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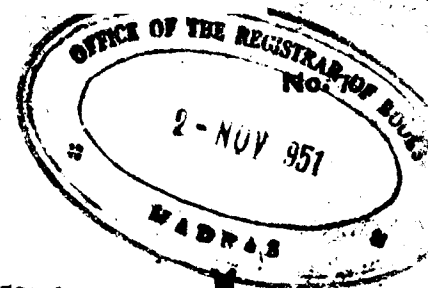
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The South Indian Teacher

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JULY 1951

उद्धरेदात्मनात्मानम्.—The Gita.

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DR. SIR A. LAKSHMANASWAMY MUDALIAR,
Chairman,

THE CENTRAL EDUCATION WEEK COMMITTEE,
THE XXI SOUTH INDIAN EDUCATION WEEK
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THE SOUTH INDIAN TEACHER

Vol. XXIV

JULY 1951

No. 7

FORTY-FIRST MADRAS STATE EDUCATIONAL CONFERENCE, MADURAI, 1951

BASIC OR PRIMARY EDUCATION SECTION

PRESIDENTIAL ADDRESS

MRS. M. S. VAIRANAPILLAI, M.A., L.T.

I. SOME PROBLEMS OF BASIC AND PRIMARY EDUCATION

Members of the Conference, Ladies & Gentlemen,

It was fifteen years ago that the following four resolutions were passed at the Wardha National Education Conference:—

"(1) That in the opinion of this conference free and compulsory education be provided for seven years on a nation-wide scale;

(2) That the medium of instruction be the mother-tongue;

(3) That the conference endorses the proposal made by Mahatma Gandhi that the process of education throughout this period should centre around some form of manual and productive work, and that all the other abilities, to be developed or training to be given should, as far as possible, be integrally related to the central handicraft chosen with due regard to the environment of the child.

(4) That the conference expects that this system of education will be gradually able to cover the remuneration of the teacher."

During the last fifteen years, much has been said and written on Basic

and Primary education, but the problems confronting educationists are as great and baffling today as ever before. The outlook for primary and basic education is such that one could easily get discouraged. Except in a few cases, conditions are such as to completely eliminate all creative or constructive thinking along these lines. Most teachers find it hard to put their heart and soul into the work except to coach the pupils to pass examinations. In many instances, the schools are no longer attractive places for our dynamic children, but on the other hand, poverty and the lack of opportunities completely devitalize the mental attitude of many of our children towards any kind of education. We are living in a world of slogans and catch-words. Under these circumstances, it is better for us at the very outset to clarify our own thinking, and clearly comprehend at least some of the problems that stare us in the face, and if possible to seek solution to a few of them.

(1) *The Pre-School Child in India.* As Primary education as it is constituted to-day does not take into consideration the pre-school child, the Indian pre-

school child is the most neglected child in the world. There is a school of thought to which I too belong in my humble capacity and it emphasizes the fact that basic attitudes of the child are formed before it is five years old, or at least before its seventh year. Our National scheme of education conveniently ignores children before the age of seven, and does not pay much attention to them after the basic period. Pre-basic and post-basic education are still in the infancy. I need hardly say that this state of affairs does deserve our most serious attention.

(2) *The Craft and Self-sufficiency.* Whatever may be the efforts of the teachers and pupils, can the basic or primary school become economically self-sufficient at least to the extent of paying the teachers it employs? It is repeatedly emphasised that Basic education will gradually cover the remuneration of the teachers. Let me quote Acharya Kripalani :

"The craft chosen must be learnt systematically and scientifically with a view to efficiency and practical results. . . . The product of the craft must be economically paying. Efforts should be made to see that the money value of the work done covers the pay of the teacher."

Is this possible on a national scale? How many centres or schools are there which have satisfactorily come up to this ideal? Will the income through the craft be sufficient to meet the needs of the teacher who is a poorly paid person in India.

(3) *The Craft of the Child.* After having visited a number of basic schools and studied the place of the craft in the curriculum of the school one wonders whether or not the craft overshadows the child. Here again, Acharya Kripalani is emphatic that the craft must be both a means and an end. No one can now dispute the value of a craft-centred education, but the proposition that the craft is an end in itself must provoke legitimate thinking as the moral intellectual and material development of the child is the most fundamental end of all education.

(4) *Paying Primary Education.* I have no doubt in my mind that the State should bear the entire cost of education up to the high school level. Such a state of affairs is an accomplished fact in Britain and the United States of America. Even University education is within the easy reach of most people in the United States which spends billions of dollars on the armament programme. There may be conflicting views regarding communism and Soviet policy, but one thing that Soviet Russia has accomplished cannot be gainsaid : It has literally wiped out mass illiteracy through State policy. Our teachers are the most niggardly paid ones in the whole civilised world. State contribution towards the maintenance of decent living standards on the part of our teachers must be considered part of our nation-building programme.

(5) *Marketing School Products.* The introduction of a craft in a school curriculum and getting the children interested in the craft may be easy, but marketing the school products, and the expenses involved therein are indeed problems which must be faced. There are what are known as the community schools which are really community projects in a country like the U.S.A. and the entire community stands behind the school to render all possible service including the purchase of the school products. Such communities are absent in our country, and the problem of marketing the school products even under a sympathetic government remains to be solved.

(6) *Common Worship.* One of the great ideals of Basic Education is the participation of all children in the worship programme of the school. Basic education represents co-operative effort on the part of both the teachers and the taught. Although our constitution may have something definite to say about religious instruction in schools which I am immediately taking up, I want you to consider the practical difficulties in the way of common worship. Will our Muslim or Conservative Hindu children whole-heartedly participate in a common religious service? To

enable them to so participate freely in such a service, what kind of worship service should it be? Who has worked out such model services to be followed? Will our Christian children freely sing *Ragupathy Raghava Raja Ram*? Will the Protestant and Roman Catholic children freely unite in a common worship service? Even if we succeed in bringing the children together, how are we going to change the attitude of the parents? Instead of help and guidance from them, we may most certainly expect all kinds of criticism even from the so-called educated parents.

(7) *Religious Instruction in School.* Section 22 of the Constitution states that "no religious instruction shall be provided in any educational institution wholly maintained out of State funds." In this connection, it is wholly relevant to make mention of the recommendation of the University Commission appointed by the Government of India and the point of view of the Syndicate of the Madras University with which we are very intimately associated. According to the Syndicate, "the twenty-two pages devoted to the subject of religious instruction by the Commission do not appear to produce any tangible solution. Also, this is one part of the report with which the University finds it difficult to express agreement. The conclusion that the Commission arrives at is the exact opposite of what the constitution categorically prohibits." And the Syndicate concludes, "it is very doubtful whether compulsory courses would be of any value, and whether it would be possible to arrange for teachers to conduct them with energy and enthusiasm." In the face of such strong views expressed by people who could speak with authority on the subject, I have no easy solution for you. Let us consider religion comprehending the whole of life, and religious instruction is a very insignificant part of it however great it may loom in the horizon of some people.

(8) *Compulsory Education.* This phrase has a lot of good intention behind it, but one might find it very difficult to put compulsion and educa-

tion in the same compartment. Granting that this idea carries with it a lot of good intention, it is indeed hard to educate empty stomachs. If children do not go to school of their own free will, it is largely because of the poverty of their homes and parents. Poverty is the disease that eats into the vitals of our national life, and we could never exist as a free people so long as poverty and hunger devastate our homes and make our children walking skeletons. You can build a healthy mind only in a healthy body. I wish that millions that go into our armament programme could be used for banishing starvation and want. Although the Gandhian philosophy advocates a classless society, how it is going to be the accomplishment that remains to be a hard task? I do not know of a higher ideal. A literate India is a necessity if we believe in a democratic way of life and the development of personality.

(9) *Teacher Training.* One of the greatest problems facing the Basic Schools is the problem of finding teachers. In our anxiety to find teachers, we cannot go back on some of the fundamental principles involved in teacher training. A Basic School teacher needs all the training that an ordinary teacher is expected to undergo and more. One does not become a Basic School teacher by calling oneself as such, nor for that matter any school teacher. The task of training Basic school teachers is a pioneer one, and the material for such a training must be of the highest quality. A Basic school teacher must realize her or his own limitations and the limitations of the children. A teacher is one who constantly learns, and in training teachers for Basic schools, the fact must be stressed that Basic education as we now have in India is only one of the many approaches to the problem of education.

(10) *Corporate Activity.* Although corporate activity is the key note of a Basic school, this could be carried to an unreasonable degree even at the cost of individual children. Common participation in worship, singing, drama; work, play, game, spinning, gardening are indeed good; learning to live toge-

ther is the greatest need of the day. However, in education, one should never forget the principle that all children are not made alike in their likes and dislikes, in their backgrounds, in their home training, and in their mental make-up and attitude. There must be enough scope for the individual development of the child according to its tastes and abilities. The aptitude of a child for a particular craft may be exceptionally great; on the other hand, it may show no enthusiasm at all for another type of craft. In our effort to teach the dignity of labour and the value of manual labour, we must not make them, consciously or unconsciously, dislike these aspects of life most bitterly owing largely to our mis-handling them. Although it will be a problem to provide teachers in more than one or two crafts in a Basic school, ample facilities ought to be provided in the variety of crafts at the disposal of a Basic school to bring out the very best in each child; and not entirely rely on spinning alone.

Conclusion. A few words more. There are indeed great many other problems connected with Basic Education, and no doubt, many of you will make valuable contribution in the elucidation of the points at issue. Some of them are already mentioned in the programme:—(1) the assessment of abilities of pupils and of the work of the school; (2) the conversion of ordinary schools into Basic schools; (3) literature needed for Basic schools; (4) practical difficulties in the actual working of the syllabus; (5) the choice of suitable crafts; (6) correlation and limitation both with regard to crafts and subjects; (7) recreation and rest in the syllabus; (8) the role of pupils and teachers in the government of the school; (9) research in Basic education; (10) comparison of Basic schools with activity schools of other countries; (11) relation of the basic school to our national culture; refresher and reorientation courses; and (12) the Basic schools and citizenship training. In our approach to all these problems, as befitting true educationists, let us keep an open mind. Dogmatism and

fanaticism are alien to the spirit of education which ought to inculcate in all of us the spirit of inquiry and research. The last word in education has not yet been pronounced, and the attitude of assertiveness, that we have the truth, we alone have the truth, we have nothing but the truth, we have nothing to learn but everything to teach, and that we have mastered all knowledge with regard to what is best for us in the educational field will deter the cause of true education. The experimental way is still open to us, and this will lead us in the scientific way. Let us not be a party to hypocrisy even if it be commended from high places. Let us courageously stand for high standards in education. Let the future of India be made in the schools and educational institutions. The destiny of the country must not be moulded by interested politicians; you see the world on the brink of a most tragic war in history owing largely to the lack of educated men and women and truly educational institutions. Though feeble, let us not forget the high calling which we have voluntarily accepted, and give the very best we have in the hope that our humble efforts might, in the long run, create a new humanity.

JAI HIND!

Approved by all the State-Governments.

EDUCATIONAL INDIA

Edited by

Prof. M. VENKATARANGAIYA, M. A.

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II. LITERATURE IN BASIC SCHOOLS

K. ARUNACHALAM.

Basic Education is Education for life. It is centred round activity work and experience. So far, the text-book has been playing a prominent part in determining both the content of instruction and to a considerable extent the teaching procedures. Now, when Basic Education attempts to dethrone the exalted text-book from its hitherto lawful place not only the members of the teaching profession but also the parents, not to speak of the interested publishers, have been alarmed. They all want to know the place that is going to be given to books in Basic schools.

We will now discuss the nature of books, their contents, the authors, publishers and the uses from the point of view of the philosophy of Basic Education.

Even at the outset I would like to state frankly without mincing matters that in Basic schools there is no place for any set text-book. A school text-book usually presents the subject-matter in logical order though this may not necessarily be the best form of presenting that subject-matter to the child. The most suitable form of presentation is decided by the experience and the craft, social and natural environment of the child. This will have a greater meaning to the child than the text-book form of presentation. The text-book has led to methods that are wasteful, barren and uninteresting. Usually the teacher asks the boys to read portions of the text-book at home, questions them in the class on the subject-matter and explains the difficulties or he asks the boys one after another to read portions of the text-book in the class itself and explains the verbal and other difficulties. This surely cannot help the growth of the child's personality.

Here I may be told that there is no need for any set text-book in the lower classes as far as factual subjects are concerned but that it is impossible to do away with text-books in the teaching of reading. Children I will be re-

minded need a series of basal readers constructed with a view to introducing of words of graded difficulty. Dr. Michael West is an authority on the teaching of languages. He is of opinion that in the teaching of the mother-tongue detailed text-book study has no place. Reading of prose is taught according to him by supervised library work or by drill in silent reading using a number of story books. Appreciation of poetry is taught by reading poems aloud. Indeed even in western countries with the advent of activity schools and progressive education the move today is toward increasing use of supplementary and reference material and of many books instead of one.

In Basic Education of all the factors that further the development and growth of children the central place is given to the child's experience. All experience cannot be educative. Only such of those which are continuous, repeated and have meaning to the child can become educative. Experiences have to be recorded, reflected and compared with similar experiences at other places and times. This is made possible by the proper use of books. Work-type reading is emphasised in Basic schools. The primary aim, here, is a practical one, such as obtaining information which will enable the worker to carry out his project on hand more efficiently.

Basic Education curriculum with its emphasis upon the organisation of subject-matter round the craft, social and natural environment of the child requires that reference books be available in plenty and that pupils receive training in how to use them. Basic types of reference books include dictionaries, encyclopædias, atlases, almanacs, bibliographic sources and special book lists. Elementary reference skills that should be taught include facility in locating items that are arranged in alphabetical order and in using index, a table of contents and a card catalogue.

A worker surely is entitled to his leisure and recreation. And he should be trained to use his leisure in the proper manner so that his whole being, body, mind and soul get recreated and is ready for a further attack on the work on hand. There is a great need for books that will serve as recreational reading. Reading here is done primarily for enjoyment, information and understanding being of secondary importance. The main purpose is usually to follow and enjoy the plot of the story. Other motives may be to enjoy humour, to appreciate beauty of expression or excellence of description or to view the world through the authors' eyes. The important abilities that are required are facility in getting the general idea of the piece, ability to follow a related sequence of events and understanding the motives and emotional reactions of the characters. The ability in adult life to judge the values and scope of a book is one of the most valuable bits of technique that schools should teach. Teachers should develop in pupils a challenging attitude in their approach to print. The most hurried, fantastic, and inaccurate yarns of the newspaper reporter are taken for truth by a great majority of readers. A printed page is a fetish for most. They revere it as inspired. Efforts should be made to see that books do not hamper independent thinking.

Basic schools require work-type reading books, reference books and books for recreation. There is no difference of opinion as to the contents of work-type books and reference books. But there has been a controversy as to whether children should be given much fanciful literature for recreational reading. To-day the few books written for children and published with illustrations designed for them include a variety of content both realistic and fanciful. Some of these books concern themselves not with children's amusement, but with their instruction both factual and moral. The narrative part of these books merely holds the information together or forms the context in which the moral lesson could be conveyed.

Literature for children need not be limited to those books written and designed expressly for them but may include all prose and verse that appeal to the young. Indeed very little of the vast store of folk and fairy tale, of legend and nursery rhyme was created for the young. Even today the traditional lore plus selections from adult literature plus dull tales specially written to embody some moral lesson form almost the entire content of approved text-book for children. Outside of folk lore there is little that could be called literature and that at the same time suited to the child's reading ability, to his level of understanding and to his interests. Only recently some books are being written for the amusement of children. Even these are yet to take account of printing and illustration in terms of the young reader.

Now, who is to write these books? As far as the work-type reading which includes craft, social and physical environment of the child, is concerned it is desirable that children prepare their own books. Teachers may give the necessary help. Senior boys will write for the youngsters. These books by the nature of their content cannot be written by others. And these being limited to a particular environment may not be very useful in other schools. So this type of books have to be written out by the co-operative effort of children and teachers of every school.

Many schools are probably working out this experiment. In the Basic school at Periyanaickenpalayam when this suggestion was first made to the second grade teacher he was very diffident about it. However, he was persuaded to work it out. The class was divided into six groups. Each group was given one topic to observe and study in their village. One group went about questioning the elders in the village and collecting data for the local history. Another group studied the local relief and drainage and so on. They recorded all their findings and produced six different books. They were then asked to illustrate their re-

cords; and it was an eye-opener to the whole staff to find what fine books can come out of tiny eight year olds. Being their own product these books were an unending source of interest and were read over and over again by all the pupils. This also created a greater interest in the neighbourhood which is some thing that cannot be expected from the use of printed books from outside.

Besides this reading, reading material useful for learning to read and reading to learn, there will be a lot of other literature which will be coming out of Basic schools. These will help the expressional side of children; and may be classified into four main types: news sheet, magazine, year book and hand book. Although each of these has a specific function, in general, all of them serve to unify the school, encourage worthy school enterprises, influence public opinion, provide opportunity for creative work and self expression, develop school citizenship, foster cordial relation among schools and record the history of the school.

Reference books for different age groups must be written by those who have the necessary training. These books should be attractive in appearance well illustrated and should contain good reference index and contents.

Now a word about publications and publishers. There is a view that State should publish part or all the books that are needed in schools. The purpose of this is to secure greater uniformity and to reduce the cost. Educators generally are opposed to this practice because of the danger of undesirable administrative control over the content of books and stifling of progress. Moreover, it has been found out in experience both in the west and in some of the states in this Union that State publication has not reduced cost. Open competition in the preparation

and production has certainly stimulated some publishers to use every means possible to bring out a superior product. It is also however true that publishers, being interested in making money try to please as many teachers as possible rather than take risks in predicting which of the many trends in teaching will gain the greatest number of followers. Publishers thus sometimes help perpetuate traditional methods and material. Therefore I suggest that local teachers' co-operatives be formed to publish books that are needed in schools.

You may be interested to know that the Basic Education workers of Coimbatore District recently met in a conference and decided that they should publish books that can be used in Basic schools. They have also resolved that they should pool together their experiences, for they have been working for the past four years, and bring out guide books for teachers. Somehow, the Government of Madras has not been able to do any thing in this line even though they appointed Editors of Basic Education Literature for different linguistic areas years back. Guide books for teachers are as much necessary as reading and reference books in Basic schools. They will be valuable assets to the young teacher, and will furnish subject-matter which the teacher may use as a basis for his own course planning. The suggested activities, organisation, check lists, tests and various other devices to mould the personality of the child will be found very helpful for the teachers who lack the broad training that is necessary to guide the growing child. May their resolve fructify and be the harbinger of a new era of sharing of experiences with the fellow pilgrims in the search after a true way for the Democratisation of Education in this great country of ours.

JAI HIND!

III. BASIC SCHOOLS AS CENTRES OF SOCIAL SERVICE

K. KANDASWAMY.

Before proceeding to the topic proper, I mean to say a few words about the need for Social Service Centres in our "Mother India". India, as you all know, is a land of villages and the soul of India lies in its villages. What is the condition of our villages today? It is needless for me to say that the condition of the villages is highly deplorable. One cannot but be struck by the appalling poverty of the villagers and the highly insanitary condition of the villages. Poverty and insanitation are due to want of education of the right type. Even after our country has become independent, the percentage of literacy has not increased. More than 85% of the villagers are farmers. They produce vegetables and food-grains and yet in many villages, we find people are starving. They produce cotton and yet they are ill-clad. They rear cows, but their children are not given milk, and it is a wonder too that they have not tasted ghee. All the milk and the ghee is consumed by the Coffee Hotels in the City. The villagers are ignorant about many things which affect their economic condition. They work hard in the fields without observing the "Shop Act" and the "Factory Act" and produce cotton. But they don't know the causes for the sudden rise and fall in prices of cotton and many other things similar to this, that affect their life. Their ignorance about matters relating to health is also obvious. How are we to improve the lot of the villagers? Only "Social Workers" well trained in the "Constructive Programme" of MAHATMAJI can approach the villagers in the right way and do some substantial service. An ideal Social Worker is one who becomes one with the villagers and tries to improve them by his various activities of Constructive Work.

Now-a-days, "Social Service Leagues" have been started almost in all villages and towns with a view to do

service to the down-trodden and backward people and to improve and enrich their standard of living. The Churches, the schools, and Youth Organisations are all doing Social Service in some form or other. But the work of the latter is tinged with Political bias. Of all the Centres of Social Service, nothing can stand comparison with Basic schools which serve as the best Centres of Social Service in the manner indicated below:—

1. *Adult Education.*—As per 1941 Census, 85% of Indians are illiterates. Various agencies are engaged in the noble task of eliminating illiteracy within a period of 15 years. No Basic school can afford to neglect "Pre-Basic Education and Adult Education." If Basic schools are to thrive well, they have to join hands with other agencies to liquidate this colossal illiteracy. Adult Education and Pre-Basic Education go hand in hand and when we tackled Pre-Basic Education, we are tackling Adult Education also. It is easier for Basic schools to impart Adult Social Education. The adults may be informed through conversations about "Currency, Inflation", the reasons for the sudden fall and rise in price of food-grains and cotton and how the State Governments and Union Government function. They may be taught some Folk Dances and Prayer Songs besides spinning in Charka.

2. *Helping the Agriculturists to prepare Compost Manure.*—In Basic Schools Compost Manure is prepared by the pupils who set a good example for the farmers to follow. Of late, it has been found out that Compost Manure prepared from green leaves is far superior to chemical manure. It is said that grains produced by using chemical manure don't possess as much vitality as the grains produced by using Compost Manure. Farmers throw the cowdung and the fodder-waste in the open

air and expose them to sunlight and don't know how to convert them into first class manure. The farmer needs to observe how compost manure is prepared from green leaves, urine, wastes, cowdungs and night soil.

3. *To help the people preserve their health.*—Basic School children keep themselves and the surroundings clean. Once a week, they are taken to the village to do *suffai* work. They sweep the streets and clear away the dirt and wastes, that lie scattered around the houses and thus do Social Service. They place themselves in the position of scavengers. A correct attitude towards Social Work for any kind is gradually developed. When epidemics break out, the Basic School children co-operate with the Health Department to arrest it. The villagers need to be told about the food value of each article of diet. The mania for using milled rice is wide-spread in villages. This disease has to be nipped in the bud. They should be made to realise the advantages of using Chakki Rice which is rich in Vitamin B1. Paddy when dehusked in a Chakki gives 56% of rice and 44% of husk.

4. *To help the Villagers to attain self-sufficiency.*—Self-sufficiency is one of the cardinal principles of Basic Education. Basic Schools strive to produce cloth and vegetables to meet their requirements and they have succeeded in obtaining self-sufficiency to the extent of 20 to 60%. To-day though the villagers produce cotton, they depend upon the textile mills for their cloth-

ings. Society is so organised that the man who produces the raw material becomes poorer and poorer and the man who converts cotton into cloth becomes richer and richer. To put an end to this exploitation, the man who produces cotton must be taught to convert it into cloth also. Basic Schools have to convince the villagers that if a man spins for half-an-hour daily, he can produce yarn for not less than 20 yards of cloth per annum. The yarn produced in each house in a village can be woven into cloth in the common looms of the villagers in a public place.

5. *Helping the people to cultivate the lands on a Co-operative Basis.*—The work of a Basic School is organised on a Co-operative basis. In course of time this will lead the people to undertake collective farming.

6. *To help them in Village Festivals.*—When village festivals are celebrated, generally people make all the place dirty. They don't have the sense of cleanliness. Basic School children can take an active part in the festivals in maintaining order in the crowd. A first aid group should be ready to do first aid in case of emergency. They can also help them to enact dramas and entertainments.

In conclusion, it may be said that Basic Schools are the true centres of Social Service doing Constructive Work on the lines chalked out by MAHATMAJI. Basic Schools are sure to effect a slow and silent revolution in a non-violent manner and create a new just Social Order.

IV. BASIC EDUCATION

V. S. VENKATANARAYANA, Kurnool.

Basic Education has come to stay. It has been found by the Basicists that lack of informed teachers for the purpose is impeding its progress. The Basic teacher must have a wide range of general knowledge and shall have to be well-equipped with up-to-date information about current affairs. Basic education in urban areas has been regarded as correlated teaching with stress on activity programmes. In rural areas teaching through a principal craft with necessary additional crafts has been realised to be essential.

If we take the syllabus and go through the various items, we find that all the branches of knowledge to be mastered merge into each item and integrated teaching is necessary. So a basicist shall have to be resourceful and full of ready wit, geniality and enthusiasm. Paucity of educational literature on basic education has been the chief drawback on implementing the basic scheme. Unless every basic school has got the necessary information on the various items to be taught in the basic way the teachers of those schools cannot prove successful. The need for books useful for basic schools is now very great. Bihar has shown considerable progress in this respect. Books for teachers and pupils of basic schools will have to be written regionally. There will have to be variations in subject-matter according to the craft chosen in the rural parts of every region. Basic books for urban areas have to be different. There they shall emphasize on activity programmes.

Every basicist must go through the following books before he takes to basic teaching :

(1) *Personality* by Rabindranath Tagore. Specially the great poet's lecture on 'My School' deserves the attention of every teacher of the basic school. Speaking of Satish Chandra Rai of Shanti Niketan, Tagore says : "He was not like other teachers, a mere

vehicle of text-books. He made his teaching personal, he himself was the source of it, and therefore it was made of life stuff, easily assimilable by the living human nature. . . The literature that he studied had not the least smell of the library about him. He had the power to see ideas before him, as he could see his friends with all the distinctness of firm and subtlety of life." That is the ideal basic teacher.

(2) *Man, the Unknown* by Alexis Carvell. (Petican Publications.)

(3) *The Physical Basis of Personality* by V. H. Mottram. (Petican Publications.)

(4) *Basic National Education* edited by Hindustani Talimi Sangh, Wardha.

(5) *The Latest Fad*, edited by Hindustani Talimi Sangh, Wardha.

(6) *Seven Years of Work*, edited by Hindustani Talimi Sangh, Wardha.

The first three books give the psychological background necessary while the last three give an idea of what is meant by basic education. Every basicist must be thoroughly conversant with the reports of basic experiments from other centres where basic education is in vogue. Useful material can be found in the following journals of our State which come under live educational material containing records of progress made in basic education in the various parts of the State as well as all over India :

(1) *New Education*—A quarterly issued by the Director of Public Instruction, Madras State.

(2) *The South Indian Teacher*—The official journal of the S.I.T.U., Madras.

(3) *Educational India* — Masulipatam, edited by Prof. M. Venkatarangiah.

(4) *Prarambha Vidya* in Telugu of Venkatrama & Co.,

and analogous publications in the other languages of the State.

No basic school can afford to be without such journals. There shall be an adequate library for every basic school. It shall have all literature concerning child study movement and activity schools. We can profit from the experience of other countries, like America, who are doing pioneer work in the field of activity education.

The above are aids to the basic teacher. He shall be mentally alert. He shall not be a mere vehicle of text-books. He shall be a "living teacher who makes his teaching personal." He shall be the source of it. Use of books for basic pupils must be the minimum. As Tagore says, 'during the early period of education children should come to their lessons of truth through natural processes—directly through persons and things.' The basic teacher shall be an expert in his craft or crafts in the school. There shall be adequate literature and facilities to teach the crafts

adopted. Literature intended for the pupils of basic schools cover documentary films showing how the various crafts are carried on in the various parts of the country. The basic schools can indent on the services of the Department which has a central film library. 'New Education', the journal of our State Education Department gives a list of films available dealing with general science, physics, chemistry, general biology, botany, agriculture and horticulture, forestry, zoology, hygiene, school administration, mineralogy, meteorology, geography, transport, travels, industries, food, etc. (March 1950), scouting and citizenship.

These audio-visual aids form the literature for the boys of the basic schools. There may be a few books for regular teaching as for the language subjects and arithmetic.

Unless such a provision be made available to all basic schools, basic education cannot be really basic—it will be a skeleton training.

THE SOUTH INDIA TEACHERS' UNION

Diary for the months of June and July 1951.

- June 1. Balar Kalvi—April 1951—published.
 „ The Journal Secretary went on propaganda tour to Malabar.
 2. Vice-President, Sri E. N. Subramaniam, presided over the Chirakkal Taluk Teachers' Conference.
 3. The Journal Secretary, Mr. C. Ranganatha Aiyengar, presided over the Kottayam Taluk Teachers' Conference at Kadirur.
 23. Informal Meeting of office-bearers.
 24. Sri S. K. Yengnanarayana Iyer passed away.
 30. Executive Board Meeting.
 „ Public Meeting to mourn the loss of Sri S. K. Yengnanarayana Iyer.
- July 18. The Central Education Week Committee constituted.
 „ The S. I. T. U. Publications, Ltd.—Meeting of office-bearers.
 20. The S. K. Yengnanarayana Iyer Memorial Committee Meeting.
 „ The South Indian Teacher—June 1951—published.
 23. Balar Kalvi—May 1951—published.
 30. Central Education Week Sub-Committee meeting.

A NEW EXAMINATION SCHEME

D. S. GORDON

(Formerly Professor of Education and Registrar, Mysore University; now Professor of English, St. Philomena's College, Mysore.)

A great deal has been said in recent years about examinations and their place in an educational system. All are agreed that examinations are necessary but that they should not be allowed to dominate educational effort. And yet this is exactly what has happened to Indian education, and this is what is making real educational work almost impossible in our schools and colleges today. All student endeavour is being directed to the passing of examinations, and all teachers' effort is being turned towards coaching for such examinations. Examinations appear to have become the be-all and end-all of life itself.

While the craze for passing examinations is deplorable it cannot be altogether condemned on that account. Indeed it may be regarded, within certain limits, as a healthy sign in a nation. But when one looks at the strange phenomenon of far too many persons who have merely passed examinations without being educated one is justified in entertaining serious misgivings about the work of our schools and colleges. The Reports of the various Public Service Commissions in the country have revealed the amazing and often ridiculous ignorance prevailing among the best products of our educational institutions. What is it all due to? More than anything else it seems to be due to the improper place that we have assigned to examinations. Our educational institutions do not educate; they mostly examine. They direct their energies towards something that is to come off at the end of an academic year or two rather than to their day to day work.

But properly regarded, examinations ought to be mere incidents in the orderly and methodical process of education. They should be taken in the stride and not coached for as against something

of supreme and culminating importance. But what are the factors which militate against our establishing this proper and desirable relation between education and examination?

OVERCROWDING AND INDISCIPLINE

The first of these factors is overcrowding. Until about two decades ago, when our educational institutions had more or less normal strength it was possible for teachers to teach. Today the student population is an unmanageable crowd. Even an exceptionally gifted teacher can manage a class of only reasonable numbers, but when this limit is exceeded his work suffers. He is forced to adopt the attitude of "he who cares to learn may learn."

Indiscipline is the child of overcrowding as surely as discipline is the basis or foundation for all classroom work. Undermine this foundation, you undermine the entire superstructure. And this is what has happened today. All sorts and conditions of students have come into our schools and colleges, many of them obviously unfit for such education. Standards have been lowered to suit them; promotions from class to class are being made on a percentage basis and not on the basis of fitness. If too large a percentage is detained there is a hue and cry from the parents and the public. They bring all sorts of pressure upon the authorities. Even worse than this is the new and strange phenomenon of students trying to set up their own standards as against lawfully constituted authority, with threats of strike and violence.

DIRTY LINEN

For the purpose of emphasizing the need for a new scheme of examinations such as the one set forth below, and at the risk of incurring displeasure from certain quarters, it is necessary here to wash some dirty linen. Passing exam-

inations is thought to be of such supreme importance that no illegal means to secure this end is too disgraceful to be employed. A great many students are wanting to know who the paper setters are. In spite of all the secrecy maintained by the authorities the names are somehow ascertained and the paper setters are approached. The next step is to find out where the printing takes place. In spite of the care and vigilance exercised in the press leakage of question papers has by no means been rare in recent years. In fact it has been more common than admitted by the authorities, for naturally the authorities would rather not take notice of leakages unless they became a scandal, because the cost and trouble of holding a re-examination is so enormous. The next source for tampering is the valuer. The names of valuers are of course confidential, but how can perfect secrecy be maintained where an army of clerical assistance is employed? The troubles of the valuer need not be described. He may report or administer a rebuff to an ordinary person, but when an influential person comes to him he can only send him away courteously and forget all about it. The last and final attempt is to beard the lion in its own den, that is, to try to influence the results by influencing the authorities who declare the results. These are some of the nauseating circumstances under which public examinations are being conducted today. The examination scheme set forth below is an attempt to sweep away most of these evils and to assign to examinations their proper place in education.

ISSUE QUESTION PAPERS IN ADVANCE

At present question papers are set by picking out a few aspects of a subject which the student is supposed to have studied over an academic year or longer period. But fewer and fewer students are studying the subject as a whole; they want to cut short the process. Hence there is a scramble to get at the question papers in all sorts of surreptitious ways. Now the new proposal is this: Let there be no secrecy about the question papers. Let them be given

out to the students well in advance, even at the commencement of an academic session. But the character of the question paper will be different. It will not be a set of five or six questions, but it will be a list of about 40 or 50 questions covering the entire subject. It will not be difficult for a body of experienced teachers in the subject to prepare such a list. And the list may be revised from time to time every academic year. This will not only be a sort of guidance to the student and the teacher in their work, but it will also infuse a spirit of confidence in them. The question paper is already in the hands of the students, and they will of course be told that no question outside that list will have to be answered by them. All that now remains for the examining authorities to do is to determine, a few days before the actual date of examination, which five or six questions in the list the student will answer.

The advantages of this scheme are obvious. At one stroke it does away with all the existing arrangements for the setting and printing of question papers. There need be no secrecy in these matters. There cannot be any mystery or strangeness about the question papers, no disappointment about expected questions not appearing, no element of chance. Even if at the last moment the five or six questions to be answered in a year leak out there is no need for the authorities to be perturbed. A fresh set of questions from the same list of 40 or 50 may be chosen and communicated at once to the various centres of examination.

Let no one think that under this scheme examinations are made easy. On the other hand, they are just the same as before; only certain administrative difficulties are removed. If the student concentrates his attention on the 40 or 50 questions in his list so much the better, for in so doing he would have covered the entire subject, which is exactly what we want. Under the present system when students have somehow or other come to know the questions in advance, what is it that

they most often do? They do not try to answer these questions themselves; they take them to their teachers or others able to answer them. This is how we discover the leakage of question papers. In other words, our students want not only the question papers but also the answers. Instead of this why should we not give the entire list of 40 or 50 questions into their hands and let them prepare answers to all of them? Even if hack writers soon produce books of answers to these questions I do not think that much is lost in a situation where students are more and more resorting to notes of all kinds to the exclusion of the prescribed text-books.

ANSWERING WITH BOOKS

As a corrective to this tendency, especially in the college classes where students are expected to read more books than one in a subject, I would suggest a new type of examination as a supplement to the scheme outlined above. In this examination the student is permitted to bring all his text-books and reference books into the examination room and consult them while writing his answers. He is not however, to bring any "made easy" books or notes. His answers are to be in his own words, not reproductions from text-books. This part of the examination may consist of one paper in a subject or group of allied subjects.

Let no one think that answering questions with books is an easier affair

than answering them without books. It all depends upon the manner in which the questions are framed. The famous Dr. Johnson is reported to have said that knowledge is of two kinds, namely, the knowledge that we ourselves possess, and the knowledge of where to find the information we want. A student who is unfamiliar with the books he has brought into the examination room will waste his time in searching for information in unlikely places, whereas one who is familiar with the books will readily place his finger at the spot where the information is available. The latter kind of knowledge is at least as useful in later life as the former, and after all is said and done, no human brain can function as an encyclopædia of information; nor is it desirable that it do so. Moreover, information is not knowledge any more than mere knowledge is education. An examination that only or chiefly tests the memory is a very imperfect measure of education.

The scheme set forth above is a result of practical experience and thought extending over six years during which I was directly responsible for the conduct of university examinations, and over several more years during which I was closely connected with school examinations conducted by the Department of Public Instruction. I place the scheme before teachers and educational authorities for their earnest consideration.

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SCHOOL IN THE MAIL BOX

WALTER GEORGE

Education in Australia is free and compulsory and yet 18,000 children don't go to school. Instead the school goes to them by way of His Majesty's mails. In each of the Commonwealth's six capital cities there is a school, complete with complement of teachers yet no pupils are to be seen; a kind of Phantom school.

If you ask you will be told that its pupils are all over the immense land—in the mountains and forests of Victoria perhaps; in the tropics of Queensland, or the Northern Territory; in the far north of Western Australia—anywhere, in fact where Australian children need education and are out of reach of Australian schools.

These are the Correspondence Schools. Since early in the first World War, they have been taking education to children, and to some adults. Some pupils lived lonely, outbreak homesteads or prospector's camps, or were isolated in lighthouse, or travelling with some circus. Others were bedridden or in hospital.

Several years ago, two children did a full course while travelling with their mother through England, Europe and America.

In Victoria, for example, education by correspondence began in 1914. When a countryman who lived more than eight miles from the nearest school asked the Education Department if anything could be done to teach two of his boys. The Chief Schools' Inspector passed the question on to the principal of the Teachers' Training College, who put it to some of the students.

Five of them volunteered to try teaching the boys by correspondence, each one making himself responsible for a subject. Before long, they were sending out lessons to younger brother as well and soon afterwards there were so many requests for correspondence

work that the student teachers could not cope with them.

That was when the correspondence schools officially came into being. Other States soon followed suit and now, although there is some slight variation between States, the broad plan is Commonwealth-wide.

At each of the headquarters schools, those Phantom schools at the State Capital, is a headmaster or mistress with a staff of one teacher to about every 40 or 45 pupils enrolled.

Keynote of the work is a friendly personal interest and letters and gifts come to the schools show what a happy bond exists.

The schools usually provide three courses of instruction. The primary course covers all the normal subjects children learn during their first seven years at school and in the last two years the girls learn plain sewing and cookery. In the super-primary course, children prepare for the Qualifying Certificate (common entrance) examination and most of the work is in English with craft-work like fancy stitching free-hand drawing, elementary design, some applied arts, knitting and crocheting. The secondary course is for those preparing for the Intermediate (Junior Local) and Leaving Certificate (Matriculation) examinations.

Pupils receive a set of lessons once a fortnight or once a week in some States. These are usually in the form of instructional leaflets which take the place of text-books. Only for English Literature and Geography subjects are text-books needed, and these are available in cheap editions. Each child has three note-books for each subject so that while one is being corrected, the second is in the post and the third is being used.

Postage is free both ways. The correction of books is very carefully done, with lucid explanations. The teachers call the children by Christian name praising what has been done well, gently reproving untidiness and usually including a little message for mother or supervisor.

All this brings about a close friendship between teacher, parents and pupils for teachers sometimes have to instruct supervisors as much as they do children.

Usually the supervisors are mothers who, despite the many duties of the housewife are willing to do anything to help their children receive an education. It is noticeable that the less educated a mother is, the more determined she is that her children shall learn their lessons.

One mother wrote "I will do my best to keep the children's work up to standard, but when I tell you that I have five children between the ages of five and eleven, as well as a tiny baby, you will understand just how difficult it is at times to cope with everything."

One mother could read only very little herself when she applied to a school for lessons for her first child. When the first set arrived she learned the lesson herself before giving it to the child. After a few weeks she managed to get one set ahead. She carried on like this for years until in fact, her child passed the Qualifying examination. Eventually her five children completed the course.

Many of the children too, do their work under great difficulties. One little girl who could not walk did everything up to the leaving examination by correspondence. Another, who lived far out on the Nullarbor Plains in Western Australia was left motherless at the age of nine. She carried on bravely with cooking, breadmaking, sewing and mending for the family and found time to do her own correspondence lessons and supervise those of her two brothers. Her lesson books were always a model of neatness.

One boy who was totally deaf from birth reached grade four after three years of correspondence work. With incredible patience and helped by a special course of lessons, his mother taught him to speak and to follow the speech of other by lip reading.

At regular times during the week, the Australian Broadcasting Commission gives school broadcasts and at times these are by a correspondence school teacher. In such cases the children listen delightedly to people they know so well by letter but usually have never seen.

One little girl always puts on her best frock and brushes her hair nicely before sitting down to her radio lesson. Even the boys feel that the occasion is a special one and habitually wash and tidy themselves in honour of it.

Sometimes of course the children do meet their teachers for families are encouraged to visit the school when they come down to the cities and hundreds of them do so. In this way close personal attachments grow and teachers come to be regarded as distant members of the family.

Besides giving formal instruction in school subjects, the correspondence schools do a great deal to foster a sense of community life among outback children and to lead their interests into wider fields.

Not only children learn from the schools many adults have taken advantage of the lessons and the school rolls include well-sinkers, opal miners, station hands and alien immigrants who want to learn English.

These are the correspondence schools. Their work is not as well known as it should be in the cities, but they have a very real place in the hearts of the country people. This is easy to understand for the schools bring friendly help to harassed mothers, education to children who otherwise would be untaught and enlightenment where it has been previously shut out.

THE SILENT TEACHER

STIMULUS OF THE SCHOOL MUSEUM

In most schools to-day there are to be found one or two glass-topped, dust-lined, debris-filled cases. Here, in a world of staff shortages, is a first-class teacher. For 30 hours a week, if well looked after, he will teach every person in the school, staff and pupils, something worthwhile. And all this free, gratis and for nothing. The wonder is that education in this world of economies has made such little use of him.

There are schools which have these debris-filled cases, but they like to think of them as a school museum. In moments of fondness they think that the silent, unchanging wreckage is being noted by the apathetic passers-by, and that it is having profound educational effect. They are in error. The average school-child is a normal animal, and what does not change does not attract, and what does not attract cannot teach.

If we are to benefit from an unpaid, silent teacher he must not go over the same dreary lesson day after day, week after week, year after year. The lesson must be changed and we must aim at weekly intervals. And who shall the contributors be? And what shall they contribute? Every man, woman, and child in the school, be they headmaster or janitor, lady superintendent or cleaner, girl or boy, senior or junior, can be a contributor. And they can contribute things! "Things?" Yes, those glorious entities that words represent. For here in the museum we can make amends for the words, words, words of our education and we can present reality. The child will at last have an opportunity to see the original Mr. Toad of Toad Hall, or his friend Mole, dead or alive, a photograph of Beethoven or Einstein, a letter from a French pen-pal, Indian corn from America, coal from Newcastle, some volcanic ash from Vesuvius, a strange rock from the local burn, a queer insect found in the fir wood, flint knives used by prehistoric man, a wasps' nest found in the rector's garden, post-card

reproductions of famous work of art, or a photograph of a former pupil. The contributions, however, should be organized, directed, and grouped into certain cases such as:—

THE SCHOOL TO-DAY

This case is most important for the teaching of citizenship and for developing a sense of "belonging" and a feeling of community. All members of the school will see themselves here as individuals or classes, pilloried or praised, or simply displayed.

The educational value of such things as a boy's summons to appear in court for riding a bicycle without lights, a girl's impositions for unpunctuality, the rugger team's scores for the week, a poem about Form I, a trifle taken from a boy dodging under the desk, a thermometer made by some one in Form VI, a photograph of the school visit to the local gas works, or the school medal for science is enormous.

THE SCHOOL YESTERDAY

This can provide a good link with former pupils of the school, many of whom will be parents of present pupils and, for the school child, a useful meeting ground with the adult world outside. In this case would appear such features as news-cuttings and photographs of former pupils and their activities or their war decorations; photographs of past sporting events; articles such as text-books, quill pens, exercise books, and examination papers of by-gone days.

The child might be inspired to emulate the finer things in adult life, and the parents, or former pupils, would be happy to find that they were mailing some contribution to school life.

NATURE TO-DAY

This case is easy to keep up. Someone will always be bringing in a caterpillar, a chestnut, a dead mouse, or a bunch of wild flowers, or a branch of

autumn leaves. An animal run down on the road, a Robin killed by the frost, the insects from the local pond can all be present here. No attempt should be made to preserve animals; put them in the case whenever they are received, and when putrefaction begins and a smell appears consign them to the school furnace. Plants and the fruits of trees are quite different. Wonderful changes in colour and shape take place as the plants dry-up, and the whole process is completely odourless. Interesting results can be obtained by "planting" a few seeds on moist blotting paper. Moulds reminiscent of pencillin will appear magically on any saucer of soup, sugared water, or moist stale bread that you place in the case. This case would mark the march of the seasons in the world of nature, and do much to develop a taste for the beautiful in a world in which the sense of values is slightly awry.

CAREERS

When we were young we all had vague ideas of what we would like to be when we grew up. In our own quiet way we changed from day to day from sailor to engine-driver to professional foot-baller, and we were all terribly unfamiliar with the requirements and responsibilities of these jobs. In our schools to-day there are boys who think they want to be engineers, or doctors, and girls who see themselves as domestic scientists; and they are just as hazy in their notions of engineering, doctoring, and cooking as we were.

Here then is where you can use the three glorious dimensions of a museum to great effect. Put in a caption: "So you want to be a doctor?"; spread out some scalpels and tweezers; place a roll of bandage in and over a dish of red dye that looks like blood. Put in a cutting of the *Radio Times* advertisement showing a doctor in bed answering the telephone and saying "Yes, I'll come right away!" Show a bottle of chloroform from the science laboratory. And put in a list of University entrance requirements, and perhaps a tome or a text-book on anatomy. Other careers can be similarly dealt with, and the pill should never be sugared.

HOBBIES

Most of the schools will have some hobby or other. Whether it be the accumulation of pocket rubbish; collecting stamps, coins, or autographs; making models or repairing watches; a case in which they can display their hobbies for a week will give them added incentive and pleasure. Many strange hobbies will come to light, and new facets of an individual's personality will be brought to the notice of his schoolmasters and the staff.

Having made part of your museum a changing and dynamic thing, you may find that you can indulge, with some success, in a few cases of permanent or static exhibits such as rocks, or fossils, or a relief map of the school area.

—(From page 5, *The Times Educational Supplement*, Friday, Jan. 5, 1951)

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EXTRACTS FROM ARTICLES

1. AIDED ELEMENTARY SCHOOLS ADMINISTRATIVE POLICY OF MADRAS GOVERNMENT

N. KUPPUSWAMY

RECOVERY OF GRANT WRONGLY PAID

A teacher was granted earned leave after getting it approved from the Deputy Inspector of Schools. Grant was also paid to him for the period of earned leave. One year and four months after, another Deputy Inspector who was transferred to the range says that the teacher was not eligible for the earned leave and therefore the grant paid to him must be recovered and the manager must pay it into the Treasury whether he is able to recover it from the teacher or not. This certainly is unfair. Why should the manager pay for the mistake made by the Deputy Inspector of Schools?

THE MEANING OF "EARNED LEAVE"

A teacher is granted earned leave with the approval of the Deputy Inspector of Schools. He had to go to Bombay during that leave. When the time came for his rejoining duty, he found he was unable to do so because of his mother's health. As he did not know when he will be able to rejoin duty he resigned the place by a letter written from Bombay. The resignation was accepted. The Departmental rules, it is said, do not allow any allowance to be paid to him because he did not rejoin duty. Earned leave naturally means the leave he has already earned by his previous service. If he happens to die or for some other reason he was not able to rejoin duty it is unfair not to give him the allowance for the leave he had already earned. The rules with regard to the earned leave do not seem to be clear. In one instance the same Inspecting Officer had to revise his orders twice with regard to the eligibility of 'earned leave'. The rules must be made clearer and circulated to all the managers.

APPOINTMENT OF HIGHER GRADE UNTRAINED TEACHERS

Last year the Educational Rules were altered to the effect that provided the appointment is within the ratio between the trained and untrained teachers allowed by the rules, the management may appoint the teacher without the permission of the District Educational Officer as was required before. The consequential changes in the other rules were not made, I suppose, due to inadvertence. Now on account of this inadvertence the Inspecting Officer says that the management should get the permission of the District Educational Officer before appointing any Higher Grade Untrained teacher even though it comes within the allowed proportion. This usually means that the school should be without a teacher for nearly two or three months. There are also other difficulties in the way of running the school efficiently if this rule is not altered.

COPY OF THE EDUCATIONAL RULES

I have already given some instances in which the rules themselves are not quite clear. Add to this, the fact that the Government Press is not able to supply an up-to-date edition of the Madras Educational Rules the difficulty is increased further. It seems the alterations made since the last publication are not printed. A good deal of difficulty in the administration of the rules will be removed if the alterations at least are printed and made available for the managers.

SUPPLY OF YARN TO SCHOOLS

The managers are threatened with the withdrawal of recognition if qualified Prevocational teachers are not appointed and if they are not paid an extra sum of Rs. 5 over and above their

grant. But in the case of schools where spinning and weaving form vocational subjects the department is unable to see that yarn is supplied to those schools. In 1949, under the orders of the Government the Co-operative Sale Society in different places were asked to supply the required kind and amount of yarn required by the Aided Schools. The kind and amount of yarn was also specified. But the officers were not able to enforce the rule and make the society supply the yarn. I was not able to get any yarn from the society in the whole year. This year after a good deal of delay and difficulty, a permit was granted by the Collector for the purchase of yarn. But the dealer is saying that he has no stock. For the last 6 or 7 months I have not been able to get any yarn. No weaving could be done. Certainly the Department ought to be able to have the required yarn supplied through the officers controlling sale of yarn.

HINDI IN HIGHER ELEMENTARY SCHOOLS

The Ministers talk continuously of village uplift. The Government gets its revenue mostly from villages. But in educational matters the village school

is the Cinderella of the Department. Hindi is being taught from the first form in a High School; therefore when these boys come to the Fourth Form they have certain amount of knowledge in Hindi whereas in Higher Elementary Schools which are mostly situated in villages, no opportunity is given to the pupils to learn Hindi in the 6th, 7th and 8th classes. But if one passes the 8th class Public Examination one is entitled to be admitted into the Fourth Form. But these boys will be in a much disadvantageous position compared with those that were promoted from the III Form of the High School so far as a knowledge of Hindi is concerned. Though it is more than a year since I requested the Government to make provision for teaching Hindi in Higher Elementary Schools, I have not yet got any reply. I think I have said enough to show that all is not well with regard to the administration of Aided Schools.

If the Editor will allow me I shall deal with the educational reform that is being made in the name of Gandhiji's system of Basic Education in my next article.

2. OVERTIME WORK IN SECONDARY SCHOOLS

T. P. SUNDARESAN, B.A., L.T.

The growing demand for Teachers in schools is sought to be met by many ways. New Training Centres are opened, short-time courses are offered, superannuated men are re-employed, the age of retirement is raised, extension of service to retiring men is granted. But, on a close analysis, it will be found that all these proposals only bypass the element of efficiency that is particularly expected of an educational institution; nor all these methods can be expected to satisfy the want fully in the near future.

The recent Census has proved beyond doubt, that the increase in population is inevitable and a closer study of the

population problem has disillusioned even the most optimistic social thinkers for checking its growth. Unmindful of the achievements the educational machine must be kept on working, whatever may be the motive power in the matter and manner of the educational system.

The Public Examinations—from the Elementary School upto that for the I.A.S., recruitment—are indicative of the insurgent strength of all educational institutions.

In the course of the next few years, we must be prepared for a top-heavy school strength with a shortage of quali-

fied and efficient men to guide and shape our youths.

The problems that would face us are to find—

- (a) the suitable accommodation;
- (b) the necessary equipment; and
- (c) the required qualified staff.

The efficiency of a Secondary School is determined by the percentage of eligibles at the Public Examination. This, in turn, depends upon the "Staff, Stuff, and Stiff" of the institution. The latter two, being variables, the whole burden devolves upon the TEACHER, —AN ENVIABLE LOT INDEED!

The shortage of fully qualified men is filled up with raw graduates who, in most cases, offer themselves only as an interim arrangement and with no seriousness or love for this work. The proportion of such raw and the recently recruited ones to the really efficient and experienced in an institution, is giving us some cause for anxiety, that our youths should be at the mercy of men who cannot do justice to their work, though for no fault of their own.

It is now suggested that the system of OVERTIME WORK be tried in schools also.

Where it is obtaining, the principle of Overtime work presupposes the following:—

- (a) Non-availability of Qualified and Experienced staff.
- (b) The willingness of the staff to undertake such work.
- (c) The discretion of the management to make the suitable choice.
- (d) The obligations of the staff to come to the rescue of the management, even at some personal inconvenience.

All these conditions have found their way in our school system also.

Taking a concrete instance, there is a shortage of one on the *Mathematics Staff*. The whole of this work or that part of the work affecting the S.S.L.C. Class may be offered to the efficient and experienced section of the staff.

The *Remuneration* may be fixed on the proportion of either—

- (a) the number of periods offered for overtime to the number arrived at as per Educational Rules, viz., the requirement of 17½ hours of work a week; or
- (b) the time to be spent both during and after the school hours to the total hours of work assigned as per the then current working Timetable.

The system of Overtime Work designed on these or similar lines is expected to—

- (a) assure a continuity of work in the more essential classes of the school;
- (b) to afford avenues of income to the teacher under the fourwalls of the Rules;
- (c) ensure efficiency of instruction in the subjects; and
- (d) afford the management to effect some economy, without prejudice to the regular work of the teacher.

The details of working such a scheme may be left to the discretion of the Headmaster, according to the particulars, conditions and requirements in his school.

This system is commended for the element of efficiency it promises, at the same time affording some financial relief to the teacher and the management too.

3. WHITHER EDUCATION?

P. GURURAJA BHAT, Moodbidvi.

The first and foremost trait that our ancestors gave prominence to was the spiritual force. They had a strong belief in the conviction that the divine energy is supreme and that nothing can bear success without harmonizing our acts to it. It was this surrender of oneself to that supreme force that barred our forefathers from the commitments of notoriety.

Honesty in profession came next on the roll of their dealings. Whether in case of amassing a large wealth or in the ordinary affair, they stuck to uprightness and straightforwardness.

Courage and boldness were in their very nature. A heroic failure was endured more honourably than to receive a thousand low successes. In olden days when natural fear, arising from the condition of the environment, coupled with insecurity was haunting, every instant, the people resisted the ills and evils, on pain of personal wreck.

In success or failure, in victory or defeat, in happiness or misery, in joy or sorrow, in religion, business and circumstances, in all the issues of life, it was considered, the determining factor was character. They attached utmost importance to character. They said of character, "It is both cause and effect. It is the doer of deeds and recipient of results. Heaven, hell, purgatory all contained with it. As you make your character, so will you shape your life."

Promise was the watchword of our ancestors. They risked their lives in order to fulfil the promises they might give to the needy and helpless. They would prefer death rather than to be traitors. We hear in stories of the past the heroic deeds of people, who had set negligible value to their own selves in view of the fact theirs was the primary duty to keep up the word of promise, irrespective of the circumstances, they might be in, however critical or grave.

Duty was the deified God for them. Before claiming the rights, duty was attended to readily and ungrudgingly. Nothing would extract anything from the sense of duty. Although monarchs in the past, were all powerful, they were fully conscious of the great responsibility and care that fell on them. Restlessness was to their lot owing to the parental care they had shown to their subjects.

The abovementioned features are only a select few of the manifold which require much space for the impartial treatment. There cannot be denying of the fact that they were not outstandingly good but intermixed with good and bad, right and wrong and yet they had a sharp intellect to judge between the right and wrong. Let us see what education means and what purpose does it play? Education should lead and guide man to clearness concerning himself, to place with nature and to unity with God. Hence it should lift him to a knowledge of himself and of mankind, to a knowledge of God and of nature and to the pure and holy life to which such knowledge leads. "The end objective of education is the making of men and women in the highest sense of these words. For education to be truly useful and successful, its end product must be man and woman who have developed character at the same time that they have acquired knowledge." "Furthermore true education should lead the human souls to what is best and to do what is best and these two are attainable together. The training that we give should be of such a type and effect that it should make men happiest in themselves and happiest in becoming serviceable to others" It should enable us to have lived morally clean life, side by side should lift the standard of goodness of others. When we apply these aims to the life of our ancestors, we find that these have been realized in a more observable manner than that of the present."

Taking into account of the bird's eye view of the present day affairs, what do we find? How can we claim a superiority over them? Are we leading a moral life? It can aptly be repeated that there is a vast extent of moral decay. We express in mighty words that all of us are equal and live like brothers and sisters; but has that affection and will fashioned into an earnest and loving desire to move in harmony with the laws of nature under which name include not merely things and forces but men and women? Is it not for the gratification of one's desires and personal interests that an individual strives? Although "right has become might" is it not the "right" having grown in alarming proposition that is creating conflict and friction? Does duty precede right? Who are the worst people in the world? Those

who know their duty but do not do it honestly. Knowing fully well the futility of extraneous power and of the expansion of the boundaries of empires, how can we justify for the power politics? In what all practical ways are the revealed powers of nature and the inventions by the creative minds of men, used for the real happiness of humanity? Are not the evils of the present world due to the failure of nations and peoples to obey the laws of God—the laws of goodness embodying selfless sacrifice to mankind. People are ungrateful. Shakespeare says "I hate ingratitude, more in a man than lying, vainness, babbling and drunkenness or any trait of vice whose strong corruption inhabits our frail blood." Ultimately the puzzling question arises "Whither Education?"

A selection of books suitable for teaching English Grammar, Composition and Comprehension for pupils in the Middle and High Schools

DESK WORK

By J. P. ROSE, M.A., B.L.

Book I	As. 12	Book IV	As. 14
" II	" 12	" V	" 15
" III	" 13	" VI	" 15

This is a collection of exercises in English. A few of the exercises have been chosen from standard works by English and American writers and adapted to suit the needs of boys and girls in Middle and High School Classes. Directions and instructions are given at the beginning of almost all the exercises. In order to enable the students to understand them, a few models have been worked out.

READING FOR COMPREHENSION

By EDGAR C. HAY-ELLIS, M.A., L.C.P. (Lond.), Dip. Ed. (Edin.),
Late Principal, Bishop Cotton School, Nagpur.

Book I	Re. 1-1-0	Book III	Re. 1-2-0
" II	Re. 1-4-0	" IV	Re. 1-0-0

The four books in this series are compiled for the purpose of aiding the study of English in Schools leading to the School Leaving Certificate Examination. In these examinations, where English is taken as a subject, there is usually at least one question on Comprehension. But apart from this the series is also to develop in the pupil the ability to pick out the salient points of any passage of the type which he might read, and therefore should be of use, not only at School, but also during the years after leaving School.

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NEWS AND NOTES

MADRAS

Centenary Celebrations of the Hindu High School, Triplicane, Madras.

Sri Kasturi Srinivasan (Editor "The Hindu"), President, Hindu High School Centenary Celebrations Committee, writes:—

The Hindu High School, Triplicane, is perhaps the finest contribution to the educational progress made in this part of our country, famous for its pioneering spirit in the diverse fields of culture, co-operation and social work. It has established a tradition of robust self-reliance, looking for support to its old alumni and the grateful community which it has sought to serve. As a result of a widespread desire that the centenary of its founding, which comes off in February 1952, should be celebrated in a fitting manner, a committee, representative of all sections who value the good work it has done and will continue to do, has been formed.

In its origin as well as in the course of its development the school represents signal co-operation between the two main linguistic communities in the City of Madras. A century ago, two tiny nuclei—Andhra Balaru Patasala and Dravida Patasala came together to form the institution, which to-day has grown to vast dimensions. Rt. Hon'ble V. S. Srinivasa Sastriar and an unbroken line of enthusiastic Headmasters endeavoured to maintain this great tradition of a rich and harmonious blending of the two great cultures and they always had the powerful backing of the management, which has always drawn its members from the progressive and public-spirited sections of both communities. The Committee believes that the school has, in this aspect of its work, no less a part to play in the future, than in the past, as a cement for their own social and cultural life.

In 1898 the main building of the Big Street was built at a cost of Rs. 57,000. Since then many additions have been made while a number of subsidiary

buildings have also been acquired. But the school has grown so enormously in popularity and strength (from 560 in 1898 to 2,500 in 1950) that additional accommodation is badly needed. The erection of an up-to-date three-storeyed structure comprising of 24 class-rooms (at a cost of nearly Rs. 3 lakhs) on a site recently acquired has been decided upon as the most suitable centenary memorial that can be thought of. The Committee confidently approaches the public and its alumni who should be found all over India, many of them occupying the highest positions of power and responsibility in Government services, learned professions, commerce and industry, to come forward to help handsomely and to induce all their friends who keenly appreciate the liberalising value of education, to give generously in this worthy cause. Donors of Rs. 5,000 or more will have a room named after them. Of nothing may it be said more truly than of education "cast thy bread on the waters and it will return to you a hundred-fold."

A new high school—The North Tondaimandalam Tuluva Vellalar's High School—was inaugurated by Dr. M. R. Guruswami Mudaliar, President of the Tondaimandalam Tuluva Vellala School Committee after performing the *Praves Homa*. The Tondaimandalam Tuluva Vellala High School started more than 97 years ago had to work in shifts for want of accommodation and the Board of Management having built a school house with 24 spacious class-rooms in No. 98, Ammen Koil Street, Madras have shifted 17 sections from Forms I to VI to the new buildings and the Department has permitted them to do so on condition that it is formed into a separate school and endowment of Rs. 35,000 is transferred to it. The Hon'ble Minister for Education, Sri K. Madhava Menon was among those present.

TUTICORIN

Caldwell Social Studies Group, Tuticorin.

The inaugural meeting of the above group was held on Saturday, the 7th July, 1951 at 4-30 p.m. in the C.O.B.A. Hall. Sri K. R. Krishnamachariar, B.A., B.L., Protector of Emmigrants, Tuticorin, presided. Sri Samuel Muthiah, B.A., L.T., Headmaster, welcomed the President and the speaker Sri A. C. Paul Nadar, B.A., B.L., spoke on "The Palmyra and its developments". During the course of his speech the speaker spoke at length on the different uses of the palmyra and appealed to the students to evince greater interest in the development of the palmyra industry. The vote of thanks was proposed by Sri V. D. Abraham, B.A., L.T. and the meeting ended with the singing of the National Anthem—"Jana Gana Mana".

Proceedings of the Andhra Teachers' Federation 12th Annual Conference, Amalapuram, 9-5-1951.

The 12th Annual Conference of the Andhra Teachers' Federation was held in the Board High School, Amalapuram, under the distinguished presidency of Prof. T. Veerabhadhrudu, M.A., Member, Public Services Commission, Hyderabad. Sri K. Ramabhadhrarao, Headmaster, Razole, hoisted the National Flag.

Sri K. Palaih, President, A.T.F., proposed Prof. T. Veerabhadhrudu to the Chair. Sri K. Satyadanandaram seconded. The President-elect then took the chair on the rostrum specially constructed in a tastefully decorated pandal. Sri D. V. Krishnarao, President of the Reception Committee, welcomed the delegates and read his welcome address. Sri B. Y. Somayajulu introduced Sri J. V. B. Ramars, Zamindar of Perur to the audience and requested him to inaugurate the Conference. The Zamindar, after thanking the organisers for the honour given him, inaugurated the Conference with some valuable remarks on teachers and education.

Prof. T. Veerabhadhrudu read his presidential address.

Sri A. L. Narayanarao, Secretary of the A.T.F. read the Annual report for the year 1950-51. Sri B. Y. Somayajulu, Joint Secretary, read messages received from (1) Sri Kala Venkatarao, General Secretary, All-India Congress, (2) Sri M. Pallamraju, M.L.A., (3) Sri M. Narasanna, President, District Board, East Godavari, (4) Sri M. S. Koteswaran, General Secretary, All-India Federation of Educational Associations, (5) Sri S. Natarajan, President, S.I.T.U., (6) Sri T. P. Srinivasa Varadan, Secretary, S.I.T.U., (7) Sri C. Balakrishna Sastri, ex-President A.T.F. and other educationalists wishing the Conference every success.

The open session of the Conference was held in the evening with Prof. T. Veerabhadhrudu in the Chair. Sri K. Palaih, President, A.T.F., read his address. Resolutions passed by the Subjects Committee were placed before the General Body by the President-elect one by one and after discussion were passed.

The President in his closing remarks suitably replied to the references made to him and his Usmania University in the Address of Sri D. V. Krishnarao, Chairman, Reception Committee. He complimented Sri K. Palaih, President, A.T.F., for his comprehensive address full of valuable suggestions and commended them to the audience. He said that changes in curriculum should not be hasty and rapid. Time should be allowed for trial of changes brought in. He appealed to teachers to maintain the integrity of the profession and help fight against deterioration of standards. Ethics, he said, should not be part of the school curriculum. He suggested that by frequent intercourse between the Andhra Educationalists like Sri Madapati Hanumantharao and others of Hyderabad and those of Rayalaseema and Northern Circars during the course of the year and at the annual conferences of the A.T.F. would help consolidation of all the Andhra Schools in the proposed VISALANDHRA STATE. In view of the establishment of the Andhra State consisting of the Rayalaseema Districts and the Circars in near future, the Rayalaseema teachers, he

said, should have come and joined hands with the Andhra Teachers' Federation, a popular organisation of 23 years standing, and participated in the valuable deliberations of the conferences. He informed the audience that Telugu has been adopted as the medium of instruction in most of the schools of the Hyderabad State. He expressed the desire that Lady Educationalists and Lecturers of Colleges would join the Federation and work for the betterment of the status of teachers as a whole. He personally contacted the delegates individually and learnt "who is who". Finally he thanked the President and secretaries and members of the Federation for their kindness in having invited him to preside over the conference and also for the co-operation in the conduct of deliberations. He also thanked the Reception Committee for the hospitality and congratulated them on the excellent arrangements made.

Sri P. Jogiah paid tributes to Prof. T. Veerabhadru, Sri D. V. Krishnarao, Sri K. Palaih and others that actively helped to make the Conference a thorough success. Sri D. V. Krishnarao, Chairman, Reception Committee, thanked the President-elect and the delegates for their participation in the Conference. He made particular mention of Sri D. M. Somayajulu alias Babayya (brother-in-law of Shri Kala Venkatarao) for the heavy responsibility undertaken by him to give transport conveniences and boarding facilities for the guests of the Conference and also thanked the public for the liberal donations for the Reception Committee. He praised the services of the pupil volunteers of the Board High School, Amalapuram and all the members of the staff of the local high school. Sri P. Narasimharao, the President of the East Godavari District Guides thanked the organisers of the Conference and the Reception Committee for the splendid arrangements.

Sri M. Subbarayadu, Headmaster, Kottapeta, was presented with a cup for his prominent part in the educational exhibition at the 11th Conference of the A.T.F. The Jubilee Fine Arts Association of Board High School, Amalapuram

(Teachers of the Board High School) was presented with a silver cup for putting on board 'Prataparudrium'. These two cups were donated by 'Venkatarama & Co., of Ellore'. Merit certificates were given to the Board High School, Amalapuram, Kottapeta and Ryali for their part in the last year's Educational Exhibition. Burrakathas by the little girls of Tatipaka and also by a troop from Appikatla High School and a comic play by the students of Amalapuram High School and a drama 'Bobbili Yuddham' (by our poet laureate) by the Teachers of the Amalapuram High School, were enjoyed by the public and delegates in the night.

At 10 p.m. the general body of the Andhra Teachers' Federation was held with Sri K. Palaih in the chair. The President acquainted the members with the financial position and informed them of a liability of about Rs. 500 to the Federation for the conduct of this Conference. Sri A. Vyagrappa requested the President to write it off as a donation to the Federation. Sri K. Palaih gladly accepted and the Federation expressed its gratitude. The following Office-bearers were re-elected. Messrs. K. Palaih as President; A. L. Narayanarao and B. Y. Somayajulu as Secretaries; P. J. Prasadarao and A. Satyanarayana as Vice-Presidents for the year 1951-1952.

PALLATUR.

The Silver Jubilee of Service (in the A. C. High School, Pallatur) of Sri. V. Venkataraman B.A., L.T., Headmaster was celebrated on the 27th June, 1951 by the A.C.H.S. Teachers' Association, Pallatur.

After a tea-party an address, appreciating the Chief's selfless spirit in the mission of teaching and his unassuming and cordial relationship with his Assistants, was presented to him together with a small silver cup as a token.

The members of the staff, notably those who had had the distinction of being his colleagues from the start, and pupils under him in this same institution paid warm tribute and felicitations to the honoured guest.

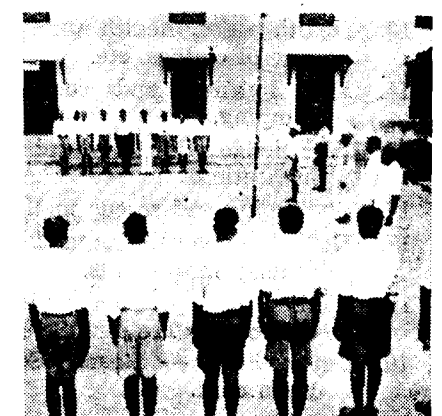
NEWS AND NOTES

CITIZENSHIP TRAINING COURSE, TRICHINOPOLY.

23rd April to 2nd May, 1951.

The camp was inaugurated by Sri K. N. Rangaratna Sastrigal, M.A., L.T., Educational Officer, Trichi. Sri A. D.

During the course of instruction the following subjects were dealt with exhaustively, interspersed with activities.



M. Prakasam, B.A., L.T., St. Joseph's College High School, Tiruchi was in charge of the instruction.

There were 39 campers in all drawn from different Taluks of Trichi District. The camp was begun in right earnest from the 23rd April. The daily routine was drawn up and strictly adhered to except when there was an excursion to Thiruppallathurai where there was a special programme.

The campers worked very nearly 16 hours a day with about 2 hours of leisure which was also profitably spent.

1. General ideas of the aims and object of citizenship.
2. The Citizenship Teacher.
3. School Organization as a means of Citizenship Training.
4. The Citizenship Hour in the school time-table.
5. Parliamentary Procedure.
6. National Flag — History — Its significance, and how to fly it—Flags of other countries.
7. Knots and their uses, lashings.

8. Sense of direction—compass-points, etc.
9. Map-making and Map-reading.
10. First-aid.
11. Signalling — Semaphore and Morse signalling.
12. Star lore—telling time by stars and sun.
13. Health rules, health practices, care of clothes, etc.
14. Fire lighting and cooking—camping.
15. Knowledge of locality and civil institutions.
16. Swimming and rescue methods.
17. Drill by signs, command and orderly movements.
18. Method of approach and the Citizenship Training Scheme.
19. Safety-First — Road sense, Kerb drill.
20. Tracking — Tracking signs, Path finding, Stories on sand.
21. Nature lore — observation — sense and memory training.
22. Folk songs and dances — Individual and group singing—National songs.
23. Fire rescue — Fire fighting.
24. Pioneering and Exploring.
25. Programme — Planning and unified projects.
26. Proficiency Badges — Junior, Senior and Advanced grades.

PROJECTS

1. The trainees had a stroll round the localities. They were asked to collect information about the locality—leaves, herbs, birds, artisans, public institutions.
2. Sketch map of the locality, relief map on river sands.
3. A map of the camp drawn to scale.
4. Organising and fixing up a camp site—tents, flag staff, trenches, gadgets and demonstration of a flag parade.
5. Trestle building and bridge construction—throwing a life line for rescuing a drowning person.

6. Staging a fire-accident and demonstrating the rescue of a patient from the second floor of a house.
 7. Fire—lighting—boiling a bowl of water by using a tripod.
 8. Fire—Fighting, fire drill, Fireman's lift.
 9. Demonstration class for citizenship hour Forms 1 to 4.
 10. First-aid-bandages, slings.
- Parliament.*—There were six parliamentary sessions. The following were the bills piloted :
1. The Excursion Bill.
 2. The Tenure of Leaders Bill.
 3. The Pupils' Uniform Bill.
 4. The Visitors' Day Bill.
 5. The Final Day Celebrations Bill.
 6. The School Canteen Bill.
 7. Adult Literacy Bill.

Of these Bills two were non-official Bills and the other four were Government Bills. There were lively discussions on the various Bills. Many resolutions were also passed. Question time was very lively and interesting and the questions were ably met by the Treasury Bench.

Excursions and Outings.—There were one excursion and three outings.

Excursion.—On 29—4—1951 the campers were taken to Tiruppallathurai. They visited upper Anicut and Guna-seelam. As there was water in the Cauvery the campers had to cross the river by ferry and this was very much enjoyed by them. On their way they visited "The Vivekananda Vidhyavanam" and the agricultural farm attached to it.

Outings.—

(1) 24—4—1951 : The citizenship hour was done by means of a project on the banks of the river Cauvery near the water-works.

(2) 25—4—1951 : *Outing to Sir-karpalayam.* A treasure hunt game was organised—the game involving compass-points and compass-bearing

and a study of a plan and the search for the treasure. The Shivaji class was lucky enough to unearth the treasure, the treasure being a bag of fifty plan-tains.

(3) 28—4—1951 : To the banks of the river Cauvery near the Mango stall where four projects were completed.

Exhibition of Educational Films.—

Mr. M. P. H. Albert was kind enough to arrange with Mr. Satagopan of the J. S. Pictorials, Tiruchi to exhibit some films sent by the Department of Education, Madras, besides two or three films of his own.

30—4—1951 : "Are you a good citizen, Developing leadership, Parliamentary Procedure." (Films received from the Department of Education, Madras.)

1—5—1951. (1) Changes in Franchise since 1832. (2) Digestion.

Extension Lectures.—

1. 29—4—1951 : Swami Chidba-vananda of Ramakrishna Thapovanam, Tiruppallathurai, gave a short talk on citizenship.

2. 30—4—1951 : Sri M. Martin, B.A., L.T., Headmaster, C.S.M. High School, Pudukottah gave a talk on "Social Behaviour and International Friendship."

3. 2—5—1951 : A talk on "Freedom Movement and our National Heroes" was given by Mrs. Prakasam, B.A., B.T., Lecturer, Holy Cross College.

On the 2nd May, 1951 a rapid review of the whole course of the scheme was gone through. The trainees evinced great interest in their work. One special feature of the course was that all the trainees from the first day they set foot in the camp showed their eagerness to learn all about citizenship and their interest in the Parliamentary sessions deserves special mention. The tone of the camp was maintained on a very high level throughout.

The School Pupil Leader Mr. R. Bhuvanarajan, M.A., L.T., discharged his duties so efficiently that he was elected as School Pupil Leader for a second time

unanimously. The speaker Mr. Ramanathan, M.A., L.T., and Mr. A. P. Raman, B.Sc., L.T., the Governor of the School Republic Bank did splendid service during this training course. (Our thanks are due to Mr. Paramasivam of the National College High School who helped us in some of the outdoor activities.)

We will be failing in our duty if we do not express our thanks to Mr. M. P. H. Albert, President of the Tiruchi District Teachers' Guild, for his frequent visits to the camp, and for his solicitude towards the campers.

We thank Sri K. N. Rangaratna Sas-trigal, M.A., L.T., District Educational Officer, Tiruchirapalli for so kindly consenting to preside over this evening function and for his encouraging visits to the camp previously.

Last but not least, we thank the Management of the National College High School for having placed at our disposal a fine camp-site for the stay of campers.

The campers cannot forget this Rabindra Avenue, which has instilled in the campers that spiritual calmness and the poetic inspiration which characterize our great National Poet.

JAI HIND !

UNESCO, PARIS.

Korea asks UNESCO Mission to survey urgent Educational needs.

A request that Unesco send to Korea a mission of experts to survey immediate and urgent needs in the progress of educational work has been made to Director-General Jaime Torres Bodet by George Paik, Minister of Education of the Republic of Korea. In addition, Unesco was asked to help Korea in obtaining newsprint and presses needed for the production of school textbooks; and also to aid in the training of Korean teachers, especially for the struggle against illiteracy.

The Korean Minister recorded the deep appreciation and gratitude of the

people of his country for the help already given by Unesco in the fields of education, science and culture. In the light of further developments, he made suggestions of how Unesco might help to satisfy urgent needs of the present. These include, Mr. Paik declared in a letter to Unesco's Director-General, four specific proposals. The letter said :

"A commission composed of experts on educational planning and administration should be sent to Korea for a careful and complete study of the existing educational conditions, problems and opportunities, and the preparation of a scientifically drawn-up report to the Korean Government concerning educational policies and programmes. Such an undertaking should map out concrete plans for educational reconstruction to synchronize with the political and economic rehabilitation of the country.

"In spite of heavy demands of war, the Korean Government has continued to make the education of our children one of its most important functions. Their care and education cannot wisely be postponed. Yet, when the new school year opens in September 1951, Korea will be almost completely without text-books for the schools. Estimates of the books required to meet this need total 62,000,000 volumes. Korea is dependent on outside assistance for the 185,000 reams of newsprint, roughly 3,500 tons, needed to supple-

ment local resources in printing these books. In addition, new presses are urgently needed. . . .

"The campaign against illiteracy has been one of the main emphasis of the Ministry of Education. However, there is much need for the expansion of this important programme. Effective work can be done in spite of, and because of the war conditions. A large number of school teachers and men of culture can be mobilized, while refugee camps provide a good opportunity for such a campaign. . . . Everything is ready for an extensive campaign against illiteracy. . . .

"Assistance in accelerating and expanding the education of qualified teachers for democratic education is needed. The shortage of teachers which resulted from Japanese pre-emption of so many teaching positions for their own nationals has been made worse by Communist elimination of non-Communist teachers in the areas which at one time or another have come under their control."

CHICAGO.

CORONET FILM RELEASE :

Importance of Making Notes.
Good Eating Habits.
Good Table Manners.
Let's Paint with Water Color.
I want to be a Secretary.

FROM OUR ASSOCIATIONS

10th Annual Conference of the Malabar Aided Elementary School Teachers' Union held on the 16th and 17th of June, 1951 at Ramanatkara.

RESOLUTION No. 2 :

The life of the Elementary School Teachers in this country has become utterly intolerable on account of the immense increase in the cost of living. The large majority of Teachers have fallen deeply in debt and not infrequently they have to starve. This conference would, with all the force at their command remind the authorities once again that this state of things cannot be allowed to continue and urge upon them to take immediate steps to avert the impending catastrophe.

This Conference appeals to the Madras Government to create conditions in which teachers may be able to lead decent lives by making provision in the next budget for paying them at the rates recommended by the Central Pay Commission and till this revision of salary is brought into effect, as a purely temporary measure, to raise the salaries of L.E., H.E., and Secondary Grade Teachers to Rs. 30, Rs. 40, and Rs. 50 with effect from the beginning of the current financial year, along with the dearness allowance at the Central Government Rates and to take all necessary steps to ensure security of service to teachers in Aided Schools.

This Conference invites the attention of the authorities to the resolutions adopted at the meeting of the members of the Management Councils of all the Taluk Unions in this District, held at Kozhikode on 20-1-1950 and notes with deep regret that the urgent representations made by the deputation which in pursuance of the aforesaid resolution, waited on the authorities still remain unheeded. If the authorities failed to give reasonable satisfaction to the Teachers that Conference had authorised the Working Committee of the District Union to take all

such steps as may seem reasonable and expedient to enforce the demand. This Conference renews that authorisation.

This Conference calls upon all Unions of Aided Elementary School Teachers and other friends and sympathisers of their cause to express their condemnation of the undesirable delay on the part of the Government in taking steps to ameliorate the miserable living conditions of teachers by observing the 1st September, 1951 as a PROTEST DAY, and in continuation of such protest, if found necessary, to take a strike ballot.

This Conference also calls upon all Taluk and Branch Unions of Aided Elementary School Teachers and Union Workers to start active propaganda immediately for developing the organizational strength of the Teachers Movement in this District so that whatever programme of work may be laid down by the District Union may be effectively carried out.

RESOLUTION 3 :

This Conference requests the Madras Government and the Education Department to take immediate steps to remove the urgent grievances of the Elementary School Teachers and improve the condition of the Elementary Education in the State by granting the requests detailed below :—

1. To abolish the existing system of assessing grant on the average attendance and replace it by grant based on a system of one teacher for one class ; if on further consideration and experience this is found to be unduly costly, to abolish all uneconomical schools.
2. To grant duty allowance to all Head Teachers of Elementary Schools,

3. To disburse the grants for each month before the end of the succeeding month through the Head Teachers of Schools.
4. To reduce the number of working days per year to 200 inclusive of Association Meeting Days.
5. To exempt the children of teachers from payment of fees in all recognized educational institutions.
6. To allow H.E. trained teachers to sit for S.S.L.C. Examination without imposing restrictions as regards service and the period during which they have to pass the examination.
7. To enhance the stipends paid to pupil teachers in Training Schools to a level commensurate with the increase in the cost of living.
8. To enhance the salaries of qualified craft instructors in Elementary Schools to a level equal to that of H.E. Grade teachers.
9. To put a stop to the transfer of teachers from one school to another in the case of managements that run more than one school or at least lay down and strictly enforce a rule that such transfers should be effected only with the written consent of the teachers concerned.
10. To withdraw G.O. No. 1280.
11. To allow teachers 15 days' sick leave on medical certificate with full pay and allowance every year in addition to the privilege leave.

RESOLUTION No. 4 :

This Conference of all organizations of Aided Elementary School Teachers of Malabar strongly protest against the exclusion of Elementary School Teachers from the Teacher's constituency and request the Government of India and the President of the Indian Republic to take steps to rectify this injustice immediately so as to allow elementary school teachers in the Teachers' Constituency at the General Elections in 1951.

stituency at the General Elections in 1951.

In case this fair and just demand is not conceded, this Conference requests the South Indian Teachers' Union to appeal to all High School and College Teachers to boycott the ensuing elections as a protest against an act of indefensible injustice.

RESOLUTION No. 5 :

This Conference deeply regrets that the agitation carried on by the Teachers' Union for many years past for security of service for teachers in Aided Elementary Schools has not become fully effective, as yet. This Conference, therefore, invites the attention of the authorities to the painful fact that the other rights now conceded to Elementary School Teachers become mostly unoperative and of no practical effect due to the absence of security of service and in order to rectify the present undesirable state of things suggest that the following amendments should be immediately brought into force in the rules relating to service in Aided Elementary Schools.

1. No teacher with a service of one year or more in a school should be liable to termination of his service or to be served with a notice of termination of service without the previous consent of the Education Department.
2. No notice of termination of service should take effect unless the final orders have been passed on teachers' appeal or appeals, if any.
3. The management of a school should be made responsible for payment of salary and allowances to teachers whose services have been unjustly terminated, from the date when they were relieved from the school to the date of reinstatement.
4. Teachers whose services in a school are terminated on the ground that the average attendance does not justify their retention, should be given preference whenever new appointments are made in that school, if such teachers remain unemployed. The rule that in the posts vacated by teachers discharged under such circumstances no new hand should be entertained for one full year, should be stringently enforced.

RESOLUTION No. 6 :

This Conference requests the Madras Government to allow Aided Elementary School Teachers full freedom to stand for election to Village Panchayats which are to be entrusted in future with all work relating to village improvement including Elementary Education and to withdraw the restrictions now imposed on Elementary School Teachers in participating in the work of even non-political organizations like libraries, P.C.C. Societies, etc.

RESOLUTION No. 7 :

This Conference requests the Madras Government to put an end to the existing system of Elementary Education under diverse managements and to take up the entire management of all Elementary Schools in the State which is the only means by which the injustices, partialities and other evils that besmear the field of education at present, can be rooted out and to enforce free and compulsory education throughout the State, so that the ideal of 100% literacy within a span of 10 years envisaged in the constitution may be realised.

RESOLUTION No. 8 :

This Conference expresses deep anxiety at the revival and continuance in many places of the old and dishonoured system of cutting grants to schools on baseless or frivolous grounds and represents to the Government that if teachers have to be punished it should be done after full enquiry as is done in schools under the management of the Government or the Local Boards.

RESOLUTION No. 9 :

This Conference regrets that in spite of the fact that on many occasions it has been pointed out to the Government and the Department that on account of the absence of security of

service teachers in numerous schools have to pay also the manager's share of the contribution to the T.P.F. The Government have not been able to put a stop to this wide spread evil and therefore, requests that both the teachers' contributions and the managers' contributions to the T.P.F. should be deducted from the Teachers' Grant and the Maintenance Grant respectively at source and deposited by the Department in the Teachers' accounts at the Head Post Offices.

RESOLUTION No. 10 :

This Conference requests the Government that, in order to reduce the obstacles that stand in the way of pupils from Higher Elementary Schools who seek admission in High Schools the teaching of Hindi may be introduced in H.E. Schools, that the results of the E.S.L.C. Examination may be published before the first week of June each year and that the selection of examiners for the E.S.L.C. Examination may be confined to teachers of H.E. Classes. This Conference would also request that steps may be taken to communicate to the Headmasters of H.E. Schools the marks obtained by their pupils in different subjects at the Public Examination.

RESOLUTION No. 11 :

This Conference requests the Madras Government and the Department that either a special class should be opened to give teachers' Training to all untrained teachers over 35 years of age or they should be granted a permanent exemption to continue as teachers without training if they have put in at least 10 years service.

RESOLUTION No. 12 :

The Government have proclaimed that the spread of basic education is the corner-stone of their educational policy. But in the absence of definite and clear cut programme half-hearted attempts to introduce basic education are bound to end in disaster. This is likely to bring about a wrong and prejudiced impression among the public about this system of education devised by recognized educational thinkers and successful

(Continued on page 260.)

OUR LETTER BOX

SECONDARY AND TECHNICAL EDUCATION
SECTION : NEW TYPE QUESTIONS.

I wish to state that the new type questions have no place in mental arithmetic, i.e., the first part in Elementary Mathematics. The object of the questions in mental arithmetic is to test the pupil's ability to work out the questions mentally in as short a time as possible. Accuracy and speed are to be tested. The object is defeated by giving the correct answer and making the pupil search for the correct answer. The time of the pupil who does the problem correctly is wasted in his being made to compare the correct answer with the wrong answers. The mental arithmetic paper should be so framed as to test pupils' ability to work out the problem correctly and speedily and write down the correct answer.

The new type questions in Social Studies and Science should not cover more than 33-1/3% of the total marks in the subject. The present proportion fixed enables a pupil to score the minimum in the part I itself.

BASIC EDUCATION SECTION :

CONVERSION TO BASIC SCHOOLS.

Conversion of all elementary schools into basic schools retards the introduction of universal free and compulsory elementary education, as the basic schools require newly trained staff in the technique of basic education. Secondly, the conversion is not desirable, as it involves regimentation. As Pandit Jawaharlal Nehru observed in his message to the recent Wardha Conference, "The approach to education should not be too rigid and should allow free play

for experiment and the development of the individual and the society we aim at. In any experiment it is desirable to have a variety." The Madras Government's plan of approach in the matter of conversion of all existing elementary schools into basic schools cuts fundamentally at the root of high educational ideals. Again, in the matter of experiment, the State-controlled schools suffer from the inevitable handicap. In the training schools also, training in basic education may be imparted with the present training, instead of completely superseding the existing methods of training. Thirdly, as Mr. N. Kuppuswamy Iyengar of Vaduvur has pointed out, schools are not supplied with the necessary equipment. Mr. T. S. Avanasilingam Chettiar, Ex-Minister for Education complained during the Budget debate against the non-supply of equipment to basic schools. The starting of more basic schools will therefore involve a great waste. An investigation by a committee into the working of basic schools and desirability of further extension is a desideratum.

R. SRINIVASA IYENGAR.

THE NEW TYPE QUESTIONS IN
ELEMENTARY MATHEMATICS.

The new type of questions in Elementary Mathematics in the S.S.L.C. Public Examination has been ushered in evidently with manifold aim. In the first place it has been introduced, it appears to track in a new path as the old one has lost its lustre. Secondly it gives a wide scope to examine the pupils' thorough grasp of fundamental principles and the application thereof.

In the third place it demands a greater mental alertness and application on the part of the examinees. It aims at a thorough knowledge of the various topics and puts a check to superficiality which had a greater scope in the past, if the spirit with which it has been introduced has been rightly caught.

The change is welcome to the changing needs in the ever changing world. But there are certain disadvantages and handicaps which are detrimental to the psychological development of the child's mind at this stage.

In the multi-choice type questions four answers are given of which one is correct and the rest tempting to correctness. The pupil has to pick out the right one. His mind has to swing from the wrong to right and vice-versa until at last he fixes to right one. This fact has to be repeated in majority of questions. What will be mental tension on the young brain by the time he sees through the last question. This mental strain continues its sway over the next section. The next section of questions are completion type and they test the memory power. These also strain the pupils. Besides this, greater taxation on the young brains awaits in the next part of the paper with problems to work out and practical work to be done. Mathematics is a subject which requires calm and fresh minds for successful working and too much strain affects the quality of work. And if young brains are rocked and racked for three quarters of an hour just before they have to tackle big problems, what is the justice they can do to the subject, and will not the strain reflect its presence in the rest of the work?

Besides at the present day the mental make-up of the pupils in general is far below the normal attainment of a

pupil some decades past. This is one of the problems the mathematics teacher has to face in his every day experience. I trust my brothers in the profession will concur with me in this. How many boys in a class can be expected to give the product of 18 and 15 without multiplying in two steps? The answer will be often discouraging. If such is the stuff we have, are we really assessing the work of the pupil? Will our estimate of him in mental calculations be real?

Again here there is chance for back-door methods, in a dignified way which escapes the notice of all vigilance and police work of the assistant superintendents in the examination halls. I had the misfortune to overhear the devices of some examinees to smuggle out answers in dignified and undetected manner. A pretended little stretch of the right fore-arm indicated according to their understanding that the right answer was 'a'; the left forearm movement represented the next answer as the correct one; the touch of the right elbow on the desk meant that the third subdivision should be marked out; and the left elbow referred to the other answer. Some such devices and artifices have been talked off in a victorious tone, of course all in the underground. Is there not scope for the invention of many such means to get external help which cannot be questioned? It may be that such an intelligentsia are a minority. But the minority will develop into a majority in the years to come. What are the devices that can be thought of to counteract such passive devices?

Then what are the remedies that can be thought of. If the aim of the examination is to expect the pupils to acquire a thorough grasp of the differ-

ent topics and principles underlying thereof, and to have a good mental calculating power, the multichoice type questions have to be modified. Let us have the multiquestion but no choice. Let space be provided for some side work or calculations and the answers put down. Working should not be insisted upon. Within the limited time a good number of questions have to be answered and this makes a demand on the part of the pupils for a good and quick mental attainment. This aims at both quantity and quality work. The artifices if there are any are debarred. The mental tension is lessened.

As regards the other section the completion type, they are to be commended.

My suggestions, I hope, are not irrelevant. The remedies I have suggested will relieve the great mental strain. I make these suggestions as the present set of multichoice questions do not find a suitable place particularly in a subject like mathematics. The walk from the wrong to right and vice-versa until the right one is pitched upon, is not a reality to the subject-matter. No

doubt, we have the rough estimate method. There we fix the range between which the answer should be. Here between the answer and the estimate we have a certainty which aids to the correct answers.

It may be true that other subjects like science or social studies lend a fair chance of adoption of the multichoice questions and provide a wide range for examination of fundamentals of the subject-matter. Here the students have a background of the subject-matter. They supply the required answers scooped out from their mental set-up. But it is not the case in mathematics. The very nature of the subject does not lend itself to a background from which answers can be thrashed. Even in the case of science or social studies, the writing of answers should be insisted upon, rather than the mere mention of subdivision under a question. This would restrain the scope for artificial devices which young brains are capable of and evade the real issue which we expect of them.

G. VENKATARAMANA RAO.

(Continued from page 257.)

fully worked out by practical educationalists. In order to prevent such undesirable results this Conference appeals to the State and Union Governments to constitute urgently a Statutory Board consisting of able experts with high ideals who should be asked to draft a practical scheme to effect a revolutionary change in the field of education within a fixed period.

RESOLUTION No. 13 :

This Conference notes with regret the recent Government order that Local Board and Government School buildings should be used only for functions connected with school concerned and in

exceptional cases for functions sponsored by Local Board, the State Government or the Union Government. This extraordinary and uncalled for order has prevented the use of a Local Board school building for an educational exhibition which was organized as an adjunct to this Conference, though the exhibition was mainly intended to propagate among the public the Basic Education and Adult Education programmes of the Government.

This Conference, therefore, requests the Government to withdraw or amend this order so as to allow school buildings to be used for all educational purposes.

K. S. KRISHNA IYER.

THE SOUTH INDIA TEACHERS' UNION

Conference of the Presidents and the Secretaries of the District Teachers' Guilds.

This Conference of the Presidents and the Secretaries of the District Teachers' Guilds affiliated to the South India Teachers' Union is primarily met to consider the serious and grave situation that has arisen in our schools and colleges on account of the very slow and tardy consideration accorded by Government to the very modest requests of teachers for improvement in their salary scales and service conditions. The S.I.T.U. has been, at its annual conferences and at the annual meetings of its District Guilds, inviting the attention of the public and of the authorities to the deep dissatisfaction amongst teachers and the growing sense of frustration amongst the qualified and trained teachers. Committees appointed by the Government and by the Universities have in very strong terms stressed the need for a satisfactory salary schedule for teachers and proper conditions of service in the highest interests of the children whom they are to educate. These recommendations were made at a time when cost of living had not increased to the level to which they have now come to stay. The salary scales obtaining in our schools and colleges are far short of even these recommendations. The salaries as revised by the Madras Government, though they did mean a slight increase, are woefully inadequate and by a comparison of the increase effected in other departments, can be described as pitiful. Further, there are many omissions and inequalities and all the efforts of the organisation to make the authorities improve them at least to the level to which it should be raised to enable the teacher to do his best have failed. To this must be added government's parsimonious policy in respect of buildings and equipment.

These have resulted in the following situation :—

1. Most schools are not adequately staffed. Vacancies still exist. Untrained and unqualified persons are appointed as temporary teachers.
2. There has been a steady deterioration in the quality of persons who seek admission in training colleges and schools. In training schools the standards have been lowered to an extent that would cause great apprehension in the minds of those who have the well-being of children at heart.
3. Good teachers with qualifications are leaving the profession as
 - (a) they are unable to make ends meet with their earnings,
 - (b) the strain on them is made very great in view of the presence of unqualified and untrained colleagues.
4. The standards of attainment and the tone of schools and colleges are showing marked signs of deterioration.
5. Classes are overcrowded and class-room conditions, such as, seating, lighting and ventilation, etc., are far from satisfactory, producing severe nervous strain both on the teacher and the taught.

It should also be remembered that the teacher has to bear his own expenditure in educating his own children and in the medical care and treatment of himself and his family as no concession is shown to the teacher. The teachers in Aided Schools have to shift for themselves in respect of housing and payment of rent.

The Conference therefore feels that in the interests of the well-being of the children of the State, public attention should be invited to this state of affairs. The Government should be urged to revise its present policy of inactivity and indifference and to take effective steps to improve conditions in our schools and colleges.

A teacher has an obligation to his family. Besides he has the obligation to keep himself in professional competence and has therefore to be in touch with latest educational thoughts and ideas and be an active member of his professional organisation. To enable him to discharge these obligations fully and satisfactorily, he has to be assured an income sufficient for the purpose. As the Central Pay Commission rightly insisted while the conditions should not be better for example than in other branches of national service, they should not be worse. What the teaching profession demands is only this so that it may not be forced to continue to occupy the worst place among the various services.

Taking into account all these factors, the Conference recommends the following :—

COLLEGES

Principal ..	Rs. 600—25—800.
Professors ..	Rs. 300—20—600.
Lecturers ..	Rs. 200—10—350.
Demonstrators and Tutors ..	Rs. 100—10—200 plus an allowance of Rs. 20 for Honours men of class I or II.

HIGH SCHOOLS

Headmasters—Rs. 250—15—400.
Assistants—Grade A. Rs. 100—10—300. (B.Ed., B.T. or L.T. and specialist teachers with qualifications prescribed for teaching in High Schools.)
Assistants—Grade B. Rs. 60—5—150. (Secondary Grade Trained Teachers and others with qualifications prescribed for teaching in Forms I—III of Secondary Schools or Standards VI—VIII in Higher Elementary Schools.) (An allowance of Rs. 10 to be paid for a higher academic qualification, say, passing an Intermediate.)
Assistants—Grade C. Rs. 50—2—90. (Higher Grade Trained Teachers and others with qualifications prescribed for teaching in Classes I to V in Elementary Schools.)

In big institutions posts of responsibility should be created for two purposes :—(1) To relieve Principals and Headmasters of a certain amount of

routine administrative responsibility ; and (2) to act as a further incentive to the more ambitious type of teacher. To teachers holding such posts, in addition to their pay, an allowance may be paid.

HOUSE RENT ALLOWANCE

House rent allowance should be paid to all categories of teachers at the rates applicable to government employees.

PROVIDENT FUND CONTRIBUTIONS

The teacher's contribution should be raised to 2½ annas in the rupee. The management and the government should each be made to contribute one anna three pies in the rupee. The government's contribution should be made at the end of each year.

COMPULSORY LIFE INSURANCE

- Every teacher must be compelled to take a life insurance policy.

LEAVE RULES

The leave rules that are applicable to vacation departments should be applied to teachers in local bodies and in private service.

The Working Committee was authorised to present these resolutions to the Government and to the Universities. It was further resolved to send copies of these proceedings to all the members of the Legislature in the State.

The Conference resolved to invite public attention to our grievances by observing "Teachers' Day" on the 15th September, 1951. The teachers may meet at a central place and after a solemn silent prayer, may proceed in a procession through the streets to the place of meeting in connection with the Education Week.

T. P. SRINIVASAVARADAN,

25th August, 1951.

Secretary.

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TEACHING, VOL. XXIII, No. 4. (June

1951). (Oxford University Press. Price: Re. 1.)

This issue of the quarterly is full of articles by experts on the subject of 'Child Art.'

INDIAN CHILD ART. By Gay Hellier.

(Oxford University Press. Price: Rs. 5.)

Interest in promoting the study of art in schools is much in evidence at present and a place is given in the syllabus of studies in modern infant and higher schools. The author has made a special study of the artistic expression of children in the lowest classes and their needs for further encouragement. Aided with illustration, many practical suggestions are given in the book to help the teacher of art craft in schools.

TIMES REVIEW OF BRITISH COLONIES, June 1951. Price: 6d.

Aided with pictures and graphs this number contains articles on the British Colonies and their growth under the aegis of the British Control and Administration.

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KUDUMBA KALAI (HOME CRAFT IN TAMIL) BOOK I. By G. Sundaram, M.A., L.T. (Books (India) Ltd. Madras-1. Price: As. 14.)

Written according to the departmental syllabus with illustrations and diagrams, the book serves the needs of a text-book for Form I on the subject.

ILANGO VACHAKAM, BOOK I FOR FORM I.

By B. Murugan, M.A. (Books (India) Ltd., Madras-1. Price: As. 14.)

This is a Tamil Reader for the standard prepared according to the syllabus and is attractively got up.

THE OXFORD SCHOOL ATLAS. By John Bartholomew. (Oxford University Press. Price: Rs. 2-4-0.)

This popular and well-known Atlas has been brought up-to-date and is intended for use in schools in India, Burma and Ceylon. Naturally there are more maps of these countries containing various geographical aspects than those of other parts of the world.

The receipt of the following publications is thankfully acknowledged:—

1. Board High School, Kaveripattanam, School Magazine, 1951.
2. Rajah's High School, Ramnad—Magazine, April, 1951.
3. N. S. M. V. P. S. High School, Devakottai—Annual 1951.
4. Study Abroad, Vol. III, 1951.—UNESCO.
5. A Guide to International Film Sources, 1951—UNESCO.
6. Board High School, Amarapur, Anantapur Dt.—Magazine, June, 1951.
7. Guidance Material — Catalogue, 1951-52.

8. A family living programme in Viani, February-July, 1950.

9. Fundamental Educational Abstracts,—March and June, 1951. Unesco.

10. Better History Text Books—UNESCO and its Programme No VI.

11. Geography Teaching for International Understanding—UNESCO and its Programme No. VII.

12. Public Relations of National Teachers' Organisation (WOTP).

13. Fundamental Education Abstracts—April and May 1951. Unesco.

14. Education Quarterly, March, 1951.

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Total 55

EDITORIAL

The Education Week comes of Age.

For the twenty-first time in succession the South India Teachers' Union in co-operation with leading associations interested in Education has planned an Education Week from September 10th to 16th, 1951. Dr. Sir A. Lakshmanaswamy Mudaliar, Vice-Chancellor of the University of Madras and President of the Executive Committee of the UNESCO has very kindly agreed to be the Chairman of the Central Education Week Committee. The theme chosen this year is "CHILDREN—OUR HOPE". It is the intention of the sponsors of this movement to secure top priority to the care and up-bringing of the children. We invite the attention of our readers to the Children's Charter prepared by the *Balkan-Ji-Bari* and to the pledge which the members of the Mid-century White House Conference (U.S.A.) on children and youth have taken. These are published in the booklet of "Things to Do" prepared by the Central Education Week Committee. In a few months the people of this country will go to the polls and there will be an election campaign of great magnitude. It is likely that the problems of education of children may not receive proper attention in the midst of the more attractive promises of reduction of taxation, economy in administration and improvement in Agriculture and Industries. The teachers have therefore a duty to call the attention of the public to the need for giving Education of Children the highest priority; for, are not the children of to-day the citizens of tomorrow? The safety of our freedom lies in the proper education of our children.

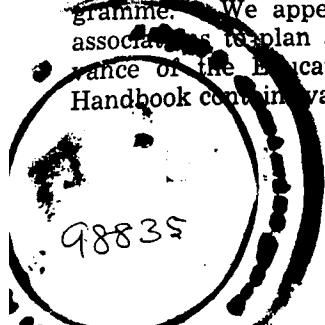
The Education Week offers an excellent opportunity for securing the interest of the public in our Education programme. We appeal to all teachers' associations to plan an effective observance of the Education Week. The Handbook contains valuable suggestions.

Teachers' Salaries.

We are sorry to find that the repeated requests of the Union for a just revision in the scales of salaries of teachers and for the grant of such amenities as, house rent allowance, free education of their children and increased dearness allowance have not been met by the authorities. It is indeed very regrettable that even the modest increase for secondary grade teachers which the Hon'ble the Chief Minister assured the deputation of the Union led by Dr. R. M. Alagappa Chettiar in August 1950 has not been given effect to; apparently the authorities are unable to appreciate the sufferings of the teachers or they feel secure in that they are sure that the teachers will not cause them any embarrassment.

The Conference of Presidents and Secretaries of District Teachers' Guilds held on the 11th August, 1951, considered the serious situation arising out of this apathy and have resolved to acquaint the public with the gravity of the situation. A suggestion which found great favour was giving publicity to the salary scales of teachers in comparison with the earnings of some of the lower grade employees in such services as Railways, Posts and Telegraphs and Administrative Offices. Another suggestion unanimously approved at the meeting was arranging for, a special silent mass prayer by all the teachers on Saturday the 15th September, 1951 followed by a procession to the place of meeting in connection with the Education Week.

We commend both these suggestions to all teachers' associations. We believe in prayer and we trust that He will hear our prayers and the adamant Madras Government will be enabled to see reason and justice.



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