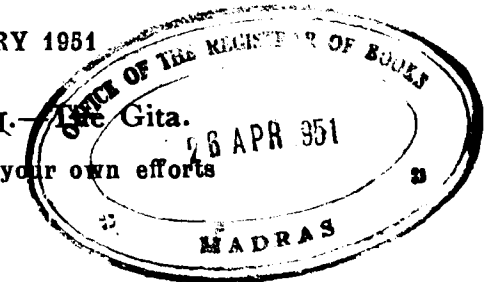
The South Indian Teacher

147

THE OFFICIAL JOURNAL OF THE S. I. T. U.

FEBRUARY 1951

उद्धरेदात्मनात्मानम्—Jee Gita.
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H. MARTIN, M. A. (OXON.), O. B. E.

Pages, 128.

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"The Book under review supplies the want very adequately. Model letters are in abundance and each type is followed by exercises and then hints on 'correct usage', the latter being a novelty in this book. No other book gives that prominence to correct usage."—*Education*, Lucknow, April, 1939.

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THE NEW MODEL QUESTIONS

By

N. M. VENUGOPAL NAIDU, B.A., L.T.

Anything new creates a stir—a commotion sometimes favourable, sometimes reactionary. Such a thing happened recently when the new model specimen question papers of the ensuing public examination reached the hands of the masters in the Madras State. The effect of their advent was mainly reactionary. There was quite a furious storm of opposition from the men actually engaged in the teaching profession. The candidates themselves do not appear to have bothered much about the change. As far as I could see they seem to be quite confident that they could do much better in this type of test than in the usual ten-questions-per-hour papers. There is no way of knowing the parents' reaction now. Probably they will come out after the publication of the results sometime in June.

The aim of this article is to examine the protests of the masters against the proposed change.

Many of them took objection to the proposed type of test on the ground that it does not adequately assess the attainment of the candidates, that it affords no scope for testing the linguistic expression of the candidates and that it affords greater scope for copying, a malpractice usually resorted to, by the candidates. They further argue that existing ten-questions-per-hour test is the best that any examining body

could evolve, and that therefore change is called for. These ar-changers or no-changers went far criticize, condemn and proclaim unworthiness of the new type question merely because they find it 'new'—anything 'new', from their point view must be unworthy. Further thave not been accustomed to it hitherto. Yet others do not want to have because the questions in the model paper were inaccurately set or badly worded. But it must be realized that the model paper is not the touchstone by which any judgment could be passed about the very method of testing. There may be some room for improvement which may be suggested.

One could understand if such protests and arguments emanated from laymen who are strangers to the teaching profession, but one is puzzled when one hears these arguments marshalled by the 'trained' teachers. It reveals how far we lag behind other countries in matters pedagogical. It is a pity that their condemnation is without any foundation. Not many of them have the opportunity to prepare, administer and value the tests like these and they sadly lack the means to support their arguments. This undoubtedly demands on the part of the teachers great ability, critical study and mastery of the subject-matter. It could not be otherwise.

Let me now proceed to discuss the points raised by the critics of the new method tests.

The main function of any examination is the measurement of the attainments of the candidates after they have spent certain number of years in a high school. It helps us to know their capacity in linguistic expression, their factual mastery and their capacity for proper presentation of facts. Examinations have been used as instruments to measure these aspects as far as practicable. They have been very handy for all examining boards and were taken to represent reliably and accurately the attainments of the examinees until half a century ago eminent educationists proved positively the unreliability of these old type tests, namely five-questions-per-hour or ten-questions-per-hour tests. Most of us are aware of the work done by some of the foreign educationists in this regard. Big volumes have been written describing their experiments and results. I shall but recall a few facts which definitely prove the unworthiness of the old systems of test for the retention of which there is so much of clamour by an important section of educationists.

The old type examinations have been condemned mainly for three reasons. They are: (1) their subjectivity, (2) unreliability and (3) the limited scope they afford in testing the width of knowledge. Let me put before you a few experiments conducted to prove these facts.

G. M. Ruch cyclostyled a single answer to a question in Geography and sent it to 91 different masters for gradation. When the results were tabulated there were ninety-one different gradations. The marks ranged from 2 to 20 out of a maximum of 20. No two masters valued the answer alike. Which aspect of the candidate, do you suppose, is measured here? Is it his linguistic training or factual mastery? A Geometry paper as a whole was photographed by Starch and Elliott (J.S.A.) and sent to 115 different examiners scattered far and wide.

When the papers came back the range of variation revealed by the table was appalling. It was from 28% to 92%.

A paper in English valued by 142 masters yielded a variation range from 50 to 98%.

The variation in all the cases was so divergent that the papers classed 'excellent' by some were actually 'failed' by others. Will it be fair on our part to assume that the pupils' attainment has been really measured here? Where does the 'jewel' of the class exist? Is he only in the imagination of the teacher in charge of the class? Can we confidently lay our finger against any number and say, 'Here is the boy who has scored brilliantly by dint of hard work or as a result of his gift of heredity'? It was after such good deal of experimentation and hard work that the old type of questions were relegated to the background. Their main defect as measuring instruments has been substantiated. Those who were not in favour of the old type of tests did not protest by mere words or resolutions. Further they did not stop with mere condemnation. They suggested new type of tests instead. As far as practicable they proclaim that they are without all or some of the main defects of the old method tests. Those were not evolved overnight. It took those people years of hard work. Beginning with small groups they applied these new tests on a nation-wide scale and proved the advantages of the new tests over the old or traditional ones. So, they now exist in various forms—Unit Tests, Achievement Tests, Co-operative Tests, Improvement Tests, etc.—throughout the New World. It requires some courage on the part of the teachers to condemn the new model paper which contains but two samples of the many objective types of questions which have been standardized and widely used in other places. It looks odd when they do so without any facts or figures to support their contention. Neither do they have any means to substantiate their plea for the retention of the old type tests, i.e. the ten-questions-per-hour papers.

The writer had the opportunity of setting and administering the new tests as well as the existing ten-questions-an-hour tests to a class of 295 pupils in a high school. The averages and the number of passes obtained are tabulated below:

No.	No. of Pupils	Existing Type		New Model Type	
		Averages	No. of passes	Averages	No. of passes
1	43	26.8	26	41.7	28
2	36	26.7	20	43.0	29
3	33	19.0	7	32.2	14
4	45	27.0	25	32.2	22
5	41	32.0	29	27.0	9
6	34	29.7	19	27.0	10
7	33	26.0	16	28.3	15
8	30	23.3	12	30.0	33
Total 295		26.3	154	32.7	160

It will be clear from the table that the aggregate average as well as the individual group average has remarkably improved with the exception of items 5 and 6 which show deterioration. It must be said here that the number of questions set for the given time was only 50% of the number suggested by the experts of the new model system as normal. The number indicated for the particular type of question as the one in the specimen paper—the four-response multiple choice question is 4 per minute. Having set at the rate of 2 per minute there must have been much of floundering time for the pupil to recall, reason out and select suitable answer. How the average will be affected when the full normal 4 questions are set is not known. Further

the high average yield is obtained even after awarding the penalties for wrong answers according to the standard scoring formula*. But for this, the averages must have shot up still higher. Without the application of this formula in scoring the test would have been inaccurate as the old type examination. So it is imperative that the standard scoring formula is applied at the time of valuation so that the test may be reliable and accurate within reasonable limits. Otherwise these objective tests cannot give a correct picture of the attainments of the candidates. The greater number of passes and the higher averages obtained in the new method test are mainly due to the wide sampling of questions and total elimination of subjectivity in scoring.

Lack of testing the ability of expression of the candidates in the new type tests is another serious charge levelled against them by the critics. But are they now really testing the linguistic ability in the existing system? Those who are now insisting upon the linguistic ability plead for ignoring spelling and grammar mistakes at the time of valuing the papers of non-linguistic subjects. Then they feel the undesirability of expecting the candidate to show his linguistic ability instead of his factual mastery. Besides the existing ten-questions-per-hour examinations never achieve the object of testing the linguistic ability because the aim of the examination is not exactly that. That should be the aim of testing, the duration of the paper should be doubled or trebled. Three to five-questions-per-hour papers admit testing of linguistic ability, but then the gradation should be based on 'form' and not 'content' of the answer. But that is not the aim of our examinations.

Even the measurement of factual mastery is entirely foreign to the existing type of tests for the simple reason that the scope afforded for the sampling out of questions is very limited.

* The Standard Scoring Formula:—

$$S = R - \frac{\text{Number wrong}}{n - 1} \quad \text{where } S = \text{Score, } R = \text{Number Right, and } n = \text{Number of responses given.}$$

even on this score the existing type is a failure.

Further the existing system of test affords ample scope for bluffing and evasion of answers. Any clever pupil can twist the question and write out an answer in his own way not altogether right and not altogether wrong. Any misunderstanding of a phrase in the question is likely to land the candidate in trouble which he does not realise until after he comes out of the hall. And after valuation the percentage of marks scored represents his percentage performance and not his percentage knowledge as the questions selected may be only from 20 or 25% of the subject-matter. At the top of all, the subjectivity is there. So, as a reliable means of measuring mastery of facts, or formal skill or linguistic ability the traditional tests have undoubtedly failed. Hence the need for their replacement by a more reliable mode of examination system.

The new model objective test is superior to the existing type in several aspects. Mainly its objective nature must commend itself for immediate adoption. No personal factor enters at any stage of valuation. It is all very simple, mathematical and accurate and therefore very reliable. Sampling out of questions is very extensive though less thorough and therefore testing of actual mastery is never missed. Because of these advantages the new type tests have been adopted in the U.S.A. There is no reason why we should not avail ourselves of this opportunity to utilise the fruits of labour of a number of eminent educationists who spent years on this kind of work. Until the critics point out or evolve a system of examination without the defects found in the existing types of test, it will be our advantage to make use of the new type tests by giving them a fair trial.

The objection that the new types afford greater scope for copying is purely imaginary. It should be changed if a good reform is given up on such a flimsy ground. None of us

could suggest repealing of the Prohibition Laws just because the number of offenders has been on the increase since some months. Copying is something criminal because it is against the rules of examination. It must be condemned if it is resorted to whether in a lesser or a greater degree. If the new model questions should really encourage copying on a larger scale other ways and means should be searched to overcome it. Further the experience of the writer in this regard also is favourable to the new method tests. While valuing a language paper set according to the existing type (ten-questions-per-hour) nearly 20 cases of copying were detected out of 195 scripts. This works out at a percentage of 10. While valuing the new type answer books 2 out of 44 cases were detected. This works out at nearly 5%. It is true that the detection of copying in the new model papers is difficult. It is really not possible especially when the answers happen to be correct but not so when they happen to be wrong. The two detected cases were exactly wrong prototypes. That is why they caught the eye. But I am sure copying possibilities may completely be eliminated if full complement of questions is set according to the suggested standard (240 questions per hour of the type selected in the model paper) and by numbering the suggested responses serially instead of repeating a, b, c, d, under each question.

Personally I am not for any examination traditional or new. Since we are to have it, for good or bad, I only suggest that the best type be chosen. The usefulness of any examination must lie in its capacity to stimulate the candidates' ability in the organization of their thoughts and their correct reasoning besides giving us an inclination of their factual mastery. The existing ten-questions-an-hour type never achieves any of these. Until we could evolve a better model than the new type recently sent round by the department we would be doing a wise thing in taking to it in right earnest and putting it to test.

TEACHING OF MATHEMATICS

A Report submitted to the Public Schools Assistant Masters' Conference,

Hyderabad-Deccan—December 1950

The number of periods for mathematics per class per week varies from 6 to 9. Mathematics is given nearly one-fifth of the total teaching periods in the schools. The duration of each period is 40 to 45 minutes.

In certain schools where the number of boys is small there are no parallel forms but where numbers are large there are two to three parallel forms arranged according to the ability in Maths. It will be more effective to give these forms to same master but in case of three parallel forms it was considered impracticable from the point of view of the time-table, to have the same master teaching these forms. With a well-defined syllabus and consultation among masters doing work with parallel divisions, the efficiency of work if different masters took these forms will not suffer. The syllabus in these forms is the same but bright sections do harder sums on the syllabus which is well guided and worked up on a concentric system. The question papers are the same for parallel forms but contain questions on advanced work to be attempted only by brighter boys. The additional maths. sections have separate question papers.

There is quite a variation in time allotted for homework in different schools. Minimum is 1½ hours per week and maximum is 5 hours per week. Homework is duly corrected by masters in their free-time and common mistakes are pointed out to the whole class in class time. When the process and relevant steps have not been grasped by a particular boy, he receives individual attention and has to do the sums again in his own time. In case of sheer carelessness, or laziness to submit the complete work, the boy is detained in extra time in school to finish his work.

About weak boys in Maths. in schools where there are parallel forms, it

should be possible to remove individual weaknesses either in master's own time or in certain class periods; and in cases of long illness, by special tuition during the holidays. The problem of weak boys becomes acute in single section schools and it is recommended that their weak boys should receive extra help by maths. master and for the extra time devoted, the masters should receive a suitable handicap in their time-table.

The Dalton plan in Maths. was tried in a few schools but due either to inadequate staff or scarcity of textbooks written on Dalton plan demonstrating and elucidating principles simply enough for average pupils to understand, the plan had to be given up. Assignment work is being attempted in senior classes and the Rajkot School is trying Miss Parkhurst's plan in junior classes about which more details are awaited.

Practical work is being done in mensuration, geometry, stocks, shares, astronomy and with lower classes with weights, and measures. In certain schools boys manage their tuck shop and issue cheques on pocket money. All this is very helpful, but more practical work will be possible if every school has a mathematical laboratory wherein could be kept mathematical solids and the necessary apparatus for mechanics which will ensure greater co-ordination between Maths. and Physics.

To improve speed and accuracy in maths. mental work cannot be over-emphasised. For junior and middle classes, five minutes at the beginning of each period could be devoted to oral work. It will be useful to attempt original work on the syllabus in senior classes as well. It is suggested that both at the time of admission and end of term Exams. mental work should receive

importance upto a maximum of 25 p.c. marks.

To make the teaching of Maths. less formal and more related to life, the importance of practical and mental work has already been emphasised. Some of the Textbooks in Arithmetic contain old exercises which have nothing to do with the pupils' actual experience and the need arises for the teacher to supplement work on his own. A beginning is being made by Maths. Masters of public schools to bring out an arithmetic for the Junior and Middle Forms and take the subject-matter of the book from the environments of the pupils. All the Maths. Masters present have kindly agreed to help.

The teaching of Maths. was discussed in detail and the general opinion was that great stress should be laid on neatness in written work and methodical and systematic working. All working should be clearly shown and this should not be allowed to be done in the margin of the exercise books.

A few schools have regular mathematical society meetings wherein papers are read on mathematical topics and the History of Maths. Also at some of these meetings recreational work is done in the form of solving puzzles, drawing charts, filling in magic squares, etc. It is recommended that schools should encourage the formation of such societies as they help to make the subject more interesting.

Topics which permit only of formal treatment and haven't much practical use could be deleted and useful topics like Graphs, Ele. Statistics, Trigonometry and Solid Geometry could be included instead.

To keep in touch with latest trends in the teaching of maths., a suitable annual grant of money should be sanctioned so that the maths. library in each school is equipped with the latest books in teaching of Maths., History

of Maths., Recreations in Maths. Books suggested are given in Appendix.

Should an All India Public School Exam. replace the present S. C. Exam., at the time of the drawing up of the syllabus in maths. for the new exam., the recommendations of the maths. masters may be considered.

(Sd.) DIN DAYAL, M.A.,
(Doon School),

Convener, Maths. Committee.

APPENDIX

List of Books suggested for Maths.

Library.

1. HISTORY OF MATHEMATICS. By CAJORI.
2. INTRODUCTION TO MATHS. By WHITEHEAD.
3. RAPID CALCULATIONS. By RUSSEL.
4. PRACTICAL COURSE OF MATHS. By BELL.
5. RECREATIONS IN MATHS. By LICKS.
6. RECREATIONS IN MATHS. By BELL.
7. LIVING MATHEMATICS REVIEWED. By SOMMERS.
8. HOW TO SOLVE IT. By POLYE.
9. PRACTICAL MATHS. By BARR.
10. MATHS. IS FUN. By DEGRAZIA.
11. CRAFTSMANSHIP IN TEACHING OF ELEMENTARY MATHS. By WESTAWAY.
12. VITAL MATHEMATICS. By ALLEN.
13. MATHS. FOR EVERY DAY-USE. By W. H. SCHRAF.
14. GENERAL MATHEMATICS I-IV. By C. V. DURELL.
15. THE ASTRONOMICAL HORIZON. By JAMES JEANS.
16. THE HAND-BOOK OF SUGGESTIONS TO TEACHERS. By BOARD OF EDUCATION.
17. CONTRIBUTIONS TO FUNDAMENTALS OF ARITHMETICS. By M. L. DHAWAN.

"MATHEMATICS MADE INTERESTING"

(The Silver Jubilee Exhibition of the G. H. M. High School, Salem.)

By

V. SUBBARAMAN, Asst. G. H. M. High School, Salem.

Mathematics is usually considered to be a very difficult subject for study. It is said to be dry-as-dust. Many people even confess to get head-ache when they take to it. What are all these things due to? Some may attribute these to the inherent difficulty of the subject. While there may be an element of truth in it, still it is due, to a large extent, to the method of presentation. At least in the formative ages of a child's mind the subject has to be presented in such a way as to appear easy and interesting. It is well-known that the play-way in mathematics reduces the intellectual strain and creates interest in the subject.

It is not the object of this note to discuss this all important question of the teaching of Mathematics in such a short compass. We wish only to indicate how, in the Silver Jubilee Exhibition of our school held here last month, mathematics was made interesting even to a layman. Besides other sections containing exhibits of educative value, a separate section was devoted to "Mathematical Recreations". A number of interesting puzzles and games requiring various kinds of mathematical skill were displayed there. Volunteers who had been well-trained were in charge of them. They explained to the visitors the nature of the puzzles, or if they were games they played them with the visitors. Also there were placards explaining the history and the mathematical theory behind these games. The pleasure that one derives in solving a puzzle cannot be adequately expressed in words. One has to experience it oneself.

As a detailed account of all the puzzles and games that were exhibited will swell this note, we shall be content with mentioning the names of

some of the important ones. This will give us an idea of the variety of games and puzzles that were made available. "Think of a number of problems" Magic Number columns, Magic Windows; Moving counter problems, The Fifteen Puzzle, The Steamer and Harbour Puzzle, The Nine Men in a Trench, Odds and Evens, Adjusting the Counters, The Eight Cards Puzzle, The Battle of Numbers, Measuring (Pouring-in) problems, The jealous husband's passage problem, Mac Mohan's coloured cubes problems, The Hexagon puzzle, The Tower of Hanoi, The Chinese Rings, etc.

Magic squares form a class by themselves. They attracted the attention of many people even in ancient times. Some of them were even worn as charms by the superstitious. The Chinese Magic square (Lo-shu), the Nasir Magic square, which is carved in Sanskrit characters on the gate of the fort at Gwalior, the Jupiter Magic square and the Mercury Magic square, beside extensions of the idea of magic squares to magic cubes, Magic Hexagon and Magic circle were also put on show. The history and the developments of magic squares were clearly explained by charts.

Many problems of crypt arithmetic (i.e. arithmetical problems in which the digits were replaced by letters and had to be found out) were also exhibited.

e.g.,	R I C E	A C I D U
	+ G H E E	+ B A S E O
	= F O O D	= S A L T

(Each letter stands for a different number and these letters are to be replaced by numbers.)

The application of mathematics to various fields of human activity was well illustrated by many charts. Mathematics in every day life, Egyptian Rope-stretchers, Application of the Pythagorus Theorem, Mathematics and War were the titles of some of the relevant exhibits.

That there is beauty of form in many mathematical arrangements and geometrical patterns, was illustrated by many diagrams. There was also a demonstration of the use of simple card-board "stencils" for the construction of beautiful geometrical patterns, involving circles and arcs.

There were some charts illustrating optical illusions. "Sixes or Sevens" was the title of a sketch of an array of cubes, which appeared to contain six cubes at one glance and seven, at another. There was a demonstration of a "Painless operation". A hollow cylinder is held close to the left palm. If you see through it with your right eye according to the instructions given, you will find a big hole "drilled" in your left palm, through which will be visible the distant outside object.

Mathematics although an exact science presents some paradoxes and fallacies. The resolution of these will be a good exercise for one's ingenuity and grasp of fundamentals in Mathematics. There was exhibited a chart that "showed" by means of paper-cuttings that $8 \times 8 = 13 \times 5$ (?)

Portraits of eminent men are always a source of inspiration and guidance. They remind us of the great things

they have accomplished and instil in us a desire to emulate them. A big portrait of the late Srinivasa Ramanujam, F.R.S., the remarkable mathematical genius, with his big head and sharp and penetrating eyes, but with a simple and unostentatious look could not have failed to attract the attention of the visitors to the exhibition. There was by its side a brief life-sketch of this mighty genius.

Even a casual visitor to this exhibition should have formed the impression that, in Mathematics is to be found not only a cultural and practical value but also a recreational value.

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Edited by

Prof. M. VENKATARANGAIYA, M.A.

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SEMINAR ON SOCIAL STUDIES

VELLORE

A Seminar on Social Studies was arranged by the North Arcot District Teachers' Guild on the 19th and 20th Jan. last in the Diamond Jubilee Hall, Sri Mahanth's Devasthanams Hindu High School, Vellore. 400 delegates including 26 Headmasters from 31 Secondary Schools in the District attended the Conference.

The proceedings commenced at 2 p.m. on Friday, the 19th January with silent prayer. Sri K. Doraiswami Iyengar, M.A., L.T., Headmaster, S. M. D. H. High School and President of the District Teachers' Guild requested Sri. M. Ramachandra Reddi, President, North Arcot District Board, to unfurl the National Flag. After the Flag was unfurled, the President of the District Teachers' Guild requested the District Educational Officer to open the Seminar.

Sri K. R. Manickam, M.A., L.T., the District Educational Officer, North Arcot in declaring the Seminar open, said that Social Studies represented in their content only a fusion of what formerly went by in different names, viz., History, Geography and Civics, but their essence was a restatement or even a revision of their aims. They aimed at nothing less than making pupils socially responsible citizens. He congratulated the Guild on having arranged for a Seminar of this kind.

Sri C. S. Samuel, B.A., L.T., Headmaster, Veerhees High School and Chairman of the Reception Committee then welcomed the delegates and the speakers. In the course of his welcome address, he observed that the introduction of Social Studies, Audio Visual Education, crafts, hobbies, citizenship training and the bifurcated course was a welcome change, and the old system was defective in several respects and he congratulated the Government on the bold step they had taken in the Re-organization. He, however, observed that teachers handling the Social

Studies were faced with several handicaps due to lack of proper guidance in the matter. As regards the syllabus itself, he said that for ever Form it was much more than can be severed in a year, some of the activities suggested were unworkable and that it was yet to be seen if the activities and instruction could be fully and satisfactorily covered within the time allotted for Social Studies in the Middle and the High School Forms. He also referred to the lack of suitable Text Books, Reference and Guide Books for the teachers and pupils, in the Regional Language. Mr. T. P. Gopalakrishna Naidu, B.A., L.T., Headmaster, Board High School, Katpadi then proposed a vote of thanks, after which the opening session came to a close.

The next session on "Aims of Social Studies" began at 3 p.m. Mr. C. S. Samuel proposed Dr. M. Cornelius M.A., Ph.D., Professor, Vidyodaya Training College, Perianaickenpalayam to the chair. Rev. D. Thambusami, M.A., L.T., B.D., Principal, Kellett High School, Triplicane, Madras then addressed the "Aims of Social Studies". In the course of his speech he said that the subject was first introduced as a part of the curriculum in the schools in America. Next followed Canada, Australia and New Zealand. Recently it was introduced in some schools in Great Britain also and it was making rapid stride there. One reason why it was introduced there was that it was often pointed out that the countries when first introduced the subject were all countries with very little history of their own as nations. These countries were however characterised by other features than a comparatively short national history. They were all countries passing through rapid social change. Where Social Studies were taught well the pupils responded with enthusiasm. He further added that the subject provided a single integrated background.

course through which the child came to appreciate the inter relatedness of the elements of environment and felt himself closely associated with the past and present struggles and achievements of mankind. It helped to co-ordinate the curriculum as a whole by serving as a background for special courses and as a field of practice for basic skills. Abundant opportunities were offered for active learning, personal achievement, and the development of the self through the experience of the environment. Besides, it provided a pattern and experience, the study of which served as a foundation and stimulus for continuing education in adult years. Social Studies meant something happening to the pupils and teachers and not merely something studied by them. There was a discussion on the subject and then Dr. Cornelius in winding up the proceedings said that the main object of Social Studies was to make healthy and happy citizens of the students of a democracy. Mr. Fazlul Rehman, B.A., L.T., Vice-President of Guild and Headmaster, Islamiah High School, Perambalur, then proposed a hearty vote of thanks.

The second session on "Practical Activities" began at 5-30 p.m., when Dr. Cornelius spoke on the Practical Activities in Social Studies, Rev. D. Thambusami presiding. The learned lecturer, in the course of her interesting and instructive address said that pupils do not all learn in the same way; activities help them to gain a better insight into the topics studied and provide for individual deficiencies in pupils for learning and the Social Studies curriculum therefore should make of any and every type of activity that would facilitate pupils' understanding and growth. Apart from the familiar making of charts, maps and models, such activities as the celebration of special days, events and festivals socialise recitation, socio-drama, project activities and several other creative activities should be made use of with great profit. Several questions were then put to the Lecturer and she answered them all. Rev. D. Thambusami then

wound up the proceedings and the session came to a close with a vote of thanks proposed by Mr. R. Devanesan, B.A., L.T., Headmaster, Danish Mission High School, Tiruvannamalai.

At 9 p.m. there was a film show to the delegates. The U.S.I.S. and the B.I.S. were kind enough to lend the films. The film shows were conducted by Sri S. Alexander, B.A., L.T., of the Voorhees High School and Sri G. V. Ramana Rao, B.Sc., L.T., of the S. M. D. H. High School.

On 20-1-1951 the third session on "Testing and Recording" began at 9 a.m. when Sri K. R. Manickam, M.A., L.T., the District Educational Officer presided and Rev. D. Thambusami spoke on the subject. The lecturer said that it was the opinion of some that the subject of Social Studies was one primarily to be enjoyed and as such it ought to be saved from examination in any form. But even then, testing and recording should not be regarded as something detrimental to its being enjoyed. It was only to evaluate the results that these tests were intended. It therefore cast an additional responsibility on the Social Studies teacher of devising a good method of measuring his success in terms of his aims and objectives.

The lecturer then spoke on the need to test and what were needed for the tests and how the best was to be conducted. This was followed by a lively discussion and the session came to a close with a vote of thanks proposed by Rev. C. A. Bout, B.A., L.T., Headmaster, Don Bosco High School, Vellore.

The fourth session on "Methods" began at 11 a.m. when Sri S. Natarajan, B.A., L.T., President, S.I.T.U. and Headmaster, St. Gabriels' High School, Madras was welcomed by the President of the Guild. Dr. (Miss) Cornelius delivered a thought provoking lecture on "Some Methods on teaching Social Studies", Sri S. Natarajan presiding.

The lecturer explained the various methods that can be adopted in teaching this subject in an interesting manner. The Unit Procedure method was explained in detail with elucidation of

every step to be adopted in that method. Other methods of dealing with the subject also were explained in an extensive manner. Stress was laid on careful planning of current events.

Sri S. Natarajan in bringing the proceedings to a close exhorted the teachers to take to the reorganised scheme with enthusiasm. The session came to a close with a vote of thanks proposed by Sri Sankaran, M.A., L.T., Headmaster, Hindu High School, Ambur.

The final session met at 2 p.m. under the presidentship of Sri S. Natarajan when the findings of the Seminar were read by the President of the Guild and approved unanimously.

Mr. Chartrand of the U.S.I.D. spoke on Social Studies in America.

The District Educational Officer then

spoke appreciatively of the North Arcot District Teachers' Guild. He congratulated the Guild on having successfully arranged a seminar of this kind. He said that the responsibility of the department was to a large extent lightened on account of the Guild having taken to it enthusiastically.

The proceedings came to a close with a vote of thanks to the Reception Committee on behalf of the Delegates by Sri Dorairaj, Headmaster, Concordia High and Training School, Ambur and the vote of thanks to the workers and others by Sri C. V. Ramana Rao, Secretary of the District Guild.

The pupil Teachers of the Government Secondary and Training School for Women, sang Jana Gana Mana and the Seminar came to a successful close after a two days' session.

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SOCIAL STUDIES IN THE SECONDARY SCHOOLS OF THE MADRAS STATE

Synopsis of the paper submitted to the All India Educational Conference, HYDERABAD (December 1950).]

By

V. S. VENKATA NARAYANA, M.A., B.Ed., *Municipal High School, Kurnool.*

As a result of the Re-organisation of Secondary Education in the Madras State in 1948, a new subject called 'Social Studies' had been introduced in the Secondary Schools in place of History and Geography. It is proposed in this paper to deal with the contents of the new subject, the way it is being taught and the wisdom or otherwise of its being included in the subjects of study for Secondary School children.

The reason for introduction of this subject is said to be the ineffective and unrelated way in which History and Geography were taught in Secondary Schools. They had become memorisation subjects and were watered down versions of University Syllabuses with details being left out. The material taught should be meaningful and should create right attitudes in them towards life. The aim should be to make pupils intelligent participants in the process of learning, to provide opportunities for their activities and to see that those activities lead to constructive self-expression. They should be trained to become right citizens of the country with right attitudes towards things and happenings of life. To teach significant subject-matter alone is not enough to affect pupils' lives. It can affect them only if they themselves see and appreciate the significance. To that end a subject comprising the study of elements of History, Geography, Economics, Politics, Ethics and Social Psychology as well as Sociology is found to be necessary.

This subject was thought to be a proper one for introduction in the University stage in other countries. Then the

mental level will be appropriate for pupils who have completed the 15th year. But in the Madras State it has been introduced from Form I onwards. A close examination of the syllabus in Form I when made reveals to us how the syllabus defeats its purpose and how the activities suggested are beyond the scope of the pupil's mental ability and are sure to be left out due to lack of facilities for affording the opportunities for such activities. The contents of the subject are conducive only to producing a superficial knowledge of facts and things in fact, chow-chow knowledge pumped into the brains of the pupils in the same dry-as-dust manner as History and Geography of the old curriculum. Excursions and other activities fall through due to lack of finance. Items like playing the travel-bureau, staging pageants of political revolutions, group studies of Asokan Edicts—all these are beyond the mental ability of boys in this stage where the human and romantic aspects are to be stressed and training of emotions is to be secured. There are items which overlap with the other subject Citizenship Training. All the activities cannot be gone through and, being the main instruments to make the pupil develop social understanding and social relationships, if they are neglected the subject is not a worthy substitute for History and Geography.

Also the subject lends itself to varied treatment according to the mental equipment and the facilities with which the teacher is provided. There is going to be a wide gap between Urban schools and Rural schools in the

subject. The chronological order of time and events are given the go-by. Such a study cannot be meaningful to the pupil. The specimen paper in Social Studies for the S.S.L.C. class recently issued has nothing to test activities. Naturally it will become as dull and drab as the History and the Geography of the old courses. Without a broad scholarly background a person cannot develop a broad human interest in the progress of mankind in general and India in particular. It is only when our National heritage is properly understood that we can proceed with factors of the present-day world set-up. It is felt by many teachers of

History and Geography that those subjects should be reinstated with proper facilities for teaching them. There had been nothing wrong with the Syllabuses. Only proper methods of teaching them could not obtain and so proper trial of the Syllabuses was not possible. What is wanted is not total abolition of History and Geography but a reorientation of methods of teaching them, proper equipment and facilities being made available to the teachers. History, Geography and Citizenship Training are the three subjects to be taught if the aim of education for life and citizenship is to be properly achieved.

THE SOUTH INDIA TEACHERS' UNION

Diary for February 1951.

- Date 2. The South Indian Teacher—December 1950—published.
16. Social Studies Syllabus Committee meeting.
18. Informal meeting to discuss conference programme and consider the starting of a Publication Department.
24. Balar Kalvi—January 1951—published.
25. Informal meeting.
26. Ad Hoc Committee—Secondary and Technical Education section Committee meeting.

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EDUCATION IN THE LEGISLATIVE COUNCIL

INTERPELLATION BY SRI R. SURYANARAYANA RAO

Q.—Will the Hon'ble the Minister for Education be pleased to state—

(a) what the steps taken by the Government are to ensure the scales of pay and allowances prescribed by the Government for teachers in aided (1) elementary schools, (2) secondary schools and (3) colleges are being regularly paid;

(b) whether orders have been passed to ensure security of service of teachers in all aided institutions;

(c) whether the Government will place the relative orders on the table of the House; and

(d) whether the question of constituting an appellate tribunal to hear appeals against indiscriminate termination of service is under the consideration of the Government?

Answer

(a) *Elementary Schools*.—The inspecting officers assess monthly grants towards the pay and dearness allowance to teachers according to the scales prescribed by the Government and pay the amounts to the managers of schools. According to Rule 13 of the Rules for Aid to elementary schools, the managers are required to pay the entire teaching grant to the teachers by way of salary and dearness allowance. With a view to seeing that the managers do so regularly, they are required to submit a certificate to that effect along with their monthly returns to the Deputy Inspectors. The inspecting officers have been instructed to scrutinize teacher's acquittance registers in the schools with a view to satisfying themselves that the pay and dearness allowance due to the teachers are being regularly paid to them.

In all cases of complaints from teachers regarding nonpayment of salary and dearness allowance by the managers, immediate investigation is made and arrangements are also made to disburse the amounts due to teachers. Where the managers are found to blame, they are dealt with suitably, the action taken ranging from a cut in the maintenance grant to the total withdrawal of aid and recognition to their schools, according to the gravity of the cases against them.

(2) *Secondary schools*.—The orders of Government requiring managements to allow the members of their staff at least the revised scales of pay applicable to local body schools on the promise of the basis of assessment of grant being raised from 1/2 to 2/3 have been brought to the notice of managements, and any management not complying with the orders would be doing so at the risk of losing the excess grant. Provision exists for carrying out an investigation into the financial resources of managements. In practically all schools either local body scales of pay or in many cases even Government scales of pay have been introduced.

In the matter of dearness allowance provision has been made for financial investigation and reduction of grant and withdrawal of recognition if the management fails to implement the Government scales of Dearness Allowance.

(3) *Colleges*.—Government have not prescribed the scales of pay and allowances for teachers in aided colleges. The matter is mainly within the purview of the two Universities (Andhra and Madras) in so far as colleges are concerned. The Syndicate of both the Universities have prescribed the scales of pay for teachers in affiliated colleges. The Government have passed orders insisting on the payment of dearness allowance at Government rates.

(b) *Elementary and Secondary Schools*.—Yes.

Colleges.—The General Inspection Commission (Madras University) has indicated the conditions of service which should be uniformly observed in aided Colleges. As both the Universities have taken action in the matter, the question of the Government issuing orders on the subject does not arise.

(c) Government are unable to lay the copies of the various orders and rules issued by Government and the provisions of the Grant-in-Aid Code, since the rules, etc., are far too many and it is difficult to collect them. But any specific point which may be raised will be answered.

(d) No.

Q:—Will the Hon'ble the Minister for Education be pleased to state what provisions exist for the teaching of deaf, dumb, blind and other physically handicapped children in the State and what was being done to ensure that there are enough properly qualified teachers for this purpose?

Answer:—There are at present twelve recognised schools for the education of the Blind, Deaf and Dumb children in the State, out of which four are run by the Government, two by Municipal Councils and six by private managements.

Under rule 64 Madras Educational Rules, teachers of these schools should possess the Government Certificate of competency to teach defective children in addition to (i) Collegiate or Secondary grade trained teachers certificate in the case of headmasters and (ii) higher elementary grade trained teachers certificate in case of assistants. Orders have been issued by Government for the training of a number of teachers qualified in the teaching of defective children. As a result, there are at present forty-four specially trained teachers in these twelve schools intended for the physically defective children, besides the three teachers employed in the Government schools for the Blind at Salem and Cuddapah who have undergone the special training but have not yet obtained the Government certificate of competency to teach defective children. Four teachers are now undergoing training in 1950-51 in the Government school for the Blind, Poonamallee. Such of the unqualified teachers employed in the aided schools as have trained teachers certificates only may also be considered to be undergoing "in-service" training as they can appear for the competency certificate examination after putting in a service of two years.

There are no schools for other physically handicapped children in this State, unless the four schools for children suffering from leprosy under private managements can be called "Schools for physically handicapped children".

Q:—Will the Hon'ble the Minister for Education be pleased to state :

(a) whether any report on the progress of Basic education in the State has been prepared ;

(b) if the answer to (a) is in the affirmative whether the Government will place it on the table of the House ;

(c) whether any other crafts besides spinning have been introduced in schools ;

(d) whether the children are required to provide themselves with implements required for spinning including the raw material cotton ;

(e) whether the Government will place on the table of the House a Statement (year-wise) since 1946 of the expenditure incurred on crafts instruction in schools and the income derived from the sale of articles made ; and

(f) whether the Government still pursue the ideal of making basic education pay for the cost of maintenance of schools ?

Answer.

Clauses (a) & (b) of the question: Yes. Copies of the reports have been placed in the Library of the Legislature for reference.

(c) Besides spinning, gardening is being taught as main craft in Basic schools. In some schools mat-weaving, bee-keeping, paper mache work, laundrying, homecraft, tailoring, clay modelling, etc., have been introduced as subsidiary crafts.

(d) No.

(e) Year.	Basic Training Schools.	Income
	Expenditure on Raw Materials.	Derived.
	Rs.	Rs.
1946 & 1947	nil	nil
1948	6,048	9,761
1949	26,536	39,506

Year.	Basic Schools.	Income
	Recurring Expenditure on Raw Materials.	Derived.
	Rs.	Rs.
1946 & 1947	nil	nil
1948	1,179	2,101
1949	5,771	8,244

(f) It has never been the policy of Government to make basic education pay for the cost of maintenance of basic schools.

NEWS AND NOTES.

AMBUR

At a meeting of the citizens of Ambur on 25-1-'51 an influential committee was formed with Sri N. Elayaperumal Chettiar as President, and Messrs. D. Dorairaj, Principal, Concordia High School, and T. S. Sankaran, Headmaster, Hindu High School, Ambur, as Secretaries, to celebrate the Second Adult Education Week between 17th and 21st February 1951.

On the 17th February 1951 half a mile long procession of school children started from the Hindu High School grounds and marched through the main roads carrying placards and singing songs for promoting education among adults. They returned to the Hindu High School hall where Mr. I. Veerasami, B.A., B.L., Sub-Magistrate, Ambur, inaugurated the function, and Dr. C. Nathamuni Naidu, Secretary and Correspondent, Hindu High School, Ambur, presided.

A public meeting was held at the Mahomed Ali Chowk the same night. Mr. P. K. Gangadhara Mudaliar, Chairman of Gudiyattam Municipality presided.

On the 18th February 1951—Sunday—prayers were held at the 13 mosques and churches in Ambur and archanas in Hindu temples for the success of Adult Education endeavours.

GOBICHETTIPALAYAM

The public of Gobichettipalayam was taken by surprise by an impressive celebration of Play Festival for Elementary School Children under the auspices of the Elementary School Teachers' Association. The Play Festival Function was presided over by Sri V. T. Titus, M.A., M.LITT., B.T., District Educational Officer, Coimbatore and the Nilgiris. 15 Elementary Schools with 600 children participated in the Play Festival. The public appreciated the excellent performance of the pupils. Sri N. Palaniappan, Senior Physical Training Instructor, Diamond Jubilee

High School in charge of children training directed the Play Festival.

The Play Festival was attended by prominent officials and non-officials of the town.

Mrs. Titus, B.Sc., distributed sweets to children. The cost of sweets which was over Rs. 150 was entirely met by Sri C. K. Komaraswami Gounder, Mirasdar, Kallipatti.

Sri A. R. Somasundara Gounder, B.L., as President of the Play Festival Committee paid a glowing tribute to the excellence of children's performance and the efforts of the teachers.

Sri Moses Chelliah, Deputy Inspector of Schools organised the Play Festival.

MADURAI

As the Government Propaganda Vehicle Mobile Unit, Madurai Division has completed over 1,500 miles of tour, it was sent to an Automobile Workshop at Madurai for servicing. The vehicle came back on 16-1-1951 and work for the month commenced only from 17-1-1951.

On 17-1-1951 and 18-1-1951 the villages in Madurai Taluk were visited and propaganda work done followed by Film shows.

On 20-1-1951 a big function named—The City Demonstration of Physical activities of High, Training and Elementary Schools took place in Madurai under the Presidency of Sri P. N. Channu Nair, B.A., L.T., Divisional Inspector of Schools, Madurai Division in the forenoon and Sri N. M. R. Subbarama M. L.A., in the afternoon. The gathering was over 12,000. In the morning the Government van went round the streets of Madurai in procession and the Mobile Unit, Madurai was in charge of public speaking arrangements and music for the entire function.

Intensive touring of the Mobile Unit, Madurai commenced from 21-1-1951 and Dindigul, Palani and Periakula Taluks in Madurai District were toured.

The popular Thaipoosam festival at Palani fell during this period and full advantage was taken of it.

Six shows, four in Palani Town and two in villages were shown and propaganda lectures delivered on the first day 22-1-1951. Sri S. Krishnaswamy, District Educational Officer, Madurai resided on 23-1-1951. A big meeting was held before Dandayuthapani Sanadhi, Palani. All the meetings and shows were very popular.

On 26-1-1951, Republic Day, the vehicle returned to Madurai in the morning and in the evening a propaganda drive round the important streets of Madurai was made.

The next place visited was Bodinaickanur, a municipal town in Periakulam Taluk. Three shows were given, two in Bodinaickanur and one in Sriengapuram an important village in Bodinaickanur Range. The two meetings at Bodinaickanur was attended by over 4 to 5,000 people.

At Sriengapuram, propaganda work was done on an elaborate scale. The meeting and shows were attended by over 12,000 people who appreciated the films very much.

On 30-1-1951 the Mobile Unit proceeded to Periakulam and street propaganda for the meeting on 31-1-1951 was done.

The meeting on 31-1-1951 commenced with Sri P. A. Ramaswamy Chettiar, Chairman, Municipal Council, Periakulam. The crowd was very big and unmanageable. Even at the earlier stage the show had to be stopped as it was found that the huge crowd of over 20,000 could not be accommodated comfortably.

Two shows were therefore given on 1-2-1951 one at Rahim Talkies and another at Gandhi Maidan, Periakulam. The shows were very popular.

On 2-2-1951 Vadugapatti, an important village was also visited with film show and propaganda lecture. The meeting was attended by over 5,000 people.

On the whole the shows and propaganda lectures evoked great response and appreciation.

During the month, Sri K. V. V. Subramanian, B.Sc., L.T., Propaganda Officer, Madurai Division presided over 6 meetings and delivered about twelve lectures.

EDUCATION OF THE YOUNG WORKER

The Department of Education, University of Oxford, have arranged to hold a fourth Conference in their series on the Education of the Young Worker from the 8th to the 13th of July, 1951. The Conference members will be accommodated at Jesus College, Oxford, and the fee is 10 guineas (including accommodation).

The particular subject for discussion at the fourth Conference is to be: "The content for further education for the young worker; the synthesis of theory and practice."

It will be organised on similar lines to those in 1948, 1949 and 1950. Members will be divided into commissions to study the main theme, for which a carefully considered brief will be prepared and circulated to each member beforehand. There will also be a series of lectures to form a general background to these discussions. It is hoped that a special exhibition of books and other publications on this and associated educational and industrial subjects will be organised.

OUR LETTER BOX

MUSINGS AT COIMBATORE.—

Competent men have pointed out the impolitic nature and unsympathetic attitude of the Education Minister evinced at the recent Silver Jubilee of the District Teachers' Guild at Coimbatore. The President of the S.I.T.U. with remarkable politeness pointed out the fallacies in the arguments of the Honourable Minister who was convinced that because there was difference between clerks working at various offices there should be difference between teachers working under various managements.

A point that the Honourable guest raised was not sufficiently answered by any member of the gathering. The Minister was emphatic in his statement that the efficiency of the teachers has gone down since 1947. Every one seems to have taken it for granted that the statement is absolutely true. But calm thinking would have raised the following questions in the mind. What are the objective tests by which the Education Minister and his associates at the Inspectorate have measured and judged the efficiency of the teachers? Are their statements at least supported by the Inspection Reports of their own Educational Officers? (Let us, for a moment, delude ourselves that the reports represent the real situation.) Why did they not institute an enquiry into the deterioration of standards as soon as they felt that the teachers were not worth their salt? What were the contributions made by the Government to raise the standard and attainment of the ordinary teacher?

If these questions force themselves on any sane thinker he will come to the conclusion that the efficiency of the teacher has in no way deteriorated but the deterioration in standards of teaching and examination has been primarily due to extraneous conditions over which the poor teacher has no control. The truth will dawn on him that the charge of inefficiency on the teacher is

not true but foisted on him to screech the Government in their evasion of his just and legitimate demands.

Let this deterioration of standards be the food for some serious and honest thoughts. In this Province of our education had been the forum for ambitious and aspiring politicians who never scrupled to use it as a means of acquiring political popularity and status. Reform in Education was on the tongue of lawyers, doctors and politicians of all shades. Their wonderful panacea for the evils of the old system of education was constantly heard in the air and seen in print. People never for a moment thought of the poor teacher in his tattered shirt and corcave abdomen when they waxed eloquent over the new schemes of education. After all he was only an instrument, a mere tool. The poor teacher was expected to take this treatment as a matter of course for was he not educated to renounce his self-will and selfish ends? To the credit of the teacher it should be mentioned that he took all these things patiently. He did his best to carry out faithfully the various schemes of the Government, some of which were as volatile as unstable as the Madras Ministry itself. Though he had his own opinion about the pet theories of the various Education Ministers he kept them himself and worked out the education programme with faith and sincerity. Of course this was in the face of the conflicting and often ununderstandable bulletins of the Inspectorate. If his efficiency was not up to the mark who was responsible for it? It was the rapidity with which reforms in the curriculum were thrust on the educational world, the super-celestial ideas and subterranean practices of some of the educationists, the inadequate standard poor equipment and overcrowding schools.

One more point deserves careful consideration. The glib way in which

rious educational problems are discussed in the dailies has been partly responsible for a deterioration in the use of values among the pupils. The language controversy and the anti-Indi agitation have left in their wake serious prejudice against and an active distaste for English and Hindi in the minds of many innocent young pupils. Misleading propaganda carried on in some institutions has helped the misguided youths to gloat over their deficiency in these languages. They are often doped to think that their deficiency in these languages is a test and measure of their love for their mother-tongue!

Again the impact of Basic Education has led to a series of irresponsible assaults on the existing system of education. Recently I was pained to hear a great authority on Basic Education holding a gathering of High School children seriously that test tubes and scientific experiments with them are useless for life. Little did he realise the psychological effect of his talk on the immature minds of the children. He had to devote several periods to dispel the misconception from the minds of my children and show them the value of experimenting with small quantities before we apply the results to things on a large scale. Such talks

by men who show scant courtesy for the tender susceptibilities of the young and growing brains breed only scepticism among children and they begin to question the fundamental values and conceptions of education. Unless we are able to give them a sense of security born out of the usefulness of what they are learning they will not be able to profit by the education they are receiving.

Therefore, instead of flinging stones at each other, mocking at the 'weeping face' of the teacher or pestering the ministers with petitions and memoranda, let us try to do our best for the children of this land, the future promising citizens of our free country. Let the Honourable Minister for Education be assured that there is no marked deterioration in the efficiency of the teachers of this presidency. Certainly there is a deterioration in the standard of education, the attainment of the pupil and the standard and validity of the various examinations conducted by the Government. Let us honestly go into the details of this deterioration and do our best to co-operate with each other and with the Government to raise the standards of educational attainments of this presidency.

T. R. Lakshminarayanan.

PROPAGANDA

Sri K. S. Chengalroyan, visited the following schools in Salem District:

- (1) Palcode B. H. School, 14-10-'50.
- (2) Denkanikottai B. H. School, 4th and 5th November, 1950.
- (3) V. C. High School, Omalur, 9th December, 1950.
- (4) Senguthar's High School, Tarangalam, 10th December, 1950.
- (5) Kandasai Kander's High School, Eluru, 27th January 1951.

Sri S. S. Avadhaniar, who recently retired from service is now in Madras. He was in charge of the section (S.I.T.U. and its activities) in the Educational Exhibition at the Teacher's College, Saidapet.

He addressed the Elementary Teachers' Association, Royapettah and the Teachers' Association, Muslim High School, Triplicane, about the Protection Fund.

FROM OUR ASSOCIATIONS

COIMBATORE

Under the auspices of the Coimbatore District Teachers' Guild, a Citizenship Training camp was conducted for teachers in Secondary Schools of the district, at Vellakinar (5 miles from Coimbatore) from 22-12-'50 to 31-12-50. There were 45 trainees (3 women) from 20 schools of the district, 11 L.T. Assistants, 32 Secondary Grade Trained Teachers, 1 Physical Training Instructor and 1 Hindi Pandit. The course was approved by the D.P.I. Madras (in his R.C. No. 180-S.E. 3/50, dated 11-12-1950).

On the 22nd at 10 a.m. Sri V. C. Subbiah Gounder hoisted the National Flag. Sri V. C. Palaniswamy Gounder, M.L.A., inaugurated the course and Sri V. T. Titus, District Educational Officer spoke about the value of such training to teachers. During the ten days of the camp, the Tamil Poet Laureate-Namakal Sri Ramalingam Pillai, Sri K. Arunachalam, Sri Giridari Prasad, Sri K. R. Appalachariar, Sri S. Rajam addressed the trainees. The Honourable Minister Sri N. Sanjeevi Reddi visited the camp on 29-12-50. The Visitors' Day was celebrated on 30-12-50. When Sri K. P. G. Menon, Divisional Inspector of Schools, presided and Sri T. S. Avanashilingam Chettiar, after an inspiring address, declared open the 'Social Education Mobile Unit' of the State. There were Visual Education shows then.

Sri V. C. Subbiah Gounder and Sri V. S. Palaniswamy Gounder with their well-known generosity and kindness, helped in every way to make the training camp, a grand success.

ELURU

A conference of all the teachers of the Secondary and Training Schools was held during 26th, 27th and 28th of January 1951, under the auspices of the Municipal High School Teachers' Association, in connection with the celebration of the Anniversary of the New Era

Club activities of the school boys, with Mr. K. Veerabhadraswami, B.A., L.T., District Educational Officer in the chair.

On 26th January, 1951, there was a social gathering of all the teachers and the Educational Exhibition organised in co-operation with the other schools of the town, was opened by Sri D. S. Subrahmanyam, M.A., B.Ed., Principal of Sir C. R. R. College, Eluru.

At 5 p.m. the same day the public meeting was held with the District Educational Officer as the President.

There was a Music party and a Drama by boys in the night. On the second day, Sri Bhamidipati Kameswararao, B.A., B.Ed., delivered a fine speech regarding the reorganisation of education and about the recently issued specimen papers of the S.S.L.C. Public Examination to be held in 1951. Sri S. Lingayya, B.A., B.L., spoke on the three R's.

On the third day games and sports are arranged for Teachers and the meeting was presided over by the District Educational Officer. Sri P. Ramachandra Rao, B.A., gave a fine speech on the status of the Teachers.

TANJORE

The Annual General Body meeting of the Tanjore District Teachers' Guild was held in the Municipal High School, Mayavaram, Mr. N. S. Krishnamurti Aiyar, President of the Guild, presiding. 160 members from different schools attended.

Mr. M. K. Nataraja Aiyar welcomed the members.

The President, in his opening speech referred to the G.O. about the South India Teachers' Union and the grievances of teachers in Local Bodies. He appealed to teachers to be united in spite of the efforts of the Government to divide them. He said that the only representative body of teachers in South India was the South India Teachers' Union and it was

their duty to strengthen that organisation.

The Secretary of the Guild, Mr. S. Balasubramanyam, read the annual report and accounts.

A paper by Mr. S. R. Balasubramanya Aiyar on Social Studies was read by Mr. Suryamarayana Sastri. Mr. Balasubramanya Aiyar appealed for an integrated teaching of history and geography and criticised the syllabus in Social Studies which dealt with the topics in an unrelated way. He emphasised the importance of teaching the history and the geography of India in schools.

Mr. R. Mahadevan gave a talk on the new types of questions to be asked in the S.S.L.C. examinations from March 1951. He said that these questions were rather hastily introduced. The new types of questions should be standardised before they were asked in examinations. He appealed to teachers to study the tests without prejudice and help the Education Department in the framing of proper tests.

There was a discussion and at the end, it was resolved to request the Board of Secondary Education not to

penalise pupils this year for wrong answers in the multiple choice test in view of the fact that they had not had sufficient time for practice in answering the new types of questions.

Some bye-laws of the Guild were altered with a view to the better working of the organisation.

After lunch, resolutions were passed requesting the Government to make it obligatory on the part of all managements to pay their teachers Government scales of pay, to grant full-fee concessions to children of teachers and dearness allowance at Central Government scales. The Guild opposed the proposal to make non-teachers eligible to stand for teachers' constituencies. In view of the difficulty of getting L.T's. or B.T's., it was resolved to request the Government to allow experienced secondary grade teachers to be appointed as headmasters of middle schools. By another resolution, the Guild requested the Government to introduce a pension scheme for teachers in addition to the existing Provident Fund.

The Secondary Schools Teachers' Association, Mayavaram, were 'at home' to the members of the Guild.

(Continued from Page 53)

Ever since he had systematically endeavoured to improve his grasp of this subject.

The book under review is based on the author's extension lectures on classification to the students of the Diploma Classes in Library Science at the University of Bombay. The author outlines the characteristics of the Colon Scheme and explains in simple language the fundamental principles forming the basis of classification of books.

He explains these principles by quoting relevant portions from the books of Richardson, Sayers, Bliss and Ranganathan who are authorities on the subject. As Dr. S. R. Ranganathan says in his foreword to the book, Mr. Parkhi expounds the theory of Library Classification in a form which is easily assimilable.

Librarians will find this book a useful introduction to the foundations of Library Classification.

K. M. S.

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BROADCASTING TO SCHOOLS. (UNESCO Publication. Price: 6 sh.)

This is a 215 page book published by the UNESCO. It covers the history of school broadcasting in the various countries, methods of supervision, control, management and financing; educational aspects; technical conditions; and reports on such special aspects of the subject as the use of frequency modulation, television and methods of international change. The volume also contains the report of an international advisory committee on Educational Broadcasting which under UNESCO auspices, studied the problem and made a number of recommendations. There is a section on India.

DIRECTORY OF THE MADRAS LEGISLATURE, 1950. (Published by the Madras Legislature Congress Party.)

This is a useful compendium, informative on all matters pertaining to the sphere of activities and the achievements of the Madras Legislature Congress Party. It gives information about party organisation, its chief work during the years in office, the list of Acts passed by the Madras Legislature, a brief report of the Madras Ministry, and photographs and biographical sketches of the members of the Assembly and the Council. It is not known why some members' photographs are not appearing. There is also a gallery of the photographs of the Central Cabinet. A picture of Mahatma Gandhi appears on the first page.

TEACHING, DECEMBER 1950. (Oxford University Press. Price: Re. 1.)

This quarterly issue is devoted to the education of the handicapped and mentally backward children. The prominent contributions are mentally handicapped children, the education of the blind and its difficulties, the backward

child, Basic education of the deaf children in India and schools for the handicapped—from the pens of those who have specialised in these aspects.

VAJRANGA VIDYA (or *Practical Physical Training*). By K. G. Vaze. (Achuthananda Vyayam Shala, Poona. Price: Rs. 3.)

The author lays out a scheme of physical training, the practical aspect of the physical education of the nation. The scheme laid down in this is expected to develop bodies able to use any facilities that may be available at any stage of life with ease and comfort.

The Editor acknowledges with thanks receipt of the following publications:

- (1) The National High School (Girls), Triplicane, Madras, in pictures from 1941 to 1950.
- (2) The National High School (Girls) Magazine, Vol. I, No. 1, with pictures and articles in English, Tamil and Hindi.
- (3) Salem District Teachers' Guild Silver Jubilee Souvenir—December 1950.
- (4) The Nadar's Sundara Visalakshi Vidyasala High School, Pattiveeranpatti, Annual Magazine, January, 1951.

OXFORD ENGLISH COURSE FOR MALAYA, (from 1st year to 7th year): (Oxford University Press. Price: As. 6, As. 9, As. 10, Re. 1-2-0, Re. 1-4-0, Re. 1-11-0, Re. 1-14-0, Re. 1-14-0, respectively.)

These readers cover a seven year English course for schools in Malaya and have been adopted from the Oxford English course with the help of English teachers in Malaya. Though intended for Malaya, they may be usefully handled in the teaching of English in Indian schools, provided of course, the

full set is used. The topics covered in the lessons are varied and there are wealth of illustrations. Each lesson has an exercise in grammar and composition. The beautiful set up and binding of the books cannot but attract children and young pupils to a choice of this set of books.

A DAY-BOOK OF THOUGHTS FROM MAHATMA GANDHI: Edited by K. T. Narasimhachar. (Macmillan & Co., Ltd. Price: Rs. 2-4-0.)

For each day of the year of 365 days, there is a 'thought' rather it may be called a 'manthra' to be pondered over and practised in the day to day of an individual. This book of collections of the best 'thoughts' chosen from the speeches and writings of Mahatmaji, will be a good guide in the life's journey of a person—man or woman.

PATHWAYS TO INDIAN HISTORY, BOOK I. By J. V. Furtado and James H. Gense. (Macmillan & Co., Ltd. Price: Re. 1.)

This book introduces the school pupils of Standards V to VII (Bombay syllabus) into the glimpses of the past, divided into four stages in strict conformity with historical truth—from early man down to the Guptas. Each lesson is followed by a summary and simple questions to test the knowledge acquired.

THE JOURNAL OF EDUCATION (January 1951).

This educational journal is published in London every month with which is incorporated the School World. The annual subscription is Rs. 11-14-0 (15 sh.) and can be got through Messrs. Oxford University Press.

THE ANNUAL REPORT, 1949-50: (S. K. P. D. Boys' High School.)

This is the 31st annual report and records the following features in the

working of the institution during the year under report:—

1. The strength of the school rose from 445 to 550.
2. The management have introduced the government scale of pay with the dearness allowance and weightage wherever necessary.
3. A manuscript magazine was published.
4. A large scale excursion was conducted to Srirangam and Tiruchirappalli.

The receipt of the following publication is thankfully acknowledged:—

S. V. High School Students' Magazine, Giddalore, Vol. I.

C. R.

PARKHI (R.S.): PRINCIPLES OF LIBRARY CLASSIFICATION WITH SPECIAL REFERENCE TO COLON AND DECIMAL CLASSIFICATION. PART I. GENERAL THEORY OF CLASSIFICATION. 7½"×4½" pp. 111. 1950. (Saradai Publications, Poona. Price: Rs. 6 in India, Foreign 12 sh \$3.)

Classification is the bed-rock of the Library Technique. There are several schemes of Library Classification which are current and the Colon Scheme is one of them. This is an invention of Dr. S. R. Ranganathan. It is an analytical-synthetic scheme possessing great potentialities. The most unique feature of this scheme is that every subject, whatever might be its extent and intention can find its right place in the field of knowledge. This feature of the scheme is engaging the attention of not only our Indian librarians but also many in foreign countries. The study has resulted in the growth of a considerable amount of literature on the subject and Mr. Parkhi's book is one of the recent additions to the collection literature.

About 20 years ago the author of the present book spent a few months at Madras School of Librarianship

(Continued on Page 50)

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Bd. High School, Polur	.. 1	WEST GODAVARY :—	
Islamiah High School, Melvisharam	.. 1	W. G. B. College, Bhimavaram	..
	— 4	Total	..

THE Tiruchirapalli District Teachers' Guild

The Tiruchy District Teachers' Guild was started in December 1890, as the TRICHIRAPALLY TEACHERS' ASSOCIATION. From the outset, it had contacts with the Teachers' Associations in Madras and other places. So, though it was formally constituted as a guild only in 1922, it was part of the S. I. T. U. from the beginning.

The Golden Jubilee of the Guild was celebrated in 1940. It is proposed to celebrate the Diamond Jubilee of the Guild on 31st March 1951. Sri S. Natarajan, President of the S. I. T. U. has kindly consented to preside.

On this unique occasion, the Guild extends its fraternal greetings to all teachers' organizations in the State and invites all teachers to attend the celebrations and make them a success. In particular, all the sister-guilds in the State are requested to send at least two representatives to the celebrations. Of course the Guild will be glad to look after their comforts during their stay in Tiruchy.

I. P. H. ALBERT,

President.

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J. G. CLEMENT,

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Mrs. GRACE DORAIRAJ,

Secretaries.

EDITORIAL

A Great Loss :

In the passing away of Dr. C. R. Reddy, India has sustained a great loss. To us in South India, his demise at this time has left a void difficult to fill. A brilliant scholar, he made his distinctive contribution to Education, first as Inspector-General of Education, Mysore, then as Vice-Chancellor of the Andhra University and later as the Pro-Chancellor of the Mysore University. The Andhra University may well claim him as its father, for to him it owes a great deal. For nearly 17 years he guided the affairs of this University and contributed not a little to its growth and development. At a time when education is in the process of undergoing a change to suit the new conditions, when the country needs his guidance most, death has taken him away from us. His life was an example of rare dedication to the cause of education. He could have distinguished himself in more profitable avenues of life, if he had cared to, but, he chose Education and showed how even in such humbler spheres one could serve the Motherland. May his spirit of service continue to inspire our youth!

The Budget :

The Budget has been presented and a great point is made of education accounting for a large share of the increase in expenditures. It is also made out that 11.5 crores is being provided for Education—a figure nearly double of what was spent in 1945. But we

scanned the proposals to see if there was anything in it to give relief to the poor teacher who is struggling hard to make both ends meet.

In revising the scales of teaching grant to teachers in Aided Elementary Schools, the Government had directed managements to pay from out of their funds Rs. 5 a month to each teacher. But during the past 4 years only a few managements, less than a 100 out of total of nearly 18,000 schools had paid this amount. As a result of repeated representation, the Government have undertaken to pay two rupees more leaving it to the management to pay the other three rupees. Apart from this, there is no other item in the Budget to indicate that the Government have appreciated the economic distress of the teachers. In many parts of the Province, the cost of living has increased abnormally—400 to 500% above that of the 1939 level. The cry of the Secondary Grade Teacher for a more equitable salary scale does not seem to have been heeded at all and yet the Budget provides a mockery of 5 lakhs for the extension of free compulsory Elementary Education. Seats in Training Schools remain vacant. Teacher posts in many schools remain unfilled and everybody is painfully aware that there has been a serious deterioration in the quality of those who come forward to teach. The Ministry of Education cannot be unaware of the fact that the salaries offered are so inadequate as to repel young men and women. The Union has made ve-

strong representations to the authorities in respect of the salaries of Secondary Grade Teachers, who form the backbone of the Secondary School structure. It is so illogical to find Government embarking on extension of education before improving the existing schools. An increase in the scales of salaries offered to Secondary Grade teachers to at least Rs. 60—4—120, is the immediate step to be taken and then Gov-

ernment will succeed in its efforts to extend compulsory education.

The Budget, which was described as a 'hope for to-morrow budget' holds out no hope for Teachers either for to-day or for to-morrow. The Teacher's hope is therefore only in the effectiveness of his organisation. The elections will soon come. Teachers, if they are united and well organised, can successfully bargain for a fair deal.

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எஸ். வெங்கிடகம்பிரமணியம், பி.ஏ., எல்.டி.

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ஆறாம் புத்தகம் (General Mathematics)	(6-ம் பாரம்)	ரூ.

குடிமைப் பயிற்சி நூல் (Citizenship Training)

ஆசிரியர்

கே. எஸ். மணவாள அய்யங்கார், பி.ஏ., பி.டி.

முதல் புத்தகம்	(1-ம் பாரத்திற்கு)	அனு
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மூன்றாம் புத்தகம்	(3-ம் பாரத்திற்கு)	..

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எஸ். கே. ஸ்ரீகுமாரி, பி. எஸ்.எஸ்., எல்.டி.

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மூன்றாம் புத்தகம்	(3-ம் பாரம்)	அனு

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