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The South Indian Teacher

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DECEMBER 1950

उद्धरेदात्मनात्मानम्.—The Gita.

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23 APR 1951

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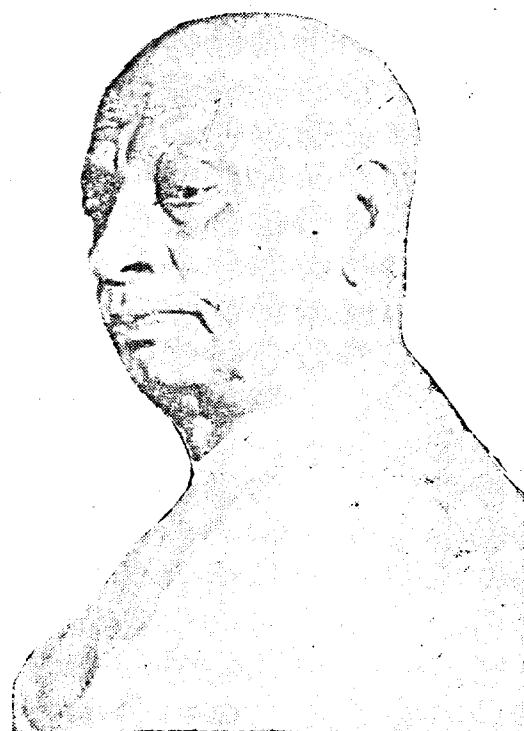
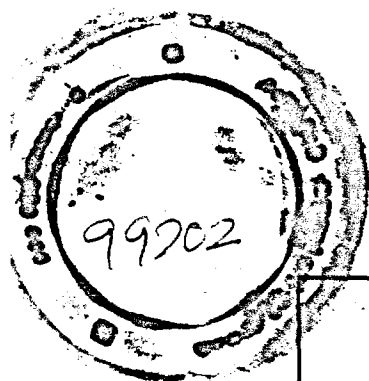
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SARDAR VALLABHBHAI PATEL

Deputy Prime Minister of
UNION GOVERNMENT OF INDIA

"The S. I. T. U. mourns his loss
with the country."

JL

Tom 21, N30

N50.23.12

THE SOUTH INDIAN TEACHER

Vol. XXIII

DECEMBER 1950

No. 12

THE CHILD AND THE SCHOOL

Dr. M. D. PAUL

Teachers' College, Saidapet

Education is an institution of every civilised society but the purposes of education are not the same in all societies. An educational system finds its guiding principles and ultimate goals in the aims and philosophy of the social order in which it functions.

India today is on the verge of a new era. The struggle for independence and the birth of a republic have quickened in the people an intense desire to improve their lot. Everywhere there seems to be a tremendous determination to get rid of all the handicaps and press forward to fresh growth and development. It is a grave responsibility to function in this significant time of our nation's history. For it is in this year that this ancient nation with a civilisation extending far beyond recorded history has been born again as one of the newest republics of the world. India is free today to shape its own policy.

DEVELOPMENT OF THE INDIVIDUAL

The first goal in education for a democracy is the full, rounded and continuing development of the person. The discovery, training and utilisation of individual talents is of fundamental importance in a free society to liberate and develop the intrinsic powers of every citizen to the central purpose of democracy. The furtherance of individual self-realisation is its greatest glory.

This fundamental concept is based on a belief in the inherent worth of the individual; in the dignity and value of human life. On the assumption that every human being is endowed with certain inalienable rights among which are life, liberty and the pursuit of happiness, democracy requires of its adherents regard not only for their own rights but equally for the similar rights of others.

A fundamental responsibility of any school is to the children and young people it serves. The needs of these children are determined by their essential natures, by their stage of growth and by the cultural influences that have affected and continue to affect them.

Successful performance of this function requires an understanding of how the personality grows in continuous inter-action with the culture. The child begins life in the shelter of its mother's body. Its first years after birth are marked by a dependence only less extreme. The withdrawal of affectionate support during this period will be frightening, reducing the likelihood that a fresh selfhood may ultimately be attained. When the impulse to seek freedom from external controls later begins to be felt it may, lacking wise encouragement and guidance, achieve only a negative expression. But, unless the casting off of shackles is accompanied by the formation of personal

purpose and the habit of independent thought and action, development is checked. Negative freedom alone proves terrifying, and the individual will be driven to seek pseudosecurity in some new though disguised enslavement. It is therefore necessary that there should be a correct conception of the nature and growth of children.

CHILDREN ARE NOT SMALL ADULTS

Sometimes we think of a new-born baby as a complete individual as though all he has to do is to grow up. This is not so. The baby brings with him the potentialities for complete development but at birth even his heart, lungs and digestive tract do not function as they will when he is older. The nerves, which are the pathways from his brain to his muscles and the contact for sense impressions from the outside world, are not yet complete in their development.

Much of the behaviour that is typical of normal children is exasperating and irritating to adults. We object to the six-year olds being quite so noisy and boisterous. And when our pre-adolescent loses all the good habits of orderliness and co-operation that we have worked so hard to build up, we find it very discouraging. But if we can learn what may legitimately be expected we will save ourselves and our children much unnecessary heartache and bewilderment. We will not make the mistake of regarding as wrong or abnormal, behaviour that is perfectly normal in the child's age and level of development. If, in addition, we study the special needs and growth patterns of the individual child, we can help to guide his development against the background of our knowledge of the whole sequence of growth. We cannot make children grow but we can understand their growth-needs and co-operate with growth.

THE INFINITE VARIATION UPON A BASIC SAMENESS THAT IS FOUND IN ALL OUR CHILDREN.

No two of these children are alike. Basically, of course, they are all alike; all have the same fundamental needs, motivations and drives. Yet no two

children have them in the same proportion or in the same form. Each child is different in at least some degree in his own pattern and rate of growth and in his reactions. Each child is an individual.

Hence it is essential to know the individual child, to understand his heritage, his potentialities, and his own particular pattern of growth. Although normal children are essentially similar in their sequence of growth, no two children, even in the same family, are alike in the way in which they pass through this sequence. Some meet life with eagerness, head on; others are more phlegmatic, less easily excited. Some are easily guided from birth; others seem full of an independent aggressiveness from an early age. Some have great vigor and vitality; others seem to have less stamina, less ability to meet whatever comes. It is difficult to distinguish between environmental factors and tendencies with which the child was born, but whatever their source there are sharp individual differences in make-up which cannot be overlooked.

ALL ASPECTS OF GROWTH MUST BE CONSIDERED.

Some children seem to grow more smoothly than others, so that at any given age they are mentally, emotionally, and physically at an equal level. There are indications that these children may have less difficulty in growing up and show fewer behaviour problems than those who grow rapidly in one area and more slowly in another. A child may develop rapidly mentally so that he seems ahead of his actual age group, but at the same time may be immature in his social growth. It would not be fair to judge such a child by one area in which he is advanced, and scold him for not living up to the same level in all his activity. We must know all sides of a child's development if we are to understand him and meet his needs.

GROWTH IS A CONTINUOUS PROCESS.

Growth does not always go smoothly ahead. It is always continuous, but it is not always steady. Sometimes

there will be weeks or even months during which the child seems to stand still in his development. At other times the child may even seem to go backwards; he may not seem as independent today as he did last month. Sometimes these slowing-up periods come before a new spurt in growth. There is a pause in growth, for instance, before the growth spurt which marks the beginning of the adolescent period. In order to get a true picture of the growth of the child we should not look at the immediate present, comparing this week with last week, or today with yesterday, but take the long view—look back six months or a year or two years and observe the growth which has steadily taken place. The nine-year-old may baffle adults with his bad language and his untidy appearance, but he knows more about truthfulness and honesty than he did at six or even seven; he is more co-operative in his work and play, and he is more self-reliant.

STUDY OF HUMAN BEHAVIOUR.

Mere knowledge of psychology not even of child psychology, will be adequate. Every teacher should continuously study how individuals grow up in an environment. Research has shown how the individual, an unified organism reacts in all its respects constantly with the environment. Hence an understanding of the person, his environment and the processes of interaction between the two is necessary to understand his behaviour. It is vital to remember that each individual, "... is a living, growing, behaving energy system operating through attitudes, beliefs, values, habits, processes, personality."

Teachers would not come to know persons by merely reading or studying books alone. They will have to work with children and youth in sympathetic relationships in a great variety and kind of activities in and out of school. Then they will perceive who their pupils are, how they grow up, what they accept to live by and what are the possible directions to the future behaviour.

Because of the influence of the caste system and the canalization of the mind due to age-long traditions, the task of education in India is to further the effective functioning of the new co-operative social order. Just like the medical profession isolates the bacillus of a given disease so also the teaching profession should detect, isolate stereotypes, mind-sets and prejudices. Obviously, this will move education back to the social setting.

THE NEED FOR FIRSTHAND EXPERIENCE.

The specific tasks that should be undertaken by the Indian school of the present cannot be described in this general statement. They should, of course, relate to personal-social needs. They should be realistic. They should be co-operatively selected, with due weight being given to professional judgments. They will properly reflect differences in the experience of various groups of learners, and in social circumstances, immediate and remote. For example, the great social forces making for profound economic and political change, both domestic and international, ought evidently to be studied by young people in India in degree and fashion suited to their stage of maturity. At present high school students are far from having the understanding of these matters essential for good citizenship in our country today.

But if the details of curricular arrangements cannot be considered here, it seems desirable at least to mention certain types of experience that may well receive greater attention. Of these, firsthand experience will be mentioned first. By this term is meant direct contacts with persons, institutions, and things. The extent to which the school may properly specialize in the provision of vicarious experience through the use of books, the radio, motion pictures, and the like depends upon the extent to which its members achieve firsthand experience in their situations. Our culture once offered the school child many contacts and a satisfying role of responsibility in the home, on the field, in the shop. In that day the school was perhaps justified in

predominantly concerning itself with the kind of learning that reading and talking encourage. Out-of-school experience could be reasonably well relied upon to provide a means of guarding against the unrealistic use of verbal and mathematical symbols. Today, however, the school cannot assume that adequate firsthand experience will be had by each child without its assistance.

The circumstances of our times, then, make it imperative that the school should offer children more than book learning in the classrooms. It must, indeed, make use of all the people's resources for providing children with direct and valuable contacts with environmental reality. Experimentation along this line has already begun in schools at every level but it needs to be extended with great rapidity. Every area offers many opportunities to the schools for such experimentation. These should be vigorously uncovered and the school should take the initiative in persuading the people to make them available. Sometimes, of course, no persuasion will be necessary; such agencies as the Boy Scouts and Girl Guides which offer valuable experience to children, will welcome co-operative support from school authorities.

In encouraging and providing more in the way of firsthand experience for children the school should recognise that active participation is more valuable educationally, than mere passive observation. This is not to suggest that observation, such as is made possible by field trips and excursions, may not be wholly worthwhile. But responsible participation in social activities, in degree and fashion appropriate to the stage of development of the learner, offers three special values; it enables individuals to put to the test theories that they have tentatively accepted, and then, in the light of experience, to reject them or make them truly their own; it provides opportunity for additional experience in social-minded group action, competence in which we see to be desperately needed in our times; and it offers a means whereby our young people may receive reassu-

rance as to their worth and competence with respect to matters of importance to adults.

As mentioned already a basic responsibility of any school is also to the society that supports it, a society whose needs and demands have to be met.

DEMANDS OF DEMOCRACY.

Emerging out of the bondage of foreign rule for nearly 150 years, India has on January 26, 1950 launched its ship of State as a sovereign democratic republic. It has given to its people a Constitution pledging political, social, and economic democracy. Teachers should understand what this implied.

Democracy is perhaps to be understood as associated living conducted on the basis of respect for personality. This involves on the one hand, the active aspect of individual freedom, purpose, and effort, and, on the other, the moral attitude and wish not only that others shall enjoy analogous freedom and self-direction, but that the common good be served.

A guiding list of democratic characteristics should thus be of help to the teacher. No single trait should be developed to the exclusion of the rest. All these should be integrated in the development of the mature person.

INITIATIVE AND SELF-DIRECTION

This needs to be wisely developed as in India today due to the canalization of the mind because of over-burdened traditions and political domination this characteristic has not been generally developed. Referring to the type of education India had, said Sarojini Naidu, "It has robbed us of our proper mental values and perspective and deprived us of all true initiative and originality in seeking authentic modes of self-expression."

There is unmined gold in the minds of the youth. This has to be brought forth and utilized for personal happiness and social usefulness. When this characteristic of initiative and self-direction is carefully developed, it leads to poise, to a proper self-confidence, and to an effective utilization of the individual's personal potentialities. God

gave man power with the right to use it.

ACTING ON THINKING.

This principle means reliance on discussion and persuasion in preference to the use of force and violence and of authoritarianism and indoctrination.

RESPECT FOR THE RIGHTS AND FEELINGS OF OTHERS.

One must practise dealing with others as he would like them to deal with him. This is the Golden Rule. A special application of this lies in those areas of caste and community tensions wherein bias and prejudice play such an important part.

CO-OPERATIVE EFFORT IN THE COMMON CAUSE.

"Team play" in the broadest sense is what is involved. Group acting on thinking is at least one phase of the needed co-operative effort. The National system of education has rightly recognised this and said:

"... a society based on truth and non-violence should necessarily be a democratic society... In building up a true democratic society it is essential that consciousness of mutual understanding and habits of co-operative and mutually helpful living be fostered among groups and individuals."

UNDERSTANDING DEMOCRACY AND ACCEPTANCE OF ITS PRINCIPLES.

It has been said that democracy cannot be taught, it has to be caught. Colleges and schools should become places of co-operative, democratic living.

Democracy is not something we talk to students but something we do *with* students. It is the way we organize the instructional programme, the way we deal with teachers in all aspects of living. Regardless of what we are attempting to teach them by verbal exhortation, the real lesson comes from the total context in which the learning takes place. In the reorganised secondary school syllabus of Madras *Citizenship Training* has been included as one more subject in the curriculum. If this

is taught as a *subject*—and more particularly, to be learned according to the same old pattern of domination—little hope can be held for a future marked by enlightened participants in a democratic country. Knowledge of the democratic processes is indispensable to intelligent participation but that knowledge will come only as it is learned in a functional context, at the learner's own level of understanding and ability to take part.

GROUP EFFORT.

If co-operative enterprises are to be carried out successfully in the school, they must be guided by an understanding of group dynamics and of the influence of emotion upon social situations. This points to an important responsibility for the teacher. Learning and personality development are not the automatic consequences of any given partial experience. A particular lesson or book will not only affect different persons differently, but its influence on the same individual will vary with the circumstances under which it was experienced. The attitudes or sentiments of the learner at any given time will powerfully affect his powers of reception. Such attitudes reflect not merely the personal history of the individual but also the social situation in which he finds himself. Specifically, whether or not he feels that he "belongs" is likely to make a considerable difference so far as his learning capacity is concerned.

The Indian school cannot expect children, therefore, automatically to develop a genuine sense of belonging to the school groups of which they are physical parts; it cannot expect co-operation to just happen. Through understanding of individual children and patterns of inter-personal relationships, the teacher must skilfully promote the acceptance of each child by the group and thereby strengthen in each a sense of personal worth and social responsibility. The teacher must also continuously provide opportunities for the experiencing of effective co-operation. Co-operation must, in other words, be practised.

IMPORTANCE OF THE TEACHER.

From intensive studies and researches there is an outstanding recognition that education is cardinally a human and therefore social enterprise. More than anything else, what counts most is the personality of the individuals involved in it and the spirit in which they work. Educational problems have to be approached from the point of view of human beings and in the context of dynamic changes in the present-day-world. At the centre is the human teacher with an integrating personality based upon the processes of thoughtful co-operative learning in meeting the needs of life. It is personal elements of the teacher—such things as human imagination, sympathy, tolerance, and appreciation—intangible though they may be that make a competent teacher. This is the vital truth, the *sine qua non* of dynamic education.

This is well recognised by Dent when he declared :

What it amounts to in terms of the teacher's task is, roughly, as follows ; First, the *raison d'être* of the school has utterly changed ; it is no longer primarily a place for instruction in certain traditional fields of knowledge and skills, but a place where children may experience a rich and many-sided life, and through experiencing this, may gradually form habits, develop attitudes, acquire knowledge, and learn skills which will enable them to live happily, purposefully, and creatively; both at the time and in the future.

The need today is what Mahatma Gandhi said, a "type of teachers who can draw forth the best that is in child through understanding, sympathy and appreciation of each child's precious individuality—teachers who can exercise the sweet compassion of love and thereby put the child not only on its own resources but also on its honour."

THE ENID BLYTON PENNANT SERIES

This series comprising sixty tales, is written by Enid Blyton for the purpose of helping teachers to give their children moral instruction in a way that both teachers and children will enjoy. Each tale contains a definite moral which will be easily recognised and enjoyed by the children.

These tales will make an indelible impression on the developing mind of the young child.

A set of 30 books. As. 11/- each.

Full List of Titles will be sent on application.

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MADRAS TEACHERS' GUILD DAY

COMMEMORATION ADDRESS

SRI T. P. SRINIVASAVARADAN

Today, 22nd November is the Red Letter Day in the annals of the Madras Teachers' Guild. It was 55 years ago that the Teachers' Guild was founded by a band of educationists. Some of the founder-members only in recent years passed away. It is the law of life that men must come and men must go but great ideals and noble deeds abide in the influence which men and women leave after them. Our profession of teaching, rich in the finer qualities of character, has noted with great sorrow the passing away of some of our men and women who have served long and faithfully our schools, our nation and humanity. They have helped to bring in the structure of our Guild strength which we all cherish. To their memory we bring our tribute and our pledge to carry on the great cause for which they poured out their full measure of devotion. We have to recall to our mind those founder-members of our Guild, the late Right Hon'ble V. S. Srinivasa Sastri, J. H. Stone, K. B. Ramanathan, Professor Lakshminarasu, S. Vasudeva-chariar and M. S. Sabesan. These people were giants in our profession and the service they did in the field of education and in the field of teaching profession is invaluable. Among the living are Kulapathy P. A. Subramania Aiyer, Sri T. K. Sundararaja Rao, and Sri K. Rangasami Iyengar. These men are fortunately with us and may GOD bless them with long life to guide us whenever we need their help!

The history of the Madras Teachers' Guild can be divided into 3 periods, from its start up to 1911, from 1911 to 1923, and from 1923 to 1947. During the first period of its growth it slowly rose in strength and in importance too. What was started as a local organisation became a Provincial organisation by about 1902 or 1903. At the begin-

ing, the officers of the Department of Education became members of the Guild and these officers were practically in the majority. It was the Madras Teachers' Guild that first set up a Committee to formulate a scheme for Provident Fund for teachers in aided institutions. This scheme was approved by the Department of Education in about the year 1911. At the Guild Conferences, discussions on educational problems and model lessons were the main features. After 1911 the Madras Teachers' Guild went into inactivity for a period of about 12 years. The reason was obvious. The Officers of the Department of Education slowly left the Guild and secondly the members drawn from some of the main institutions also left the Guild. The reason for leaving was, they found that the Guild was taking more and more interest in the Provincial Political Conferences and also holding Provincial Educational Conferences along with the Political Conferences. So, for about a period of 12 years the Guild could not do much active work, and it went into oblivion. It was in 1923 that Sri M. S. Sabesan became the Secretary. From that time on, it grew from strength to strength. Mr. Sabesan's ability as an organiser needs no mention from me. Not only he organised the Madras Teachers' Guild but also he organised the South India Teachers' Union. It was during 1907 or 1908 the idea of starting a Provincial organisation was mooted and the Madras Teachers' Guild took the initiative in organising it. When the Provincial organisation was organised, the Madras Teachers' Guild took up a secondary position. Now during the period 1923 to 1945 the strength of the Madras Teachers' Guild grew more and more. It discussed educational problems thoroughly; it formed study circles, it represented the grievances of

the teachers and it celebrated the Education Week every year, and it tried to bring the parents and teachers together.

From the very beginning the Madras Teachers' Guild has been fortunately in a better position than the other District Guilds. Here we have within a radius of 5 miles all the schools situated, so much so, the teachers come into contact more often than it is possible in any of the other districts. Further the Madras Teachers' Guild could get into contact with the various departments in the town. Another advantage it had, was that it had the opportunities of coming into contact with educationists of foreign countries and learned from them many things.

The Madras Teachers' Guild under the guidance of Sri M. S. Sabesan utilised all the opportunities it had. When the Wardha Scheme of Basic Education was first published, it had set up a Committee of prominent educationists to study the plan and suggest modifications wherever necessary. It made a worthy contribution. Another worthy contribution it made was in the year 1940 when the Government wanted to introduce Secretarial Course leaving out other courses. It protested and as a result of that, it was then given up for various reasons.

During this period members of the teaching profession had many difficulties to overcome. There was the insecurity of tenure. The Government made this up by introducing the agreement form between the management and the teachers.

During the time of evacuation the Madras City Schools were very much affected. The schools had to work with 30 or 40 per cent of their original strength. The Madras Teachers' Guild in conjunction with the managements represented to the Government. As a result of that representation the Government paid compensatory grant. Otherwise many of the teachers would have suffered. We must remember in this connection with gratitude the help rendered by the late Sir Meyerille Statham, the then

Director of Public Instruction. He was before 1930 one of the Vice-Presidents of the Madras Teachers' Guild and later on when he was the D.P.I. he became a life member of the Guild. Let us pay our humble tribute for all that he did. It is impossible for me to give in detail all the activities, educational and professional, of the Madras Teachers' Guild at the short time at my disposal. But we all know what it has been doing and during recent years the membership of the Madras Teachers' Guild has grown into leaps and bounds. With the Government recognising the S. I. T. Union as the mouthpiece of the teaching profession, many have become the members of the Madras Teachers' Guild and the Guild can boast of almost all the teachers being its members. Our only regret is that the Elementary School Teachers have not chosen to become members. Our further regret is that the teachers in the Corporation Elementary Schools still stand aloof. Ere long it is hoped that all teachers will become the members of the Guild.

No doubt we can take just pride in our achievement so far, but what shall we do in the future? As I pointed out, the Madras Guild as situated is in a position where teachers can do more work than those in the mofussal. I mean the teachers have got all the facilities here. In the Madras Teachers' Guild we have got various sections: English section, Geography section, Science section and of late some of these sections are not very active. They must be made more active. Besides these sections we must have other sections and sections dealing with social security, a section formed only to discuss academic problems, a section for reorganisation and strengthening the membership of the Guild and a fourth section trying to contact the members of the legislature, in conjunction with the S. I. T. U.

During the last three years, there has been too much interference from the Department in the matter of academic freedom. Sudden changes in the educational scheme are made.

The change that was made in the year 1948 was all too sudden. We must boldly express our views in any reform that is sought to be introduced. A study circle should be formed to study the scheme carefully. No one educational scheme can be made to fit in all types of pupils in different places. Before you put any scheme into operation it must be tried in certain select places and only when it is found satisfactory it should be extended to other places.

Of late we have got into a paralysis of analysis. We have come to attach undue importance to every item in the syllabus of a subject instead of taking a whole view of the curriculum of studies. Again of late there has been a race among teachers regarding the importance of subjects. In the syllabuses drawn for the various subjects under the reorganized scheme, there has been no co-ordination; especially in the languages, this is easily noticeable.

Whenever we discuss academic problems it is better that we have in our midst laymen too in order to know their reactions. I may be permitted to bring to your notice when the S.S.L.C. Scheme was being discussed the late P. R. Sundaram Iyer and T. V. Seshagiri Iyer participated in the discussions. The Guild should try to get the co-operation of public men.

There must be a section to plan social security for teachers. The gaps in our social security are: (1) absence of provision during sickness, (2) during unemployment, (3) after retirement, and (4) against disability. At present there are no uniform leave rules. The present provident fund does not meet as a provision either for old age or for dependents. The amount that one gets at the time of retirement is very meagre. This point, I have elaborated the other day. Just as the Government insist for their employees provident fund-cum-insurance-cum pension, such a provision also should be made for teachers. It is possible to have these provisions with the help of managements and allowing the teachers to

raise their contribution from one anna to 2½ annas. The Government will certainly put forward many excuses and point out to us the difficulties in giving effect to these proposals. The Provident Fund Scheme of the Madras Teachers' Guild evolved in 1910 but accepted by the Government in 1911 was made compulsory in 1924. Similarly if we go on pressing this question of pension it will come into effect at least 10 years later. A Government which now recognises that the workers in industry are entitled to a share of the profits and to other benefits too, will not hesitate to recognise in the course of the next few years their obligation to the members of the teaching profession to maintain them in their old age and their dependents too for the long devoted, loyal and useful service of shaping the future nation of the country.

I am quite sure that the disparities which exist now among teachers under different agencies will be ironed out.

The time has come when the Guild should keep in touch with the managements of institutions. The Guild can make known to the managements the difficulties of the teachers and the managements also have an opportunity to come to know our problems.

What is our responsibility to the society and to the children entrusted to our care? We are not merely to impart information to the younger generation but also transformation, that is, character building. If we impart the level of life where the great decisions of life are being made, then we are laying the foundations of civilisation that will endure the shock of the future. Without that, our civilization and our culture will go down like a house of cards. For the whole of the outer structure of life rests upon the imponderable thing, character. If the character breaks, confidence breaks; if the confidence breaks, the country breaks. The greatest living power for the remaking of character and the sustaining of character is the life and teaching of Mahatma Gandhi.

CODE OF PROFESSIONAL ETHICS

It is high time that we teachers sit down and draw a code of professional ethics. Persons who have no love for the profession are entering. Persons who have no faith in the profession are entering. So it is necessary to have a code of professional ethics. There are men who use schools as hot-beds of propaganda. God forbid that our school be delivered into the hands of political manipulators!

Our profession can be made much more effective through the Teachers' Associations and District Guilds and Provincial Organisations. Our organisations should not align themselves with any political party and it is my sincere personal view that we keep aloof from politics. We represent all communities as our children entrusted to our care belong to various communities. The late Mr. Sabesan showed

his genius in keeping clear our associations from party politics. We make a plea that our children be spared of the tragedy of communal and religious strife. Let me conclude my address with this poem written by an American teacher.

"What do I wish for my friends

In this coming year?

Strength for the darkest hour

Wisdom and grace, without fear,

Grace to subdue all vainglory,

Courage to meet each day's woes;

Joy in the home and in friendships,

Tolerance for even our foes;

Visions of widening horizons,

Mountain-top humbleness, too;

Honour and righteous endeavour,

And the will to aid all to be true

For most of us need one another,

And though at times we may fail,

Let us this year shun the ignoble,

And together remember God."

THE GREATEST PEOPLE OF THIS ERA

1. GANDHI—

"The man who most resembled Christ in the last 2,000 years."

2. ALBERT EINSTEIN—

"In the age of poor thinkers, Einstein is the greatest."

3. SIGMUND FREUD—

"Freud's psycho-analysis and Einstein's achievements are the two forces that have most changed our lives in the last half century."

4. ALBERT SCHWEITZER—

"His excellence as a surgeon, theologian, philosopher, author, and musician, and his renunciation of worldly fame to operate a hospital in Africa are noteworthy."

5. MRS. ROOSEVELT—

"She is a symbol of hope and encouragement to women all over the world."

6. CHURCHILL—

"His greatness lies in his amazing personality, his

courage, his inspiring oratory."

7. LENIN—

"He accomplished the incredibly difficult task of turning the theories of Marx into fact."

8. FRANKLIN ROOSEVELT—

"Within Roosevelt's years, under his guidance, the United States rose to be the World's greatest power."

9. SUN YAT-SEN—

"Father of the Chinese Republic, he changed the political shape of the world for all time."

10. HENRY FORD—

"His idea of mass production, carried into accomplished fact, profoundly changed the lives of the people of this country."

Dr. Hutchins, President of the University of Chicago (in "Maclean's Magazine" of Toronto, CANADA).

SYNOPSIS OF LECTURE ON
"THE AIMS OF SOCIAL STUDIES"

Dr. J. F. FORRESTER

HISTORY OF SOCIAL STUDIES:

Social Studies as a part of the curriculum was first introduced into the schools of the U.S.A. Next followed Canada, Australia and New Zealand. Recently it has been introduced into some schools in Britain and is making rapid strides there.

Why was it introduced? Many people will be ready to point out that the countries which first introduced the subject were all countries with very little history of their own as nations. It is argued that the subject are all very well for countries with little national history but is not the thing for those which have a long and glorious past.

The countries which first adopted Social Studies are however characterised by other features than a comparatively short national history. They are all countries passing through rapid social change. It is striking that these countries, moreover look upon Social Studies as a way of preparing their future citizens for social change. It is significant, also, that one of the reasons why British schools are taking to Social Studies is because they have realised that the older syllabuses in History, Geography were not holding the interest of their pupils nor preparing them for intelligent and informed citizenship in a rapid evolving social order. It is a great mistake to suppose that Social Studies have grown out of a static and stable order. Rather they have grown out of the uncertainties which accompany periods of rapid social change.

THE ATTITUDE OF CHILDREN TO HISTORY:

Many pupils and students confess that history was the subject that they liked

least at school—just facts, is their complaints; and with, apparently little relevance. Where Social Studies have been well taught the pupils have responded with enthusiasm.

AIMS (Expressed differently but not in conflict with those expressed in the "Guide").

1. To provide a single integrated background course, through which the child can come to appreciate the inter-relatedness of all the elements of his environment and to feel himself to be closely associated with the past and present struggles and achievements of mankind, and to have a personal contribution to make towards future progress.

2. To help co-ordinate the curriculum as a whole by serving as a background for specialist courses, and as a field of practice for basic skills.

3. To build up social awareness, a sense of responsibility, and an understanding of human relations, by helping to provide those elements of social education that can no longer be fully supplied by the home environment.

4. To offer abundant opportunities for active learning, personal achievement, participation in group work, and in general, for the development of the self through the exploration of the environment.

5. To foster attitudes to knowledge, life and learning that are appropriate to the present day, and especially to promote understanding of all history and all human experience as a process of change and development.

6. To foster the development of spontaneity, self-reliance, flexibility of

mind, clear thinking, tolerance, initiative, articulateness, adventurous outlook, courage in the face of new problems, enjoyment of creative activity, sound standards of action and appreciation, worldmindedness, a sense of purpose and a philosophy of life.

7. To provide a pattern and experience of study that will serve as a foundation and stimulus for continuing education in adult years.

From New Zealand—

To take the main educational part in training pupils to become purposeful and effective citizens of a democracy.

To deepen pupils' understanding of human affairs and to open up a variety of fields for active personal exploration.

"Social Studies should mean something happening to pupils and teachers and not merely something studied by them."

THE S. I. T. U. PROTECTION FUND LTD.

DETAILS OF POLICIES ISSUED IN NOVEMBER—

DISTRICT AND SCHOOLWAR

MADRAS—		TINNEVELLY—	
Kellett High School ..	3	Mcpl. Muslim Girls' School,	
T. T. V. High School ..	2	Tuticorin ..	1
Theogaroya Chetty High School, Washermanpet ..	2	Carp. St. H. E. School,	
P. S. Secy. School ..	1	Tuticorin ..	1
Corpn. Boys' School,		Thirthapathi High School,	
Korukupet ..	1	Ambai ..	1
Hindu High School ..	1		3
R. B. C. C. School ..	1	TANJORE—	
M. Pro. Union School ..	1	St. Peters' High School ..	2
Z. P. H. Guzrathi Girls' High School ..	1	Aided Ele. School,	
San Thome High School ..	1	Kandamangalam ..	1
National High School (Boys)	1		3
	15	SALEM—	
TRICHINOPOLY—		Bd. High School, Atur ..	1
National College High School	2	Bd. High School, Dākanikota	1
The High School, Srirangam	1		2
The Middle School,		KURNOOL—	
Tiruvanakoil ..	1	Municipal High School ..	2
	4	WEST GODAVARY—	
MADURA—		W. G. B. College ..	1
St. Mary's High School,		NELLORE—	
Madura ..	3	J. B. H. Bd. High School,	
RAMNAD—		Kovur ..	1
A. C. College, Karaikudy ..	3	NORTH ARCOT—	
		Bd. High School, Kāveripauk	1
		Total ..	33

POLICIES ISSUED DURING SEPTEMBER

NORTH ARCOT—

Town High School, Arni .. 7

HISTORY OF INDIA—ITS POSITION IN SOCIAL STUDIES

PROF. C. S. SRINIVASACHARIAR

Principal, Pachiyappas College, Kancheepuram

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I

The History of India has to be taught with the primary aim of stressing the continuity of our national life and, consequently, of aiming to strengthen our faith in the destinies of our people. The mind of the history teacher should be guided by large ideas and not moved by narrow, provincial or particularistic impulses. Again stress should be laid on the life of the people and not on the happenings at royal courts, and the movements of armies and battles. Endeavour should be taken to show, that in spite of changes of dynasties and governments and even larger changes of sources of power, as from the Hindu to the Muhammadan, from the latter to the Maratha and the British, and now back again into Indian hands, social, cultural and political developments run really on continuous lines and they cannot, in their ultimate analysis, be regarded even at their critical stages, as forming totally revolutionary and catastrophic new beginnings.

Thus we can take the Huna settlement in Northern India in the 5th and 6th centuries A.D., as the first symptom of the fundamental alteration of the polity and society of the land that marked and formed the basis of the so-called ancient or classical period of Indian History. Various dates have been suggested as closing our ancient and beginning our mediæval epochs, like 712, 997, 1192, or even 1526 A.D. All these, it is true, started new currents; but they did not completely change the fundamental course of evolution.

Similarly for the Deccan and South India, the foundation of Vijayanagar, and the beginning of its break-up at Talikota (1565) have been regarded as ending the Hindu period of old and starting a new period which has been called Muhammadan though the Muslim hold on South India was both slender and brief. Like difficulties are

encountered as to where modern Indian History may be said to begin, whether from 1598, 1600, 1757, or even 1857. Much depends upon our interpretation of the significance of the term *Modern*. One writer has interpreted the term *mediæval*, as comprehending all movements and institutions which Europeans have called by the term *Oriental*, that is, those whose main sources of inspiration did not proceed from the civilisation of the West, but which may be regarded essentially as continuations from the older indigenous sources and currents.

Again personalities have claimed, in a disproportionate manner, the attention of writers, teachers and pupils, though the biographical interest should be stimulated effectively in the child and the students of the lower forms. The danger should be avoided, of our trying to read either too much of our own present-day notions, or to twist these personalities and achievements to suit our own pre-conceived ideas about them. This risk is very obvious in our attempts at the presentation of the heroes of the past, like Asoka, Samudra Gupta, Pulakesi and Rajaraja. Care should be taken to restrain and canalise our treatment of them on the basis of a definite knowledge of ideas and institutions known to be dominant in their respective ages. When once free rein is given to imagination, the pictures of the past, not only of heroes and personalities, but also of movements and institutions, get to be distorted, from true perspective by the projection of later and even of contemporary ideas. In the belief that they are dealing with the spirit of the times, some writers have unconsciously reproduced their own mental texture and environment.

Caution and care of a like character should be taken on presenting sober and scientifically sustainable views on such subjects like the relations between,

and genesis of Aryan and Dravidian peoples and cultures, their inter-twinings and reactions, and like the less uncertain, but more elusive subject of the interaction of the forces of the North upon the South and *vice versa*. The culture contacts of India with the outside world, particularly with Central and South-Eastern Asia and the Eastern Archipelago, should have a place in any scheme of History studies. As histories were largely written in the period of British rule, with a bias and partiality displayed for British institutions and ideas, it is now necessary to shed away this bias and at the same time to take care not to run in the contrary direction of an undue depreciation of British services to India and their achievement which should be weighed in the proper and just balance. This attitude should be carefully, inculcated in the minds of pupils.

II

The needs stressed by the syllabus are:—

Facts ought not to be presented in an unrelated way.

One of the first steps to take when such a course is started is to found a reference library.

The aim is best attained by the adoption of the Project or any other Activity Method.

For the success of the Scheme, the details of local social life and historical and Geographical factors will have to be studied for every locality. There must be a number of reference books from which the pupils can select under the guidance of teachers, the relevant information.

In the High School stage, the pupil should be trained for a chronological study of the History of the land, period by period.

Chronology should be carefully kept up as the basis of study. The teaching of miscellaneous facts in an unrelated way should be avoided. Similarly, the space-sense should be developed.

Again a careful selection of facts and their proper presentation is important for classroom study.

As an experienced Headmaster has remarked:—

"To teach social studies as the pioneers of the scheme have contemplated it, we should have a good reference library for each class and form, so that projects might be set. Such a library in the Regional language cannot be had for many years to come and to attempt it without this necessary equipment is to put the cart before the horse.

Further to enforce a standardised syllabus for a whole state is repugnant to the very genius of the scheme."

The syllabus neglects the geography and also the study of the ancient valuable monuments of the land, and thus loses a valuable opportunity to exploit the environment and to stimulate the spirit of observation and enquiry on the part of the pupils.

Historical facts should be so taught as to enable the pupil to work out himself for finding the information necessary for building up knowledge.

He should also learn to post up the facts so as to enable him to remember what he has learnt, either from his teacher or from text-books or by gathering information otherwise.

Activities may be taken to mean "all these processes which help the pupil in equipping himself to be a perfect citizen" and so a record of these activities as maintained by him during the year will be useful, as it will enable parents, teachers and others to know what their children have done and what knowledge has been gained by them.

A set of Record Books for this purpose published by Messrs. Orient Longmans Ltd., which I have gone through, may be found of great help to the pupil and to the teacher. They give an indication of the work that can be done by the pupil outside the class-room and they can be used by any kind of teacher and for any kind of surroundings and equipment.

Let us hope that more text-books, reference-books and record-books like the set, noted above, will be forthcoming and help the right kind of Social Studies teaching and absorption.

A FACTOR OF MODERN EDUCATION: THE PRESS

THE ACTUAL SITUATION OF THE PRESS IN GERMANY

WALTER LEIFER

Brilon in Westfalen, Am Etzelberge, 27, Germany

In Germany, the new Press which in this country being its native home dates back to the last years of the 17th century, had a bad start after the last war. The occupying powers in 1945 founded certain newspapers, under the auspices of the Press Control Officers

After the capitulation there was, at first, newspaperless period. There were only the notices on the parish notice-boards and the ordinances of the military governments to read. It was clear that this state of affairs opened the way for uncontrollable rumours and false reports. This could not last long.

In June there began the first conference which should clear up the situation of the press field. But the ways of the occupying nations were different. The French and the Americans supported the so-called non-party-system, but the British and the Russians chose the other way and licensed party publications.

The non-party papers were and are a great hindrance to the development of public opinion. Their editorial staffs were chosen on the mixed party system. Usually it was a member of the Christian Social Union and a member of the Social Democrat Party who had to work together. But some time later, in the French Occupation zone, a move was made, in all parties, for the licensing of own party publications.

The old publishing houses were seized or had to print the licensed newspapers. Only on the first day of September 1949 Press Liberty was realised in Germany. From this date the real new start of the post 1945-press could begin. Only the press way

in the Sovietised area of Germany was a path back to a stronger communist control over all the newspapers.

In September 1949, the way to better press situation was clear because all the interior hindrances of the press were relinquished. In the first years of the occupation one often could observe a bolstering of Communist interests at the expense of the German parties. Even the Americans supported them, even the British, even the French. It was a hard struggle for the men of the German press to convince the occupation authorities, that it would be better for Europe's future to have men of clear and clean opinions. The more the real goal of the Soviets became clear: the sovietisation of the world by all the means, the more the calls of the waning Germans were heard. And suddenly the time of punishing the Germans by dismantling the plants, by rationing the food (the physical and the spiritual ones), by making homeless a quarter of the population, by shortening the paper rations etc., had an end.

The actual position of the German press is, in great parts, very tense owing to the drop in advertisements. Germany is poor. There is no country in the world, where occupation authorities are working for their subjects. In Germany, there was and there is no other case.

To peak of the best newspapers of the German press means to mention some dailies and weeklies which never forgot, that their own interests had to be those of their readers, i.e. of the German people. To say at first, the Germans dislike the official organs of the occupation forces, the old French "Nouvelles de France," the British "Welt," the American "Neue Zei-

tung," and the Russian "Taegliche Rundschau."

But there are other papers which are esteemed by all the parts of the population. I will mention only a few of the best papers in Germany. The industrial heart of Germany has been in all the periods of the last century the world-famous Ruhr area. This region ("Kohlenpott" say the Germans in their all day's language) has good papers. Recognised as one of the most influential and best one daily, the Ruhr-Nachrichten of Dortmund with a large group of newspapers, has to-day widest and largest circulation attracting thousands of readers of all tastes, for its latest news, variety of articles, occasional supplements and illustrations. This is a paper of miner and of the scholar, inspired by Christian point of view. "Die Zeit" at Hamburg is a dynamic weekly which mirrors world events and reports them

from the German point of view. This periodical is famous for its reliable news, unbiassed views, informative articles and correct lead.

Besides these two papers there are not to forget the "Frankfurter"—a name with a good reputation—, the "Sueddeutsche Zeitung" at Munich, the "Tagesspiegel" and the "Telegraf" at Berlin at Stuttgart, the "Koelnische Rundschau" at Cologne etc.

All in all—the German press has seen hard years. The post 1945 newspapers have experienced real journalism and "Abenteurerwesen" in the worst sense. But now there is a hope that this press will find a free future without censure, without paper shortage, without allied personal policy etc. But the German people has not lost the hope that even this will be realised some day for all these facts will remain until there are no more foreign soldiers on the soil of Germany.

THE SOUTH INDIA TEACHERS' UNION

Diary for December 1950

- Decr. 10. Informal meeting.
16. Informal meeting.
South Indian Teacher—November 1950, published.
Balar Kalvi—October 1950, published.
18. Circular to District Guilds to take part in the Saidapet Educational Exhibition.
19. Voting Papers sent to Teachers' Associations for the election of President to the 41st State Educational Conference.
29. 25th All India Educational Conference, Hyderabad—Representatives attended.
30. Social Studies Syllabus Committee meeting.

SEMINAR ON SOCIAL STUDIES*

Mr. S. Natarajan, President of the S.I.T.U., welcoming the gathering, said that the object of the Seminar on Social Studies was to bring teachers who had experience in this subject together so that others might share their experiences. They had been working for some time past on the re-organised scheme of secondary education, the distinctive merits of which were the subjects of citizenship training and social studies. The introduction of these courses had put new life into school activities. It was essential that these two subjects should be properly understood and if there were difficulties they had to be rectified. The teachers would also discuss the methods which had been found to be successful in different places so that they would be 'better equipped' in dealing with the subjects. They would also be in a position to recommend to the authorities modifications if any that they would like to make.

Inaugurating the Seminar, Mr. S. Govindarajulu Naidu said that the re-organisation scheme should be more properly called the 're-organising course' rather than the 're-organised course'. It would be wrong to fix something and seek to carry it on without improvement. In the light of the experiences, the scheme had to be improved. Even with regard to the contents of the school education, there was room for slight changes.

Continuing, Mr. Govindarajulu Naidu said that during the last century or so, their education was lacking something 'fundamental'. The important changes under the re-organised system of education were introduction of citizenship training and social studies. In regard to both of these, their ideas required to be improved. Through citizenship training they hoped to make young men useful members of the society and through social studies, they intended to give them something connected with the 'philosophy of life'.

The Honourable Sri K. Madhava Menon then addressed the gathering. At the outset, he expressed his pleasure at having had the opportunity of meeting the school teachers. Several schemes in Education might be attempted by the Department, but the teachers had to translate the schemes into action and see whether they were good or bad. "I consider that we are working for a common cause," the Minister added.

The Minister, proceeding, said that his earlier feeling about the Union was that it stood only for making demands for the betterment of service conditions of teachers and that it was not paying sufficient attention to the professional problems. But he had changed that opinion when he had received the letter regarding the Seminar and he was particularly glad to learn that they were going to study the syllabus regarding the Social Studies. He pleaded that such Seminars should be organised in the District Headquarters also, so that teachers in their areas could assemble and "refresh" themselves and exchange their views.

"Our responsibilities have increased considerably after the attainment of freedom", the Minister added. The people had entrusted their children to their care with the hope that the children would be turned out to be useful to the society. It was a psychological fact that one was interested in himself rather than in others. So too the teachers, might be obsessed with the feeling that they had their own difficulties to think of. But all the difficulties could be properly solved if an amount of additional effort on the part of each one was forthcoming.

The question of service conditions of teachers had to be tackled properly. They had before them the scheme of compulsory education. This required a large number of trained teachers. Even now they had to train about 25,000

* The S. I. T. U. Social Studies Seminar was held at the Y. M. C. A. College of Physical Education from 30-9-50 to 2-10-50.

teachers or so to teach the 30 per cent of the school-going children. If the number of school-going children were to be increased, they had to find more teachers. Then there was the problem of buildings for schools. He pointed out in this connection that on a recent visit to Salem, he found that about 600 girls or so were huddled together in a small building and he remarked that fortunately they were not 'animals' because, had they been so, the S.P.C.A. could have prosecuted them for the improper accommodation. If the compulsory education system had to be introduced on a greater scale, they had to find greater accommodation facilities. But these problems did not deter them from taking further action.

The Minister said that teachers should realise the difficulties of the Government and re-double their efforts and work towards the betterment of society; shift systems had to be introduced and the teachers must resolve to work with a little more 'vigour' and solve the great difficulties that faced the Government.

Rev. D. Thambuswami addressing the gathering said that the consensus of opinion was in favour of the study of the Social Studies. Things were changing rapidly and they were not in need of any compartmentalisation in the system of education.

RESPONSIBILITY OF TEACHERS

Messages received on the occasion wishing the function all success were read by Mr. T. P. Srinivasavaradan. Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor of the Madras University, in his message said: "I have no doubt that a seminar of this description will be of great value in focussing the attention of the teachers to the problems connected with Social Studies. It will doubtless help them to realise how best they could carry on their duties in regard to the pupils entrusted to their care. It is my considered opinion that such contacts between teachers and such discussions are likely to prove a great incentive for the better

appreciation of the responsibilities of the teaching profession." Others who sent messages were Messrs. Chamu Nair, Suryanarayana, E. L. Subramaniam and Dr. Tirumurthi.

Dr. (Miss) J. Forrester delivered a lecture on the 'Aim of Social Studies'. She said that Social Studies as a part of the curriculum was first introduced in the schools of the U.S.A. Next followed Canada, Australia and New Zealand. Recently it had been introduced in some schools in Britain. One of the reasons why the British schools were taking to Social Studies was because they had realised that the older syllabuses of History and Geography were not holding the interest of the pupils nor preparing them for intelligent and informed citizenship in a rapidly evolving social order. Where Social Studies had been well taught, the pupils had responded with enthusiasm, she added.

Dr. Forrester continuing said that Social Studies provided a single integrated background course, through which the child came to appreciate the interrelatedness of the elements of his environment and felt himself closely associated with the past and present struggle and achievements of mankind. It helped to co-ordinate the curriculum as a whole by serving as a background for specialist courses and as a field of practice for basic skills. It built up social awareness, a sense of responsibility and an understanding of human relations. Abundant opportunities were offered for active learning, personal achievement, participation in group work and in general, for the development of the self, through the exploration of the environment. Social Studies also provided a pattern and experience of study that served as a foundation and stimulus for continuing education in adult years. "Social Studies meant something happening to pupils and teachers and not merely something studied by them," she concluded.

Mr. T. P. Srinivasavaradan proposed a vote of thanks.

WORKING PAPERS—

[The Committee prepared a questionnaire on different aspects of Social Studies and sent it to all schools. Over 300 replies were received. These were studied by four Sub-Committees, and Working Papers were prepared based on those replies. These working papers formed the basis for discussion at the four group discussions during the Seminar.]

(1) PRACTICAL ACTIVITIES

1. Why are these activities included in the syllabus?
 - (a) To build up good and lasting attitudes towards study.
 - (b) To develop good social ideals, good habits and attitudes.
 - (c) To give opportunities to pupils of different tastes and talents.
2. What is meant by activities suggested?

Flexibility. Take whatever activities that will suit your school and locality and work on them. Could supplement new activity. Problem of expense, Rural schools and time are solved.
3. What is the experience of teachers who have worked out these activities?
 - (a) Some take very serious attitude towards some activities.
 - (b) Some think a few activities very difficult. They think so before trying them.
 - (c) Some feel one or two activities suggested far above the standard.
 - (d) Some would like to give up a few activities because they rouse class hatred.
 - (e) Some have tried them out and found them successful.
4. Suggest some ways (tips) by which Group Activities can be worked out easily and by all schools.
 - (a) Those few schools that have worked out some Group Activities successfully to pass them to the rest either during the Seminar or through South Indian Teacher.
 - (b) Double period for the subject once a week.
 - (c) Maintenance of record book by each pupil and each pupil to enter what contribution he makes in each Group Activity.
5. How to maintain a record book with individual aptitudes and achievement?
 - (a) Meaning of aptitudes and achievements with a list of each.
 - (b) A tabulated form showing how to keep a record.
 - (c) More points about this—
 - (i) At least 3 times in the year.
 - (ii) Record keeping should not become stereotyped, e.g. good, fair, etc.
 - (iii) Each pupil to have his own record book.
6. Should changes be made in C. T. syllabus because it is overlapping in Social Studies?
 - (a) Leave the syllabus undisturbed for the present (i) let the two teachers—Social Studies and Citizenship Training—work together in some items like excursion, (ii) Should consult each other and omit any item if it is done by the other.
 - (b) When the time comes for revision of syllabus, the framers should keep this in mind and make the necessary changes.
7. Do the activities suggested against corresponding unit help to secure the training contemplated?

(This question was not properly answered by any teacher in the questionnaire and hence it has to be tackled during the Seminar.)

- (a) Activities are suggested against every unit of studies but aims are not given up for every unit, i.e. The Social Training Column is empty here and there.
- (b) Some activities help to secure the training completed.
- (c) Some activities suggested do not give the training contemplated.

Form I—units 1 & 2.

" II—D.

" IV—5.

" V—2, 3, 4.

- (d) In order to give the contemplated training one has to work out all the activities suggested. This is not practicable, e.g. IV F.
- (e) Too many aims are given for a single unit and this again

causes confusion in the minds of teachers.

- 8. How would you help a teacher to face the above difficulties?

(a) Aims should be few and be definitely stated.

(b) Teacher should be free to choose any activity that would effectively carry out at least a single aim.

8. N.B. Remember Social Training is given to pupils in schools through all subjects and not through Social Studies alone.

- 9. Are you able to do the activities throughout the year and maintain their interest of pupils even at the end of the year.

Yes, it all depends upon the interest that the teachers evoke in their pupils for the subject.

When once the pupils are interested in the subject, they go on.

(2) METHODS OF TEACHING SOCIAL STUDIES AND EQUIPMENT

Most of the answers to the question "Do you think that Social Studies can be taught in the same way as we have been teaching History and Geography before?" were emphatic negatives thereby indicating that a change in the method of teaching this subject is necessary.

Some of the well-known methods usually adopted by teachers are the following:—

1. LECTURE METHOD. Ability to learn from spoken words shares a high degree of correlation with ability to learn from printed books. But both are dependent on competence in understanding language.

Pupils learn more from good and less from poor lectures than from reading.

This method makes pupils passive listeners and may not lead to initiative and thinking processes. But in the Middle School, oral teaching is more effective than pupil reading. This method may be useful to prepare pupils for a unit of study by giving them an

idea of the field they have to cover.

2. QUESTION AND ANSWER METHOD. Easy and intelligent questions at the end of any lesson or in between not merely test the comprehension but develop interest on the topic and thought processes. They provide for clarification and drill and are useful to test the achievement of pupils of different intellectual levels.

3. TEXT BOOK METHOD. The centre of instruction is the text book which provides a logical synthesis of various facts.

Text books may be well-written or hurriedly produced and they may not be written in simple language.

4. DIRECTED STUDY supplements lecture and text book methods. Printed books, practical work note-books form the bases. Set assignments are given. Pupils of inferior or average ability profit more by this method.

5. ACTIVITY METHOD. Gives scope to all kinds of acts through which pupil learns: such as projects, discussions, dramatization, practical work, etc.

The new approach to the teaching of Social Studies will, not only make use of all these methods, adapting them to the interests, environment and special opportunities of children, but choose the modern method of dividing the curriculum into suitable *units of study* to enable the pupils to learn through study, activities, discussions, etc.

The following will be some of the features of any method that may be followed in teaching Social Studies since *pupil learning* rather than mere facts-as-subject-content is the focal point:—

- (a) Informal teaching and more vital motivation of pupils' work.
- (b) Enrichment of methods by use of teaching aids.
- (c) Use of activities to provide opportunities to learn by experiencing.
- (d) Gathering factual information about related topics; critical analysis of problems; locating and evaluating sources of information; drawing inferences; making generalisations; etc.
- (e) Increased attempt to relate the facts to life to make it clear that we live in a changing world.
- (f) Community and regional study.
- (g) Developing social attitudes and social behaviour.
- (h) The teacher directing study along proper lines with the background in his mind of democratic life and social planning.
- (i) Readiness on teachers' part to experiment with the courses of study (drawn up in a general way) to suit local conditions.

The new method also assumes that certain techniques of learning are taught to the pupils. Some of these are:—

- (1) Desirable study habits. (2) How to study. (3) Library skills. (4) Use of reference materials. (5) Taking notes, preparing reports, summaries,

etc. (6) How to hunt for information. (7) How to read maps and charts. (8) Supervised study. (9) Co-operative team work. (10) Ability to write and draw neatly.

TEXT BOOKS—

Text books on Social Studies are said to be widely in use in America where experimentation is also carried on a large scale.

In this State, Reference and Reading books in the regional languages have not yet come into existence. The text-book will be the main source of information for some years to come in most schools. So it is suggested that instead of confining the pupil—reading to one set of text-book, five sets may be prescribed so that every squad forming a group in the class may gather information. The work of the groups may be pooled and discussed.

DEFINITION OF UNIT OF STUDY—

- (1) A piece of work of an integrated character assigned to the pupil;
- (2) an assigned problem, project or activity or work, having a central idea or theme and usually extending over a relatively long period of time.

NOTE:—Every item in the syllabus may not be capable of being included into a unit of study unless the framers of the syllabus had conceived the total content in terms of specified areas.

EQUIPMENT—

The answers to the questionnaire indicate woeful lack of equipment in our schools:

For teaching Social Studies, the following are needed:

- 1. A good library containing—

- (a) Reference books like children's encyclopædia, year book, atlas, etc., for use by children.
- (b) Information giving books of various kinds in simple language capable of being used by the pupils themselves.
- (c) Illustrated books, magazines, leaflets, pamphlets, etc.
- (d) Books and periodicals giving latest information on public affairs.

(e) Books, periodicals and other material on Social Studies for use of teachers.

(f) Bibliographies on units of study prepared by the teachers.

NOTE:—It rests largely with the teachers to build up a library slowly for Social Studies. Children should be trained (i) to collect pictures and extracts, and classify them in their files; (ii) to keep a personal study book, (iii) to maintain a class reference book wherein are entered all materials gathered by co-operative activity.

2. *Maps, Globes and Models.*

3. *Charts and Graphs.* The best among the pupils' work must be added to the school collection and an index maintained.

4. *Film Strips, Film Projector, etc. are Invaluable Aids.* Films contribute to the accuracy and meaningfulness of pupils' concepts; stimulate imagination to an extent not possible by any other method; contribute to retention of facts, are more effective in presenting facts and situations to all grades of pupils; enable pupils to participate in lively discussions that follow the topics.

5. *Radio, Listening-in Set* with a sound system enabling teachers to broadcast talks and discussions prepared by pupils.

6. *Where electric power is not available, gramophone.* It should be the aim of teachers to prepare as many teaching aids as possible locally at no great cost; to organise a *Social Studies Room* where a list of all teaching aids and bibliographies will be available for pupils and teachers.

7. *Pictures.* Large wall pictures, small pictures in albums.

PROBLEMS AND DIFFICULTIES FACING THE SOCIAL STUDIES TEACHER

1. While appreciating the aims and objectives of a synthesized course in School Studies, it is to be noted, with regret, that not all schools are equipped with library and that is a great handicap to the teacher of Social Studies, who among other things according to the Guide Book is expected (a) to take interest in learning along with his

pupils, (b) to have a sound and considered opinion on all important events in the news, and (c) to have care in recording achievement.

2. Latest maps and globes are absolutely desirable for effective instruction and it is the duty of the schools to provide such aids.

3. A good collection of pictures to illustrate lesson units is an important requisite which unfortunately is the pride of a few schools only.

4. An invaluable aid to the Social Studies Teacher is the Projector or the Talkie equipment, the merits of which have been enumerated before. But the absence of such an equipment is attributed to the fact that it is beyond the reach of many schools.

5. Though planned excursions form part of the activities the high cost of excursions prevent many schools which are situated far away from places of interest from undertaking them.

6. A Guide Book is a fundamental necessity, but copies of the one published by the Department of Public Instruction are no longer available.

7. Even in the Guide Book much space has been devoted to aims and objectives of Social Studies rather than to methods and equipment.

8. Among other qualifications the Guide Book expects the Social Studies Teacher "to be among the most highly trained men and women that the land can furnish." But this will remain only an ideal so long as the Department of Education and Teachers' Guilds do not organise Refresher Courses for the teachers who have all along been trained in the old methods of instruction and who cannot be expected overnight to switch over to newer and more up-to-date methods without proper guidance.

9. Paucity of books and other references in the regional language is another handicap to effective instruction being offered.

10. Whichever method is followed, it is bound to be vitiated by the content of the syllabus, which is undoubtedly overcrowded in the Higher Forms.

But these limitations should not dishearten the Teacher of Social Studies, whose primary duty is to enable the child to understand his environment and his relations with it and to make enlightened and efficient citizens. What John Dewey summed up nearly half a century ago still holds good. "The fundamental thing is to find the

types of experience that are worth having not merely for the moment, but because of what they lead to the questions they raise, the problems they create, the demand for new information they suggest, the activities they invoke, the larger and the expanding fields in which they continuously open.

(3) CRITICAL REVIEW AND EVALUATION OF SYLLABUS

WHAT ARE SOCIAL STUDIES?

Before discussing the answers to the questionnaire it is necessary to state clearly what we understand by Social Studies.

Among the various definitions of Social Studies, we favour the following:—

"Social Studies constitute that field whose content deals directly with human relationships" (Encyclopaedia of Educational Research — Macmillan). The definition given in the Guide Book is in conformity with the above.

The term 'Social Studies' refers to a field, not to a subject. Hence it cannot be limited to any scheme or type of fusion or integration.

Broadly stated, Social Studies are those portions of Social Sciences which have been selected for instructional purposes. Social Studies comprise Sociology, Economics, Civics or Political Science, Geography and History. It should be pointed out that Physical Geography makes no claim to being a part of Social Studies. Hygiene may well claim to be a part of Social Studies. History does not deal merely with the past as the Guide Book states. For the matter of that, there is in every kind of society very much of the past in the present. As the centuries are the lineal descendents of one another, History shows continuity and seeks to explain and enliven current affairs. Current affairs thus become part of history.

WHAT IS MEANT BY THE UNIT SYSTEM?

Social Studies as taught in America and Britain have developed a technique called the Unit System. It is necessary here to explain clearly the mean-

ing of this term, especially because the term has been so bandied about that the carelessness in its use is deplored by some eminent educationists.

Among the definitions, the following seems most acceptable to us. "A Unit is a comprehensive and significant aspect of the environment, of an organised science, of an art, or of conduct, which, being learned, results in adaptation in personality.".

So the Unit method is an attempt "so to integrate and arrange the curriculum that the child can achieve mastery of the desired objectives in education in a meaningful and permanent manner." This unit method is implied in the scheme of Social Studies.

It was hoped that the Guide Book would work out at least one topic of a unit for each of the forms, giving hints regarding the material to be drawn from the several subjects forming Social Studies and suggesting related activities. As the preface admits, however, the Guide Book is designed primarily to clear what were regarded as misinterpretations and ambiguities. The opportunity given to the authors of the Guide Book for helping teachers to a correct approach to Social Studies was thus in our opinion, missed.

Tradition dies hard and the history of Social Studies gives room for scepticism. As the problems taken up in Social Studies should have an intimate bearing on the present day relationships, the majority of such studies would only emphasise instability and variability of interests rather than point to any continuing interests which can guide the curriculum maker.

Perhaps for this reason too, besides the conservative opposition to any-

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thing new, it was but natural that the introduction of the new subject of Social Studies should have met with some opposition. Even in America, where the Unit technique is so highly developed, the complaint is that 'Social Studies offer no clearly discernible order of difficulty, no logical order of learning, no series of progressive laws and principles. The obvious variables are the individual pupils, the class, the content, the teacher, the equipment and the method.'

We have now said enough to show our sense of awareness of the obvious limitations of the subject, however, we feel attracted to Social Studies, not merely because they are new but because they afford greater opportunities for developing personality traits than the presentation of an organised body of knowledge in isolated subjects such as History, Geography and Civics. We, therefore, regard the very introduction of Social Studies in the curriculum of Secondary Schools as a major victory over tradition.

THE CURRICULUM:

Each teacher of Social Studies is expected to be a curriculum maker. A scheme of Social Studies applicable to the entire area of Madras State is something inconceivable, if social studies are properly understood.

The Guide Book, no doubt, explicitly states the teachers are free to choose activities from among those suggested in that syllabus or plan entirely new ones. But the topics suggested should suit the environment. It cannot be argued that every topic easily lends itself to activity in any environment. The Committee feels that it would be enough if the Departmental syllabus for each form is given in broad outlines, leaving freedom for the teachers in each locality to build up their own syllabus including activities suited to their special environment.

In the V and VI Forms there may be a common scheme of Social Studies so that there may be uniformity of instruction for purposes of examination. We would go the length of suggesting that the external examination

be altogether given up in favour of certificates issued by the teaching faculty of each secondary school.

The present syllabus is based on the speculative method, not on the experimental. Drawing up a scheme of studies after experimentation is a tediously long process. We are fortunate because we have the result of the experience of other countries in the content, scope and practice of Social Studies.

It is well to remember that for several decades there were criticisms and proposals in respect of Social Studies in America. We need not travel that length for giving the syllabus the needed revision and making it flexible.

A REVIEW OF THE SYLLABUS:

In general, teachers seem to be satisfied with the High School syllabus. The criticisms levelled against the Middle School syllabus are mostly from administrators rather than from teachers manipulating the syllabus.

In spite of the adverse criticisms levelled against it, only the First Form syllabus can be claimed to be a Social Studies Syllabus. The units under II and III Forms present grave difficulties in relating them to current events. It must be clearly stated here that the High School syllabus is not at all contemplated to be a Social Studies Syllabus. It is really an apology for Social Studies.

The framers of the syllabus (presumably with a view to satisfying subject enthusiasts) have not broken new ground. They have simply grouped together topics which naturally divide themselves into History, Geography and Civics. In fact, in some very respectable schools, History and Geography portions are taught by separate teachers. The hold that tradition has on teachers may well be gauged from the large measure of support given to the High School Syllabus, as also from the strong objections to Unit 1 of the I Form Syllabus.

The framers of the syllabus have tried to adopt a quasi-concentric plan and to bring about a certain amount of fusion of the different branches of Sociology.

The topics for Form I relate to the general progress of mankind, but it is felt that many of them cannot be taught as intensively and elaborately as they ought to be, considering the age level of the pupils in that form. It is regrettable that no opportunity for a more careful study of these topics is provided in any of the higher forms.

The emphasis on the Social and economic aspects of World Geography in Form II is considered to be premature and unwise. The pupils should be acquainted first with the physical features, and then the rest may follow. World Geography finds a place again only in Form IV where the adaptation of people to environment is stressed.

In the Third Form, the History of India, together with some topics under Civics is dealt with in broad outlines.

In the High School Syllabus, the component parts of Social Studies are kept purposely apart. In Form IV a study of the Geography of the world on a regional basis is suggested. The history of the world in Modern Times is dealt with. In the Form V, History and Geography of India are to be taught. The Form VI syllabus aims at teaching pupils the evolution of the Indian administration from the early times up to the inauguration of the Republic, and also lays emphasis on the economic problems which face India.

It must however be stated, from the point of view of Social Studies, that the units in almost all the forms lack unity.

CURRENT EVENTS:

By current events we mean "what has happened too recently" to be included in text books.

There is no specific question to elicit opinion on the teaching of current affairs. It must be conceded that it is impossible to teach contemporary problems effectively without reference to controversial issues. We may be sure that those who answered the questionnaire were quite aware of this. Only those who oppose the scheme in its entirety object to the teaching of controversial issues. We do not know what the reaction of the public is or will be to the teaching of such issues in schools.

We wish to draw attention to the goals and principles in the World Organization of the Teaching Profession Report (WOTP.) which apply specifically to controversial issues.

"To develop an understanding of the processes involved in dealing with controversial issues and in reaching valid conclusions about them."

"Controversial issues are inherent in current affairs and should be treated."

"Some materials representative of divergent and partisan view points should also be utilised to give pupils an opportunity to apply the skills of critical thinking in dealing with controversial issues."

We are of the view that controversial issues in current affairs might safely be avoided in the middle school forms. The sole determining factor for the selection and treatment of current topics for study in the middle school forms should be the relation of the topic to the course of study. In the high school forms current issues of great significance may also be studied whether or not they are closely related to the subject matter of the course, provided that they are appropriate to the maturity of the pupils and are studied impartially without exciting public disapproval. Even where there might be objections, those who object might be invited to the discussions on the study of current topics in the school so that they may satisfy themselves about its appropriateness.

Abstract of Answers to the Questionnaire—Question No. II—

Total No. of answers received	80
Those who are entirely opposed. (Notably Vizag and Krishna Teachers' Guilds)	4
Those who favoured History, Geography and Civics, as separate subjects in Forms I to III, and the study of Social Studies in Forms IV to VI	23
Those who favour the introduction of Social Studies in Forms I to III and the study of History, Geography and Civics as separate subjects in Forms IV to VI	24

Those who give unqualified support with very minor suggestions for alterations .. 22
Number undecided .. 5

2. Tabular statement of answers to individual questions :—

	YES.	NO.
1. ..	18	61
2. ..	45	28

3. ..	31	45
4. ..	42	30
5. ..	49	24
6. ..	29	33
7. ..	33	39
8. ..	57	16
9. ..	64	13
10. ..	25	24
11. ..	43	29

ANALYSIS OF ANSWERS TO QUESTIONS SERIATIM

1. *Is there any item or unit which is irrelevant to achieve the aim of Social Studies Syllabus?*

A great majority say that there is no item or unit which is irrelevant to achieve the aim of Social Studies. 18 feel that there are some units that are irrelevant. The answers show that

ITEMS.

Form I. Unit 1 and most of the topics coming under this Unit. A treatment of comparative religions under Scientists and their contribution to human welfare are mostly objected to.

Form II. Treatment of Foreign Leaders.

Form III. (a) Reference to Foreign Leaders.

(b) International Government.

(c) Religious oneness.

REASONS OFFERED

Topics like the development of language and the story of education are regarded as too high for the class.

In respect of religion, it is pointed out that it leads to unhealthy controversy. Scientists do not come under Social Studies.

Lack of background for proper appreciation of their work and worth.

Beyond the comprehension of pupils.

The first unit in the First Form Syllabus contains topics which give room for objections on the ground that they are abstracts. Really there is more concreteness in them than the critics would allow. It should be pointed out, in fairness to the framers of the syllabus that unit is the very essence of Social Studies. Each topic under this unit lends itself easily for the inculcation of a chronological sense and intimately relates itself to modern conditions of life. Therefore defect in the treatment of the topics cannot detract from the suitability of the topics to pupils. Our

complaint is that the syllabus for other forms does not adequately continue such topics. We should like to add a note on comparative religion which finds mention both in the First Form and in the Third Form. So long as there are religions, which do not concede that every religion is a path to God, it is futile to attempt to inculcate in the minds of pupils the idea that all religions flow to God, as the rivers into the ocean. Such an attempt, in our opinion, will breed insincerity and intellectual dishonesty both in the teacher and in the taught. We there-

fore suggest that religion as a force to mould society may be given some treatment and the tenets of religion be scrupulously avoided.

2. *Are you satisfied with the three divisional arrangements in the syllabus? If not, what are your suggestions?*

Of the answers received 45 express satisfaction with the three divisional arrangements in the syllabus while 28 do not. It is argued that the Column 'Social Training' is unnecessary and confusing. The criticism does not spring from a lack of appreciation of the necessity for instilling in pupils qualities mentioned under Social training. The feeling is that such qualities are either expressed or implied in the aims and objectives of Social Studies. Further, it cannot be maintained that certain specific qualities can be taught only through certain types of activities. Even as direct moral teaching is not conducive to moral uplift, direct attempt at instilling qualities will not be fruitful. Much depends upon the atmosphere created for the unconscious development of desirable traits. It would be well, therefore, if the units, the topics under each unit and the materials they draw from each of the component subjects of Social Studies, together, with a list of suggested activities be given as 'Suggested Units of Study.'

3. *Do you consider that the load of material is evenly distributed among the six forms?*

45 complain that the load of material is not evenly distributed among the six forms while 31 maintain that there is even distribution. Suggestions offered for the redistribution of the load, are so varied and conflicting that we refrain from getting into the labyrinth of details. In view of our recommendation re: Units (vide para. 2 above) we do not think it necessary to go further into the matter at this stage.

4. *Do you consider that more of Indian History should be included than at present found in the syllabus?*

42 want more of Indian History to be included than at present found in the syllabus, while 30 do not. Experience of countries practising Social Studies

shows clearly that History has been the core of Social Studies. Every unit in the teaching of Social Studies in America has some intimate bearing on some aspect or other of American life. It is not unnatural to feel that topics relating to Indian History should be greater in number. We submit that any topic that is related to social life can be traced to the past. The core of the history of India is that for the past 5,000 years it has been maintaining its civilization in spite of odds against it. The topics that are to be included are those that relate to the present condition of our society and the social order that the Constitution of India seeks to evolve. Our society at present is in a state of flux. Political, social and religious ideologies are of a conflicting nature. Therefore much caution is needed in choosing topics. In chapter 2 of the Guide, "appreciation of our Social Order" is explained as the 'present world or society'. Before attempting to understand world order, one must have a clear idea of the Social order in which one lives.

5. *Would you prefer a concentric study in the six forms based on recurring topics of History, Geography, Civics, etc., with increasing details each year?*

49 of the answers favour concentric study in the six forms while 24 do not. We think Social Studies as we have conceived, do not admit of a concentric study based on topics recurring throughout the Secondary School course.

6. *Do you think that any important area of knowledge appropriate to Social Studies has been omitted? If so, what is it? At what stage can it be included?*

How would you reorganise the content of the syllabus?

If you think that this syllabus is too heavy, what would you take away?

About 29 answers say that some important areas of knowledge appropriate to Social Studies have been omitted. 33 feel that there is no such omission. The following are some of the topics mentioned as important areas of knowl-

edge appropriate to Social Studies but omitted in the syllabus :—

- (1) Local Geography.
- (2) Social History of India as the core for Social Studies.
- (3) Outlines of Ancient civilisations of the world for the High School Forms.
- (4) Physical and Regional Geography.

Suggestions for reorganising the content of the syllabus vary from minor additions and deletions to alternate schemes. Mention should be made of the alternate scheme proposed by the Krishna District Teachers' Guild and the Vizagapatam District Teachers' Guild. These proposals and the complaints regarding omissions show that History and Geography are kept apart and that a combination of the periodic and concentric plans is favoured. Geography seems to appeal to them as core subject for the achievement of the objectives of Social Studies. They want the orthodox method of teaching history. It should be noted here that some of those who find no topic irrelevant to achieve the aim of Social Studies in the present syllabus complain of omissions and insist on additions, while answering this question.

7. *Should more of the study of the Physical Geography of the world be included? If so, can you indicate how it can be done?*

The answers to this question show that 39 do not want more of the study of the Physical Geography of the world to be included and that 33 want more.

We are of the view that Physical Geography forms no part of Social Studies. Even in America Physical Geography is taught separately. In the Second Form such portions of Physical Geography as are found in the syllabus may well be taken over to the Science Syllabus.

8. *Are you satisfied with the present division of the syllabus into Units?*

Would you suggest any alteration in the present arrangement of Units?

37 say that they are satisfied with the present division of the syllabus into Units and 16 say that they are not satisfied. We cannot be sure that

those who have written positive answers have done so from an appreciation of the Unit System of teaching. There is much overlapping of evidence in answer to the second part of the question.

9. *Has the time sense or chronological sense been rendered obscure by the teaching of Social Studies? What will you suggest as the method by which the chronological sense can be effectively imparted without treating History as an isolated subject?*

64 complain that the chronological sense is rendered obscure by the teaching of Social Studies. Although such a large majority feel that way, we are inclined to think that any well-conceived topic by its inevitable connection with the past lends itself easily for the cultivation of time-sense. Among the suggestions offered are Time charts. Some press for periodic treatment of History.

10. *Would you favour the study of History, Geography and Civics as separate subjects in Forms I to III and the study of Social Studies in Forms IV to VI, or would you have Social Studies in Forms I to III and the study of History, Geography and Civics as separate subjects in Forms IV to VI?*

The tenth question seems to be a parenthesis in an investigation on a study of the syllabus for Social Studies. Those who favour Part I and Part II are equally divided. The following interesting facts be mentioned :—

(1) More than 25% of the answers support the present syllabus.

(2) About the same number want separate subjects for lower forms and Social Studies for the higher forms.

(3) About the same number again want Social Studies for the lower forms and isolated subjects for the higher forms.

From the above facts two conflicting conclusions might be drawn :—

(1) That even those who favour Social Studies feel that at the Middle or the High School stage there should be isolation of subjects in the orthodox way and therefore isolation is favoured.

(2) That even those who favour isolation want the introduction of Social Studies at either the Middle or the

High School stage and that therefore Social Studies are favoured.

Both these are irreconcilable.

We are inclined to the view that isolation at some stage is favoured because there is a genuine fear that such factual knowledge as may be necessary for the development of scientific thinking may not be available to the study of Social Studies during the entire Secondary School Course. If units are carefully selected and facts to be presented under each unit are listed, we are sure that this fear will be dispelled. However, we cannot help feeling that experience along is the surest guide to judgment. Those who favour the present set-up

of Social Studies say that isolation of subjects at the Secondary School stage will not help to build up a body of knowledge which will foster social responsibility in our pupils.

11. *Are you in favour of increasing the number of periods for Social Studies?*

43 favour at least 5 periods for Social Studies in each of the Forms. A few even want 6 for the High School Forms. 29 feel satisfied with the present provision. We understand that very many respectable high schools have provision for 5 periods in the Upper Forms. We recommend the five periods for each Form be given for Social Studies.

(4) TESTING AND RECORDING

The matter under each head is divided into two parts—one indicating the impressions gathered from the replies to the questionnaire and the other embodying the opinions of the Sub-Committee. It is hoped and trusted that delegates will offer constructive suggestions and, as a result of the discussion, it will be possible for us to arrive at definite conclusions.

Question I. How far have the activities helped you to assess the personality traits of your pupils?

A. 13 Institutions have not offered any answer to this question : two have definitely stated that it is impossible to assess personality traits of pupils by means of activities provided for them. A few feel that only to some extent these traits can be assessed. The general feeling is that activities help teachers to understand whether individual pupils are interested in them and have an aptitude for them. Talents and skill of individual boys, as also traits such as resourcefulness, cheerful attitude, initiative, spirit of helpfulness, co-operative spirit, optimism, intelligence, willingness to work against odds, etc., are brought to the forefront when activities are provided. But it is not possible to assess definitely personality traits. The reasons for this appear to be the following :—

(a) The work is beset with difficulties : it is not so easy as it appears to be.

(b) There is no proper guidance : as yet satisfactory objective tests have not been evolved to measure personality traits.

(c) Classes, as they are, are unwieldy : when group activities are provided, it is not easy to adjudge the personality traits of individual pupils.

B. Personality is a very subtle and elusive factor. It is very often intuitively sensed and its cumulative influence is felt ; the experience is purely subjective. Testing and Recording of personality traits, however, is not quite possible. It is a fact that, even when adjudging definite knowledge-content by means of objective tests, there is a good deal of variation. The difficulty is, therefore, greater in the case of assessing personality traits. There are limitations even in the matter of observing and understanding traits. A rich, varied and comprehensive programme of activities has to be provided if scope is to be given for the display of different personality traits. In spite of our best efforts and earnest attempts, there is the likelihood of some pupils being left out unobserved, especially in big insti-

tutions with large numbers in each class. At best a teacher can offer impressions in general terms about every pupil under him after a close and careful study spread over a pretty long time. He may thus indicate in his record striking quality or qualities noticed in individual pupils.

Question II. In testing have you been able to take into account the pupils' performance in the various activities?

A. 18 Institutions have not given any reply to this question. Of the rest, almost all have given a monosyllabic reply which is not quite helpful to arrive at any definite conclusion. 19 Institutions state that they have not been able to take into account the pupils' performance in the various activities. One reply indicates clearly that the pupils' performance is "too abstract to be added in digits to the marks in the examination." 26 institutions categorically state "Yes".

B. The Institutions which give a positive reply have not indicated if any specific records are maintained. If records are maintained for individual and group activities, it will be possible to take the performance of pupils into account in testing their attainment in the subject.

Questions III and IV. What is your

experience in the use of the New Type Tests in Social Studies?

Which do you think will be better—Essay Type or the New Type Tests in respect of Social Studies?

A. Most of the institutions state that their experience in the use of the New Type Tests is satisfactory. They feel that they are better than the Essay Type. Pupils take interest in them and respond well. They are able to score good marks as a result of these. They are helped to prepare intelligently for the examinations. They are more objective and exhaustive than the Essay Type. New Type Tests stimulate thinking and help students to be alert.

Almost all favour, however, a judicious and harmonious combination of the New Type and the Old Type Tests in order to eliminate limitations of the New Type and to get the benefit of the Old Type Tests.

B. The New Type Tests have to be framed with great care. In the Middle School stage, the New Type Questions may predominate: in the High School stage, the preparation of questions requiring answers in sentences or paragraphs, may be greater.

For making relevant entries regarding the pupils' performance in activities, a Record Sheet or Card of the following type for each pupil may be found helpful:—

NAME OF THE PUPIL:

ACTIVITIES.

Individual	Remarks	Group	Remarks

The following heads may be included under activities:—

- (1) Debates and Discussions.
- (2) Dramatisation.
- (3) Maintenance of Albums, etc.
- (4) Collection of relevant mate-

rials. (Museum, Manuscript Magazines, etc.)

- (5) Excursions and Camps.
- (6) Preparation of maps, charts, diagrams, etc.
- (7) Social Behaviour.

GENERAL SESSIONS—1ST OCTOBER 1950—10 a.m. to 12-30 p.m.

(i) TESTING AND RECORDING

Chairman: Sri T. P. Srinivasavaradan.

The discussion group consisted of 32 members. The working paper was considered and the recommendations of the Sub-Committee were fully discussed. Sri N. Krishnamachariar, on behalf of the Committee presented the report. After a discussion the following recommendations were adopted. These were then placed before the General Session. An interesting discussion took place in which Messrs. Dharmarajan, Doraiannu Mudaliar, S. Natarajan, V. Natarajan, S. Subramanya Iyer, C. Padmanabha Mudaliar, V. B. Moorthy, G. Srinivasachary, Krishnamachariar, and Rev. Thambuswamy, Dr. Forrester and Mr. Stanley R. Chartrand participated. The recommendations of the discussion group were then adopted.

A. RECORDING AND EVALUATING OF ACTIVITIES IN SOCIAL STUDIES—

(1) There ought to be evaluating, assessing and recording of activities in Social Studies, with a view to guiding, and assessing aptitudes and abilities, if possible, and suggesting solutions and devices for correcting maladjustments in individual and social conduct.

(2) To give sufficient time for planning and recording of pupils' activities in Social Studies, teachers teaching social studies should not have

more than 15 hours of teaching work and the strength of each class should not exceed 30.

B. RECORDING OF PERSONAL TRAITS—

(1) Guidance is necessary to record and assess the personality traits of pupils. To record them a standard form of record should be indicated, leaving to the teacher's discretion to make such additions as may be found necessary.

(2) Personality traits can be adjudged only by a judicious and comprehensive observation of the pupil, by concerned teachers. Only striking quality or qualities should be recorded.

(3) The record of personal traits should not be for public use.

C. At the time of promotion, due importance may be given to pupils' skill in practical activities.

D. TEST IN SOCIAL STUDIES—

There ought to be a judicious and harmonious combination of the New Type and Old Type tests so as to get the advantages of both—in the middle school stage the New Type questions may predominate and that in the high school stage questions requiring answers in sentences or paragraphs may be greater.

GENERAL SESSIONS—1ST OCTOBER 1950—2-30 p.m. to 4-30 p.m.

(ii) PRACTICAL ACTIVITIES

Chairman: Mrs. O. C. Srinivasan, Inspectress of Girls' School Central.

At the discussion group, attended by nearly 60 members the working paper was fully discussed. The following recommendations were adopted. These were presented to the General Body by the Convener of the section Mrs. R. Arulappan. The difficulties of costumes, expenses, etc., for dramatic activities was stressed by some but others felt that the difficulty mentioned was not insuperable. The recommendations

1. INTRODUCTION OF ACTIVITIES—

The importance of activities and the necessity for them are accepted because they help

(a) to build up good and lasting attitudes towards study,

- (b) to develop good social ideals, good habits and attitude, and
- (c) to give opportunities to pupils of different tastes and talents.

2. ACTIVITIES SUGGESTED—

Because of the flexibility implied, teachers could take up whatever activities that will suit their school and locality and work on them. Teachers could even introduce an activity into any unit according to their convenience. It is our view that all the activities mentioned in the syllabus cannot be carried out in the time allotted to us.

3. GROUP ACTIVITIES—TO MAKE IT EASY AND POSSIBLE—

- (a) Have a double period once a week.
- (b) Those few schools that have worked out some group activities successfully to pass them on to the rest through *The South Indian Teacher*.
- (c) Resolved to recommend that sufficient funds be made available by managements towards Group Activities.

4. MAINTENANCE OF RECORD BOOK OF INDIVIDUAL APTITUDES & ACHIEVEMENTS—

- (a) More definite guidance to be given.
- (b) Record keeping should be in the nature of a record of work done, of attitudes and aptitudes revealed.
- (c) Teachers should be given discretion to call for the children's books as and when they find it necessary—at least three times in a year.
- (d) To do efficient work ordinarily no teacher may have more than two sections to deal with.

5. CHANGES IN CITIZENSHIP TRAINING SYLLABUS—

- (1) The syllabus to be left undisturbed for the present.
 - (a) The two teachers, Social Studies and Citizenship Training, to work together in common items, like excursion.
 - (b) They should consult each other and omit any item if it is done by the other.
- (2) When the time comes for the revision of syllabus, the framers should keep this in mind and make the necessary changes.

GENERAL SESSIONS—2ND OCTOBER 1950—9-30 a.m. to 12 noon.

(iii) METHODS AND EQUIPMENT SECTION

Chairman: Sri. V. Natarajan, Retd. Divisional Inspector of Schools.

The Working Paper on this subject was considered at a discussion group attended by 45 members. The following recommendations were agreed upon and then were presented to the General Body by Sri Maria Joseph, the Convener. In the lively discussion that took place Messrs. Subramania Iyer, S. S. Avadhaniar, Krishnamachariar, Dharmarajan, T. P. Srinivasavaradan, Prof. C. S. Srinivasachari and Sister Earnest, participated. The recommendations were all agreed to.

At the end, Sister Earnest gave a detailed account of how they were working out a project on the U.N.O., planned for seven years. She described how enthusiastically the pupils had

taken to it. Mr. Maria Joseph demonstrated the use of the Flannelgraph.

1. The new approach to Social Studies will make use of all the methods hitherto employed by teachers, viz., telling, question and answer, text-book, directed study, activity, library, adapting the same to suit the interests, environment and special aptitudes of the children. It is not the aim to emphasise any one special method as being the best for teaching Social Studies. Each teacher is at perfect liberty to choose the best way of teaching the subject according to the needs of any particular unit. The teacher has however, to split the subject matter of the curriculum into suitable units of study

to enable pupils to get full knowledge through hearing the teachers' telling, studying connected literature, learning through planned group activities, shaping the knowledge through discussions and debates.

2. The following are given as tips to the teacher of Social Studies in the use of any method:—

- (a) Informal teaching and more vital motivation of pupils' work.
- (b) Enriching the teaching by use of suitable aids.
- (c) Gathering factual information about related topics, critical analysis of problems, locating and evaluating sources of information, drawing inferences, making generalisations.
- (d) Increased attempt to relate the facts to life to make it clear that we live in a changing world.
- (e) Community and regional study.
- (f) Developing social attitudes and social behaviour.
- (g) Directing study in a new set up of dramatic life with the aim of planned social progress.
- (h) Readiness, ability and resource to alter suitably with a view to experiment the courses of study, to fall in line with local conditions.

3. The new method assumes that pupils should get acclimatised to certain techniques essential for the learning process:

- (a) Desirable study habits and how to study.
- (b) Library skill and use of reference materials.
- (c) Taking notes, preparing reports and summaries.
- (d) How to hunt for information, as apart from gathering material from printed matter.
- (e) How to read maps and charts.
- (f) Co-operative team work.
- (g) Supervised study.
- (h) Ability to write and draw neatly.

In the middle school stage, the following have to be built up as the basic foundation for good work in the high school stage:

- 1. Desirable study habits.
- 2. Ability to write and draw neatly.
- 3. Taking notes, preparing reports and summary.

4. The text-book will be the main source of information for some years, until the time when we have plenty of books in the regional languages. It is not possible and practicable to dispense with the use of text-books in the existing condition, until the atmosphere and the environment are remodelled as described above. It is however, suggested that each class gets about half a dozen copies of different text-books as are now available in the market to be used as reference materials by pupils, if no other reference books are available in the School Library.

5. The curriculum and course of study for each class have to be split up into units of study. One unit of study will form an item of work of an integrated character assigned to the pupil, an assigned problem, project or activity having a central idea or theme and usually extending over a relatively long period of time.

The number of periods allotted for each unit should be decided by a school committee of the staff at the beginning of each year, noting the kind of activity possible under each unit so that suitable preparations may be previously made for getting the necessary equipments and aids.

6. It is clear that the equipment in most of the schools is woefully lacking. It will not be possible for the teacher to make any headway without proper equipment. It will be necessary to provide the following essential equipment:—

- (1) A good library containing:
 - (a) Reference books like the children's encyclopædia, year-book, atlas, etc. for use by children.
 - (b) Information-giving books in the regional languages capable of being used by the pupils themselves.

- (c) Illustrated notes, magazines, leaflets and pamphlets.
- (d) Books and periodicals giving latest information on public affairs.
- (e) Bibliographies on units of study prepared by the teacher.

This can be done by each District Teachers' Guild and suitably amended by each school with the existing material in each school.

Each school has to build up a library in the course of three years. Pupils have to be trained to:

- (a) Collect pictures and extracts and classify them in files.
- (b) To keep a personal study file.
- (c) To maintain a class reference file wherein are entered all materials gathered by co-operative activity.

(2) Maps, Globes and Models.
(3) Charts and graphs—the best among the pupils' work—may be added to the school collection and an index maintained.

(4) Pictures—large wall pictures, small pictures, albums and flannel-graphs.

(5) A gramophone with a set of selected records.

(6) Where electric power is available, Radio listening in sets.

(7) Film projectors and film strips.

The District Teachers' Guild or the South India Teachers' Union may prepare a list of reference books and magazines for teachers and pupils with the name of the publishers and the price of each. The Guild or the Union may request some selected schools to send full and detailed reports of the actual day-to-day work in dealing with certain units of the syllabus so that these reports may be studied and discussed at the next Conference of the Teachers.

The Department may be requested to insist upon schools sending in exhi-

bits by pupils especially performances by them in the activity programme of the syllabus.

7. The Managements of all secondary schools be specially requested for the necessary equipment for efficient work under Social Studies, that is, books and periodicals, maps, globes, models, charts, printed matter, gramophones and records. It will be essential to have a separate social studies room to serve as a Laboratory and Library where all reference books and equipment may be kept and used at all times. The Managements may be requested to make this requisite provision especially at the earliest opportunity.

8. It is recommended that each school should organise at least two excursions a year and the school management be requested to find ways and means for fulfilling the same.

9. The Seminar urges the urgent need for more reprints of the Guide Book for the High School Forms. The S.I.T.U. may recommend to Government the possibility of Publishing Houses reprinting the Guide Book for distributing to schools. The Guide Books have also to be translated in the regional languages, if the same is needed in certain districts.

10. The Seminar may appoint a sub-committee to suggest suitable revision of the Guide Book so that help is given more to methods and equipment, rather than to aims and objectives.

11. Resolved that the authorities of the Madras and the Andhra Universities be requested to organise Refresher Courses in the teaching of Social Studies at suitable centres in their respective areas. The Seminar urges the need for organising and conducting more Refresher Courses for the teachers of Social Studies.

12. The Seminar invites the members of the profession to help in the production of plenty of suitable reference books in the regional languages so that the crisis regarding the paucity of books is tided over as early as possible.

GENERAL SESSIONS—2ND OCTOBER 1950—2 p.m. to 4 p.m.

(iv) SECTION ON CRITICAL REVIEW AND EVALUATION OF SYLLABUS

Chairman: Dr. J. F. Forrester, St. Christopher's Training College.

The Working Paper was discussed at a group attended by 35 members. There was very keen discussion and the following recommendations were finally adopted. Sri G. Srinivasachary, Convener presented them to the General Sessions and they were all accepted, with the direction that the Committee might secure the assistance of experts and representatives of different areas in formulating the modifications needed.

There is clear evidence to show that the present syllabus in Social Studies needs revision for the effective realisation of the aims set forth. This section committee, therefore, resolves to recommend that the committee constituted by the S.I.T.U. with powers to co-opt members from the different areas of the presidency be appointed to redraft the syllabus for favourable consideration by the Government.

In the matter of revising syllabus, the following principles should be borne in mind:—

- (1) For the middle school forms a list of comprehensive topics with reference to sources and suggestions, for practical activity be given in broad outline, leaving freedom for individual schools to choose topics from among them and build up their own courses of study, suited to their special environment.
- (2) For the high school forms there should be a common syllabus which emphasises the study of the Geography of

India and the History of India in world setting.

- (3) Those current issues of great significance which are within the understanding of the pupil may be studied and discussed.
- (4) In respect of topics relating to religion, the lives of Religious Leaders should be taught so as to promote mutual respect as between religions.

Approved by all the State Governments.

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EDUCATION WEEK

ALATUR

The N. E. High School, the Board Girls' High School, the Higher Elementary School, Perinkulam, and the Board Girls' Higher Elementary School, Puthiyankom, jointly celebrated Education Week with a meeting on 30—10—1950 in the N. E. High School premises. Dr. M. V. Sahasranamam presided. Mr. V. Ramanatha Iyer, Sub-Registrar, made a speech on current trends on Education. He pleaded for much more parent-teacher co-operation in education and a much more liberal attitude in the Government in the matter of teachers' remuneration.

KAIKALUR

The 20th Education Week was celebrated in the school from 25—10—1950 to 31—10—1950. Sri N. Veeraswami Naidu, B.A., Revenue Divisional Officer, Gudivada inaugurated the Week.

AMBUR

This year Education Week was celebrated in Ambur by the three High Schools separately. The Concordia for 3 days, Hindu High School for 2 days, the Muslim High School for one day and the Ambur Teachers' Association on the last day in succession, the importance of Children—Our Nation's Wealth being emphasised on the public through lectures, exhibitions, displays by children of school activities and impressive processions.

POLUR

The Education Week was inaugurated on 25—10—1950 with a Grand Parade and a drum and bugle queue march in which one thousand two hundred and fifty pupils and forty-eight teachers took part. The parade was in open square formation and all the pupils sang in chorus, with printed flash cards in hand, the school choral and national songs.

MADANAPALLE

The 20th South Indian Education Week was inaugurated at Madanapalle on October 25 in Besant Hall in the presence of a large gathering. Mr. B. R. Kumar, Principal of the College, offered welcome.

Prof. E. N. Subrahmanyam, Vice-President of the S.I.T.U. who presided said that children were the greatest asset of a nation and should not be placed under any handicap, material or moral. He suggested that every District should have a well-equipped children's library and museum and every town and important village should have a Child Welfare Centre where children could read and play and gain experience through interesting and creative activities.

Prof. B. Sanjiva Rao, I.E.S. (Retd.) inaugurating the celebrations, exhorted the teachers to be true brahmanas and be prepared to undergo some suffering in their service to children—"If a child was not afraid, you liberate its creative capacity" he said.

At the meeting held at the Board High School on October 26, Mr. B. R. Kumar presided and Prof. P. Ramachandran, spoke on 'Child and Society.' Mr. R. T. Ranga Reddi, Headmaster, welcomed the gathering. There was a variety entertainment by the school pupils.

The Educational Exhibition arranged at the Hope High School in connection with the celebrations was declared open by Miss M. E. Geegh on October 27 with Prof. B. Sanjiva Rao in the chair. Mr. M. Barnabas, Headmaster, offered welcome. Mr. F. G. Pearce, Principal of the Rishi Valley School, addressing the meeting said that the most important thing in education was the teacher and added that neither audio-visual aid nor school broadcasts could replace the teacher. There was a film show.

The celebrations concluded with a Teachers' Rally at the A. A. M. Girls' School which was attended by over 150 teachers. After a pleasant social, the

staff and students of the school staged a short English play 'Fetch the Broom' under the direction of Miss Geegh. At the symposium that followed Mr. C. Subba Rao, Headmaster of the Theosophical High School presided and Messrs. B. Rajagopalan, R. T. Ranga Reddi and Daniel participated. It was resolved to merge the various associations in the town in a common organisation called the Madanapalle Teachers' Union.

KARAIKUDI

Under the auspices of the Education Week Celebration Committee, the Children's and the Parents' Day and the Teachers' Day were celebrated on the 4th and 5th November 1950 respectively in S. M. S. V. High School Hall.

Sri. Saw. Ganesan presided over the proceedings of the 1st day. Sri. K. R. Srinivasa Ayyar, Headmaster, welcomed the gathering. The President, in opening the celebration, explained the objects of the Week in a fine short speech. Sri. S. Muthuramalingam, Municipal Commissioner, while opening the Exhibition which contained the handi-works of the boys and girls of the High Schools, stressed the usefulness of such exhibitions. The exhibits were much appreciated. There was also a variety entertainment by the pupils.

After a vote of thanks by V. S. Alagappan, a student of VI Form, the meeting terminated at 7 p.m.

The Teachers' Day was celebrated the next day under the presidency of Sri. S. Thiruvengadachari, M.A., L.T., M.Ed., of Dr. Alagappa Chettiar Training College. Sri. K. Narayanan, M.A., L.T., of the same college spoke on "The Role of the Teacher in the new set up of Secondary Education." Sri. B. S. Ganesa Ayyar, Sri. M. B. Sundaresa Ayyar and V. Natarajan participated in the talk.

NATTARASANKOTTAI

The 20th Education Week was celebrated in the S. R. M. High School, Nattarasankottai on 30-10-1950, under the Presidentship of Sri V. Vridhagirisai, M.A., M.LITT., L.T., Principal,

Rajah Doraisingam Memorial College, Sivaganga. Sri R. Ramanathan Chettiar, M.A., Lecturer in Tamil, R. D. M. College, Sivaganga, spoke on "Child—Our Nation's Wealth—Its growth and the School."

RAMNAD

The South Indian Education Week was celebrated on 1-11-1950 in the Rajah's High School, Ramnad, with Sri D. Daniel Rajaiah, District Munsiff in the chair. Mrs. A. Kathiresan, Headmistress, Government Basic Training School for Women, spoke on the responsibility of teachers, and Mr. S. S. Thyagarajan, Headmaster, Government Basic Training School for Men, delivered a lecture on 'Child and Society'. Mr. M. Rajah Iyer, Headmaster, Rajah's High School, Ramnad, pointed out that children were the wealth of our nation, and far from controlling population, the State should endeavour to draw up a Children's Charter assuring every child an education to suit its aptitude and capacity. The President expressed himself against modern notions of freedom and Self-Government for pupils, and said that salutary fear for the teacher was necessary for discipline. He emphasised the importance of moral education over mental and physical education. Sri K. S. Venkatasubramania Iyer, Secretary, Teachers' Association, Rajah's High School, Ramnad, proposed a vote of thanks.

A. THEKKUR

The 20th South Indian Education Week was celebrated on 30th October 1950 under the auspices of the Teachers' Association, Sri Visalakshi Kalasala High School, A. Thekkur, Ramnad District. Mr. T. Sundaram Chettiar B.COM., President of the school, was in the chair. At about 3-30 p.m. physical feats were demonstrated by the boys. A large gathering attended the meeting which followed the above demonstration.

MAYURAM

The 20th Education Week was celebrated on 29-10-1950 in the Municip-

pal High School, Mayuram under the presidency of Sri. C. Marudavanam Pillai, Vice-President, Tanjore District Board. The boys and girls of the local high schools participated. The programme included many interesting items of Physical demonstration like pyramids, pole drill and asanas. A novel feature was 'Our Own Radio'—a reproduction through the mike of the atmosphere prevailing in the country at the passing of Mahatma Gandhi. Sri K. S. Krishnamurthy Aiyar, Retired Headmaster gave a talk on 'The Child and the Teacher.'

SIVAGANGA

The Education Week was celebrated with great eclat on the 1st November 1950 in the Rajah's High School, Sivaganga by the Teachers' Association. There was a large gathering of the teachers from various schools of the locality. Sri V. Vridhagirisai Aiyer, M.A., M.LITT., Principal, Raja Doraisingam Memorial College, Sivaganga gave an interesting lecture on 'Children—the Nation's Wealth'. Sri R. Narayanan Servai, M.A., L.T., Headmaster, Rajah's High School, Sivaganga, presided.

MADRAS

The Madras Teachers' Guild celebrated the 20th South Indian Education Week on a more elaborate and varied scale than in the previous years, as per a six day programme. The Week was inaugurated at the Museum Theatre on the 25th October 1950 by His Excellency the Governor of Madras. 'The Child in the Welfare State' was the subject of an address by the Hon'ble Justice Basheer Ahmad Sayeed.

On the 26th October 1950, there were

competitions in elocution and oratory for the pupils of the city schools at the Pachiappas High School and the Kellett High School and the Parents' Day was celebrated, jointly with the Madras Parents' Association, at the Wesley High School, Royapettah.

On the 27th Sri T. S. Ramachandran, I.C.S., Collector of Madras, presided over the demonstrations of physical activities by the pupils of the city schools at the Wesley High School grounds.

On the 28th there were music competitions at the P. S. High School, Mylapore, and at a meeting of the teachers at the T.T.V. High School, when Sri D. T. Chiranjivi, Principal, Meston Training College, presided, two addresses were delivered, (1) on "The Child—Our Nation's Wealth" by Mr. M. D. Paul, Principal, Teachers' College, and (2) on "The Children's Bill" by Dr. G. D. Boaz.

On the 30th there was an open air demonstration of musical items by the pupils of the City Girls Schools jointly with the South Indian Music Teachers' Association directed by Prof. P. Sambamoorthy, at the National Girls' High School, Triplicane. Her Highness the Maharani Saheba of Bhavanagar graced the occasion.

On the 31st December, the Teachers' Day was celebrated under the Chairmanship of Rev. D. Thambusami in the Chintadripet High School. (1) Dr. A. S. Johnson spoke on 'the Child and Its Teacher'. (2) Sri T. P. Srinivasavaradan spoke on 'The Provident Fund for Teachers'. (3) Sri V. B. Murthi on 'Protection Fund for Teachers' and (4) Sri T. P. Purushotham on 'Insurance for Teachers'. With these the celebrations were concluded.

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NEWS AND NOTES

MADANAPALLE

Sri C. Ranganatha Aiyengar, M.A., L.T., Honorary Publicity Officer, and Journal Secretary of the South India Teachers' Union delivered an address on "Teachers and Social Security" on the 30th November, 1950 at 5-30 p.m. in the Besant Hall, under the auspices of the University Extension Lectures Scheme. Sri E. N. Subramaniam, Professor of Politics, Besant Theosophical College, presided.

On 1st December 1950, the Teachers' Day, at 8 a.m. when there was a good gathering of students and teachers, he talked on "Religion in Education". Dr. B. R. Kumar, Principal of the Besant Theosophical College, presided.

On the 2nd December 1950 at 6 p.m. at the Culture Club, he spoke to the members on "Art in Education". Following this there was a discussion in which Messrs. E. N. Subramaniam, C. K. Tharu and B. R. Kumar participated.

The Principal was at home to the guest at the Olcott Garden to which the members of the College Staff were invited.

PENNAGARAM

Twenty-four pupils and all the members of the staff of the Board High School, Pennagaram went out on an excursion to Hogainakkal and camped there for two days, 9-12-1950 and 10-12-1950. Camp programme drawn up in advance was followed. The programme included Citizenship Activity, Friends' Council and Outings. The pupils were taken to a neighbouring village and training was given in Social Service.

BODINAYAKANUR

A party of 43 boys and 4 senior masters from V. M. High School, Bodinayakanur went on a one-week excursion trip to see the Mettur Dam and

other places of interest in Tanjore and Trichinopoly. The Headmaster Mr. S. Narayana Iyer, M.A., L.T., accompanied them as far as Mathurai to see them off.

Leader of the excursion was Mr. C. Pethanan, B.A., L.T.

WORLD UNIVERSITY ORGANIZATION BEING FOUNDED AT NICE

Steps to create an International Association of Universities are being taken at the International University Conference which is being held at Nice, France, from 4 to 10 December under the joint auspices of UNESCO and the Interim University Committee. Representatives of 215 universities in all parts of the world are attending the sessions of the Conference in the Mediterranean University Centre. The preparatory work for the gathering was carried out at a meeting in August in Utrecht, Holland, where the Interim University Committee and also an International Universities Office were established.

TIRUPAPULIYUR

The third meeting of the Headmasters' Association, South Arcot, was held at 12-30 p.m. on 30-9-1950 in the St. Joseph's High School, Tirupapuliyur, with Sri. C. Ganesamurthy, M.A., B.T. District Educational Officer, South Arcot in the chair. The meeting began with prayer by Sri. R. Swaminathan, M.A., L.T. After the reading of the minutes of the last meeting, a condolence resolution on the untimely demise of Thiru Marai Malai Adigal was moved by Sri. S. Govindaswamy Pillai, B.A., L.T., and was passed with all the members standing.

Supervision, admission and promotion were the subjects discussed at the meeting.

JAGANNAICKPUR, KAKINADA

The Sixth Madras State Headmasters' Citizenship Training Camp was conducted at M. S. N. C. High School, from the 7th to 10th November, 1950, 59 Headmasters representing all the eight districts of the Godavari Division attending. Very fine arrangements were made for the lodging and boarding of the campers at M. S. N. C. High School, Kakinada. The Training Camp was inaugurated

by Sri. D. Ramayya Naidu, the Divisional Inspector of Schools.

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Sri C. Ranganatha Aiyengar, the Honorary Publicity Officer, visited Madanapalle from 30th November to 3rd December 1950 and met the teachers of the following institutions in connection with the drive for membership of the Protection Fund :—

- (1) Hope High School.
- (2) Board High School.

- (3) Theosophical High School and
- (4) The College.

Sri K. Narayanan, Director of the Protection Fund, addressed the staff members of the Board High Schools, Ambil and Lalgudy, Tiruchy District in the last week of September 1950 and requested them to strengthen the Protection Fund.

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FROM OUR ASSOCIATIONS

WALAJABAD

A Citizenship Training Course for teachers was organised by the Chingleput District Teachers' Guild for 10 days from 22nd November to 1st December, 1950, at the H. R. School, Walajabad. The course was inaugurated by Sri. T. V. Nilakantam, B.A., B.L., Special Officer for Citizenship Training, Madras State and Sri. C. Raghunathan, B.A., L.T., T.D. (LOND.), District Educational Officer, presided over the function. 51 teachers including 3 ladies representing 23 schools underwent the training and Sri. G. George of West Tinnevely High School, Nallur, conducted the camp most efficiently.

ALATUR

(Palghat Taluk, South Malabar.)

This meeting of the Teachers' Association, Alatur centre, South Malabar submits to the Government that, whereas the present VIII Standard Elementary School Leaving Certificates do not contain the State average nor the school average and whereas the schools are not provided with failure lists, the managements or the teachers, who are in charge of the respective subjects, are not in a position to know where their schools stand in the list of State schools in the matter of efficiency, nor due to the laxity in which subject the cause of the total failure is, this Association requests the kind Government of Madras to take such kind steps as to get the State average and school average entered in the Elementary School Leaving Certificates and to furnish each school with a list of pupils, showing the subject or subjects in which each failed from 1951, and also adds that it may not be taken as improper in suggesting that the examination fees may be raised a little to meet the additional clerical expense.

MADURAI

Proceedings of the meeting of the Executive Committee held on 4-12-50

Monday at the Madura College High School, with Sri. M. R. Srinivasan, the President of the Guild in the chair.

The following resolutions were passed :—

(1) Resolved to request the Government to re-consider their order permitting non-teachers to stand for election to the legislature from the Teachers' Constituency, as the object of functional representation would be defeated thereby, and as there are quite a number of competent persons in the teaching profession who could represent the educational interests in the councils of the country quite effectively.

(2) Resolved to request the Government to extend the right to vote for the seats in the Teachers' Constituency to all teachers, irrespective of their grade, including the elementary school teachers.

(3) Resolved to communicate to the Government the concern of the teachers and their regret that the Government are yet to implement the recommendations of the South India Teachers' Union stated in the resolutions passed at the State Educational Conference held in May 1950, and to request the popular Government to be more responsive in future to the considered representations of the professional body.

(4) Resolved to make a fervent appeal to the managements of schools to order payment of salaries at Government Scales for all teachers under all agencies, to pay house rent allowance to all teachers at least at Government rates, and to set an example to the Government by increasing their share of the contribution to Teachers' Provident Fund to be on a par with the amount subscribed by the teacher.

THIRUNELVELI

A meeting of the Executive Committee of the Thirunelveli District Teachers' Guild was held on the 25th Nov. 1950 in the St. John's High School Palamcottah with Sri. E. H. Parames-

waran, President of the Guild in the chair. There was a general discussion on the reorganization of Secondary Education.

On the recent announcement by the Government that non-teachers could stand for election to the Legislative Council from the Teachers' Constituency, the Executive Committee expressed its view that the proposal was fundamentally wrong in principle and that such a procedure would defeat the very object of functional representation and resolved to request the Union Government not to accept the recommendations of the Madras Government. It requested the S.I.T.U. to make the necessary representations to the Central and State Governments in this connection. The Executive Committee reiterated its former resolution requesting the Government to make teachers serving in Elementary Schools also eligible to be enrolled as Voters in the Teachers' Constituency.

A resolution was also passed deploring the Government's attitude of indifference to teachers' representations for improvement in the scales of salaries and the consequent unwillingness of capable young men and women to take to teaching. Regarding Elementary School teachers, the Committee requested the Government to sanction the increment of Rs. 2 for Secondary Grade and Lower Grade teachers also working in Elementary Schools.

Another resolution was passed expressing concern over the deteriorating conditions in the matter of the Staffing of schools, the provision of accommodation and equipment, playgrounds and other facilities.

COONDAPUR

On 12-11-1950 a Special General Body Meeting of the Coondapur Taluk Board Elementary School Teachers' Union was held at Board School Voderahobali at 10 a.m. Sri. H. Vittal Bhat presided and 52 members were present. At first there was election of

President, Prayer and introductory speech by the Secretary. After passing some important resolutions and vote of thanks and Jana Gana Mana the meeting terminated.

Important resolutions:

(1) Resolved to request both the South Canara District Teachers' Guild and the President, District Board, South Canara to represent to the Government of Madras the grievance of the Board Elementary School Teachers in that one advance increment already sanctioned has been withdrawn with retrospective effect as per G.O.'s No. 56764-B2/49 Edn., dated 2-8-1949 and No. 21676-C/50-1 Edn., dated 12-8-50 and to restore the same.

(2) Resolved to request the South Canara District Teachers' Guild and the President, District Board, South Canara, to represent to the Government of Madras to determine the advance increments at one per one year of past service just as is done by the Labour Department and to treat the teachers of Board Elementary Schools just as other servants of such Boards are treated by taking into account their past service under the Taluk Boards also.

41ST MADRAS STATE EDUCATIONAL CONFERENCE, MATHURAI

Proceedings of the 1st Meeting on
14-10-1950.

The first meeting of the Madras State Educational Conference Committee was held in the Madura College High School on 14-10-1950 under the presidency of Sri. M. R. Srinivasan, President of the Guild when several committees were formed. The Co-ordinating General Committee was formed with Sri. M. R. Srinivasan (President), Sri. V. Mariarathnam (Secretary), Sri. S. J. Savariyan (Treasurer) and all the conveners of the sub-committees as members. The President and the Secretary shall also be members of all the sub-committees.

OUR BOOK-SHELF

THE VANGUARD READERS, I to IV:

By PEARL KETTLES and RUBY A. D. McDONALD. (McDougall's Educational Publishing Co., Ltd. 80-82, Great Junction Street, Edinburgh-6. Price: Paper cover, 1sh. 1d., 1sh. 3d., 1sh. 6d. and 2sh. 4d., respectively.)

This series of Readers for infants is brought out on a method evolved as a result of research and experience—the sentence method in conjunction with Look and Say and systematic practice of phonetics. The reading matter and illustrations—all of which are attractively coloured—have been devised to stimulate action.

The subject matter and the vocabulary are those with which the child is most familiar. Special trouble has been taken by the publishers to provide apparatus both for the teacher and the pupil; one word cards and sentence cards for the former and picture cards in colours for the latter, to enable word matching, phrase matching and sentence and picture matching, word and picture matching and sentence and picture matching. Family cut outs furnish a realistic attraction to the children.

The list of words with emphasis on pronunciation is given at the end of each reader.

FIRST LESSONS IN ENGLISH: By MILLER and HAKIM. (Oxford University Press. Price: Re. 1-8-0.)

This book contains lesson plans for 36 introductory lessons in English which are intended for use with classes of pupils between the ages of 8 and 12, who are just beginning to learn the language.

FIRST YEAR ENGLISH: (What and How to Teach.) By F. G. FRENCH. (Oxford University Press. Price: Re. 1-14-0.)

This is the second edition of the book and the course has been re-written and enlarged so as to give fuller teaching aids. A section of first lessons in English Reading has been added to the scheme.

MADHYAMIKA KANNADA PATA-MALE, READERS I to III: (MACMILLAN & CO. Prices: Re. 1, Re. 1-4 and Re. 1-8, respectively.)

These are Kannada Readers for Forms I to III.

COROMANDEL SUPPLEMENTARY READERS, Book I: By A. RAMA IYER. (Macmillan & Co., Ltd. Price: As. 6.)

The lessons in this book are based mainly on the vocabulary of Coromandel Reader No. I. Each lesson however has a few new words introduced which are underlined. It is enough if the teacher satisfies himself that the pupils understand what they read.

SAFETY FIRST READER (in TAMIL): (Messrs. Orient Longmans, Ltd. Price: As. 5.)

The principles of road sense are given in the form of stories which indicate to the teacher how best the principles can be put to practice through games and play acting. The illustrations are very telling.

RURAL UNIVERSITIES FOR INDIA: By DR. K. N. KINI.

The author who till recently was the Director of Public Instruction, Jodhpur, is very much interested in subjects like this and adult education. In this brochure he outlines a scheme of rural universities with a definite syllabus for the course.

EDUCATION IN INDIA (TODAY AND TOMORROW): By S. N. MUKERJI. (Acharya Book Depot, Baroda. Price: Rs. 5.)

The author has given in this neatly got up book a glimpse of the educational conditions today and chalks out their future in the light of the changing world. The chapter on Religious Education is worth attention, especially when there is a tendency to shove off religion from the field of education.

THE HINDU HIGH SCHOOL, TRIPLI-CANE, ANNUAL REPORT 1949-50 :

The report records the following outstanding events during the year :—(1) Acquisition of the rented building with the two adjoining houses at a cost of Rs. 75,800, towards solving the problem of accommodation both for the increased strength and for the requirements of reorganised courses. (2) The starting of the new sub-units of the National Cadet Corps, and the Teachers' Camp at the Red Hills. (3) Good results at the S.S.L.C. Public Examination, 65%, and (4) Provision for facilities for extra teaching for pupils who were weak in certain subjects. The strength of the school rose to 2,533 with 60 sections. About 25% of the strength receive fee concessions and scholarships.

THE UNION HIGH SCHOOL, COIM-BATORE, ANNUAL REPORT 1949-50 :

Features : (1) 59 pupils passed in the S.S.L.C. examination making 46%. (2) Excursions were undertaken to Trichur, Cochin, Madras and Bhavani-sagar. (3) 341 pupils received half-fee concessions. (4) There has been accession to building fund.

The Headmaster, in his report, observes thus : "If only the politicians left education severely alone and ceased to dabble in academic disputes (as in languages), what great strides would have been made in the educational progress of this country. The staff appointments are rendered difficult because of the unsettled policies of the Department and their delayed and untimely communications regarding the changes and reforms in secondary education."

Receipt of the following publications is thankfully acknowledged :—

1. *Who Wants Peace?*—an analysis of the debate on Korea in the Security Council during August 1950. (U.S.I.S.)
2. *Fundamental Education Abstracts* (UNESCO), Sept. 1950.
3. *A Readers' Guide to UNESCO* publication, Oct. and Nov. 1950.

4. *UNESCO and Its Programme—II.* The Basic Programme.
5. *UNESCO and Its Programme—III.* The Race Question.
6. *Speeches by Mr. J. T. Bodet*, Director-General of UNESCO at the International Youth Organisation on 14—11—1950, at the Press Conference on the occasion of the 5th anniversary of the proclamation of UNESCO Charter and at the Franco-British college of the University City of Paris on 18—11—1950.
7. UNESCO plans \$20,000,000 Educational Programme.
8. *United States Policy in the Korean Crisis* (U.S.I.S.).
9. *Report on United Nations—Rotary International*, Nov. 29, 1950.
10. *Educational Statistics, 1947-48.* (Bureau of Education, Govt. of India.)
11. Address by Mr. James Bodet at the opening of the International Conference of Universities, Nice, 4th Dec. 1950.
12. *An Outline of American Education.*
13. *The Students Guide Book* (1950-51). R. K. High School, Allur.
14. *Communist Activity in India* by S. R. Mohan Das.
15. *Balkanji Bari—Silver Jubilee Souvenir.* Full of pictures of children's activities and appreciations of the work carried on.
16. *The Student, Chingleput.* (Editor T. E. V. Sarma.) Useful question papers for the S.S.L.C. students appear at the end of the issue.

The Editor acknowledges with thanks receipt of the following school magazines :—

1. P. C. N. Board High School, Nagari, 1950-51 (beautifully illustrated in colours).
2. Board High School, Amarapur (Lithographed).
3. V. V. High School, Venkatachala-puram, August 1950, Vol. I.
4. The Hindu High School Magazine, Triplicane, Oct. 1950, Vol. X.

C. R.

EDITORIAL

DESIKAN

We welcome the publication of *Desikan*, the monthly journal of the All-Travancore Private Secondary School Teachers' Association. This Association has been struggling very hard for a better deal for the teachers of the Private Secondary Schools of Travancore. They have in a measure succeeded in as much as through their organised efforts they have been enabled to make government take a positive line of action towards ensuring to the teachers scales of salaries higher than what they were getting (though much lower than what they deserve). This journal, we hope and trust, will be of great value in keeping their members informed and in securing better organisation.

There is great need for such an organisation in Travancore. For it is only a well-knit and disciplined organisation working on sound lines that can secure effective public support. Teachers organisations generally suffer for want of proper and adequate publicity. The work of the teachers is not at all properly understood nor are the public fully aware of the disheartening conditions under which they serve. Teachers' organisations have therefore to carry out a programme of educating the public by presenting to them facts.

We congratulate the All-Travancore Private Secondary School Teachers' Association on their new venture and wish the journal a long and useful career.

THE TRAVANCORE REFORMS

Travancore is now figuring somewhat prominently in the educational news. For the past three years, the teachers of the Travancore Private Secondary Schools have been doing their best to secure the support of government for a rise in salaries. The educational questions in that State got mixed up with politics and religion and the teachers had to carry on a lone fight for living conditions. They had on more than one occasion notified government of

their resolve to resort to direct action. A few months ago the Hon'ble Minister for Education, after consulting representatives of the teachers and the managements, found a solution which should be acceptable to all. In fact the teachers have accepted it and a majority of managements too have done so. By this arrangement the managements are required to remit into the Treasury 80% of the fee income each month retaining the 20% for meeting contingent charges, while the government undertake to pay the salaries of the teachers in accordance with a scale somewhat lower than what obtains in government schools, but certainly better than what the managements were paying so far. We understand that as a part of this arrangement government has laid down that the Public Service Commission of the State would prepare a list of persons qualified to teach and that managements should select their teachers only from out of the list.

While we are unable to see anything wrong in this arrangement, we notice that certain managements have, protesting against it, closed their schools while some again are reported to have refused to remit into the Treasury the fee and thus deprived the teachers of the advantage of the higher scales of salaries. We further learn that the teachers in such schools have gone on strike. The situation in these places cannot be considered happy. We are sorry that teachers should have chosen this method of showing their resentment at the unhappy attitude of their managements.

We take it that the managements of all private schools are conducting schools in a spirit of service. While we admit that those who help the State by rendering such social service should be given all encouragement by the State, we fail to understand the attitude of such managements as decline to co-operate with the government in ensuring stable and happy conditions

in schools. These managements are not in a position to pay their teachers reasonable salaries, and yet they refuse to co-operate in the arrangement whereby government would relieve them of this responsibility. They raise the bogey of meddlesome interference. We are for complete autonomy for managements of private schools. Such autonomy implies a guarantee of satisfactory conditions in regard to staff, equipment and accommodation. If managements neglect these requirements of sound education, and act as purveyors of cheap education and employers of cheap labour, then the State has necessarily to intervene.

The situation in Travancore is unfortunate. To allow it to continue would lead to serious consequences. We trust the leaders of public opinion in the State would be able to straighten out matters. The government of the United

States of Travancore and Cochin have shown commendable forbearance and we hope that a happy solution to the present tangle would soon be found so that the progress of Education of this progressive State would not in any way be hampered.

THE NATION'S LOSS

We deeply deplore the demise of Sirdar Vallabhbhai Patel, our Deputy Prime Minister. It is impossible to detail adequately his services to the Nation. How much we owe to him is known to every individual in this land. He was a rare example of undaunted courage and unflinching devotion to duty. It is these qualities that have enabled him to render such inestimable service to our motherland. May his life be an inspiration to the millions of youths of today. May his soul rest in peace!

Copy of letter No. R. O. C. 11403-J/46, dated 8th January 1951 from the Director of Public Instruction to the Secretary, the South India Teachers' Union.

Sub:—TEACHERS PROVIDENT FUND—withdrawal for payment of insurance premia.

Ref.:—Your letter U/562, dated 27-11-50.

The question of payment of advance from the Teachers Provident Fund as soon as an insurance Co. approves the proposal of a policy is being examined.

2. The Government have already approved the proposal to increase the rate of teacher's contribution upto 2½ annas in the rupee without any additional liability to Government and the question of issuing amendments to the rules in this regard is under their consideration.

3. Regarding suggestion (2) contained in your letter cited it is the look out of the policyholder to keep his policy alive and unencumbered, as in the case of subscribers to other Provident Funds. Advances could be obtained even if the teacher joins another institution, if he applies sufficiently early. Even if the teacher is on leave on loss of pay, advances could be obtained if the amount to be withdrawn does not exceed the subscriber's own share of contribution in the Provident Fund account.

S. I. T. U.,
Madras.

15-1-1951

T. P. SRINIVASAVARADAN,

Secretary.



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ARISE, AWAKE and PROVIDE FOR YOUR OLD AGE AND FAMILY

Triplicane,
1st October 1950.

V. B. MURTHI,
Honorary Secretary.