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

JANUARY 1953

उद्धरेदात्मनात्मानम्.—The Gita.  
Raise yourself by your own efforts

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# THE SOUTH INDIA TEACHERS' UNION

Diary of Events for January, 1953.

- 2-1-1953 Executive Board Meeting.
- 3-1-1953 Members of the Union had discussion with the Members of the Secondary Education Commission.
- A Garden Party was given to the Secondary Education Commission at the Lady Willingdon Training College.
- 6-1-1953 Some of the members of the Secondary Education Commission were invited for dinner.
- 7-1-1953 Some other members of the Secondary Education Commission were invited for Tea.
- 16-1-1953 A meeting of Mathematics and Science teachers was held to draft a syllabus in Modern Knowledge for the Reorganised Oriental Schools.
- 18-1-1953 Syllabus Committee meeting.
- 21-1-1953 Journal Committee meeting.
- Balar Kalvi—December, 1952—published.
- Voting Papers for the election of President to the 43rd Madras State Educational Conference were sent to all the Teachers' Associations.
- 22-1-1953 Syllabus Committee meeting.
- Mr. C. R. Aiyengar, Journal Secretary, left for propaganda tour in Tanjore district.
- 28-1-1953 A meeting of experts was held for conducting a Refresher Course on the Teaching of English according to revised syllabus.
- 30-1-1953 A meeting of representatives was held to consider about giving a farewell to Miss K. N. Brockway who is retiring.

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# THE SOUTH INDIAN TEACHER

Vol. XXVI

JANUARY 1953

No. 1

## BASIC ENGLISH FOR INDIAN SCHOOLS\*

M. J. SARGUNAM, M.A., Coimbatore.

The starting point for the relevance and urgency of using Basic English is the view expressed in the following words:—Basic English is not a matter of utmost importance if the pupils have "the time and ability to learn ordinary English properly."—Sir John Sargent. It is generally and strongly felt that some English should be taught in our middle schools and more so since for the great majority of the population of India, Senior Basic or Middle Schools will be the finishing schools. Therefore the advisability, suitability and utility of Basic English need to be critically examined and carefully considered.

In the altered conditions of our Republic, that call for a new education system, and a clear language policy, the problem of effective and economic methods of teaching English assumes greater importance than before. At no time was it easy to teach English at any stage or education—elementary, secondary or university. This foreign and difficult language is ever increasingly becoming intriguingly important in the international councils or assemblies—not that human intricacies are easily or quickly solved by the articulation of the English tongue! and at the same time the despair of English teachers in colleges and more so in schools of to-day.

It is not necessary to dwell on the appallingly low standards of English that prevail in schools or colleges as can be shown from the answer books of the candidates of the S.S.L.C., or University Examinations.

Basic English has not been tried and found wanting: it is not *wanted* and hence not tried. Interested parties engineer strong opposition to the possible innovation and experiment and speciously offer their views through the press and prevent honest efforts of ordinary educationists and teachers in introducing more useful methods.

Every attempt made in India for the last 50 years has been towards working out a "simplification" of the English language—in the direction of evolving a *limited* vocabulary for the use up to the middle school stage of education. The Readers or Text Books give at the top of each lesson the words used and the number of new words learnt. The difficulty is that these Readers are not finished in any one year and therefore the system falls through. Also variations are freely permitted and there is individual freedom for the teacher, all of which make standardization impossible.

As against this, Basic English is a complete system based on a scientifically chosen word list, carefully graded and capable of standardization and

\* A paper read at the Secondary Education Section of the 42nd Madras State Educational Conference, Coimbatore.

therefore, there is every chance of international acceptance and usage.

It has been argued that the limited vocabulary and the more limited verbal system resulted in a peculiar or unnatural sentence structure. Here are a few examples.

1. Ramu alighted from the train.  
(Standard English)

Ramu got off the train. (Basic English)

2. They must come to abandonment of the use of force. (Standard English)

They will give up the use of force. (Basic English)

Judge between the two sets of sentences: the *direct* straight forward, *modern* expression as against the literary, stylistic expression!

In middle schools the aim is *purely* utilitarian rather than *cultural*. In high schools too, a pupil does not begin to appreciate the niceties of language, the cadence or dulcet symphonies of poetry.

If you spend long enough time as pupils in certain schools where English is the main concern and where English is the medium of instruction, you can learn, enough English through all the nonsense rhymes, fanciful and fantastic fairy tales far below the mental development and experience of the pupil, but learnt at the expense of more solid and practical knowledge!

It has never been suggested that in the higher forms Basic English should be taught, for the period that needs to be devoted for the mastery of Basic English is only 2 years while the standard aimed at is that of a matriculate. On the other hand, standard or fuller English is fully possible—after a year of transition given to “From Basic to wider”; and two more years of study of English so that the quality will vastly improve when normal English is super-imposed on the Basic English of the middle school, for by then pupils will gain a capacity and power for appreciation of the masterpieces of English Literature.

Another important point that must be borne in mind is that no longer

pupils of 8 or 9 deal with a foreign language and instead, a pupil at 10 or 11 starts a new language and he has already developed a language sense, and power of expression in his native tongue, ‘a speech feeling’ which will help him in the study of another language.

Language is not a matter of two years or even six; and a foreign language which the Indian Ambassador or the Brazilian Ambassador can wield with power in the U.N. Assembly has to be learnt all through life. Persons who forget this fact may say with a sneer—Basic English is unsuitable as an “international administrative language”. It is not meant to be. You might as well have said, the language of nonsense rhymes, of Humpty Dumpty is not suitable for international conferences.

Basic English has a small number of words and the basis of selection is not so much word frequency as the covering power of words. There are 600 nouns, and only 16 verbs. This makes the language system least verbal or verbose, more picturesque and concrete. The result is a definiteness in its systematical forms. *Its grammar is reduced to five basic rules.*

The main point about Basic English is that it is not just a word list; it is also a *language system* and can be complete and self-contained and it is this commercial practical value that makes it a target of attack by the protagonists of modern English teaching methods, or courses, or editors and authors and publishers of class books who are dealing with some kind of word lists, some more, some less, but all of which are defective, tentative and have not been reduced or worked out into a system, nor have they been yet graded or tested scientifically.

For example, the Madras syllabus is based on the 2,000 word list as published in the *Interim Report* by the Carnegie Trust, incorporating “the thousand word English” by Prof. Palmer. It is significant that the syllabus mentions the Basic English word list and includes practically all the words.

In any case the teacher has to restrict himself to words and forms that have been already taught in previous

lessons, and to the narrow levels of the pupil's range or understanding. This is made easier in Basic English, because it is a complete system.

Basic English satisfies all the requirements of a successful method of teaching a foreign language. First of all the learner is able to speak and this speaking ability greatly encourages him in his studies in general. Basic English vocabulary deals with the concrete and visible things and the learner's linguistic range is expanded rapidly. It must be interesting to note the performance

of two sets of pupils and specially their attainments in the oral test.

Group “A” had done six months' study of Basic English while Group “B” had done 8 months of study of Michael West's Simplified English.

Both groups answered 2 papers—one on Basic English and the other “Simplified” standard English, which is—one unseen and the other their own text. The answer books were valued by 4 examiners and their averages are given below:—

#### Group “A”

| No. | WRITTEN |    |    |    |      |       |           |    |    |      | Oral  |     | Written<br>Average<br>of<br>I & II | Total |
|-----|---------|----|----|----|------|-------|-----------|----|----|------|-------|-----|------------------------------------|-------|
|     | BASIC   |    |    |    |      | Avge. | NON-BASIC |    |    |      | Avge. |     |                                    |       |
|     |         |    |    |    |      | I     |           |    |    |      | II    | 40  | 60                                 |       |
|     | 1       | 2  | 3  | 4  | (60) | 1     | 2         | 3  | 4  | (60) | A     | + B | = 100                              |       |
| 1.  | 46      | 48 | 38 | 41 | 44   | 52    | 57        | 48 | 48 | 52   | 32    | 48  | 80                                 |       |
| 2.  | 44      | 46 | 38 | 46 | 44   | 48    | 50        | 39 | 43 | 45   | 35    | 45  | 80                                 |       |
| 3.  | 50      | 51 | 44 | 49 | 49   | 53    | 54        | 48 | 41 | 49   | 38    | 49  | 87                                 |       |
| 4.  | 46      | 48 | 44 | 46 | 46   | 57    | 57        | 53 | 58 | 57   | 38    | 52  | 90                                 |       |
| 5.  | 38      | 39 | 34 | 38 | 38   | 52    | 52        | 41 | 48 | 49   | 35    | 52  | 87                                 |       |

#### Group “B”

|    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1. | 11 | 12 | 10 | 9½ | 10 | 36 | 36 | 36 | 34 | 36 | 18 | 23 | 41 |
| 2. | 10 | 10 | 11 | 9  | 10 | 36 | 39 | 36 | 34 | 36 | 16 | 23 | 39 |
| 3. | 14 | 15 | 14 | 12 | 14 | 46 | 47 | 46 | 55 | 48 | 13 | 31 | 44 |
| 4. | 14 | 13 | 14 | 14 | 14 | 43 | 43 | 38 | 39 | 41 | 14 | 28 | 42 |
| 5. | 10 | 11 | 11 | 9  | 10 | 38 | 40 | 29 | 48 | 39 | 14 | 25 | 39 |

Note:—

Group “A”—(Written. Basic—seen)—(West's Longman's Reader—unseen).

Group “B”—(Written. Basic—seen)—(West's Longman's Reader—unseen).

Critics and specially prejudiced and uninformed critics have dismissed Basic as an unnatural method and unsuitable for conversation. In the light of that attack, the results of Group “A” in oral is very gratifying. Group “B” fed on the “Simplified” standard English fared so badly in oral test as well.

Critics have argued that Basic English leads to distortion of meaning and that one ends by saying in Basic English

not what one would but what the verbal resources of the language will allow. As for example, “not a friend” is not an equivalent for “enemy”; nor is “unmarried woman” the same necessarily as “a virgin”. But it should be remembered that a beginner and specially a pupil in school can afford to take time to come to the finer shades of language and surely in less than a year he will easily traverse the domain of wider English and learn to differentiate between an ‘enemy’ and an ‘alien’, ‘hostile person’ and a ‘foreigner’ during war and peace. The grown-ups still have to distinguish between an alien and opponent and the finer shades of meanings of a hostile and unfriendly person! The less verbose or wordy the clearer one is.

Yet after six years of fuller English and a further period of training for a trade or a technical profession if an intelligent youth of twenty or twenty-four can only write:—

1. "The capitalists can't be able to persevere the peace of the world."
2. In case he murdered a rich man, when come to shop.
3. Students appear the examination in the hope of passed.
4. The village girl afraid the smite of the evil spirits and bite of snake.

How can we honestly speak of teaching Standard English or Literary English and condemn any sincere attempt to teach a simplified and direct form of English, such as Basic English is?

That is why one wishes to try a really simplified and scientifically systematised course that has reduced to the barest minimum the huge vocabulary of English and reduced not arbitrarily but in such a way that only the most useful words and not merely those that occur most frequently, and introduced it in Indian schools in the present conditions.

(e.g.) the word *go* can do duty easily enough for *ride*, *drive*, *cycle*, *motor*, *fly*, and other specific verbs of this kind. This is only to help the beginner and not the expert or University student.

If the 4,000 verbs or so of ordinary English can be eliminated in the beginning, some of the difficulties of mastering the grammatical rules are at least postponed till a later period. The 4 verbs, 'enter,' 'climb,' 'descend,' 'continue,' can be expressed with the single verb 'go' with the adverbs, 'go in,' 'go up,' 'go down,' 'go on.' It is a valuable economy to be able to eliminate so many words and a valuable discipline to be able to express one self in such a simple style. It is certainly analytical, precise and lucid, even when it needs a few more words than normal English.

Basic English is not a separate or different English; it is only a selection from standard or normal English. It does not permit anything in vocabulary, phrase-building or syntax contrary to the genius of English.

It has been shown that even with the restricted vocabulary of Basic, topics

and subjects of the highest intellectual level, scientific and technical can be adequately dealt with. (e.g.) 'Basic for Science' Haldane's 'The Outlook of Science', 'The Sea and its Living Things' Hatfield. 'The Roots of Science', Dr. Lauwerys; 'Arms and the man,' G. B. Shaw etc.

Finally I urge that Basic English be introduced in all schools in India for the following 3 reasons:—

The standard of English, yes of the standard, normal, ordinary, fuller, English needs to be raised or improved not lowered any further, although the Madras State D.P.I.'s syllabus envisages lowering of the present standard. English has become a really international language even without any discussion or propaganda or legislation and a much larger number of people and nations use it in the U.N. Assemblies and so on. A language of inter-communication and international understanding can't be ignored. How can the deterioration that has set in be prevented except by a scientific and simpler method of teaching English language?

2. The quality of the teaching personnel is also deteriorating mainly because of the pitiable salary offered to the teachers. What hope is there when the *Fort St. George Gazette* calls for applications for Teachers Training courses (Secondary Grade) and these will form the bulk of the teachers in Forms I to III where English is begun and taught and foundations laid in the lives of our future ambassadors and statesmen,—and mark the qualifications prescribed for them!—Regional Language—25; English—25; Mathematics—20; etc., etc.

How can the teachers teach that which they don't know. (But if thine eye be evil, thy whole body shall be full of darkness. If therefore the light that is in thee be darkness, how great is that darkness!)—*St. Mathew. 6: 23.*

3. Even in the Universities of India, the emphasis has shifted from the purely literary studies to more practical and scientific or professional and technical studies and the necessity for

(Continued on page 17.)

## BASIC ENGLISH\*

R. SRINIVASA IYENGAR, Educationist & Publicist, Coimbatore.

The introduction of Basic English has been agitating our minds since 1938. In 1938, the *Times of India* brought out a publication on Basic English; Mr. Adolph Myers delivered lectures on the subject at various centres in India. The State of Hyderabad arranged a course of training in Basic and the Basic technique of English teaching to more than 100 teachers selected from all parts of the State. In Burma, the Burmese Senate recommended to the Government the setting-up of a Joint Parliamentary Committee for studying the claims of Basic English; for it was considered that the problem must be examined by an authoritative and responsible committee and that if it was found to be worth exploiting, the Government should exploit the Basic English for what it is worth. Lastly, Pandit Jawaharlal Nehru was an ardent supporter of the Basic English. He held the view that the study of English was indispensable to our country's progress and that if Basic English would help in easy acquisition of English in a short period of time it should be availed of. Mr. Nehru then held that Basic English might be used as not only an introduction to, but even in some cases, as substitute for normal or complete English.

More than a decade has passed; and we are once again faced with the problem. Vernacularisation has become a settled fact, and all non-language subjects are being taught in the mother-tongue or regional languages. English has been relegated to a 'third-language' status. The time allotted for the study of English has been reduced to a minimum. Hence the slogan "Much better English in much less time" is very catching. Teachers of English with unbiassed and unprejudiced minds should study the claims of Basic English, and if they are convin-

ced of its efficacy, should give practical effect to it in their schools. But a conference like this may not be a suitable forum for the discussion of this problem. The language specialists should discuss it at high level and give us guidance. Also a new race of teachers should be trained in Basic English; for it seems to me that the existing English teachers will have to unlearn what they know if they are to acquire mastery in Basic English and the methods of teaching Basic English. The very merits proclaimed in favour of Basic create in my mind apprehensions regarding the possibilities of the successful working of the system in our country.

1. "Principles underlying basic derive from the observation that a number of ideas we actually use in explaining or defining any meaning is a surprisingly small one. The small word-list of Basic has a special value at all stages of word-learning." But there are in the list words which our children may not use at all in the earlier stages, e.g., apparatus, impulse.

2. "The primary principle of Basic which made the reduced vocabulary possible is the elimination of the verb." 16 fundamental words cover essential acts or operations. Mysteries of grammar are avoided by names of 16 basic operations and 20 basic directions. The combination of the operators and the operator-auxiliaries with the 29 directives gives equivalents of a number of English verbs. These are difficult for teachers of even average ability to master. Again, the different senses in which the word "account" is used are not easy to comprehend, so far as our children are concerned, "a young dog" does not bring out the meaning so finely as "puppy". Panoptic Conjugations by which Basic words are selected are too subtle to follow.

\* A paper read at the Secondary Education Section of the 42nd Madras State Educational Conference, Coimbatore.

3. Basic is claimed to be a particularly analytic language adjusted to the level of experience and intelligence that already exists and is available in its users. The peculiarity of Basic is that as an analytic instrument it forces us to consider contexts and connections so insistently. Basic works only by taking account of that context and following its lead. Its emphasis on purpose of words makes proper approach to linguistic problems. I do not consider this analytic approach helpful in making the acquisition of foreign language easy for our boys and girls.

4. The exponents of the Basic themselves admit that Basic does not encourage the "Direct Method" for the learning of its 850-word-list. It is, indeed, impossible for persons who have been trained to adopt the Direct Method all these years in the earlier stages to give it up.

5. The interval in efficiency between Basic and other simplified English word-lists is admitted to be too wide to be bridged. It is pointed out that no other word-list which does not employ the same analytic method has any chance of being of the same service. Basic is therefore a technical innovation in the deliberate control of language. A training in Basic is said to be a training in detecting implicit ambiguities and making them into explicit distinctions. It is "a unique discipline in controlling equivocations by stating the possible meanings separately and at length." Hence Basic is not so simple as to be comprehended at least in respect of the theoretical aspects. It affords puzzles and taxes the brains of learners.

6. The problem of idiom in Basic is reduced to negligible proportions. But even the 50 first-level idioms which have to be learnt by learners before the stage of literary effort is reached are not easily conceived.

7. Basic claimed adherents at one stage by virtue of the fact that the very individuality of eccentric spellings of many of the 850 words will be an aid to memorisation. At the same time, it claimed to lend a helping hand to hasten the movement for simplifying the spelling. A very incongruous posi-

tion! Even the spelling reform movement which was championed by George Bernard Shaw received its death-knell in the Parliament in 1949, when Dr. Mont Follick's bill to scrap the present English language and introduce the phonetic spelling was defeated. The Minister for Education, George Tomlinson asked the House to reject the Bill on the ground that there was no wide support for phonetic spelling either in the United States or Great Britain, and that the entire literature would have to be re-written. The Orthological Institute attempts to simplify grammar through its invention of Basic English. The movement has not gained support in the English-speaking countries so as to be patronised in the East. The Conservative Englishmen who would not tolerate simplification of spelling would not tolerate simplification of grammar.

8. It is rightly feared that the Basic would be an obstacle to the study of complete English in the matter of syntax.

9. English poetry, and the more ornate and emotive prose are not easily reproducible in basic. The nuances of feeling in poetry are difficult to describe in basic.

10. It is hard to appreciate the stand-still stage or the one-level stage of marking time. In the expansion stage, new words are mastered, not as they come, but are defined and explained in terms of the Basic. Though this method is claimed to be safe and would help clarity of thought and expression, the transition from basic to normal English would not be smooth.

Hence, for the reasons above mentioned, the use of the Basic is a highly technical process, and cannot be easily mastered by teachers of even average ability. The best methods of teaching Basic and of teaching with Basic will have to be patiently worked out. The experiment was already tried and given up. I do not see any reason why it should be resuscitated. We have to consider other methods of teaching English effectively by allotting more time for the study of English and defining exactly our aims to be achieved at every stage.

## DISCIPLINE—ITS DEMANDS ON SCHOOL ORGANIZATION \*

U. SRINIVASA KINI, Mangalore. 165

### I. INTRODUCTORY—

Here the problem of discipline is viewed only in its relation to School Organization

The word 'discipline' is often used to denote the problem of indiscipline and ways of imposing a certain orderliness during the class-hour. This often implies the suppression of that natural activity and free expression that accompany the educative process.

It is best therefore to go back to the root meaning of the word—it is the mental and moral training that governs the relations between the disciple and the teacher; in other words, the atmosphere in which the learning process is natural, unhindered and therefore integral. Let us take it that ordinary schools are concerned only with this positive aspect. The child, whose delinquency is due to wrong environment at home or elsewhere out of school, is not considered in this paper.

### II. THE FUNDAMENTAL APPROACH—

Are our schools so organized to-day as to provide the atmosphere of this natural discipline? What are the weak spots?

The fundamental factor is that the organization in its various stages should fit the psychological needs of the child, and it should vary from stage to stage to suit his bodily and mental growth. This is probably axiomatic, but the Headmaster and the Staff, caught in daily routine, quickly lose sight of it. Like the scientist exploring fields that are ever new, the teacher should ever be both awake and alert.

This is the fundamental approach.

It will then be realized that school organization to-day needs large changes, especially so in the first five

or six years. If the natural growth of mind or body is cramped or suppressed, complexes are formed. These lead to indiscipline, which it is difficult to correct in later years. There is then a large wastage of human energy, and the unfortunates miss the purpose and the enjoyment of life.

### III. THE PATTERNS OF BODILY AND MENTAL GROWTH—

(a) Classes I & II. (Age—6 to 7 years). At this stage—to quote from the 1948 Report of the Central Advisory Council of Education of England—"play is essential to the child, and as he plays he develops and expresses himself whole-heartedly." Short of coming to harm, he should be allowed a reckless abandon in play. For this he needs space where he can experiment with clay, sand, paint, bricks, water and toys. Boys find absorbing pleasure with planks of soft-wood, a small saw, nails and a light hammer; girls like to make doll's clothes, mats, to cook in a make-believe kitchen or to play at being mother. The desire to build and to explore is strong.

What the child hears during story-hour or sees in a picture-book is transferred to his play.

Few schools to-day satisfy these needs of the child. A class should not be larger than 20 or 25. Developing a school on these lines will illustrate the principle of Basic Education by experience rather than by arguments.

The whole curriculum at this stage should fit into this play-activity. The teacher should not be tied down to a time-table, though he should be expected to cover fortnightly or weekly assignments.

A sufficient number of flexible black-boards that can be hung up at conve-

\* A paper read at the Secondary Education Section of the 42nd Madras State Educational Conference, Coimbatore.

nient heights round the walls or unrolled on the floor for individual work, is necessary. Coloured crayons should be supplied. Those who know have said that the quaint figures drawn by children are not so meaningless as they may seem to the untrained eye.

A playground with shade trees will be found extremely useful, and this should be possible outside cities at least.

(b) *Classes III to V.* (Age—8 to 10 years.)—

The primary urge during this stage is to engage in physical activity. A liking for organized team games is seen to develop. There is an awakening to a sense of rhythm; an interest in dramatics, and also in music though here the volume of sound predominates over the artistic effect.

This period is the most suitable to develop the reading habit, which is of such high cultural value throughout life. Hence the need for a suitable library.

A children's hour should be a weekly feature for these three classes. Each class occupies the stage during one hour, while their parents and the children of the other two classes form the appreciative audience. The participation of all children is important. Too high a standard of histrionics should not be expected, greater importance being given to free gestures and utterance.

Spinning, paper and cardboard work, and wood-work should be provided to train the hand. Walking on stilts gives exercise in co-ordination. The equipment need not be costly.

Every child should be a member of a cub-pack. This naturally grows into Scouting and Citizenship Training in later years.

The art of climbing trees comes naturally to children at this stage. This should not be discouraged on the plea of "Safety at all Costs."

The optimum strength for a class is again 25 or 30. The teacher should be free to change the time-table so long as weekly assignments are covered,

and some language-work, arithmetic and physical activity is ensured every-day.

A word about the teacher may not be out of place here. One who feels the weight of years or allows his circumstances to depress him works under a great handicap and often distorts unconsciously the pupils' outlook on life. Cheerfulness is an invaluable asset.

(c) *Forms I and II.* (Age—10 to 12 years.)—

Love of physical activity continues; but there is a rapid growth of the reasoning faculty. He becomes aware of his own personality, and so of the individuality of others. As a result he feels fierce enthusiasm, loyalty and hero-worship.

All these are powerful factors in developing the moral fibre. The story of noble deeds fills him with enthusiasm.

He studies his teacher with a critical eye, and measures him up with uncanny accuracy.

Audio-visual Aids are particularly helpful from this period onwards. Every boy should be taught to swim and to ride a bicycle. Scouting and Citizenship activity (properly handled) become a powerful educative factor. So too the activities in the Social Studies syllabus help to develop observation, knowledge and judgment. All these put a heavy demand on the teacher's time, but the reward is rich and immediate.

(d) *Forms III to VI.* (Age—12 to 16 years.)—

During this period it is easy to develop social habits, to train the boys to work with others. Group games, scouting, planned excursions and camps, and other body and mind-building activities should be plentifully provided.

A "pass" in the S.S.L.C. Examination (which is such a frightening thing to many) should come easier to properly developed boys, and should not be a nightmare. It should certainly be possible to devote more time than at present to "extra-curricular" activities.

During this period, the interest widens. The teacher should aim at a correct perspective of national existence, and international co-operation. The film continues to be a powerful aid.

Boys develop hobbies, and through and beyond them look for possible vocations for future life. Successful work has been done in Europe to foster these hobbies through clubs conducted both inside and outside the school.

This is undoubtedly the period when the "judicial" attitude in the study of problems (the need to weigh opposing arguments) has to be consciously developed. Debates, the school parliament and other activities through which real responsibility is sought to be transferred to students' bodies under the Re-organised Scheme of Secondary Education, provide the necessary opportunities. We in this State, are still experimenting in this field, but we can say that there are possibilities. The acid test is that the student of VI Form should be a developed citizen of the school community, and his influence should be felt in the other classes.

During these years, the boys enter the period of adolescence—a most difficult period for them. They appreciate considerate treatment and firm justice. Rubbed the wrong way or treated unjustly, they develop dangerous anti-social responses. Their sensitiveness is the cause which turns them for life either into angels or very devils—depending on the way they are handled during these years. The responsibility of parents and teachers is great.

Sex-consciousness develops during adolescence. The question of co-education has raised storms both in our country and outside. In any case, physical activities are different for boys and girls from the age of 10 or 11 onwards. Probably because of our social customs, few have seen boys and girls mixing freely and sitting together without distinction—even in so-called co-educational schools. There is an invisible dividing line. I believe that

Mahatma Gandhi has expressed himself in favour of co-education at all stages; even so, there is a weight of opinion which advocates separate schools during the years 11 to 18.

#### IV. THE HEADMASTER—

In any scheme of educational organization, the Headmaster occupies the key position. The constitution of staff councils by M.E.R. only increases his importance and strengthens his hands. The Re-organized Scheme throws on him and his Staff Council a greater responsibility than ever.

It is in the circumstances tragic that Government have not adjusted themselves to the times. For the last 15 years, their policy has been to encroach more and more into school administration. On the plea of control and maintaining standards, there is to-day regimentation. The District Educational Officer is fast becoming a second Headmaster in the school, and the more powerful one at that. To that extent, the Headmaster has less responsibility—his status and prestige have suffered. This is unfortunate because he alone can fulfil the responsibility of administration. To a gathering of teachers there is no need to cite instances of this suicidal policy of Government. The result is that even the largest schools "conform to rules," and do not explore new fields of study and experiment. The initiative for improvements has to come from the office of the Department, and not from field-workers. This is sufficient condemnation in itself.

As a desperate remedy, the Department is planning to run a *model* High School in each district. The more fruitful (and much cheaper) way would be to remove the shackles that have now immobilized schools. A change in Government policy on these lines is the crying need of the hour. If Government place trust in Headmasters, these latter will not fail them; if Government do not place this trust, all efforts will be foredoomed to failure.

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Agents in India

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## TEACHER TRAINING

SRI V. NATARAJAN.

When we are planning for universal, free and compulsory education, the need for supplying a very large number of qualified teachers is very urgent. The dearth of teachers for our schools is repeatedly mentioned, and yet more schools are opened every year without considering how to increase the number of teachers.

The teachers themselves have to take up this problem. In spite of the eloquent tributes about the dignity and nobility of the teaching profession, the State and the public do not pay sufficient farseeing attention. Suitable persons to the profession have to be recruited and trained. This can be best done by the teachers—the senior and experienced teachers.

Every teacher of ten years standing should be entrusted with the task of recruiting, training and apprenticing every year at least two prospective teachers. He can easily select and advise such of those among his students who have a natural aptitude. He can give them the necessary practical training in the school. Each secondary school will be able to give training to twenty prospective teachers. The apprentices work under the guidance of the master teacher. The Inspecting Officers, during their periodical visits, can scrutinise and give advice. The record of practical work will be submitted to the examining body after two years of apprenticeship, when the students sit for the B.T. degree examination. If it is considered necessary that the students should attend a course of lectures at the Training College, this can be easily arranged. A batch of apprentices can attend the lectures for a month, anytime during the term of apprenticeship. The Training College can programme the theory lectures and take in batch after batch each month. At present the existing Training Colleges are un-

able to take in more students and the State pleads lack of funds for opening more training colleges.

If each school undertakes to train and apprentice twenty teachers, there will be no class without a teacher. The apprentices receive their monthly stipends which should be enhanced suitably—the State and the management sharing half and half. The senior master has to be remunerated. Just as the auditors take in articulated apprentices and give them practical training, the senior teachers have to make similar arrangements.

The suggestion deserves the careful consideration of the educational experts. A former Education Minister thought it might be an easy solution for our present problem. It was discussed at the recent Educational Conference. The scheme has to be well-thought out and planned, giving all details and particulars. And then the State Government should be persuaded to introduce the scheme.

If the teachers themselves undertake the task of training apprentices, they get an incentive to be alert and well-equipped in up-to-date methods and modern theories. No teacher can afford to be a back number. The dignity and solidarity of the teaching profession get consolidated and strengthened. The teacher can stand up in equal status along with the members of the other professions.

Before placing the proposal for public criticism, the South Indian Teachers' Union has to discuss the various aspects involved in the scheme—for example, qualifications of teachers competent to take apprentices for training, a list of schools favourably conditioned to undertake the work, and similar questions. I request the various Teachers' Associations in the State to consider the scheme.

## CLASS STRENGTH IN THE HIGH SCHOOLS OF THE STATE OF MADRAS

SRI S. RAMASWAMI SASTRY, M.A., L.T.,  
*The Goudie High School, Tiruvallur.*

According to the regulations in force in the secondary schools of the State of Madras the maximum number of pupils in a class has been fixed at forty and often it is raised to forty-five by grant of exemption from the rule to schools which seek permission to admit more pupils. The growing demand for seats in schools, now has made the presence of forty-five pupils more a rule than an exception. The heads of schools yield to the pressure of the public for seats to the extent of admitting to the full strength of forty-five little realising the bad effects produced by keeping this unwieldy number in a learning group. The school is not an institution for matured minds. It is not enough if lectures are given as in colleges and the learners left to their own resources to fill up the gaps in the units taught. In developing practical skill such as doing problems in Arithmetic and Geometry, drawing of pictures or maps, composition work in languages, manual training, or in scientific experiments, individual attention by the teacher is not merely useful, but necessary to achieve the purpose of education. A teacher who intends to deal with a unit in teaching, expounds his subject and leaves the pupils to apply the principles learnt after showing a model or two himself. Even assuming that every pupil is quite diligent and is sincerely developing his skill in the practical side, the teacher finds that some pupils in the class are either slow or not clear about the work they have begun to do. The master with all the sagacity and sincerity, he brings to bear upon helping the pupils to attain the skills he had planned, finds it impossible to achieve his object, because the class is too large for him to do justice in one period. He leaves the room dissatisfied that the work taken up by him remains unfulfilled,

and so do the pupils. It may be argued that they can continue the work at home and still reach the standard of skill expected. The pupils whose seriousness is high do so, and relieve the teacher of much of his responsibility. But one cannot fail to see that the number of pupils who can be thus expected to take care of themselves, is still not quite large. Moreover the amount of homework that a boy can be expected to do is much limited on account of the various subjects he has to study in a day. Certain kinds of practical work, like oral composition in English cannot be done at home, as the parents are ignorant of the language, or are either unqualified for the job. So the wise teacher is forced to make the unit of teaching for a period, sufficiently small to make the learning of it by pupils, effective. Here again, he has to adjust it to see that the syllabus for the term is covered up. Extra classes may be resorted to, when there is absolute need but these should not become frequent, for such a change would seriously interfere with the hours of rest, in any week, so necessary for returning to the classes with freshness and vigour in the next week.

Every educationist cannot therefore fail to see the effect of heavy numbers on the instruction imparted in a class. The problem of discipline with large numbers is also there. If some pupils remain in the class without the necessary tools like mathematical instruments, colour pencils or knives and are forced by circumstances to share them with others, there is wastage of time and energy. In a period of 45 minutes it is impossible to give individual attention to 45 pupils. All these considerations clearly point to the need for smaller classes in our schools to-day. We know that in advanced countries like England and America the strength

of a class is not over twenty-five. No wonder that learning is more effective there, and high standards of attainment are reached by the students in those countries. If our aim is to prepare our pupils to reach the standard of pupils in those countries, reduction of class strength is urgently necessary.

It may be argued that those countries are rich and their populations are not so great as in India. True. But is it wise to cut the coat according to the cloth always? If any work is to be done, it should be done well. The under-paid, and over-worked teacher is the last person who can be expected to produce the citizens of to-morrow. Even if the State is unable to pay the teacher well, it has no right to cast a burden too heavy for him to bear. The reason why people are loth to take to the teaching line in this country is not merely the unattractive salaries offered to them, and the blank prospect of no promotions for sincere and skilful work, as is possible in other jobs, but the subjection to the stress of over-work on account of the unmanageable strength of the classes.

Can this situation be eased, and if so how? It can be eased, and must be eased without any more delay. The dearth of teachers now is partly due to this policy of having this unwieldy strength of more than forty pupils in each class of the schools of our State. The strength of a class should not be more than thirty. If, however, the demand for more seats becomes irresistible the head of the institution, in consultation with the staff may be allowed the discretion to admit 3 pupils more for five years at the most. Better prospects must be offered, to those that enter the teaching line, better facilities must be made available, to run training colleges and schools by way of equipments and grants and lastly by providing conditions, in which teachers can work without undue interference of fear from busy bodies in dealing with pupils. False notions of liberty make some influential members in society forget that discipline is a necessary factor for learning in schools. Punish-

ments, however unwelcome they may be, have to be resorted to, when other means fail to round the angularities in the personalities of some unsocial pupils in the classes.

It may take some years to train the number of teachers necessary for classes limited to 30 pupils only. So long as there are forty pupils and more in a class, an extra teacher trained or even untrained for every four teachers may be allowed for the effective inspection of practical work in the classes. This will mean that the practical work of  $45 \times 4 = 180$  pupils will be dealt with by 5 teachers, so that every teacher need attend to 36 pupils or thereabouts at a time. This extra teacher will be particularly useful in the correction work of composition exercises in languages. He may be given six or seven periods of teaching work to be in touch with pupils whose work he is examining. Such teachers may be absorbed into the regular teaching staff after training and service for two or three years.

One or two bright scholars in each class recommended by the teachers of the high school section may be awarded full scholarships and expected to assist them in this supervision of practical work for an hour or two in the week. This of course should be done without detriment to their health or inclinations. More than everything else the sense of duty, and the sense of a need for doing things thoroughly and neatly should become habituated in the pupils. Marks for completing the practical work in time, thoroughness, neatness and ingenuity should be given credit item by item only. Reduction of class-strength will enable us to achieve practical skill in schools.

Efficient work in schools is possible only if congenial conditions of service are available for the teachers. Some ways of doing so have been suggested above for the consideration of those interested in education, so that better results may be obtained in the training of our pupils to become efficient and reliable citizens of our country.

# XXVII ALL INDIA EDUCATIONAL CONFERENCE, NAGPUR

## RESOLUTIONS

1. This Conference expresses its deep concern at the inadequate attention paid by State and Central Government to the importance of Education for success of all plans for the nation's progress contemplated in the first five year plan. It is of opinion that a programme of mass education should be planned and carried out with vigour so as to fulfil the hope expressed in the directive principles of the Constitution. It declares that the salaries of teachers obtaining in different States of the Indian Union are very inadequate and it urges upon all Governments, Central and State, to take immediate steps to raise the salaries of teachers to a level appropriate to their status and responsibilities in the Society and sufficient to enable them to lead a life of cultural competence. It further declares that those scales shall be uniform for all States and under all managements with provision for local compensatory allowances. The Conference records its view that the enforcement of such scales of salaries and providing the funds—for such a purpose is a responsibility of Government both Central and State, the Centre giving adequate subsidies to the State Governments.

2. (a) The Conference views with grave concern the unsatisfactory conditions of services of teachers and declares that as the quality of education depends mainly upon its teachers, the Governments, State and Central, shall forthwith take steps to ensure

- (1) Security of tenure of teaching posts,
- (2) Satisfactory service conditions providing for leave as obtaining in Government services.
- (3) Opportunities for advancement and promotion within the educational services,
- (4) Adequate retirement benefits in the shape of Provident Fund, Gratuity, Pension and Life Insurance,
- (5) Free medical aid, free education for his children, free quarter or house rent allowance ;

- (6) Payment of a cost of living allowance at the same rates as are being paid by the Central Government to employees,
- (7) The continuance in service of teachers till they attain the age of 65 by fixing 65 years as the age of retirement.

(b) This Conference urges upon the Governments to form a Teachers' Registry and to constitute for each State (1) a Teachers' Council for enforcing professional conduct and laying down standards and (2) an Appeal Committee consisting of representatives of the teaching profession, the management of educational institutions, and the public to consider and decide all cases of differences between teachers and managements.

3. This Conference calls upon the Executive Council of the A.I.F.E.A. to take steps to get these Resolutions I and II implemented by the State and Central Governments.

4. This Conference records its protest against the imposition of sales-tax on such articles as books, exercise-books and slates, declared as essential goods ; and it urges upon the Central Government to issue a directive to the State Governments that books, exercise-books, and slates be exempt from sales-tax.

5. This Conference is glad to note that in the draft regulations under the Madhya Pradesh Secondary Education Act, the principle of equality of salary scales between Government and Non-government schools has been recognised and it supports the plea of the M.P.S.S.T.A. that the principle should be given immediate effect.

6. This Conference recommends to the Central and States Governments, the immediate introduction of conscription for Social Service at High School and College stages for a period of two to six months according to local convenience, with a view to raising the dignity of manual work and harnessing the enthusiasm and energies of students (of 14 years of age and above) to national work.

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## TEACHERS' CHARTER FOR INDIA

## THE PREAMBLE

Whereas The All-India Federation of Educational Associations has for its objective the safeguarding and advancing of the interests of the teachers working in any branch of education—Primary, Secondary, Higher or Special—in any part of India and the securing for them their legitimate place in National life;

And Whereas it is not possible to achieve the desired objective till modern Indian Society as a whole and the State concede to the members of the teaching profession certain fundamental rights coupled with certain fundamental responsibilities;

The All-India Federation of Educational Associations, declares the following to be the Rights and the Responsibilities of teachers, and the Federation shall henceforth consider it its foremost duty to strive to secure, by all peaceful and legitimate means, for the teachers of India, all that is laid down in this CHARTER.

THE CHARTER  
RIGHTS

1. Every Teacher is a nation-builder and must be regarded as such by the Society and the State.

2. Every Teacher has a right to the remuneration that is compatible with decent livelihood.

3. Every Teacher has a right to security of tenure in service.

4. Every Teacher has a right to adequate protection against sickness, accident and old age.

5. Every Teacher has a right to equitable treatment in matters of salary, promotion or retrenchment, irrespective of caste, creed, colour, race or other extraneous reasons.

6. Teachers must have the right of association for all legitimate purposes, especially those that are calculated to improve their position as teachers and they must also have a right to full freedom of opinion and expression.

7. Every Teacher has a right to participate in all lawful public activities—educational, social, economic and political.

8. Every Teacher has a right to earn in spare time additional income from supplementary occupations compatible with the dignity of a teacher provided his legitimate main duties do not suffer, thereby.

9. Every Teacher has a right to be trained for his work so that he may do it with the greatest possible efficiency.

10. Every teacher must be provided with facilities for travel for educational purposes and for improving his qualifications.

11. Teachers must have an effective voice in the shaping of the educational policy and in the administration and control of any institution or institutions run by the Educational Department of any local, provincial or Central Government or an Indian State or run by private bodies or Universities, through their accredited and elected representatives, and it is the duty of the State to provide the requisite machinery for securing such a representation, by an act of the Legislature, or by any other agreed procedure.

12. (a) Every Teacher, in case of degradation, dismissal, supersession or retrenchment, has a right, individually or collectively to appeal to an impartial Arbitration Board whose decision shall be binding on the employer and the employee; and it is the duty of the State to bring such impartial Boards into existence, by an Act of the Legislature.

(b) Every Teacher's person as well as the precincts of every educational institution must be regarded as inviolable in times of disturbance, local, provincial, or country-wide, provided they both keep to strict neutrality.

## RESPONSIBILITIES

1. Every Teacher must not only faithfully instruct the pupils committed to his charge according to the regular programme of the school studies, but must also educate them in such a way that they all become sound in body, refined in mind, elevated in soul, and develop fearlessness, self-initiative and self-expression.

2. Every Teacher must regard every child as an individual capable of unique development, and yet capable of being prepared by social enterprise to take its place in the social whole, and so help it to be creative as well as co-operative and try to release for constructive ends towards maximum service of society the unique powers of every pupil.

3. Every Teacher must see that there is no incompatibility between his precepts and the example that he daily presents before his pupils in his own life.

4. Every Teacher must take his stand against the principle of competition that permeates the whole structure of modern society and must strive his best to instil in the minds of his pupils the principles of co-operation and social service.

5. Every Teacher must make it his foremost duty to rear up the younger generation of the country on the principles of unity and brotherhood among all the races, irrespective of caste, creed or colour.

6. Every Teacher must be a believer in the dignity of labour, must practise it in his own life, and must bring up his pupils on that belief and the practice thereof.

7. Every Teacher must live up to the ideals worthy of a nation-builder

and must therefore be strictly impartial and balanced, in all his work as a teacher.

8. Every Teacher must be a lover of peace and an internationalist, and, therefore, above communalism or narrow nationalism.

9. Every Teacher must be a learner throughout his life and must strive to equip himself more and more for his noble mission, by acquiring the requisite academic or technical knowledge and skill, and by vigorously participating in all the activities that are likely to make his life rich and full in all respects.

10. Every Teacher must be a champion of human liberty and human dignity, and must always try by legitimate and peaceful means to promote the interests of children, and backward classes.

11. Every Teacher must be an advocate of freedom of thought and expression and must be prepared to allow freedom of thought and expression to others also.

12. Every Teacher must try to preserve and nourish all that is best in the various race-cultures that have mingled in this country, and must strive to evolve from this ancient heritage, a new synthesis of Indian culture, with an enheartening message, not only to India but to the whole of humanity.

(Continued from page 4)

teaching the literary English has definitely diminished and is on the point of even disappearing!

The fact is, that in earlier stages, the pupils are given more English than they are able to take in assimilate (in standard English) with profit to themselves. "The mass of words and forms", with which their poor minds are overweighted, in the middle and high schools leaves but one effect—namely—they have little or no grip of the sense and of the normal use of words." Far better would it have been "if the teaching had been simpler and a smaller field had been covered, while at the same time, more value had been put on the right use of every word and on clear simple English"—Prof. Robinson.

"Shall we not then" asks Dr. Amar-nath Jha—"decide to start English teaching through Basic English and leave it to a later stage to take further along the road those who need to be led into the domain of normal or literary English?"

Considering the colossal waste of time and effort spent on the teaching of English in India during the two centuries and "the distressingly and disproportionately poor results achieved so far" a radical reform is urgently called for in our methods of teaching English in the schools. And I put it to you, to be tested and tried by you—The Basic way of teaching English will certainly (has certainly from my experience) "be a vast improvement on our current haphazard methods". (Proceedings of the Central A. B. of Education 1947: p. 77.)

## NEWS AND NOTES

## MADURAI.

'Thyagaraja Day' was celebrated in the Sourashtra Secondary School, Mainguard, Madurai on the 5th January 1953. There was a special 'Puja' in the morning which was largely attended by pupils and parents.

After the puja was over Sri A. Sivabramania Iyer, Senior Tamil Pandit of the school spoke about the life of Thyagaraja. He said that the Life of Thyagaraja is a dedicated one to the cause of Carnatic Music and with devotion to Sri Ramachandra, his songs are unrivalled in their classical content and universal appeal.

There was distribution of prasadam and then the gathering dispersed after the closing song.

Human Rights Day was celebrated in the Sourashtra Secondary School, Mainguard, Madurai, on 12-12-1952. There was a distinguished gathering of the parents and public of the city. Sri P. Hariharan Iyer, B.A., L.T., Headmaster of the school took the chair. In the course of his address he emphasised upon the importance of Human Rights as exemplified in the Charter issued by Eleanor Roosevelt Committee on Human Rights. He traced the significance of Human Rights in World History and how they exerted a profound influence on the course of its development.

Sri V. G. Srinivasan, B.A., L.T., Assistant, Sethupathi High School delivered an interesting lecture on "Human Rights". He traced the development of the conflicts which arose out of the violation of Human Rights by individuals as well as by States. He said that in the past Human Rights were not conceded to all persons of the world and different races and governments had conflicting ideas of Human Rights. The lack of broad human sympathy and faith in the individual and in his destiny were responsible for trampling down of Human Rights at various stages in the world history.

## TIRUVANAİKOL.

The annual athletic sports meet of the Middle School, Tiruvanaikol, was celebrated on Saturday, the 24th January, 1953 under the presidency of Sri N. Rajagopal, M.L.A. The function began with the march past of athletes and the declaration of the Sports Meet open.

There were twenty-five items in all for the girls and the third set and the second set boys. The most amusing events were the staff race and the old boys race.

After the welcome of the President by the headmaster, Sri A. Ramachandran, the President exhorted the pupils to command a sound mind in a sound body and become worthy citizens of this noble land. He then distributed the prizes to the winners and the runners-up.

Sri C. Srinivasa Iyengar proposed a vote of thanks.

The Republic Day was celebrated by the pupils of the Middle School, Tiruvanaikol on the 26th January, 1953. After flag hoisting by Sri N. Rajagopal, M.L.A., the pupils saluted the flag and took the oath of allegiance administered by the headmaster. Sweets were distributed to the pupils.

Sri A. Ramachandran, Headmaster, welcomed the President, Sri N. Rajagopal, M.L.A., and requested him to unveil the portrait of Babu Rajendra Prasad, the first President of our young republic. Unveiling the portrait, he advised the pupils, in a short speech, to be patriotic, freedom loving and to retain the hard won freedom. Sri G. Krishnamurthi, M.L.C. also exhorted the pupils to respect the flag and safeguard the honour. Other Congress members also spoke. With a vote of thanks the function terminated.

## KOLLENGODE

"The N.C.C. Annual Day" was celebrated by the Rajah's High School, N.C.C. Troop on the School grounds on Tuesday 27-1-1953 at 10 a.m. The

Headmaster, Sri P. R. Subramania Iyer, M.A., L.T., presided. After a display by the Cadets, the Headmaster stressed the importance of such an organisation and complimented the Officer and Cadets for their smart turn out and bearing.

In the evening the Cadets participated in the N.C.C. Day sports and entertainments at Government Victoria College, Palghat. The Rajah's High School, Kollengode Kathakali Troupe gave a performance to entertain the invitees.

## TIRUVANAİKOL

On 30-1-1953, Mahatma's Death Anniversary, there was a meeting in the school at 9 a.m. sharp under the presidency of Sri P. A. Venkatesa Dikshidar, Municipal Councillor, Srirangam. There was a fairly satisfactory gathering including some of the big wigs of the town, in spite of the holiday.

The Headmaster A. Ramachandran welcomed the esteemed president and requested him to unveil a picture, "Kalpa Taru" (Congress represented as a tree with several branches far spread giving creation to several national leaders who by their self-sacrifice and patriotism brought forth the fruit of freedom, our birthright).

The president after unveiling the inspiring and invigorating picture amidst cheers and joy recounted to the pupils the life history of Gandhiji as a symbol of truth, non-violence, truth and unity. He advised the pupils to have high and noble ideals before them as would be instilled into them by the noble leaders in the Taru. He exhorted the youngsters to practise implicit obedience to elders, patriotism, devotion to duty, courage and service to humanity. He stated that it was their responsibility as the future citizens of India, to keep the hard-won freedom of this blessed holy land untarnished and permanent.

THE HINDU THEOLOGICAL  
HIGH SCHOOL, MADRAS.

Sir Alexander Clutterbuck, United Kingdom High Commissioner in India,

paid a visit to the Hindu Theological High School, in Sowcarpet, on Thursday, the 29th of January. On arrival at the school at 10 a.m. sharp, Sir Alexander Clutterbuck, who was accompanied by Mr. G. E. Crombie, Deputy High Commissioner for the United Kingdom in Madras, and Mr. N. E. Williams, Educational Officer, British Council, was received by Mr. S. Balakrishna Joshi, Head Master.

After congregational prayer by the students and the teachers, the distinguished visitor went round a few classes and observed work. Then he inspected an impressive parade of the School's contingent of the Junior Division of the National Cadet Corps. He next witnessed a demonstration of *Yogasanas* by the pupils. The High Commissioner and the members of his party observed with very great interest the work in the Arts and Crafts section where several pupils were busy spinning, weaving, painting, book-binding, making models and toys, etc.

At the Prayer Hall the High Commissioner met the Staff of the School. Welcoming the distinguished visitor, Mr. S. Balakrishna Joshi, Head Master, said:

"It is my pleasant duty as it is my proud privilege to offer a very warm and respectful welcome to the High Commissioner of the United Kingdom, Sir Alexander Clutterbuck, who has shown extraordinary kindness to us by being present at our School this morning.

I need hardly state that we prize very much his unique gesture of goodwill and that his memorable visit to this national institution, hallowed by rich and inspiring traditions, is an event of far-reaching significance in the annals of Secondary Education in this State.

We have nothing spectacular or imposing to show you. Our building, our library, our laboratory, our play-field have no prepossessing physical attractions about them which would make an impression on a distinguished visitor of your eminence from an educationally progressive country. This is an indigenous institution, typical of schools

here, nourished by the affection and generosity of the public of the locality. The unique feature about our School is that it was founded by a teacher-patriot in response to an inner urge, to stem the tide of national and cultural degeneracy. In a real sense, it symbolises the triumph of human spirit over physical limitations. It has been the pioneer in several departments of practical educational endeavour.

I offer you, Sir, once again, in the name of the Committee of Management, the teachers and pupils of the School a very warm and cordial welcome."

#### SIR ALEXANDER CLUTTERBUCK'S SPEECH.

Addressing the Staff of the School, Sir Alexander Clutterbuck observed :

"It has been a very great pleasure for me to visit this institution to-day, and I am grateful to you for the very friendly and hospitable welcome extended to me and for the kind way in which I have been shown your many activities. This visit will be in my memory for a long time. I have been greatly impressed by the atmosphere which exists in this institution, by the enthusiasm shown on all sides and by the fine work which the School is doing. No one coming here from outside can fail to be struck by the keenness shown everywhere and by the spirit of devotion to learning and to the advancement of all aspects of training which I find here. I am very grateful for having had an opportunity of seeing them ; all the more so because, in travelling up and down India, I hope to see many more Schools and I would like to compare what is going on here with what is going on in other parts of the country.

The profession of the teacher is a noble and honoured one and it is one which carries with it great responsibility. It is a noble and honoured one because there can be no finer work than the instruction of younger generation on whom the future, not only of this country, but also of the world depends. It is a responsible one because so much depends on how we mould our younger generation and how it grows up. Here you are clinging very rightly to your

ancient ideals. One of the troubles in the world to-day is that so many have forgotten their ideals or have moved away from their religion and become victims of modern materialism. I am glad that you are building in this School a new generation, with firm faith in your ancient traditions and ideals. That is going to be the great hope of this country, enabling it to stand on its own feet in this difficult and dangerous world and to carve out for all the people a better standard of living and welfare than is yet known. May I wish you every success in your great undertaking ! May your pupils and the success which attends them be your reward ! I know you want nothing better than seeing them taking their place in the world and putting the country on the path of progress. All good wishes to you."

As a memento of his visit, the Head Master presented to Sir Alexander Clutterbuck a Table Calendar made of plastic with the School Crest engraved on it. He said that the value of it lay in the fact that it was the handiwork of the members of the School Hobby Club. In honour of the visit of the United Kingdom High Commissioner, the Head Master declared the day as a holiday for the School.

The pleasant function came to a close with the singing of 'Jana Gana' by the Musical Choir of the School.

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*Edited by*

**Prof. M. VENKATARAMAIA, M.A.**

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## FROM OUR ASSOCIATIONS

## AMBASAMUDRAM

A conference of the Ambasamudram Aided Elementary School Teachers' Union was held in the premises of the Elementary School at Thirumalaiappuram near Kadayam on Saturday, 29-11-1952 under the presidency of Sri M. Krishnan, President of the Union. About 300 delegates attended the conference.

Sri S. Ranganathan welcomed the gathering. Sri G. Krishnamurthy, M.L.C. declaring the Conference open hoped that justice would be done to the teachers by the Rajaji Government and pleaded for a gratuity for all teachers. Sri N. Krishna Iyer, Secretary, District Teachers' Guild, spoke on the duties of teachers.

Mr. E. H. Parameswaran, M.L.C. speaking next observed that they had in their Chief Minister Mr. C. Rajagopalachari, a man of vision and foresight and if proper representations were made with facts and figures the Government would certainly do justice to the teachers. He exhorted the teachers to dedicate themselves to the service of the children in spite of the handicaps they had and announced that G.O. No. 2775 restricting the rights of association for teachers had been already cancelled by the Government.

A number of resolutions requesting increase of pay and allowance and leave benefits were passed.

Sri S. R. Narayana Rao, Secretary of the Union proposed a vote of thanks.

## KURNOOL.

The opening ceremony of the Guild House took place on Monday 12-1-'53 amidst a large gathering of teachers and other public. Sri N. Sankara Reddy, Minister of Local Administration, Government of Madras, opened the house while Sri K. R. Krishniah Setty, District and Sessions Judge, Kur-

nool, presided. Sri P. V. Madhavarao, District Collector, Kurnool and Sri M. Lakshminarasu, District Educational Officer, Kurnool, were among the distinguished guests.

After tea the meeting began with prayer by Girls of Government Girls' High School, Kurnool. Sri K. N. Pasupathi, the President of the Guild welcoming the guests briefly narrated how a desire cherished in 1924 had borne fruit in 1953. He paid glowing tributes to Sri H. Krishnamoorthy, Secretary of the Guild for his indefatigable efforts and single-minded devotion in collecting donations and supervising the day-to-day work of masons. He wished the Guild, as one of the Guild's oldest member who has been actively connected with it from its inception, all progress and prosperity for the future.

Sri Krishnayya Setty in his presidential address congratulated the members of the Guild for this great achievement, which would give scope for frequent meetings, mutual contacts and thus enriching themselves for the day-to-day progress of education. He laid emphasis on culture clubs and study circles and hoped that the teachers of Kurnool would certainly make the best use of that beautiful hall for the purpose. He further briefly put certain facts facing the teachers in the task of improving the culture of the masses. As the District Head of the Judicial Department, he knew how teachers could set examples for inculcating high morale amongst the public by their own habits and personalities. He also said that the teachers at least, now having a house of their own, should meet as often as possible and arrange for so many educational projects. He chiefly laid stress on the point how teachers could go round with batches of pupils for a practical study of the village life and thus impart the civic sense in the minds of both the students and the village people.

The secretary of the Guild Sri H. Krishnamoorthy briefly narrated the history concerning the construction of the Guild House and how it was completed. He thanked all those concerned in the successful termination of the project. Sri M. Venkateswarulu, the Treasurer read out the names of all the donors and said that the amount collected and spent so far was Rs. 9,400.

Sri N. Sankara Reddy, the Minister, then opened the House and unveiled the portrait of Sri H. Krishnamoorthy, the Secretary of the Guild. While doing these two functions he thanked the members of the Guild for inviting him to do this pleasant function. He said, that it was creditable for the Guild to have achieved such a magnificent house and said that he felt proud of this achievement as he was also one of them in so many activities of the Guild specially during the last State Educational Conference at Kurnool. He fully endorsed the views expressed by the President of the evening and felt sure that Kurnool teachers would certainly be in a vantage position for discussing the day-to-day educational problems in that building and thus enrich themselves as also those interested in education. He said being members of a noble profession the teachers had been rendering a great service to the country. Unveiling the portrait of Sri H. Krishnamoorthy which had been presented by a group of admirers through the Teachers' Association, Municipal High School, Kurnool, the Minister said that as one acquainted with his family it was the hereditary spirit that lay concealed in H. Krishnamoorthy that was responsible for bringing the Guild House project to a successful termination. He further said that it was really a monumental achievement that the Guild had secured through the selfless efforts of its secretary Mr. Krishnamoorthy.

In the end Sri H. Krishnamoorthy thanked all the guests. Messages were received from the President and Secretary South India Teachers' Union, V. S. Venkatanarayana of Tirupathi, Y. Krishnayya, the Guild Vice-President and several others congratulating the Guild on its achievement.

## KURUMBARANAD

Presiding over the 16th Annual Conference of the Kurumbaranad Taluk Aided Elementary School Teachers' Union held on January 3, 1953 at Meppayoor, 12 miles from Badagara, North Malabar, Prof. E. N. Subrahmanyam, Vice-President of the S.I.T.U. said that inasmuch as the Government were committed to the introduction of free universal, compulsory primary education before 1961 in accordance with Article 45 of the Indian Constitution, it was necessary that the Government should appoint a Commission to examine the whole policy of primary and basic education in respect of finance, agency, control and supervision.

He said that a Commission presided over by Sri S. Radhakrishnan had made recommendations for the reorganisation of University education and now a Commission presided over by Dr. A. L. Mudaliar is enquiring into the condition of secondary education. The S.I.T.U. at its annual conference held at Madura and Peelamedu had passed resolutions urging on the Government the need for the appointment of a Primary Education Commission to enquire into the condition of primary education and such an enquiry should not be further delayed.

Prof. Subrahmanyam regretted that the Five Year Plan did not hold out any hope of a fair deal to primary school teachers who were the backbone of the educational system. Unless the Central Government assumed a large financial responsibility for basic education the implementation of Article 45 would be very difficult, he said.

Prof. Subrahmanyam was speaking against the background of the general strike proposed by the Malabar Aided Elementary School Teachers' Union. A ballot recently resulted in an overwhelming majority for the strike. He felt that a strike would be very unfortunate. It was also not right and proper that a Union affiliated to the S.I.T.U. should take a decision independently of the parent body. The subject would have to be discussed at the coming State Educational Confer-

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ence to be held at Mangalore and if there was to be a strike it should be approved by the Conference. A strike would have very bad psychological effects among children. Children were the greatest asset of a nation, he reminded, and their interests should be protected. He appealed to the M.L.As. and M.Ps. of Malabar to bring to the notice of the Government the very sad plight of the aided primary teachers in the District and see that their lot was improved. "I hope and trust and pray that before next July some positive action would be taken by the Government to meet the minimum demands of Malabar Aided Primary Teachers and that the strike would not materialise," Prof. Subrahmanyam said in conclusion.

The Conference was held in an unused cinema tent which was beautifully decorated and fitted with electric lights and loud-speaker arrangements for the occasion. At a modest estimate about 3,000 attended including visitors.

Mr. P. Kunhirama Kidavu, M.L.A., Chairman of the Reception Committee welcomed the gathering and Mr. Nettoor P. Damodaran, M.P., inaugurated the Conference. Mr. Nambiar, Secretary, read the annual report and statement of accounts. Messages of good wishes received from the President and Secretary of the S.I.T.U., Mr. E. H. Parameswaran, M.L.C., Principal H. Sunder Rao, Mr. T. C. Narayanan Nambiar among others were read by Mr. C. C. Nair.

Besides the condolence resolution moved from the chair the Conference adopted as many as ten resolutions. The Conference recommended the commencement of the strike by the teachers of Malabar on July 1 and formulated a nine-point programme for its successful conduct. Another resolution referred to certain hopes held out by the Government in reply to a memorandum submitted by the District Teachers' Union and deplored that no action had been taken twice to remedy any of their grievances.

Messrs. P. M. Kunhiraman Nambiar and P. R. Nambiar addressed the gathering. Poems describing the miserable

condition of the teaching profession, specially composed for the occasion by some teachers were read. An interesting art programme of kummi, kolattam, dance and variety entertainment was gone through.

Mr. Ebrahim, Secretary of the Reception Committee proposed a vote of thanks.

#### RAMANATHAPURAM.

The Half-yearly Conference of the Ramnad District Headmasters' Association was held at 10-30 a.m. on Saturday, the 24th January, 1953 in the N.S.M.V.P.S. High School, Devakottai, with Sri C. Padmanabhan, District Educational Officer, Ramanathapuram in the chair. After prayer and self-introduction by the twenty-three members present, Sri G. Sundaram, President of the Association, welcomed the gathering. He conveyed the felicitations of the Association to the District Educational Officer, whose elevation, he said, was a fitting recognition of the worth of the teaching profession.

The Chairman in his introductory remarks expressed the hope that closer contact could be brought about between the teaching profession and the Department for the betterment of the children entrusted to their care. He desired that the Headmasters' Association should, in spite of all handicaps, meet at least once a quarter and conduct a one-day Annual Camp. He laid stress on the organisation of such camps and referred to the National Youth Welfare Movement proposed by the Central Government, the essential features of which were found in our citizenship course, except for the emphasis that the former laid on camp-life and semi-military features like uniform, orderly movements etc. In conclusion he wanted the Association to conduct two Annual Camps, one for Headmasters and the other for about 150 pupil leaders chosen from all schools.

Sri G. Sundaram then initiated a discussion on the Revised English Syllabus which he welcomed. He wished that the revised syllabus and the Guide Book should be the Bible of all English

teachers, to ensure better teaching of English. Sri M. Rajah Iyer pointed out that the three essential features of the new syllabus calculated to produce the best results within six years, are the emphasis on oral work, controlled vocabulary, and drilling of graded structures. Sri K. S. Rama Iyer expressed the fear that graduate teachers may not be willing to take up English teaching in the lower forms. The Chairman, in conclusion, asked the teachers to forget the difficulties and anomalies experienced in the present syllabus, as the aim of the new scheme is only to remedy such defects, and he expressed the view that with careful planning and drilling in structures by competent teachers the scheme will be a success.

Sri N. S. Krishnamoorthi Iyer initiated a discussion on admissions, promotions and detentions. He referred to the plight of village children who lacked facilities for education and considered that it would be a great inconvenience for them to be asked to appear for a public examination to be conducted by the District Educational Officer at Taluk Headquarters. He wanted the proposal to be dropped once for all, and pleaded for Headmasters being permitted to admit eligible private pupils even into the Fourth Form after conducting the necessary Admission Tests. The discussion on promotions and detentions in which Sri V. Anthonisamy and others took part was inconclusive and adjourned to the next meeting. The Chairman pointed out that the restriction on the admission of private candidates into the II and III Forms was contemplated only because of the havoc wrought by private teachers in towns and cities who converted fourth-class pupils overnight into candidates apparently eligible for the Second Form. He however, conceded that the difficulties of village parents were genuine. In conclusion he exhorted the Headmasters to be enthusiastic about their meetings and their Annual Camp and assured his co-operation in the matter.

Resolutions were passed (a) requesting the Department to select competent and experienced Secondary Grade

Trained Teachers also to undergo the proposed Refresher Course to be conducted for English Teachers contemplated in the Proceedings of the Director of Public Instruction No. 1907 El/52, dated 6-12-1952), and (b) requesting the managements of schools to meet the travelling expenditures of Headmasters incurred in attending meetings of the Headmasters' Associations and requesting the Government to approve the expenditure incurred in Headmasters' attending the Conference of the Headmasters' Association as an approved item of expenditure eligible for grant inasmuch as the Headmasters' Association discusses purely matters of academic and administrative importance in the interest of Educational Institutions.

Sri M. Rajah Iyer, Secretary, proposed a vote of thanks.

#### S.I.T.U. PROPAGANDA.

Sri C. Ranganatha Aiyengar, Hony. Publicity Officer and Journal Secretary and Sri V. Natarajan (Retired Divisional Inspector of Schools), Member, Journal Committee, visited the following places between 23rd and 31st January, 1953, to ascertain the extent of damage to educational institutions caused by the recent cyclone and to promote the work of the Union in these places :—

1. Mayavaram, 2. Nagapattinam, 3. Tranquebar, 4. Kumbakonam, 5. Kodavasal, 6. Tiruvarur, 7. Tirukattupalle, 8. Tanjore, 9. Vaduvur.

They met in these places the President and the Secretaries of the local Teachers' Associations and have fixed up responsibility on individual workers in respect of the following activities :—

1. Formation of Elementary School Teachers' Associations.
2. Balar Kalvi.
3. Benevolent Fund.
4. S.I.T.U. Publications, Ltd.
5. S.I.T.U. Protection Fund Agency.



## OUR BOOK-SHELF

**SOCIAL EDUCATION LITERATURE FOR AUTHORS, ARTISTS, PUBLISHERS, TEACHERS, LIBRARIANS AND GOVERNMENTS.** By Ranganathan S. R. (Indian Adult Education Association, English series 5, Demy 8vo., Pp. 352, 1952.) (Atma Ram & Sons, Delhi, and G. Blunt & Sons, London.) Price: Rs. 10-8-0.

Ruskin considers books as food for mind. This suggests that what one can read and digest will much depend upon the level of his intellectual development. Hence it follows that literature required by research workers, the students pursuing higher education, and the adults who could learn things only by reading, will differ largely from one another. There is plenty of text-books of different grades to meet the needs of the first two types of readers. But it can be said that there is not sufficient literature to satisfy the demand of the last type of readers—the adults—who form the last two quartiles of the population. The type of literature required by these people may be called Social Education Literature.

It is a matter of gratification that a scholarly volume on the subject is now published by the Indian Adult Education Association, Delhi. It is from the pen of Dr. S. R. Ranganathan who is known to all of us as an eminent educationist and the foremost librarian in India.

Social Education is the bed-rock on which the progress of the society has to be founded. With the advent of freedom, this subject is engaging the attention of our educationists and politicians. The State is also trying its

best to step up Social Education to normal level as quickly as possible. One of the essentials for the success of the efforts of all these agencies trying to achieve this ideal is the availability of sufficient Social Education Literature. But its production and distribution bristles with many problems and no one has ever devoted any serious thought to these. Dr. Ranganathan in his usual and brilliant way analyses all the problems connected with Social Education Literature and gives practical solutions to deal with them successfully.

The book consists of seven chapters of which the first chapter is on the definition of the term Social Education. The second chapter is devoted to the essential qualities of Social Education Literature.

The production and distribution of this type of literature as with any other type is the result of the co-operative efforts of not one individual or party but of many. To begin with, there is the author and illustrator who provide the thought-content of a book. The third chapter is devoted to these people. It examines the suitable sectors of knowledge to be covered by Social Education Literature. Here we are told about the nature of the language and the style in which a book of this type should be written, the amount of letter press and illustration it should contain and all the other details connected with aesthetics of a book. This topic is concluded with notes for producing translations and adaptations of good books from foreign and classical literature. Then the author has given a list of 142 books eligible for either

translation or adaptation "in the hope that some people might interest themselves in this project".

The fourth chapter deals with the part of the book-trade in making this project a successful one. As a matter of fact the author says that every division of the book-trade, the paper-maker, the ink manufacturer, the type-caster, the process worker, the printer, the publisher, and the book-seller has something to contribute to make Social Education Literature acceptable to the intellectual strata for whom they are intended. It is said "The social responsibility of the book-trade is great. It also implies an opportunity to play a positive part in the progress of the country."

The next chapter is turned on to the Social Education leaders who because of their vantage position can make a very useful contribution to Social Education Literature by helping the authors, and publishers. For this the author tells that "The Social Education leaders should observe the reading of the adults purposively and intelligently."

The sixth chapter examines the role of the library profession in the development of the Social Education Literature. It is the librarians who form the chief distributors of books and as such have an opportunity of studying individuals who come and seek their help in search for information. This experience of the librarians might be useful in supplanting the efforts of the social education leaders in prescribing standards for Social Education Literature.

The last chapter is devoted to the function of the State in developing the production of Social Education Literature. Here he deals with the transitory as well as the permanent part to be

played by the State. The author points out the possible dangers to be expected from the irresponsible bureaucracy inherited by us and tells that many of these could be averted by entrusting the work to a Mixed Agency consisting of Private Business Enterprise and Government Representatives.

The book is written in a style unique to Dr. Ranganathan and his arguments are often supported by many examples and anecdotes drawn from his rich experience and contact with several bodies here and elsewhere.

K.M.S.

**BIGGLES AND COMPANY.** By Captain W. E. Johns. (Oxford University Press.) Price: Re. 1-7-0.

This story is re-told for easy reading (first series) by pupils of upper forms of secondary schools. It is written in 78 pages of thirteen chapters, crown octavo size and a few appropriate illustrations are given.

**PROGRESS ON THE LAND.** Published by the United States Information Services.

This booklet printed and illustrated richly in colours on art paper gives information as to the ways in which the officials of the U.S.A. Agricultural Department help the farmers in methods of better cultivation and such service is rendered with the feeling the officials are servants of the people and not masters.

**AMERICAN NEGRO.** Published by the United States Information Office.

"The Negro problem is not a small problem. It is a deep and hard problem of human relations rooted in history. It is being ameliorated by evolving naturally through the general will, a new and better relationship which by its very betterness sweeps away old

project. This is the democratic way and the only right way to solve any social problem."

In the spirit of the above passage, the thirteen million Negroes who form 1/12 of the population of the United States are being assisted to progressive ways and this booklet neatly illustrated on art paper describes the progress of the race in the past 51 years.

**WOMEN'S WELFARE (Mathar Nalam)** in Tamil. Published by the Government of Madras.

This illustrated brochure gives an account of the work of the Women's Welfare Department of the Government of Madras directly and through several social welfare organisations in the State. The Women's Auxiliary Force established in 1941 for war-time service was named Women's Welfare Service on keeping with the new role which

the old organisation has assumed to take upon itself in peace time.

**NEW EDUCATION.** December, 1952.  
Vol. IV, No. 3.

This issue of the journal has many interesting features and shows the care and attention bestowed by those responsible for its publication. Among the articles contributed by the experts in the respective fields, the following need special mention :

1. Art and Craft in Elementary Schools by V. Natarajan.
2. Workshop for Working Teachers by Dr. H. S. S. Lawrence.
3. New Type Tests by Dr. M. D. Paul.
4. Disinclination towards physical education classes—Causes and Remedies.

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## THE SOUTH INDIA TEACHERS' UNION

### EXECUTIVE BOARD

A meeting of the Executive Board of the South India Teachers' Union was held at 12 noon on Friday, the 2nd January, 1953 in the Hindu High School, Triplicane, with the President, Sri S. Natarajan, in the chair.

**Members present :—**Messrs. C. Ranganatha Aiyengar (Journal Secretary), R. Mahadevan (Tanjore), U. Srinivasa Kini (South Kanara), S. Venkataramanan (Joint Secretary), R. Rajagopal (Coimbatore), L. Mariapragasam (Madras), C. M. Fazlur Rahman (North Arcot), K. Narayanan (Ramnad), S. Krishna Iyengar (Madurai), P. Swarna Pandian (Tinnevely), A. M. Kanniappa Mudaliar (Chingleput), S. Swaminathan (Treasurer), K. M. Ramaswamy (Coimbatore), A. S. Narayanan (Malabar), and T. P. Srinivasavaradan (Secretary).

Sri K. S. Chengalroya Iyer of Salem was present by invitation.

1. Minutes of the last meeting were read and recorded.

2. The President made a statement that

- (i) the Education Minister had said that nothing could be done now regarding the revision of salaries of teachers of different grades,
- (ii) regarding selection examination for S.S.L.C. students, it is open to the headmaster to have outsiders as examiner in deciding selection ; but it is not obligatory ;
- (iii) the question of granting Rs. 3 extra to elementary school teachers is still engaging the attention of the government ; and
- (iv) the Masters' Association of the Madras Progressive Union High School sought direct affiliation also with the Union.

There was some discussion regarding the affiliation of Teachers' Associations from districts where there are District Guilds and finally it was decided that the Madras Progressive Union High School Teachers' Association may be affiliated temporarily for one year.

In this connection Sri U. Srinivasa Kini suggested that the District Guilds should be treated as branches of the S.I.T.U. and that there should be no difference in the membership of the Guild and the Union.

It was resolved that if other Teachers' Associations in Madras seek direct affiliation, the matter should be referred to the Executive Board and the Madras Teachers' Guild.

3. Nominations for the Presidentship of the 43rd Madras State Educational Conference :

The following six names were nominated for the Presidentship—

1. Mr. P. T. Rajan.
2. Mr. G. R. Damodaran.
3. Mr. A. Srinivasaraghavan.
4. Mr. K. Kuruvila Jacob.
5. Mr. E. N. Subramanyam.
6. Mr. M. P. H. Albert.

4. Sectional Conferences :—

It was decided that the following four sectional conferences may be conducted as usual, viz. ;

- (i) Basic and Primary Education section.
- (ii) Secondary Education section.
- (iii) University Education section.
- (iv) Educational Organisation and Administration section.

The Working Committee was asked to choose the Conveners for each Sectional Conference.

The following topics were suggested for discussion at the respective sections :—

1. Curriculum and Research.
2. School Records and Examinations.
3. Extra Curricular and Practical Activities and Social Service.
4. Citizenship Training.
5. Relating Technical Education with Industries.

5. Representatives to the A.I.F.E.A. The following five were elected :—

1. Sri C. Ranganatha Aiyengar.
2. Sri T. P. Srinivasavaradan.
3. Sri K. Narayanan.
4. Sri L. Mariapragasam.
5. Sri A. S. Narayanan.

6. Amendments to the Rules of the Union and the Benevolent Fund :—

As many District Guilds did not send reply with regard to the amendments to the rules of the Union, it was decided to have this item considered at the next meeting.

Regarding Benevolent Fund, it was resolved to start the Fund working from 1st April, 1953.

The following persons were elected to the Benevolent Fund Committee :—

1. Sri S. Natarajan.
2. Sri T. P. Srinivasavaradan.
3. Sri S. Swaminathan.
4. Sri A. M. Kannappa Mudaliar.
5. Sri C. M. Fazlur Rahman.

7. The Memorandum on Secondary Education was approved and the Secretary was authorised to submit it to the Secondary Education Commission. The Board also approved the action taken by the President in arranging for a party to meet the members of the Secondary Education Commission and in raising donations therefor. It ratified

the action of the Working Committee in sanctioning Rs. 50 from the Union Fund towards the expenditure.

8. The following members were elected to represent the Executive Board and to take part in the discussion with the Secondary Education Commission on the Questionnaire :—

1. Sri S. Natarajan.
2. Sri T. P. Srinivasavaradan.
3. Sri R. Mahadevan.
4. Sri U. Srinivasa Kini.
5. Sri C. M. Fazlur Rahman.
6. Sri P. Swarna Pandian.
7. Sri A. M. Kannappa Mudaliar.
8. Sri K. S. Chengalroya Iyer.
9. Sri A. S. Narayana Iyer.

9. The two resolutions sent by Sri R. Vaidyanathan regarding age of retirement and revision of the scales of pay were read out to the members by the President. The Board decided that in the light of representations already made on the lines of these resolutions and others, they may be lodged.

T. P. SRINIVASAVARADAN,  
10th Jan., 1953. Secretary.

## THE SOUTH INDIA TEACHERS' UNION

### BENEVOLENT FUND

List of members who have joined the Fund as on 15th February, 1953 :—

1. Sri S. Natarajan, Headmaster, St. Gabriel's Secondary Training School, Madras.
2. „ A. S. Narayanan, B.A., L.T., Nurani Hindu High School, Palghat.
3. „ T. P. Srinivasavaradan, Headmaster, Hindu High School, Triplicane, Madras.
4. „ S. Swaminathan, Hindu High School, Triplicane, Madras.
5. „ K. S. Chengalroya Iyer, Kaveripatnam, Salem.
6. „ C. Ranganatha Aiyengar, Journal Secretary, S.I.T.U., Madras-5.
7. „ U. Srinivasa Kini, Canara High School, Mangalore, S. Kanara.
8. „ S. Venkataramanan, Headmaster, Sarvajana High School, Peelamedu, Coimbatore.
9. „ R. Rajagopal, Headmaster, Devanga High School, Coimbatore.
10. „ L. Mariapragasam, San Thome High School, Madras.
11. „ P. Swarnapandian, Caldwell High School, Tuticorin, Tirunelveli.
12. „ R. Mahadevan, Municipal High School, Mayuram, Tanjore.
13. „ C. M. Fazlur Rahman, Headmaster, Islamiah High School, Perambatur, N. Arcot.
14. „ S. Krishna Iyengar, Sethupathi High School, Madurai.
15. „ A. M. Kannappa Mudaliar, Headmaster, Pachiappas High School, Kancheepuram, Chingleput.
16. „ T. V. Arumugam, Headmaster, M.D.T. Hindu College School, Tirunelveli.
17. „ S. Gomathinayagam Pillai, Asstt. M.D.T.H.C. School, Tirunelveli.
18. „ T. K. Shanmugasundaram, Do. Do. Do.
19. „ N. Natarajan Do. Do. Do.
20. „ Bangaru Rajendram Do. Do. Do.
21. „ R. Krishnaswamy Do. Do. Do.
22. „ K. V. Velayutham Do. Do. Do.
23. „ K. G. Vedantam Do. Do. Do.
24. „ P. R. Mahadevan Do. Do. Do.
25. „ N. S. Buvarahamurthy Do. Do. Do.
26. „ S. Padmanubhan Do. Do. Do.
27. „ K. P. Subramaniam Do. Do. Do.
28. „ R. Sankaranarayana Pillai Do. Do. Do.
29. „ S. Venkatachalam Do. Do. Do.
30. „ M. Thothathri Do. Do. Do.
31. „ T. V. Ayyaswami Do. Do. Do.
32. „ H. Subramania Iyer Do. Do. Do.
33. „ S. P. Rajah Do. Do. Do.

### "A TIME FOR EVERY PURPOSE"

"Take time for work.  
It is the price of success.  
Take time to think.  
It is the source of power.  
Take time to play.  
It is the secret of youth.  
Take time to read.  
It is the foundation of wisdom.  
Take time to be friendly.  
It is the road to happiness.  
Take time to dream.  
It is hitching your wagon to a star.  
Take time to love and be loved.  
It is the privilege of the gods.  
Take time to look around.  
It is too short a day to be selfish.  
Take time to laugh.  
It is the music of the soul."

—Irish Prayer from the Michigan

Educational Journal.

(N.E.A. Journal for December, 1952, p. 694.)

### MEETINGS

"For a long time  
there have been meetings  
of many men  
for many days.  
At the meetings  
there is talking,  
talking, talking,  
some this way,  
some that way."

\* \* \*

A meeting is like rain,  
when there is little talk,  
now and then,  
here and there,  
it is good.  
It makes thought grow,  
as little rains make corn grow.  
But big talk, too much,  
is like a flood,  
taking things of long standing  
before it."

—Ann Clark in Little Harder  
in Spring, (Education Division, Office  
of Indian Affairs, U.E. Department of  
Interior). (N.E.A. Journal for Decem-  
ber, 1952, p. 608.)

|     |                                                                       |                                            |     |     |
|-----|-----------------------------------------------------------------------|--------------------------------------------|-----|-----|
| 34. | Sri T. S. Sivagnanam                                                  | Assistant, M.D.T.H.C. School, Tirunelveli. |     |     |
| 35. | „ K. S. Eswara Iyer                                                   | Do.                                        | Do. | Do. |
| 36. | „ P. S. Sivagnanam                                                    | Do.                                        | Do. | Do. |
| 37. | „ K. S. Venkataraman                                                  | Do.                                        | Do. | Do. |
| 38. | „ T. Veerabahu                                                        | Do.                                        | Do. | Do. |
| 39. | „ S. Ramakrishnan                                                     | Do.                                        | Do. | Do. |
| 40. | „ M. Natarajan                                                        | Do.                                        | Do. | Do. |
| 41. | „ V. Kumaravel                                                        | Do.                                        | Do. | Do. |
| 42. | „ M. Satagopam                                                        | Do.                                        | Do. | Do. |
| 43. | „ P. Arumugaperumal                                                   | Do.                                        | Do. | Do. |
| 44. | „ M. Muthanainthaperumal                                              | Do.                                        | Do. | Do. |
| 45. | „ A. Natarajan                                                        | Do.                                        | Do. | Do. |
| 46. | „ S. Krishna Sastrigal                                                | Do.                                        | Do. | Do. |
| 47. | „ S. Narayana Sarma                                                   | Do.                                        | Do. | Do. |
| 48. | „ R. Shanmugasundaram                                                 | Do.                                        | Do. | Do. |
| 49. | „ S. Venkatachala Doss                                                | Do.                                        | Do. | Do. |
| 50. | „ T. Subramaniam                                                      | Do.                                        | Do. | Do. |
| 51. | „ R. E. Gopalakrishnan                                                | Do.                                        | Do. | Do. |
| 52. | „ C. V. Jearswamy                                                     | Do.                                        | Do. | Do. |
| 53. | „ N. Krishnamachari, Headmaster, T.T.V. High School, Madras.          |                                            |     |     |
| 54. | „ K. Aravamudan, Dr. Guruswamy Mudaliar T. T. V. High School, Madras. |                                            |     |     |

Have you joined the Fund, if not, do so at once. Forward your application to the Treasurer, The South India Teachers' Union, through the Secretary of your Association. The subscription is *only annas four per annum*.

S. NATARAJAN,  
President.

## EDITORIAL

### The Jubilee Year :

1953 marks a new mile-stone in the work of the South India Teachers' Union. The S.I.T.U. Protection Fund, Ltd. incorporated in January, 1928 has completed 25 years during which it has been making steady progress. 49 of its first members have had the great pleasure of receiving their benefit amount on the 2nd January, 1953. We offer them our hearty felicitations. These were the early members who formed themselves into this beneficent organisation with trust and faith in their fellow teachers and with a great longing to be of mutual help believing in the motto "Self help is the best help." Their faith, their belief and their longing alike have been fulfilled in ample measure. There are to-day over 6,000 policyholders in the S.I.T.U. Protection Fund, Ltd.

It has so far afforded some measure of relief to the families of over 100 of its policy holders who had the misfortune to be withdrawn from this world at an early age. A very large number are finding the Fund a useful means of promoting thrift and providing for the rainy day. The co-operation of the teachers who are its policyholders and the self-sacrificing spirit in which the Directors who are all elected by the policyholders have been administering the fund with the sole object of giving the greatest amount of help to its members, are responsible for this great achievement. Teachers may well be proud of this notable success and can look forward with confidence to the future.

We offer our hearty felicitations to the S.I.T.U. Protection Fund Ltd. and wish them all success in their endeavour to serve the teachers.

### The Benevolent Fund :

It is fitting that just as we complete 25 years in the life of the South India Teachers' Union Protection Fund, Ltd., the Union should inaugurate the Benevolent Fund for the purpose of afford-

ing relief to teachers in times of sickness and to their widows and orphans. At the last State Educational Conference held at Peelamedu, Coimbatore, the Executive of the S.I.T.U. was authorised to bring into being such a Fund finalising the rules for its administration in consultation with the District Teachers' Guilds.

The Executive Board at its last meeting held on the 2nd January, 1953, took the momentous decision to start the Fund, many District Guilds having approved the draft rules. A sub-committee has been constituted to administer the Fund and to frame the necessary bye-laws.

All members of the Union are eligible to become members of the Benevolent Fund. The annual subscription is only four annas. Membership is left voluntary, but it is hoped that all members of the Union (Teachers who are members of associations affiliated to the District Teachers' Guilds are all members of the S.I.T. Union) will enrol themselves as members of the Benevolent Fund. Secretaries of Teachers' Associations will do a great service if they could transmit all applications together with the membership fee to the Treasurer of the Union who is also the Treasurer of the Benevolent Fund.

The Fund will be formally instituted as from 1st April, 1953. We are glad that the Executive has taken this decision and we do hope that this Fund will be of immense use in giving relief to teachers whose impoverished condition is too well-known. Its success depends on the measure of support the teachers give to it. The annual subscription which each member has to give is a small trifle, but when 150,000 teachers join together the total will be a respectable sum. We commend it to all the teachers.

### The Cyclone and the Schools :

Messrs. C. Ranganatha Aiyengar and V. Natarajan who, at the instance of the South India Teachers' Union, visit-

ed the cyclone affected parts of Tanjore district, have given their report on the extensive damage to school property in East Tanjore and parts of West Tanjore. The total damage is, on a modest calculation, estimated to be about four lakhs of rupees. Aided and local body schools have suffered alike. The cyclone relief fund is hardly sufficient to meet the immediate demands of food and clothing and of temporary shelter to those rendered homeless.

We are told that Government propose to give as aid Rs. 30 for each aided elementary school for enabling them to repair the damage done to school building. The inadequacy of the aid proposed must be obvious. It is very necessary that the relief fund must be augmented so as to make the aid adequate. It will be an act of merit if schools could make special efforts to raise funds and send it to the Government Cyclone Relief Fund ear-marked for aid to school buildings. The children in these parts are greatly handicapped. These schools have to be rebuilt soon and normal conditions established. Help must therefore come quickly. Remember the children and contribute liberally.

#### The Concession :

We are glad that Government have passed two orders in regard to educational concessions to children of non-gazetted officers, employees of local bodies and teachers in aided elementary and secondary schools. By one order, they have extended the concession to clerks permanently employed and shown as such in the accounts of aided elementary and secondary schools. It is an act of justice. Their omission was an error and it has now been rectified and we offer our thanks to Government for their prompt action.

By another order, they have stated that students who are children of the class of employees contemplated and who are studying in 1952-53 in the same class as they studied in 1951-52 by reason of unsatisfactory progress, shall be required to pay school fees only for

the short-term. This order is passed to mitigate the hardship to many of the parents of such boys as failed to secure promotion last year.

Diligence is a primary consideration in the award of concession and every beneficiary should justify the benefit by his progress and conduct. It is hoped that this relief would be appreciated in the right spirit and parents will take steps to ensure that their children make satisfactory progress in their studies.

In this connection we desire to bring to the notice of Government that two categories of teachers have been barred from having the benefits of fee concession for their children. They are the teachers in aided training schools and teachers in aided colleges. It is just that the benefit is extended to them. Firstly, they are teachers, nay, teachers of would-be teachers. Secondly, their salaries can by no means be considered to place them above want. The teachers in aided training schools are paid the same scales as teachers in secondary schools. Few teachers in aided colleges get a salary of over Rs. 300, the income limit prescribed for employees of local bodies to be eligible for this benefit. We believe that Government's attention was not invited to these two categories of teachers, as otherwise, we see no cause for their omission. The South India Teachers' Union has already invited the attention of Government to the omission and we urge that early action be taken to rectify the omission.

Another urgent relief that should be given to teachers is the facility for free medical treatment in the State Hospitals. Medical treatment is becoming costly, too costly for most of our teachers. Many go without treatment, suffering patiently and silently, as they cannot afford it. It will be a great relief to them if they could be treated free of stoppage charges and medicine charges, for then, the general health of the teachers will improve resulting in more efficient work.

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The S. I. T. U. Protection Fund which is an Insurance Company only for Teachers and Educational Officers, has completed 25 years of its service to the Teacher and his family and on 1st January 1953 has entered its 26th year. The first outgoings after the 25th year period have to be replenished beside the usual output for the year. May we appeal all young teachers to become members of the Fund immediately and help it growing stronger and stronger?

For particulars please apply to—

**THE SECRETARY.**