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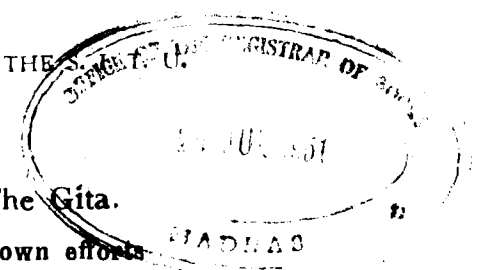
# The South Indian Teacher

THE OFFICIAL JOURNAL OF THE

APRIL 1951

उद्धरेदात्मनात्मानम्.—The Gita.

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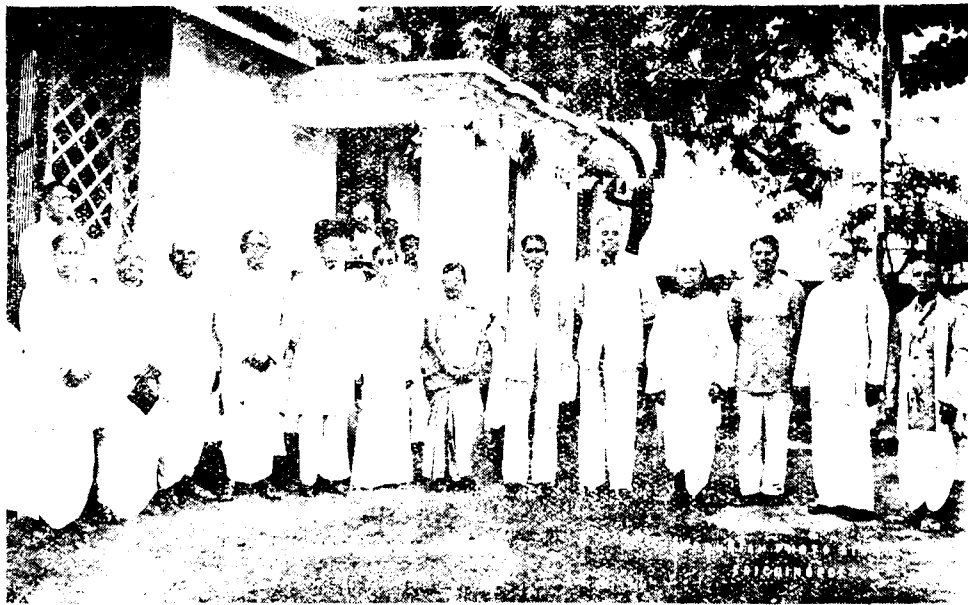
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# THE SOUTH INDIAN TEACHER

Vol. XXIV

APRIL 1951

No. 4



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## TEACHING OF READING

MISS SHACHI MATHUR

*Central Institute of Education, Delhi*

The linguistic aim of teaching a certain language to the child is to enable him to understand the spoken and the written language; to speak it clearly and distinctly and to write it correctly and legibly. The reading in the proper way helps the individual to appreciate the beauty of expression, style and idea. It becomes an infinite source of pleasure. Reading in the idle moments of life, not only serves as a means of recreation, but it becomes an inexhaustible source of knowledge and information.

Reading is either loud or silent. Both are meaningful and intelligible. The children should be able to read aloud correctly, distinctly and most precisely with correct pronunciation and intonation. Their accent also, must be correct, the emphasis falling on the right syllable.

The problem before us is how to teach reading? There are two methods of teaching reading, the analytical methods or that which deals with the teaching of alphabets and the sounds of different letters. The second is the synthetic method, which is concerned with the teaching of the word, the phrase or of the sentence as a whole.

Under the heading of the analytical methods we can include the Alphabetic or spelling method, the phonic method and the phonetic method. In the synthetic method we include the look and say method, the phrase method and the sentence method.

In choosing a method of teaching reading, we should always keep in

mind that our selected method is interesting to the students. Before we can do this; we must see all the methods and then decide which is more suitable for our purpose.

The alphabetic method or the method of teaching reading according to the names of the letters is an old method. After teaching the letters separately, the combinations of letters is taught and last of all the word as a whole is read. With the help of the alphabetic method, the students can learn the spelling and the formation of the words. But this method is very bad as far as the speaking and learning as a whole is concerned. The names of the letters do not give the sound of the word when combined.

The other method is the Phonic method. Here more emphasis is laid on the teaching of the sound than on the shapes and names of the letters. No doubt this method is useful for a child, for he can grasp a new word easily. He can speak distinctly and clearly. This method is based on the assumption that each letter has a particular sound. But this is not the case. In English for example, we find one letter giving the sound of more than one letter, which used in different words, e.g. 'u' in 'but', 'cut' gives entirely a different sound from that which it gives in 'put'. Another defect of this method is that it neglects spelling.

Another method in which the emphasis is laid on the sound is the Phonetic

method. This method, like the Phonic method, helps the pronunciation.

Look and say method is another way of teaching of reading. This method assumes the eye recognises the word as a whole more easily. The teacher writes a few words, occurring in the student's lesson, on the black-board, and says it. The children say it after the teacher. In this method, instead of writing on the black-board, the cards, charts, etc., can be used. By this method we avoid the tedious task of learning spellings. In this the progress is rapid, and arouses the children's interest from the very beginning.

This method can be used in a modified way, thus giving us what is called the sentence method of teaching how to read. The advocates of this method argue that a sentence is a unit of thought, which is complete and meaningful. In this method instead of words, sentences are used.

Some people are of opinion that a phrase should be the unit of teaching reading. They believe that the phrase corresponds to the eye-span.

All these methods of teaching reading are followed, but from the point of view of interest is concerned, every child is interested in stories and in games. This liking of stories and games gives us a clue for our method. Before actually starting the subject-matter of reading, the interest of the class should be created. In the case of project method this is not a difficult thing. Children are interested in pictures and by writing a few words or sentences on the picture, we can begin with our lesson. The child's curiosity to understand the picture, will force him to read what is written on the picture.

According to Ryburn sentence method is an effective means of teaching to read. He has given a number of games which can be utilised in teaching the subject. A sentence is a part of a story, and the child starts reading the story, out of sheer curiosity and interest. The recognition of words can come after a beginning is made and finally comes the recognition of letters.

In this case the process is the reverse of the alphabetic method. In childhood the children see the objects, words or sentences as a whole, they are not capable enough to discriminate the details, and they gradually come to the minute differences between the words having the same form. The words like 'cat', 'rat' are a general whole to them. They can differentiate between these two at a later stage. Therefore, in order to begin the teaching of reading, the sentence must consist of words having different sounds and different shapes. Such sentences as 'a cat caught a rat', or the 'big dog digs the ground', etc. present a sort of difficulty for the children, in distinguishing the alike words 'cat' and 'rat', and 'dig' and 'big'.

The reading material should be such as is easily appreciated by the children. It must create an enthusiasm to read, by attacking their emotions and feelings. The teacher should, therefore, select an object of children's interest, and then ask them to say something about it. The children will try to describe the thing, and thus sentences will come forth easily. The teacher can write these sentences, and then the children will read these sentences.

This method, as objected to on grounds that this is a very haphazard way of doing things. The children are confined only to the reading of sentences which they themselves have formed. They cannot go on with a book set up for their syllabus. But this objection is not very effective. After learning to read their own sentences, the students can easily read any book of their standard. The teacher can take up the phonetics and recognition of words later on.

In using the sentence-story method of teaching of reading, the teacher should be careful that the children do not learn the sentences by heart. Their spellings also must be supervised and guided by the teacher. By this method quick progress can be made in teaching of reading.

(Continued on Page 116)

## "THE READING HABIT"

K. NARAYANAN

Lecturer in English, Dr. A. C. Teachers' Training College, Karaikudy

(Continued from Page 271)

(b) *Library Reading.* As already pointed out, the study of the Non-detailed Reader is intended as an intermediate step between the Detailed Reader and Library work. Supervised reading, rapid reading of the non-detailed reader, should naturally lead to library reading that is unsupervised.

In fine a pupil must read books out of class as well as in class.\*

1. *Very Poor.* From the figures given below it is clear that a large number of pupils do not make use of the library at all, and those that make read a very few books.

### LIBRARY STUDY, 1948-49

| S. No. | Name of the School                       | Total Number of pupils | Number of pupils that used the Library | Number of books read | Average |
|--------|------------------------------------------|------------------------|----------------------------------------|----------------------|---------|
| 1.     | Schwartz High School, Ramnad             | 457                    | 152                                    | 152                  | 1       |
| 2.     | Board High School, Rajapalayam .. ..     | 937                    | 605                                    | 2,170                | 4       |
| 3.     | Edward High School, Sattur ..            | 491                    | 253                                    | 2,030                | 8       |
| 4.     | De. Britto High School, Devakottai .. .. | 674                    | 471                                    | 2,510                | 5       |
| 5.     | Muslim High School, Abiramam             | 320                    | 80                                     | 320                  | 4       |

2. *Reasons.* The reasons for this sorry state of affairs are not very far to seek. Books in the market are not suited to our pupils. In most of the schools there is no class library as such. If any, it is not properly organised and the class teacher is not trained in library work. Let me now examine these and suggest suitable steps to be taken.

*Difficulty of Material.* It is not infrequently found that some of the humbler details exert pronounced influences upon the attainment of the major objectives of reading. A hearty and wholesome enthusiasm for reading, ability to comprehend accurately and fully, skill in using reading as a means of furthering many other recreational and educative activities, are not most surely, economically and happily achieved by any single formula, but rather by the careful provision and co-ordination of many factors in the learning situation. Among these factors is

the difficulty of the material presented to the pupil.

The difficulty of material is the result of several factors. The more remote the ideas from the experiences of children, the more difficult the material is to comprehend. The less familiar the vocabulary, the harder the reading will be. The more clumsy and complex the sentence and paragraph structures, the more difficult the material. The heavier the vocabulary burden, the harder the content.

By vocabulary burden is meant the number of difficult words in a given amount of material. The rate of introducing new words indicated the difficulty of the material.

One Fred, aged seven, had an intelligence quotient of 37. The average IQ of his classmates was about 144 or 57 going higher. Fred alone did not make any progress in reading ability. Two years after, a programme of instruction with materials in which new words

\* H. Champion, *Lectures on the Teaching of English*, Page 67.

were introduced infrequently and old words reviewed extensively, was inaugurated. After a few weeks Fred began to make progress.

After five years he showed a reading ability but slightly below the average for pupils of his mental age. Despite the fact that during the two whole years Fred had not only made no progress but had also formed inhibiting habits, he had now reached nearly normal status in reading.

Thus it will be seen that the proper adjustment of reading materials to a pupil's capacity is of profound importance. This will give reading ability a healthy birth and capacity to grow and live.†

Another factor that influences children's choices is the quality of the material—the degree to which it is written according to principles of good writing for children. The material has got to be adjusted to the children's level of understanding. Not only the language but also the subject-matter should be suitable to the age of the pupils for whom the books are intended. Most of the books available are all surcharged with foreign atmosphere and as such entirely unsuited to our pupils. Above all the books must be *SHORT*. Children are always attracted by short books.

In fine every one will agree with Dr. Huber\* who by means of a careful statistical analysis arrived at the conclusion that three factors influenced children's choices and enjoyment of literature.

- (1) The type of material.
- (2) The quality of material—the degree to which the book is written according to criteria of good writing for children.
- (3) The difficulty of the material—the vocabulary burden.

*Suitability of Content.* Here is the kind of books taken and read in 1948-49 by the pupils of the following High Schools in the Ramnad District.

(Refer tabular statement given on next page.)

From the figures it is evident that pupils prefer most books of stories and tales. Next in the order of preference come books of Fables; then books of lives of great men; then books of travel and adventure; then books of Science and History and Geography.

Library study may commence in the short-term of Third Form and in Form III and Form IV pupils should be provided with short interesting easy books of tales, stories and adventures written mostly by Indian authors.

*Suggestion.* Publishers may as well undertake the noble task of producing simple short interesting books suited to the mental age of the pupils. Experienced teachers may be approached to write books suitable for Library study. But for the present we shall encourage our pupils to take and read books already published by leading publishers like the Oxford University Press, Macmillan and Co., Ltd., and Longmans. Here is select list of books suitable for Forms III, IV and V.

#### BOOKS FOR PLEASURE

1. First Steps for Tiny Folks, Oxford University Press.
2. New Steps for Tiny Folks, Oxford University Press.
3. Easy Steps for Tiny Folks, Oxford University Press.
4. Strang's Penny Books, Oxford University Press.
5. First, Second and Third Book of Fables, Oxford University Press.
6. Supplementary Readers to the Oxford English Course, Oxford University Press.
7. The Happy Readers. Edited by Herbert Strang, Oxford University Press.
8. Longmans' Easy Indian Stories, by R. W. Ross.
9. Longmans' Indian Reading Books.

LIBRARY STUDY - BOOKS TAKEN FROM THE LIBRARY FOR READING EXTENSIVELY BY PUPILS - 1948-49.

| Name of Schools                   | KIND OF BOOKS TAKEN AND READ |                   |         |        |        |           |                       |          |         |                       | Total number of pupils that used the Library | Total Number of pupils |
|-----------------------------------|------------------------------|-------------------|---------|--------|--------|-----------|-----------------------|----------|---------|-----------------------|----------------------------------------------|------------------------|
|                                   | Lives of Great men           | Stories and Tales | Fiction | Fables | Travel | Adventure | Discovery Exploration | Folklore | Science | History and Geography | Others                                       | Total                  |
| Board High School Rajapalayam     | 170                          | 420               | 90      | 200    | 90     | 70        | 45                    | 50       | 105     | 80                    | 850                                          | 2170                   |
| S. H. N. E. High School Sattur    | 226                          | 419               | 231     | 256    | 139    | 92        | 145                   | 431      | 71      | ...                   | ...                                          | 2030                   |
| De. Britto High School Devakottai | 90                           | 2415              | ...     | ...    | ...    | ...       | ...                   | ...      | ...     | 5                     | ...                                          | 2510                   |
| Schwartz High School Ramnad       | 26                           | 32                | 15      | 15     | 13     | 12        | 11                    | 11       | 8       | 9                     | ...                                          | 152                    |
| Muslim High School Abiramam       | 40                           | 160               | ...     | 50     | ...    | 20        | ...                   | 10       | ...     | ...                   | 40                                           | 320                    |

† Interest and Ability in Reading. Arthur Gates: Chapter I.

\* The Influence of Intelligence upon Children's Reading Record, Teachers' College contributions to Education No. 312, Teachers' College, Bureau of Publications (Columbia 1928).

10. Longmans' Indian Fables and Legends, by M. G. Anderson.
11. Longmans' Saints of India series.
12. Eastern Fables and Folk Tales, Macmillans.
13. Tales of India, Macmillans.
14. Indian Story Readers, Macmillans.
15. Macmillan's Story Books.
16. Children's Classics, Macmillans.
17. Stories from Tagore, Macmillans.
18. The A. L. Bright Story Readers, Macmillans.

## BOOKS OF KNOWLEDGE

1. Here and There Series, Macmillans.
2. How and Why Stories, Macmillans.
3. Little People in Far Off Lands, Macmillans.
4. Question Time Series, Macmillans.
5. Then and Now Stories, Macmillans.

6. Leaders of the Modern India, O. U. Press, Bombay.
7. Women of Modern India Stories, O. U. Press, Bombay.
8. Indian Historical Biographies, Longmans.

## GREAT WRITERS RETOLD FOR CHILDREN

1. Tales from Shakespeare, by Charles & Mary Lamb.
2. The Children's Bookshelf Series, Harp.
3. The Children's Shakespeare, Macmillan.
4. Arabian Nights, Blackie.
5. Tales Retold for Easy Reading, O. U. Press (First and Second Series).
6. \*Longmans' Simplified English Series.

(To be concluded.)

\* "English books are written for those who have spoken English since they began to speak, and have read English since they began to read. They are not written for the bilingual foreigner. And the bilingual foreigner will not get what the Englishman gets from them as his vocabulary is too small. In every school in the world in which foreigners are learning English, the teacher is crying out for books that will bring to the foreigner who is learning English some of the pleasure that the English classics bring to the English boy and girl. This series is intended as an answer to that cry." (Mr. C. K. Williams General Editor: Longmans' Simplified English Series Introduction.)

(Continued from Page 112)

In starting the teaching of a 'reader' the children's interest again should be kept in mind. The subject-matter of reading should not be too difficult for them. Before proceeding to read the books oral work should be done, i.e. the teacher can discuss the subject-matter with the class. Any difficult words occurring in the lesson, should be explained. If the children fail to pronounce a certain word, the teacher should teach them the correct pronunciation.

Silent reading must precede loud reading. In this way they can mark the words, which are difficult for them to pronounce, or of which they do not know the meanings.

After a silent reading by the class the teacher should give a model read-

ing. In this way, the students will be able to pronounce the word. They can easily recognize the accent and intonation, and thus while reading themselves, they will make use of their previous knowledge.

As far as the 'reader' is concerned it should consist of material in accord with the standard of the class for which it is intended. Its language should not be too difficult for them. It should be printed in bold letters, very clearly. Its subject-matter should be able to create the interest for reading in the children. The lesson should not be very long, but short and comprehensive.

If we take into consideration all these things, before we embark upon the teaching of reading, we can fulfil our mission more successfully and gracefully.

## SOME THOUGHTS ON TEACHERS AND PRIVATE TUITION

K. N. PASUPATHI, Kurnool

That teachers have a right to undertake private tuition work and earn some extra wages or income to supplement their salaries is an accepted fact. The present economic conditions are so bad that quite a large number of teachers cannot help doing this work. Our authorities have realised this position. Else they would not have passed the latest G.O. on private tuition.

To do without private tuition is undoubtedly a great ideal for teachers in service if they can possibly do so. For, the time and attention given to this extra work outside the schools they serve in, may be well given exclusively to the pupils they teach at school.

One important aspect of the problem of private tuition needs emphasizing. If this work is undertaken and carried out in the proper spirit, besides the teacher's earning a little more in addition to his salary at school thus enabling him and his family to live somewhat more decently, the service rendered to the pupils with whom this work of private tuition is done, may be counted useful and beneficial from the educational point of view. Individual attention to 2 or 3 pupils committed to the care of a private tutor will go a long way towards improving them mentally. Mental training as well as alertness is promoted in pupils who receive private tuition.

While one is aware of the good side of private tuition, it is imperative on the part of teachers to keep clear of the evils inherent in the system of private tuition. There is nothing that corrupts man as pelf, and the love of pelf. The more one earns it, the more one wants to earn. While it is true that man cannot live without bread and so has to work for it, it is not true that man lives by bread alone. There is something nobler for which man is des-

tined by the Creator to live for and work for besides bread.

The teaching profession is just the field where the ideal implied in the above idea can be followed to the best of our ability. Teachers must stand for service first and everything next. Whatever the service conditions under which they carry on their work, their obligations to pupils and society must be discharged in a lofty spirit with a high sense of duty. Else they should be very poor teachers indeed. Which other profession gives to its members the noble task of building up the character of young boys and girls in their most impressionable and plastic period than the teaching profession? Which other profession can claim to be noble in the sense that the teaching profession does even in the modern day when the tendency to look down upon the teacher seems growing? It is, to my mind, tragic to contemplate that members of this profession too, here and there, indulge in vulgar and disparaging remarks and look upon themselves as mendicants of society.

It is the duty of teachers to feel that they are entrusted with a noble mission in life. While they may agitate for more salaries or better status, they must be fully conscious of their responsibility, and by the manner in which they conduct themselves and carry on their day-to-day task, they must promote the best interests of pupils as well as the dignity, self-respect and nobility of their profession. Then the status of teachers will be automatically raised. In the words of the great English poet, "It is not in our stars, but in ourselves, that we are underlings."

If some of us teachers feel that they do not have a sacred duty to discharge to society by the proper manner in which we practise our profession, it may be better for them to quit this

walk of life and take to more remunerative walks.

To say so may perhaps sound high platitude. But the conviction has grown on me during my long service as a teacher that the best results can be produced and the best fruits of our labour in schools can be reaped only if we combine a little more idealism to enliven and inspire us in our work, whatever the chilling conditions of service it may be our lot to work under.

In the background depicted here a few remarks on the question of private tuition by teachers in service may be permitted. Teachers are allowed to do the work outside the schools according to the G.O. on the subject. However, it limits the number of pupils to 3, and the time devoted to the work to about an hour and a half or two per day. One may not consider the G.O. to be quite satisfactory from the teachers' point of view. One may ask why 4 pupils cannot be permitted to take private tuition under one teacher, and why the limit should be fixed at 3. But the limit has to be fixed somewhere, and no teacher, while in service, may be given licence to ride this hobby horse of private tuition to death by running private tuition houses and engaging large numbers of pupils.

Today, the tendency for private tuition by teachers in service to grow into a mighty evil seems to be increasing. The adverse economic conditions and the terribly soaring prices of the bare necessities of life, encourage this evil tendency. It is said that some

teachers, while being attached to schools, undertake private tuition for 10, 20 or more pupils and work with them secretly without obtaining permission of the authorities. One hears cases of teachers who earn twice or thrice their monthly salary in schools by private tuition alone. Such cases may be exceptional, but they well reveal the nature of the contagious disease which spreads like plague or cholera and saps the vitality and nobility of the members of the teaching profession, let alone the adverse and undesirable reactions on the mind and morals of pupils.

Several evils are bound to emanate from this "Black-market" tuition system, if one may so call it. It is the negation of discipline or mental training to pupils. It is the degradation and demoralization of both teachers and pupils. It is the duty of managements of schools, and all others concerned with education to dissuade teachers from falling a prey to this degrading and corrupting system of private tuition. It is highly unprofessional and unmoral to undertake such private engagements while teachers are in service in schools. Hence the duty of teachers and all others concerned to discourage this sort of unauthorised and admittedly evil tuition system.

Let no one countenance this canker of mass private tuitions on the part of teachers so long as they are attached to schools where they have work, enough and to spare, to do with the pupils committed to their care.

## REORGANISATION OF THE B. A. AND B. Sc. COURSES OF STUDY

1. *This subject has been of late engaging the attention of educationists and administrators. I am setting down below a few main points, which will afford at least a basis for discussion, if nothing else. I may add that the views here expressed have the unanimous concurrence of the College Council of the Thiagarajar College, Madura.*
2. *I am grateful to the Editor of the S. I. T. U. Journal for the publicity given to this Memorandum and I hope there will be an exhaustive discussion of the subject in all its aspect in the Correspondence columns of this Journal.*

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C. D. S. CHETTI,

Principal, Thiagarajar College, Madura.

10-4-51.

### 1. OBJECTIVES OF THE COURSES

It will be agreed that the objectives of these courses must first be clearly formulated as only then the subjects could be fixed and the syllabus in each so drawn up as to suit the purpose in view. The largest number of graduates are absorbed in the following main lines of avocation :

- (i) Professions such as (a) Teaching, (b) Law, and (c) Fine Arts ;
- (ii) Higher Ministerial, Executive and Administrative Services—(a) Technical, and (b) Non-technical—Government and Private ; and
- (iii) Post-graduate courses other than Law and Teaching.

Now what is the kind of curriculum that would suit these ?

(i) (a) **TEACHING** : First, the teaching profession requires a certain amount of speciality in the different subjects. The extent of the speciality should be such that the teacher would be able to draw upon a sufficient fund of knowledge and experience which would enable him to handle with ease the subject of his speciality. The training given should be one calculated to provoke thought and to enable him to extend the bounds of his knowledge at least to the extent to which his profession demands. Secondly, according to our State tradition, many of the teachers in Secondary Schools also handle almost the whole of English and there does not appear to be any prospect of this tradition being broken up and the subject being handed over

to English "pandits." Hence, unless they have a sufficient grounding in it, it will be almost impossible for them to avoid a large number of flagrant mistakes in the usual routine teaching even. The demand for this work cannot reasonably be expected to be met by people taking English as an optional under Part III, even if such a course is instituted : people taking English will have a narrow field of employment in Modern India and so the number of persons available will be relatively few. Nor can the demand for English teaching be fulfilled by the institution of a Diploma course in English. The numbers handled here will be very few, people from the mofussil forming a very small part of this few. There is also another compelling reason why English should be taught as now by those with wider interests. We want English not so much as a language in the sense in which an English boy wants his English or a French boy his French or a Tamil boy his Tamil. We want it primarily as an introduction and help to the study of higher humanities and sciences and so the present class of teachers with specialities other than English is one well suited for this work.

(b) **LAW** : So long as our Law has its foundations not merely in the Hindu Code but also in the English Law, a fair amount of English is essential, unless we are going to be cut off from the inspiration derived from a close touch with the very fountain-head. English

will stand the members of the profession in good stead in their practice also. It is doubtful whether these people will require any speciality. What they certainly want is a wide range of experience; what the depth should be would be determined by the individual capacities and ambitions, after the men actually enter the profession.

(c) **FINE ARTS:** English would appear to be a necessity. An intimate acquaintance with the major trends of thought in the past will help the appreciation of the development of these specialities and determine the creative output. Naturally enough a good introduction to the specialities themselves is necessary.

(ii) **HIGHER MINISTERIAL, ADMINISTRATIVE AND EXECUTIVE SERVICES:** (a) *Non-technical* and (b) *Technical, Government Services:* So far as specialities are concerned the group of non-technical services stands more or less on the same footing as Law. But we are having in the Welfare State which is now being evolved a number of posts of high grade technicians, executives and supervisors, who require a fairly good knowledge of one or the other sciences including social sciences. These services would need at least about the same type of specialities as the teachers do. They would further require a fair working knowledge of English which would allow them to keep in touch with scientific and social welfare literature and developments generally. Otherwise each generation, good when it started, will be a stagnant pool increasingly festering as years roll by.

*Private Services:* The remarks made above for the Welfare State hold good here also.

(iii) **POST-GRADUATE COURSES (other than Teaching & Law):** These do not absorb a large number; but its importance would not depend on the numbers but on the equipment that the persons have. Such men require a very good training in their respective subjects and, it need not be added, a fair training in English as well.

Probably it is worth repeating to

ourselves at this stage that no educational institution can do everything necessary for the student in equipping him for his life work, that in fact in many cases education for life in one sense commences at the time he leaves the institution and that any education acquired by him or imparted to him, in whatever way one may put it, should be accounted a success or failure in so far it has quickened in him the spirit of enquiry and developed his powers of judgment and has enabled him or failed to enable him to appreciate his surroundings, and make the utmost use of these in the service of himself, his family and his country.

## 2. WHAT SHOULD BE THE PLACE OF LANGUAGES AND GENERAL KNOWLEDGE COURSES IN THE REVISED SCHEME?

(i) *English:* The place of English in the curriculum of studies has already been referred to in passing. But there is one aspect which has not been considered and that is the medium of instruction. As for some time at least this is to be the same as heretofore, namely English—it is necessary, if the study of the special subjects is to be done with any degree of satisfaction, that the students, especially of the pass course, should continue to study English. The standard of English has fallen very low and the place assigned to it in the new S.S.L.C. Course does not encourage one—in spite of what the syllabus is supposed to stand for—in the belief that even the present standard will be stabilised and that the present tendency to deteriorate steadily and progressively will not continue. In fact it is difficult for either stabilisation or any check to be effected. It is after all these S.S.L.C.'s, that go up to the Inter, B.A., and B.T. It is unreasonable to expect—however steadily the University might refuse to recognize the changes in the content and character of the School Curriculum and work, and continue to keep intact the old regulations and level of Text-books—the Professors to be able to ignore the type of material they have to handle and to be in a position to wipe out all traces of past work and send out at the end of the Intermediate or B.A. Courses

students just as good as before. It is these less equipped students that ultimately find a place in the scholastic profession and we shall do well to remember that to few that profession is the first choice. Nor can we forget that the teaching of English in the first three forms is almost wholly in the hands of S.S.L.C.'s. The cumulative effects of this vicious circle are not hard to assess. Can these ill-equipped students who find admission in pass colleges use English as the medium of instruction at all satisfactorily if they do not have a course in English as well? The Council submits that not even a confirmed optimist would answer in the affirmative. No knowledge is worth the effort, expense and time spent in acquiring it if it cannot be expressed, when the need arises, clearly and precisely and this is not capable of being realised so long as the person does not have a fair grasp of the mechanism he is using. Nor does the analogy of students entering post-Intermediate professional and Honours courses have a real bearing on the problem. These latter are the pick of the students: though they might not all be first-class boys, they are boys who have in a large majority of cases obtained distinctions in more than one subject and are besides, generally speaking, keen on their subjects and what is equally important, keen on making good. The proportion of such students to be found in those who grace the benches of the pass courses is depressingly small. Obviously what may be good enough for one type may not be suitable for the other.

It is this inadequate command of the use of the mechanism and the consequent want of self-confidence that explains in a large measure the tendency of the students to resort to "made easys," their persistent demand for "notes" from their teachers and their comparatively poor use of the library and associations when their work is not conducted in the regional language. This also would explain, at any rate in part, how from early times large scale lectures on each and every subject in all its aspects have become a chronic

feature of Indian University Educational Organisation. Where further crippling of the medium will lead to, other things being the same, is not difficult to imagine.

Before passing on to determine the contents of the courses two other points should be considered: (a) the place of Indian languages, and (b) the need to reorientate our courses of study by providing general knowledge courses, as is done in some modern Universities.

(ii) *The Regional Languages:* It should be recognised that in no University in the West or in America does the mother-tongue or the regional language form an integral compulsory part of a University course. And this is not surprising. One's interest in one's own language is two-fold. First, all that the word "mother-tongue" stands for; secondly, as a mechanism of thought and expression in the sphere of higher humanities and sciences. The first could be secured only by the study of the language as Literature and this can and should be completed wholly satisfactorily by the end of the Secondary course. Of course where a man wants to do advance study he will have to do it as a special subject. The second object, however, cannot be gained by merely a continuation or elongation of the above process. It can be got only by a conscious and persistent application of the language to the presentation of the facts and theories of the humanities and sciences. The Council submits that it may not be correct to assume that the Lecturer in a regional language as such can, generally speaking, function effectively in this matter. Till the subjects are actually handled in that language by those who are primarily competent to handle the subjects themselves—whatever may be their attainments in the language, so long of course as it is not unworkably poor—the much desired adaptation of the language to these purposes will not have been even begun and the type of new Literature required will not be evolved. The mere pursuit of a study of any Literature on a mass scale beyond a certain

point is meaningless. This might be held to be unpatriotic, and as evincing a want of respect for our past. It is nothing of the kind; on the other hand it is sound commonsense. We have the experience of other countries on our side. What other countries seek to do is to secure conditions under which its youth would by the time they finish their secondary course have a very adequate grasp of the mother-tongue, which would enable them to use it as a vehicle of thought and expression in almost any sphere of life. Naturally in the higher grades of thought the use of that language will demand a great deal from the user, and it is easy to see that as the man goes higher up, his command of that language also will in a larger number of cases not stagnate. This is due to the fact that at every stage of education and later work, the mother-tongue is the only known medium of expression, inside the country at any rate. Now in these matters India differs considerably from the rest of the advanced countries. In any case all that can and need be done is to see that the students who come to the University and finish the first two years, called the Intermediate stage, reach by the end of that course in the acquisition of the mother-tongue (or regional language) a stage at least as high, as, if not higher than, that reached in English by an English boy in the Cambridge Senior Certificate Examination. The outlook of the course should naturally be not so much the study of a large number of texts under the direct eye of the lecturer as the creation of an abiding interest in the literature by helping the students to appreciate it and infusing in them a confidence that they could explore in due course new fields on their own.

This is not only not impossible, but should be quite capable of attainment, for the following reasons, some of which are peculiar to us. (a) At present the students during the first eleven years of their scholastic career, barring the few hours spent in learning English or Hindi, deal with the regional language either as a subject of study or as a medium of instruction;

(in this the position does not materially differ from that in other countries). (b) In addition to the eleven years of school course the students will have the advantage of the two year course in the Intermediate in the regional languages. (This is not found in most of the Universities abroad). (c) By a historical accident the high school students unlike their compeers in other universities will have their regional language handled not by ordinary graduates who have studied that language as a by-subject, but by real specialists in that language. (d) At the Intermediate stage also this language is handled by specialists with a certain variety of interests and modern outlook, such as we can expect from University graduates like B.O.L. and B.A. (Hons.) men. If with all these advantages the result is not satisfactory there must be something wrong in items other than the students.

When this stage has been reached the regional language need not be studied any longer as *Literature* by any except those who have a marked capacity for it and interest in it. Sentiment would not need it nor utility justify it.

As a result of the analysis it would appear that there is no necessity at this stage for a general training in the regional language as such.

To plead that the regional languages be retained as compulsory subjects in the Graduate stage also, since they are already there is unfair. In the past we had been pressing the claims of regional languages for an equality of status with English, primarily because it hurt our growing national consciousness to see them occupy an inferior place to that of English. From now on at least the question should be viewed from a different angle altogether. English to-day is a freely adopted language whose mission is in the first place to fill in gaps which our own languages cannot and, secondly, to vitalise these languages themselves so that they become as broad-based as itself.

These languages may be studied as specialities. Accordingly provision is made in this scheme for any students interested in an Asiatic language to

take it either as a major or minor subject. The next question that would arise is: if it is not necessary to study the Regional Language as a compulsory subject, is it desirable to have some touch with it? If so, what should be the line of approach? I shall deal with this at a later stage.

(iii) *Classical Languages and Hindi*: These will occupy substantially the same place they do now and their future will depend a great deal on the position assigned to them in the school course. Obviously the collegiate stage is not one where ordinarily languages can very well be begun for the first time. But provision should be made for their being studied as optionals.

(iv) *Should there be any general knowledge courses on the lines followed by Universities especially in the U.S.A.*: Till now the object is to a certain extent sought to be achieved by means of non-detailed subjects. One wonders if the results have been as good as they should be. I think that without sacrificing the other main objects of the course, this also could be achieved by regarding certain subjects as part of the pass courses. There is also another incidental dynamic advantage in this course to which reference is made below.

### 3. THE COURSES OF STUDY:

We are now probably in a better position to consider the nature and contents of the courses of study we should adopt.

To begin with, it will be agreed that the courses of instruction in B.A. and B.Sc. should be of the same standard and must require approximately the same amount of intelligence and industry. Their "general utility" content also should be about the same.

Roughly speaking the curriculum might be as follows:—

- (i) *Compulsory*—A course in English;
- (ii) A course in a special or major subject;
- (iii) A course in one or more minor subjects, not necessarily allied to the minor subject; and
- (iv) A course in general knowledge subjects.

(i) *The Course in English* should be different from what it is now though it should be quite adequate for the purposes already outlined. Shakespeare should be reduced to one play, 18th Century prose might be cut out and 20th Century literature might be introduced in a greater measure. Five or six hours for lectures and written work should be quite sufficient.

(ii) *A course in a special or major subject*. This should normally extend over 10 to 12 hours. In the humanities 2 hours might be set apart for planned library work. Seeing that the pupils are rarely over 80 in any one section, this should not be difficult.

(iii) 5 or 6 hours of minor subjects.

(iv) 3 or 4 hours for the general knowledge subjects.

The hours are only tentative and the major subject especially if it happens to be a science subject may have more time devoted to it, say 12 to 13 hours each per week or even 16 hours if Saturday is reckoned as a half-working day for science courses.

As regards the actual contents of each one of these divisions there should be a good deal of latitude. I am explaining below in greater detail:—

(i) *English*: It should for example be possible for those who desire to develop their powers of public speaking to do so by taking a course in it, leaving out some other part.

We may have definitely to put out of our heads the idea that the English that we want in India and shall continue to want for a long time yet is the same as what is understood by a modern language in European Secondary Schools, i.e., say German, French or Spanish taken by an English boy or English, Italian and German taken by French boy. That will be too slender for our purposes today and will result in lapses into "English Illiteracy" on a very large scale. We want something that can serve as a ready mechanism for expression of thought till such time when the Indian languages can take its place. Even then it may not be possible to reduce English much as it will still be our main line of com-

munication with the rest of the world. Furthermore English will be a vital factor in the nourishment, development and growth of our Indian languages.

(ii) *Major Subjects*: I have already indicated what is required. Here again there should be a certain amount of latitude,—more, indeed, than what is to be found now. The present courses are much too rigid. For example, all students taking Economics need not take Economic History and the two special subjects prescribed. There is no reason why Industrial Organisation should not figure as a unit, so that persons who propose to take Welfare work in industrial establishments or under the state may take in the major group courses like

General Economics,  
Industrial Organisation,  
Labour Problems,  
History of Trade Unions, etc.,  
and under the minor group subjects like  
Psychology,  
Sociology,  
Adult Education,  
Welfare Work, etc.

Again in a predominantly agricultural country like ours, is there no place for Agriculture as a major subject with Chemistry and Economics as minor subjects. Even as a Revenue Officer, a man with this course will not be worse off than a mathematics or history or for the matter of that any other Graduate.

Any language may be taken as a major subject, but in the case of those who take English it should be possible to cut out some part of the compulsory portion in English and substitute in its place some other unit of study, as otherwise there might be a good deal of unnecessary profitless duplication. Story-writing, for example, might form a unit.

(iii) *Minor Subjects*: A number of subjects might be provided under this heading and students permitted to take the alternatives they need. Nor need all the subjects chosen be necessarily related to the major subject. (This is the reason why the expressions, Main and Subsidiary, have not been adopted here.) At present, a student taking

History has no option but to do Economics, though why he should do so is a little difficult to determine. Again, a student who takes Economics must of necessity take Indian History, a subject which he had been studying in one form or another in the eleven years of his school course and possibly also in the Intermediate. In the new scheme it should be possible for a Mathematics-Physics-Chemistry student taking, say Economics, to do Statistics or Mathematics and so on. There is no reason again why Photography or Glass-blowing, Elements of Wireless should not form an optional subject-unit. Such subjects will form the basis for hobbies in later life—just what a cultural course like B.A. should promote—and may even lead to professions. Again, may not a course in workshop practice be a very useful minor unit course for students doing Physics as a major group subject?

As many languages as possible may be included here. The object especially of the regional language courses will not be the study of these as Literatures—an object which should be gained by taking them as major subjects—but to develop some special capacity in the students to be expressed by the use of these Languages, e.g., public speaking, story-writing.

It is true that the mere provision of subjects like these does not mean provision of actual training in them in a large majority of colleges. But some at least might have a few of these and in any case it is better to have them somewhere in the curriculum than not to have them at all.

(iv) *General Knowledge Subjects*: There would not appear to be any specific need to change the nature of this course according to the nature of the major subjects. The special subjects cover only a limited section of knowledge. A course, say in the History of Civilisation, will not come amiss even for Economics Specialists and certainly not for Tamil Specialists or other language Specialists. Similarly, a course in the History of Sciences or in the important aspects of Sciences will touch

points in Physics, Chemistry, Natural Science and Geology, etc., and it will only in a small part be a duplication of the individual specialities. Such courses will make a very valuable addition to the revised scheme. At present, there is as admitted by all a lamentable lack of interest on the part of students in these great aspects of human life. Anything that would tend to widen their interests and quicken appreciation will be all to the good.

Secondly this part of the curriculum should be handled by specialists as opposed to language-teachers and it should be done in the regional language. Text-books are available in plenty in English and any teacher worth the name should be able to teach in the regional languages with some effort. Such an arrangement will continue to secure for the students a living touch with the local language and at the same time will be familiarising the teacher and the taught in the adaptation of the regional language to the interpretation of the humanities and sciences. Such a thing is sure to become a foundation leading on to the ultimate Indianization of the other subjects also.

The value of this training as an introduction to the professional work, say of a school teacher who has to teach mainly in the regional language cannot be exaggerated. It has equal value to others as well.

(v) *Unit Courses*: It is suggested that as in some of the Foreign countries a number of courses in individual subjects be drawn up and the value of each course be fixed as one or half unit and that the colleges and students be permitted to select from these groups according to their aptitude—within of course certain well understood but not too cramping rules. For example, a course of 2 hours weekly in an academic year may be considered  $\frac{1}{2}$  unit; and a course of 4 hours weekly as one unit. This system will secure flexibility without necessarily resulting either in chaos or ill-balanced education, so long as the colleges function properly.

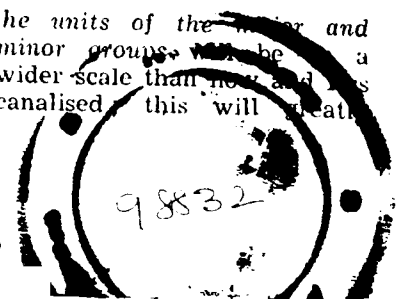
(vi) *Status of teachers in languages other than English*: There is one

point which is sentimental in nature and therefore requires very careful and sympathetic handling. For a long time the teachers of Tamil and other Asian Languages formed the Cinderella of the College Staff. At first slowly and recently at a very fast rate, this section has very naturally been coming into its own with the result that there are a number of people who are Professors; but still those who handle only Part II even in B.A. under the present curriculum continue to be only "Lecturers." It is suggested that in view of the very high standard which is expected in the regional languages of the Intermediate students, the head of the department irrespective of the grade of work which he does, should be in the Professorial grade. That would help to stimulate and maintain interest in the study and spread of that language and satisfy national sentiments. At the same time the extra cost will not be much.

(vii) *Chief features of the Scheme*: The main advantages of the Scheme as outlined above are:—

- (a) the study of the *Regional Languages* as a compulsory subject contemplates definitely a high standard. It should reach immediately a much higher level than that of the present Intermediate and ultimately a level almost as high as that of the present B.A.;
- (ii) the standard of *English* will not fall below the level of usefulness;
- (iii) *all languages* could form major or minor subjects at the option of the pupils. *English* could be only a major subject. Provision should be made for Hindi being taken as a post-Intermediate and also as a post-Secondary course;
- (iv) the level of the *major subjects* will be better than what it is now;
- (v) the units of the *major and minor groups* will be on a wider scale than now and be canalised, this will greatly

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add to the flexibility and usefulness of the courses ;  
(vi) the General Knowledge subjects will widen the interest of the students. At the same time they should tend to hasten the day when the study of sciences and the humanities could be made through the medium of Regional Language ;

ages ; or contrarywise prove the futility of any such hope ;  
(vii) the scheme as a whole will help to bring out the best in the pupils in those spheres for which they have opted without unnecessarily forcing them into subjects in which they are not interested.

## A CHARTER OF THE RIGHTS OF THE CHILD

In the heartfelt hope that the light of learning and the blessings of peace and freedom may be extended ultimately to the children of all nations, the American Federation of Teachers presents to you this Charter of the Rights of the Child which was adopted by the teachers of many nations at the convention of the International Federation of Teachers' Associations at Amsterdam, Holland in August, 1950.

1. The child has the right to be considered as a child without any discrimination as to its birth (legal or illegal), its sex, its language, its nationality, its race and color, its social conditions, its creed or its opinions.
2. The child has the right to be enabled to develop physically, intellectually and morally in a normal, healthful way in an atmosphere of liberty and dignity.
3. The child has the right to have the benefits of economic and social security. Even before its birth, its health must be protected in an appropriate way.
4. The child has the right to healthful food, clothing and lodging, and also to recreation and to games.
5. The child has the right to have the possibility to grow up in a friendly atmosphere of affection and understanding which will further the harmonious development of its personality.
6. The child has a right to peace. If the responsible adults are not in a position to assure peace, the child and its mother should be the first ones to receive protection and help,

- as in any situation which jeopardizes the welfare of the child.
7. The child has the right to receive an education which will give it harmonious and complete development of its faculties so that it may become a useful member of society. It has therefore a right to receive gratuitous instruction at all levels of education, the only criterion being its capacities. Its education must give it at the same time cultural background, guidance, and training for a vocation.
  8. The child has the right to be protected against any form of neglect, cruelty and exploitation. It must not be admitted to any employment which will hinder its instruction, harm its health or prevent its development.
  9. The child who is suffering from a physical, mental or social deficiency has the right to receive the special treatment, education and care which its particular condition requires.
  10. The child has the right to be protected against everything that might incite it to feelings of discrimination or hatred. It must be educated with the idea that it will attain its full unfolding and that it will certainly receive the maximum of satisfaction if it consecrates the best part of itself to the service of its fellow men in a spirit of brotherhood and universal peace.

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## NEWS AND NOTES

## MANGALORE

The 3rd Conference of Physical Education Teachers was held on 18-2-1951 at 10 a.m. at Ganapathy High School, Mangalore, under the Presidentship of Sri A. Padmanabha Nayudu, B.A., Chief Inspector of Physical Education, Madras.

The Chief Inspector of Physical Education in his address appealed to the Physical Educators to do their job in the spirit of 'give and take' and strive their best to build the nation towards the right path; and he promised to do his best so as to better the status of Physical Education Teachers in the realm of teachers. He also expressed his high appreciation of the work turned out by the Physical Education Teachers in this district and congratulated the organizers of the play festival and District Sports meet for their excellent get up.

## MALLIPUDUR

In connection with the first anniversary of the Government Basic Training School, Mallipudur (via Sivakasi, Ramnad District), an Educational Festival was conducted on 1-4-1951 under the presidentship of Sardar A. Vedarathinam Pillai, M.L.A. of Vedaraniyam. The festival was celebrated in a specially erected pandal and attracted thousands of villagers from the surrounding area and a large number of teachers and educationists from Srivilliputtur and Rajapalayam.

The function had been specially planned as an educational festival which would attract a large number of villagers from the surrounding area so that it could be used as a means of propagating the ideals for which Basic Education stands.

## COIMBATORE

The two noteworthy events in the propaganda work of the Adult Education Propaganda in Coimbatore Division during the period February-March, 1951 are the opening of the Rural Col-

lege at Peelamedu on the first day of the Adult Education Week and the inauguration of the work of the mobile unit for the South Kanara district, on the last day of the Adult Education Week, viz., 21st February 1951.

On 11-3-1951 a special meeting of the Adult Education Workers of Coimbatore District was convened at the office of the District Educational Officer, Coimbatore when Hon'ble Sri Roche Victoria, Minister, presided. That was more or less an occasion for stock-taking. Sri V. T. Titus, District Educational Officer, Coimbatore in his welcome address presented a brief report of the activities in Coimbatore district during the recent Adult Education Week. Sri P. K. Raghunathan, Propaganda Dy. Inspector for Adult Education, Coimbatore Division explained the aims and objects of the Adult Education Mobile Unit as well as the mode of approach. He also gave an account of the work of the Mobile Unit in his charge during the last 3 months. Sri Rajanayagam, the Secretary of the Coimbatore District Adult Education Committee gave a report regarding the work of the district committee and the progress made. He made a special mention of the happy co-operation that exists between the officials and non-officials in the district as regards adult education work.

## VELLORE

Over 300 pupils including 250 girls from 15 Elementary Schools of the Pallikonda Centre, took part in the Play Festival yesterday, organised by Mrs. J. Ramaswamy, Deputy Inspector of Schools, West Range, at Pallikonda R. C. School play grounds.

The elite of Pallikonda, officials and non-officials from Vellore and mothers were present in large numbers. The play festival marked a feature, in the Pallikonda firka this year, as no such festival was organised before.

## KAVALI

The annual celebration of the Parents' Day of the School, took place on 28-3-'51. The management arranged with the help of the Home Services Teachers and the girls, to serve tea to the parents and to prepare sweets, etc. It was a great pleasure to the parents to eat the fresh preparations of their daughters.

## KOTHAPETA

Under the auspices of the Cultural Association of the Board High School, the second Educational Exhibition under the title of "Vidyamandir" was held on the 31st March and 1st April. It chiefly consisted of the science section which occupied "the Raman Bhavan" and the Arts and the Crafts sections which filled "The Radhakrishna" and "Gandhi Bhavans" respectively. Altogether the exhibits which included about 180 charts besides several objects, diagrams and models were artistically displayed in 19 rooms. A thatched shed was improvised for a canteen.

The visitors were deeply impressed with the success and magnitude of the undertaking and left the school premises fully confident in the latent capacities of their children.

## GREAT BRITAIN

Canada has just offered 65 scholarships and fellowships to nationals of Asian countries participating in the Colombo Plan. The offer has been made under the Technical Aid Scheme of the Plan.

The figure at the moment is tentative and Canada is ready to increase it should the applications submitted require it. The offer has been made now to allow students to begin their courses in September.

The allocation at present envisaged is 25 to India, 15 to Pakistan, 10 to Ceylon and 10 to other participating countries of the area.

The scholarships will be available for post-graduate students to carry on research work. Fellowships will be for administrators and executives to allow

them to study the latest developments in their own fields. Subjects covered will range over a wide field and include agriculture, engineering, forestry, education, medical research, irrigation, textile engineering, sanitary engineering and geology.

## CHICAGO

Coronet to release Six new Films in February:

- (1) *What To Do on a Date*
- (2) *Library Organization*
- (3) *How Friendly Are You?*
- (4) *The Federal Government,*  
(The Plan of Organization)
- (5) *Geography of New England*
- (6) *Field Trip to a Fish Hatchery.*

January Film releases announced by Coronet Films:

- (1) *Do Better On Your Examinations.*
- (2) *Going Steady?*
- (3) *The Solar System.*
- (4) *Heredity and Environment.*
- (5) *Social Courtesy.*

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## FROM OUR ASSOCIATIONS

### TIRUCHIRAPALLI

The Diamond Jubilee of the Tiruchy District Teachers' Guild was celebrated on Saturday, 31—3—1951 and Sunday, 1-4-1951, with Sri S. Natarajan, President of the S.I.T.U. in the chair. The celebrations began at 7-30 a.m., in the Guild House, with the unfurling of the National Flag by Janab A. Abdul Khadir, District Educational Officer. After the singing of the National Song, the gathering of about 600 teachers and visitors adjourned to the specially decorated pandal on the eastern side of the Guild House. The President of the Guild welcomed the distinguished guests. Sri Charles S. John, Collector of Tiruchirapalli District inaugurated the celebrations and planted two trees, a neem and a peepal in the Guild House, to keep the memory of the Diamond Jubilee ever green.

Dr. Edward Mathuram, Chairman of the Municipality, unveiled the portrait of Rao Sahib S. K. Devasikhamani, Vice-President of the Guild continuously for over two decades. Sri S. Natarajan, President, unveiled the portrait of Sri A. Rama Iyer, ex-president and only Life-Member of the Guild for the time being.

Sri R. Bhuvarahan, Town Secretary, presented the Jubilee Report and announced that messages wishing the function success had been received from a large number of well-wishers, educationists and public men. The President Sri S. Natarajan delivered his address and with that the morning function came to a close.

The President and Members of the Guild were 'At Home' to the Distinguished Guests at 3-30 p.m. in the Bishop Heber High School. Over 600 people attended. The evening session of the Diamond Jubilee meetings commenced in the spacious grounds of the Bishop Heber High School, Teppakulam, at 4-30 p.m. After Sri A. Rama Iyer delivered his Jubilee Address,

there was a demonstration of physical activities by 400 boys of the Bishop Heber High School and E. R. High School. Miss S. Chinnappa of Tanjore delivered an interesting lecture on "Education At Home and Abroad." Sri M. M. Balakrishna Iyer, Grand Old Man of the Guild, addressed the members and exhorted them to strengthen the Guild in all possible ways. Sri M. K. Ramamurthy, Secretary of the Madras District Teachers' Guild spoke a few words in appreciation of the Tiruchy Guild's services to education and the organization of teachers. Sri R. Ramakrishnan, Mofussil Secretary, read some of the messages received.

Prizes were then distributed to the Winners and Runners-up of the Diamond Jubilee Badminton (Fives) and Volley Ball (Sixes) tournaments conducted by the Guild. Mr. J. G. Clement, Joint Secretary, thanked those who donated money for the prizes. After Sri S. Natarajan's concluding remarks and the Vote of Thanks by Sri R. Bhuvarahan, Town Secretary, there was a Variety Entertainment. The pupils of the Srirangam High School, performed a "coffee Bhajana" in a fine humorous way. Sri J. Satagopan of J. S. Pictorials gave a film show for about 45 minutes.

On 1—4—1951, there was a Basic Education Conference, presided over by Sri A. Rama Iyer. Prof. A. Srinivasa Raghavan, Editor *Chinthanai*, delivered an address on Basic Education. Sri R. Venkatachari of the Government Basic Training School, Kalluppatti gave a talk on Basic Education, as given in his school. There was a lively discussion lasting over an hour. The Chairman wound up the proceedings and suggested that teachers must visit Basic education schools and stay there for a few days, in order to understand the system.

The General Body Meeting which was fixed to take place was abandoned

owing to want of time. The Secretary announced that our membership was over 850 on 1—4—1951 and that he expected it to reach a thousand before the year ended, as many teachers would pay their subscriptions in the course of April. With a vote of thanks and with the singing of the National Anthem, Sri S. Sivaramakrishna Iyer leading, the celebrations came to an end at 1 p.m.

#### NANDIGAMA

The Krishna District Teachers' Guild expresses its immense pleasure to announce that orders have been received from the Government approving the proposal of the Krishna District Board to sanction Government scales of pay to teachers of all categories in the Secondary Schools under its management with effect from 1—3—1951.

The Guild expresses its deep sense of gratitude to the Government, to the South Indian Teachers' Union and to Sri Kakani Venkataratnam, President, District Board, Krishna, for his whole-hearted support and untiring efforts to get the scales sanctioned.

#### KUMBAKONAM

Under the auspices of the Kumbakonam Educational Society, Rao Sahib Kulapathy Sri R. Swaminatha Ayyar

presiding, an extra-ordinary meeting was held on 24—3—1951 at 5-30 p.m. in the Town High School, Kumbakonam, when Sri Deendranath Majumdar, President, the All India Spinners' Association addressed the gathering on the need for a radical reorientation in the present educational system. In the course of his illuminating address, he condemned the evils of the English system of education, propounded by Lord Macaulay and emphasised the need for the craft-centred education as adumbrated by Mahatmaji, which alone could bring about the much desired classless society. With a vote of thanks by Sri S. Ramamoorthy Ayyar, the meeting came to a close.

In the General Body meeting of the Kumbakonam Educational Society, held on 16—2—1951 at 5 p.m. under the presidency of Rao Sahib Kulapathy R. Swaminatha Ayyar, the following office-bearers, for the current year were unanimously elected.

*President :* Rao Sahib Kulapathy R. Swaminatha Ayyar.

*Vice-Presidents :* Rev. Father Rajarathnam and V. Raghava Ayyengar.

*Joint Secretaries :* S. Ramamoorthy Ayyar and V. Pichumani.

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Sri K. Narayanan, Director, S.I.T.U. P.F. Ltd., Lecturer, Dr. A. C. Training College, Karaikudi, visited Kandanoor, Pudukkottai, Pallattur, Nemattanpatti, Devakkottah, and Kallal in November and December, 1950. He appealed to the teachers to join the Fund in large numbers, and thus strengthen the S. I. T. Union.

S. I. T. U. Propaganda by the Joint Secretary.

5—11—1950 :

Addressed the Tirumangalam Taluk Teachers in Madura District. President—District Board Educational Officer.

6—1—1951 :

Addressed the Elementary School Teachers at Mannachenallur, Trichy Dt. President—Deputy Inspector of Schools, Lalgudi South.

24—2—1951 :

Addressed the Elementary School Teachers at Ambil, Tiruchi Dt. President—District Board Educational Officer.

18—3—1951 :

Addressed the Teachers of the District on the need to strengthen the S.I.T.U. President—Sri M. P. H. Albert, the President of the Tiruchi Dt. Teachers' Guild.

At all the meetings, the need to strengthen the S.I.T.U. was stressed.

17—4—1951—ERODE :

Addressed an audience of nearly 200 teachers in the Town Municipal Elementary School with the Vice-Chairman of the Municipality in the chair.

Interviewed the Headmasters of the Sengunthar High School, the Mahajana High School and the London Mission Middle and Training School.

19—4—1951—TIRUPPUR :

Addressed an audience of about 150 teachers in the Nanjappa High School with the Headmaster of the Subramanian Chettiar High School in the chair.

19—4—1951—COIMBATORE :

Addressed a gathering of High School Teachers and Headmasters in the Red Cross Hall, with the Headmaster of the City Municipal High School in the chair.

20—4—1951—POLLACHI :

Addressed a large gathering of over 150 teachers in the Balagopalapuram Elementary School Hall with the Secretary of the Municipal Elementary School Teachers' Union in the chair.

20—4—1951—UDUMALPET :

Addressed a small gathering of Elementary School Teachers.

Everywhere the need to strengthen the S.I.T.U. was stressed and the following have promised to get affiliated to the Coimbatore Guild :—

The Municipal Elementary Teachers' Union, Pollachi.

The Elementary Teachers' Union, Udumalpet.

The Elementary Teachers' Union, Erode.

The Sengunthar High School, Erode.  
The London Mission Middle and Training School, Erode.

G. KRISHNAMOORTHY,

Jt. Secretary,

South India Teachers' Union.  
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The author says that the atomic bomb is only one more addition to the weapons of war and that the possession of this bomb does not rule out the war. He suggests a vigorous, persistent and widespread campaign of propaganda against Soviet Russia and Communism under the leadership of the United States supported heartily by the Anti-Communist States of the world.

**ANNUAL REPORT :** Rajah's High School, Kollengode, 1950-51.

The following features are recorded among others :—

1. The strength of the high school is 748 including 143 girls in all its 18 divisions, 58 pupils have chosen the bifurcated course in music all except two are girls.

2. To meet the increasing need for accommodation the committee proposes to put up additional storeyed building at a cost of Rs. 72,000.

3. There is a training section both secondary, and elementary with 237 pupils.

4. The results of the S.S.L.C. and T.S.L.C. examinations of 1950 were good.

**LITTLE WOMEN :** By Luissa M. Alcott, retold by Josephine Page. (Oxford University Press. Price : Re. 1-5-0.)

This is the story of a family of four girls and their mother in a small town in one of the Northern States of the U.S.A. at the time when these were engaged in Great Civil War with the Southern States. The male member of the family, father of the children, having gone for service as clergyman

with the soldiers, the difficulties of the family provide the material for the story. The book is suitable for reading in V or VI Forms.

**THE CARE OF FARM ANIMALS :** By F. Fraser Darling. (Oxford University Press. Price : Rs. 2-10-0.)

Simple facts and elementary knowledge of the live-stock are given in this book. The author emphasises on three qualities which are needed for a boy or girl to be a first class stockman :

1. A deep love of animals and a joy in them.
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The book is useful, particularly to students of agriculture and veterinary science.

**SELECTIONS FROM BURMESE FOLK TALES :** By Maung Htin Aung. (Oxford University Press. Price : Rs. 2.)

The tales are, among the Burmese Folk, told in the simple understandable English and are suitable for non-detailed study in Form IV.

**TEACHING, MARCH 1951 :** (Oxford University Press. Price : Re. 1.)

This quarterly issue contains articles on different subjects and the following are some of the topics of contribution. New plans for economising school buildings ; a basic programme of guidance ; Delinquency and its treatment ; and Summer schools for teacher.

**READINGS FROM ENGLISH LITERATURE :** (Macmillan & Co., Ltd. Price : As. 15.)

This book is intended for non-detailed study for students of high schools in India. Selections are from both Indian and English writers of repute. Each chapter has an introduction, notes and questions.

**ASPECTS OF INDIA :** Edited by Andrews Cawincross. (Macmillan & Co., Ltd. (Price : Re. 1-12-0.)

This English Reader of selections from Indian and English authors of re-

pute departs from the usual practice of selections from standard English literature and seeks to secure the interest of the pupils in the topics covered. The vocabulary naturally is very wide.

**GENERAL CERTIFICATE LATIN READER :**  
By A. H. Nash Williams. (Nelson & Sons, c/o Essco, Ltd., Madras 2. Price : 7s. 6 d.)

This book is for the students of Latin Language who have had only two or three years study of Latin.

**SABHANATHAN'S CHILDREN STORIES IN TAMIL, BOOK III :** (Macmillan & Co., Ltd. Price : 9 As.)

This small book contains four stories suitable for reading in third standard.

**B.Sc. ALGEBRA MADE EASY :** By E. N. K. Viswanathan. (Durga Book Stall, Avenue Road, Bangalore. Price : Rs. 2.)

The main principles of the subject are stated and examples worked out. Students of B.A. and B.Sc. classes will find considerable help in this book.

**THE INDIAN CITIZEN :** By A. Sesha Ayyengar. Mysore Printing and Publishing Home, State Square, Mysore.) Price : Re. 1-15-0.

This is an introduction to Civics written by an experienced professor of the Teachers' College, Mysore, the book will be found very useful both to pupils of schools in Citizenship classes and to adults who wish to know their rights and responsibilities in the new set up of the Constitution of the Government of the country.

**THE POSITION OF VARIOUS LANGUAGES IN THE SECONDARY SCHOOL COURSE :** By R. Someswara Rao, Maharajah's College, Vizianagaram. Price : Re. 1.

This is a thesis which has won for the author a Gold Medal. The author discusses in this pamphlet the present syllabus of the various languages in secondary schools and come to his own conclusions as to the future. Such aspects of the subject as Study Circle, Text-books, and publishers, examina-

tions, handwriting, the physique and lot of the teacher are also discussed, without which the essay shrinks to a small size. The Government Order dated 27-7-'50 on languages in schools is given as an appendix.

**OUR ART ANNUAL, 1950-51 :** Anderson High School, Kancheepuram.

This annual magazine has the special feature of wealth of photographs and line and pencil sketches of school activities besides articles contributed mainly by the pupils.

**THE TRIPPLICANE HINDU HIGH SCHOOL MAGAZINE, MARCH 1951, No. 2.**

This issue is particularly noticed here for the introduction for the first time of pictures to illustrate article on subjects and stories contributed by the pupils.

**ANNUAL REPORT, 1950-51 :** Rajah's High School, Ramnad.

The following points are taken from the report :—

1. The strength of the school has risen to 1172 ; there is great rush for admission.

2. Out of 90 pupils presented for the S.S.L.C. Public Examination 61 were declared eligible for the University course of study ; this works out 67%.

3. The school won the senior play ground shield for the 7th year in succession in the District Schools Athletic Contests.

4. Excursions were undertaken to different places of interest in the adjacent districts of Salem, Tanjore, Tiruchirapalli and South Arcot and Madurai.

Receipt of the following publications is thankfully acknowledged :—

1. Annamalai University Magazine, March 1950.

2. Fundamental Education—Quarterly Bulletin (January 1951). (UNESCO)

3. Today, Nos. 31, 32 and 33. (British Colonial Publications.)

4. The Education Quarterly—December, 1950.
5. Current—International Children's Centre—December 1950.
6. International Federation of Teachers' Associations, Bulletin 7.
7. Capital Levy for compensation to displaced persons.
8. Report on U.N. by Rotary International—March 1951.
9. Fundamental Education Abstracts, January 1951 and December 1950.
10. Central Expenditure on Education in India, 1948-49 to 1950-51.
11. General Educational Tables for India, 1945-46.
12. Education in Universities in India, 1947-48. (Nos. 10, 11 and 12 are from Bureau of Education, Govt. of India.)
13. School Magazine—V. M. High School, Bodinayakanur.
14. Gramabhyudayam—Special English Pictorial Education—Rural Development Department, Mysore.
15. The Hathi Pilot Project—Unesco.
16. The Madanapalle Besant Theosophical College Magazine—Annual Number, March 1951.
17. Sethupathi—Journal, of the Sethupathi High School, Madurai, Volume I, No. 1.

C. R.

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- ★ Bhagwat's "Plane Geometry"—Vols. I and II and Complete; Marathi editions also.
- ★ Martin's "Dictionary of English Usage".
- ★ Martin's "An Explanatory Dictionary".
- ★ Row and Wren's "Work, Wealth and Wages".

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## EDITORIAL

### Regimentation or Democracy?

Every one says that the future of this country depends upon the education of its children. We hear leaders calling for top priority to education but it is regrettable to find that such expressions are only on the plane of wishful thinking and not brought down to the plane of action. The speech of the Hon'ble the Minister for Education of the Government of India when moving the demand under education is pathetic reading. His calling for an examination of the appropriations made to the other Ministers with a view to effect savings which might be diverted to education is proof that those in power are only regarding education as of secondary importance. On the other hand there is a noticeable tendency to be authoritarian in matters educational. If schools are to be the nurseries of democracy, then the education system should be essentially democratic in structure and organisation. But unfortunately a drift towards unhealthy regimentation is noticed as also a tendency to disregard public opinion. In our own State the advice tendered by the Advisory Board of Education in respect of the Government Order on Selection Examination has not been accepted by Government. That Body tendered its advice not on mere sentiment or on grounds of prestige, but on the basis of an investigation which showed that since the G.O. there has been serious deterioration both in the pupils' efforts and in their attitude towards study and school regulations. The Board of Secondary Education too has in clear language tendered its advice for the cancellation of the G.O. Yet, the Government have declined to reconsider the question.

The Ministry of Education of the Travancore-Cochin States, are still unable to get out of their authoritarian tradition. They are reported to have passed an order regarding the formation of a teachers organisation. It is said that they have even authorised an

official of the ministry to take steps to form such an association while ordering that all existing organisations should cease to function. If the report is true, it is most deplorable for it is sure to militate against freedom of discussion even on academic matters and prevent the development of healthy professional traditions. Recently in England, a storm of protest was raised over the question of the Durham Local Education Authority requiring its teachers to declare their membership in a Trade Union or a professional organisation. Teachers protested against it and the issue was raised in Parliament and the authority has since been directed by the Ministry of Education to refrain from taking any action. The right of association is a fundamental right and only by fostering that right can we build democracy. In our State too, there are Government orders regulating the formation of Associations of Teachers of Elementary Schools. At the time these G.O.'s were passed nearly 12 years ago, we protested against them; fortunately Government have also conceded the right of the teachers to form Taluk Unions and District Unions. Yet, our elementary schools are largely disorganised and the Associations have not helped in building up sound professional standards, because of the element of Government control inherent in them.

The authoritarian way may appear to be the easy way of getting things done but it is not the way of democracy.

### Visual Education

The use of the film in our class room is becoming more and more popular. Some schools have provided themselves with projectors. The Central Film Library is being developed. Certain District Boards are said to use the Mobile Van with projection equipment and serve the schools under them. Further, schools

that do not have their own projectors are being helped by Visual Education Co-operators who have been licensed to render such service. Thus the film as an educational aid has come to be used extensively and students are looking forward to it with eagerness. However, there are at present certain handicaps. There are not enough films in the Central Film Library at the office of the D.P.I. to serve the entire State. We do note the progress made in equipping it but it is still very far from being adequate. Many schools do not own their projectors and some areas are not served by electricity. Hence, schools have to depend upon licensed exhibitors. We are glad to learn from reports that many of these exhibitors have taken to the work more in a spirit of co-operation with education institutions and have taken considerable pains in arranging to satisfy the requirements of the schools both in regard to the films and in regard to the instructional side.

It is therefore somewhat disconcerting to learn that Government are considering the discontinuance of the issue of licence to private exhibitors. If they do so without ensuring that each school is equipped with a usable projector, before stocking their Central Library with an adequate number and variety of films, and without setting up an efficient machinery for the circulation of their films through the establishment of District Film Libraries, then their action would result in depriving the schools of the facilities for using the film as an educational instrument. We are sure the Department of Education would tender the right advice in this matter so that orders may not issue in haste resulting in serious educational loss.

### The Revised English Syllabus

The Department has circularised to all Heads of Schools the draft of a syllabus in English for Forms I to VI. It is stated that the whole syllabus aims at complete mastery (understanding, speaking, writing and reading) of a 2,000 word vocabulary and of the phrases and idioms commonly associa-

ted with those words. The syllabus for Forms I to III is treated as a single self-complete unit, as at the end of that stage some students would leave for the trade school. It aims at the mastery of about 1,000 words, already listed in the present syllabus as "Essential Words". The draft syllabus is sometimes more than a syllabus as the framers have suggested different methods of approach and have also suggested a list of idioms and idiomatic phrases and a minimum of sentence patterns to be mastered at different stages of the six year course. The scope of the final examination at the school-leaving stage is also indicated. Heads of institutions have been requested to offer their views on the draft before the end of this month and it is stated that the new scheme, if it should be approved would come into force from 1953-54. We are told that the 2,000 word vocabulary will be printed as an appendix to the syllabus.

We expect our affiliated associations would consider the syllabus and send us their views as soon as possible. This part of the year is most inconvenient for a proper consideration of the draft of this kind, as most of the teachers would be away for their holidays or otherwise busy and it will be difficult to get them together for a careful consideration. We do hope that the authorities would extend the time for sending suggestions at least to the end of July.

An examination of the syllabus indicates that it tries to define the scope of the study of English in our Secondary Schools. In the existing syllabus the vocabulary to be mastered in Form IV to VI is not defined and as such there is bound to be wide variations from school to school. Also, there was no clear indication of the useful sentence patterns. These defects are now sought to be removed. But till we have a copy of the 2,000 word list, we cannot venture an opinion as to the adequacy of this syllabus. If as we understand, the 2,000 words are the words listed in the interim report on vocabulary selection, we are afraid they may not be adequate to the needs

of Indian children. That list was compiled on the basis of an investigation conducted nearly 25 years ago. The English language has grown richer during the last quarter of a century. We in India, and particularly in the South do not look upon English as an entirely foreign language in the sense it is a foreign language to the Chinese or the Turks. To us, it is still the language which will be the medium of instruction in the University stage and to a large number, that language will continue to be the source of inspiration. Many words of great currency in India today and of need to the Indian youth are not finding a place in the list. It would, therefore, be necessary that the 2,000 word list should be carefully re-examined and modified to suit our requirements. We believe that before the syllabus is finalised that work must be completed. Either the Board of Secondary Education or a Committee of experts constituted by that body should undertake the work so that we may succeed in our objective in the study of English.

It is also worthwhile considering whether we may not achieve better results by having a four-year course in English as is being done in Bombay, instead of a six-year course with its concomitant heavy load and strain in the earlier years of the Secondary School.

#### Food Crisis and the Schools

In many parts of this State, there is acute shortage of food grains and the danger of famine conditions setting in. For five years the monsoon has failed and in spite of the campaign for Grow-More-Food, the yield per acre has been steadily decreasing. Other factors have contributed to the lowering of the purchasing power of the average citizen so that even when food grains are obtain-

ed from other places, their cost is beyond the resources of many a poor ryot. It is indeed gratifying and pleasing to hear of the gifts of school children in U.S.A. to help us to get food.

While it is necessary that the attention of the authorities should be invited to the grave situation so as to spur them to greater efforts, we deprecate the tendency on the part of some to create panic. Situated as we are, panic and alarm will be the greatest menace to peace and security and nay, to our Freedom. Our leaders have set before us a goal of self-sufficiency by 1952 and a resolute effort must be made by all to achieve that end. Of what use is our political freedom if we do not enjoy economic freedom? Teachers cannot fail to see the lesson from America's halting attitude to the request for assistance. We did not ask for a gift. We asked for food supplies on a deferred payment system. On the plea of making a gift, the help is delayed and so much public attention is directed to the problem, that one cannot escape wondering whether there cannot be any political pressure behind it all.

The situation is grave. But its gravity should not alarm us and make us lose our Independence. The Schools and the Teachers have a great part to play in infusing confidence and in creating the attitude that all should work willingly towards the achievement of immediate self-sufficiency in food and ultimate economic freedom. The students should be encouraged to avoid waste in food and to actively participate in the Grow-More-Food campaign. Teachers, through their pupils can successfully conquer the fear that is slowly creeping into the minds of people, thanks to the propaganda of interested parties.

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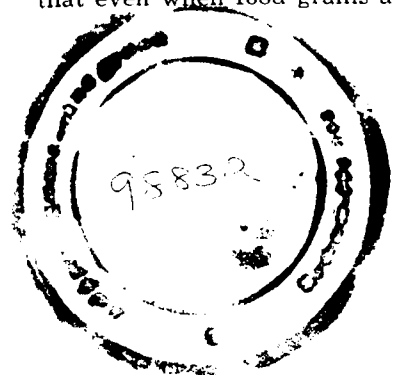
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