

360

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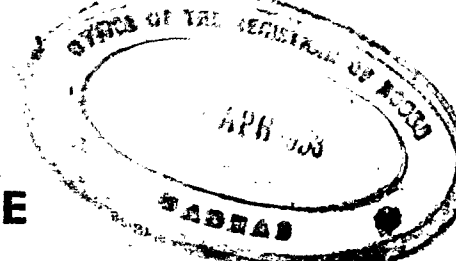
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THE SOUTH INDIAN TEACHER

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No. 2

THE TEACHING OF ENGLISH IN COLLEGES*

S. A. JAIN.

Teachers as a class are conservative and do not move with the times. We easily fall into a groove and do not adapt ourselves to changed conditions. We do not change our methods to suit the circumstances, nor do we infuse spirit into age-old methods. And in our country it is unfortunate that we teachers do not come together to discuss problems relating to our professional work. I may be permitted to quote a few passages from a report of a recent conference of non-professorial teachers of English language and literature from fifteen universities and colleges of the British Isles, which may provide us with a few hints. "Self-criticism was the keynote of all the four papers read to this conference. C. J. Horne (University College, Leicester) opened by challenging pre-conceived ideas on methods of teaching, his thesis being that insufficient attention had been paid to this topic. We instruct too much, he argued, and often in ways that, far from helping the less bright students, only halt their development at the mental age of school-leavers; yet he was not in complete agreement with the modern tendency to deride the formal lecture as an anachronistic waste of time. The size of departments and the ratio of staff to students would make some form of lecture system inescapable for some years yet. Properly used the lecture could be a valuable means of stimula-

ting group energy and a sense of corporate activity, for it brings people together, as little else in the university does, with a common and recognizable purpose." It is good to ponder over this view as it differs from the general condemnation of the lecture system, especially as foreign trends of opinion are generally echoed in our country without careful examination. We imagine facilely that what is found impracticable even in the West, where huge sums of money are being spent for higher education, should be adopted in our country, where the government spend only a very insignificant part of national revenue. It is said that importance is not laid on personal contact of the teacher and the taught in the German universities and that large numbers are not considered a disadvantage. Considering our resources, it will be futile to attempt to have very small classes. And we shall do well to spend the huge amounts that may be required for achieving such an object on equipping our libraries, which in most institutions are very ill-equipped. Large numbers in the humanities is not a disadvantage, and this will not impede the progress of the students if the administrative machinery is made efficient.

"Mr. Horne surveyed other forms of instruction such as the tutorial, laying emphasis on the need for active student participation here, not only in discus-

* First delivered at the inauguration of an English Seminar in January.

sion but in the neglected art of reading aloud. . . . It became apparent too that the word 'tutorial' is in danger of acquiring too wide and varied a connotation; almost every one present claimed to be operating a tutorial system but in no two cases was the system the same. Where some were fortunate enough to give individual supervision to the student's work others were prevented by circumstances from doing more than meet a student for a quarter of an hour to return an essay." But in most institutions in our country there is no tutorial system of any kind. And even in the few institutions in which some kind of tutorial work is supposed to be adopted, teachers as well as students don't take to it with interest or enthusiasm. Even if individual supervision is not practicable in our present situation, it must be realized that some contact, meeting the students at least in groups periodically, checking their work in a rough and ready way, forming estimates of their work and giving them hints and suggestions, will go a long way to effect improvement. Making the students themselves to maintain records of their work, which may be glanced at easily and quickly by the teacher and other such time-saving devices should be adopted if we are to cope with the amount of work. Such work should not be brushed aside as mechanical, as this does far more good to the students than mere teaching or lecturing. Composition work which is very important is not systematized. This alone can train the students in the art of expression. Small details such as announcement of topics beforehand, proper halls for doing exercises, arrangement of note-books in the order of the rolls and checking up the absentees, careful correction, warning those who scamp work and also those who do slipshod work, and insisting on the students' writing out the corrections of the mistakes committed by them—these will do much to effect improvement in the students' powers of expression.

In this connection I wish to deal with a point which does not engage the attention it deserves. The office must be

made really efficient by increasing suitably the number of the office staff, so that detailed information of students may be supplied to the teachers at a short notice. At present there is no college which is self-sufficient in clerical and menial staffs. This deficiency affects the work of the department of English much more than that of other departments. The result is that the valuable time of the teaching staffs is taken up with much clerical and other mechanical work, which could easily be avoided by augmenting the office staff. Saddling teachers with more than the minimum of such work is not conducive to efficiency.

Inter-departmental co-ordination is also essential if the students' knowledge and command of English are to be developed. It is the general opinion of teachers of English that their work is to a large extent undone by the practice of teachers of other subjects. Generally students are not encouraged to study text-books and consult books recommended for reference by the dictation of notes. Besides the teachers of non-language subjects do not generally look to the English of their students' answers and do not strongly disapprove or discountenance the careless use of language. Naturally the students carry over this practice to the English classes as well. The result is the work of the teacher of English is made much more onerous than it really is.

The art of reading aloud, dictation and recitation are very important in language teaching, but these cannot be adopted in college classes. It is unfortunate that these are neglected in schools. And this is very largely responsible for deterioration in the standards of English. Memory work is very important in the early stages of learning a foreign language, if we remember the fact that learning a language is the formation of habits of speech. Once wrong habits of speech are formed, it becomes extremely difficult to eradicate them. This is one of the most difficult problems that confront the teacher of English. And with the limited time at his disposal it is difficult to find ways and means by which this problem can

be tackled. Much experimenting is necessary before we can formulate suitable measures with confidence. To find suitable measures in order to remedy defects and effect improvements is not the concern of university bodies. This is the work of the teachers concerned. It is up to us to think out suitable measures, give them a fair trial, modify them if necessary and finally commend them for acceptance by the profession and university bodies. And if we are to succeed in this attempt which is primarily our responsibility, we must meet periodically and discuss such problems dispassionately in the light of our individual experiences. As the report referred to already mentions "it ought not to be merely a place where people come together, but an occasion for bringing together different ideas and experiences, an occasion when the functions of teacher and learner become interchangeable and when gain is commensurate with contribution." "It is interesting and often profitable to discover how the other half of the world live. Comparisons of the organization and degree structure in other schools of English, comparison of teaching hours and syllabuses, the airing of private and 'heretical ideas', comparison of methods in present use, the difficulties each was designed to meet and the success each achieved, the old problem of devising an examination system that adequately and fairly tested attainment and ability in the study of literature—all these were regularly heard, especially over coffee. In formal sessions, however, the general and understandable preference was for the discussion of ideals and hopes for future development." I now suggest a few measures which have long appealed to me and some of which I have tried with success, and I commend these for consideration by teachers of English.

Encouraging students to read papers before a large gathering of students may prove of immense value to them. They may be instructed to prepare such papers on chosen topics with the aid of reference books. The difficulty in such experiments including debating and literary societies is that the for-

ward students alone take part in such activities. But we must find ways and means by which we can make all students to do such work. This is an experiment well worth attempting, and almost every student must be induced to do his best. The success of the experiment will depend no doubt on a number of factors—the enthusiasm of the teacher, the types of students, the topics chosen, the availability of books for consultation and the help rendered to them. Here again I must emphasize the need for enlarging the scope of our libraries considerably, as libraries ought to play a significant part in the education of university students. When we realize the fact that both teachers and students have to depend entirely on public libraries for every type of work, it is essential that college libraries should be very well stocked with books carefully selected and duplicated in several instances. The immensity and importance of this problem have not so far received the attention of educationists.

The formation of study circles may also serve a useful purpose and several classics can be covered in the course of two years. The reading of masterpieces must be followed by discussion in order to maintain sustained interest. And here again as many students as possible must be encouraged to take active part. But study circles and reading of papers will necessarily fall outside the regular hours.

Library work has been a failure for various reasons. And there is no use attempting it at the present day when standards in the attainment of English have considerably deteriorated. The time of the students is largely taken up by the study of subjects other than English so that it would prove vain to attempt the impossible. There are other difficulties too of providing suitable books for library classes and testing whether the students have read the books. An alternative to library work is suggested for consideration. I have long felt that one or two more books in each English subject apart from the prescribed texts may be done in colleges in a cursory manner and not in the

way books prescribed for detailed study are taught. For instance one more book of prose, one more novel and two thousand more lines of poetry consisting of ballads and narrative poems may be done in the regular hours in the first year class. In the second year the same plan may be adopted, and one or two more plays of Shakespeare may be done in the place of poetry of the first year. A similar plan may be adopted for the B.A. classes as well. The students need not be made to answer annotations in these extra studies. These books are intended only for general study, primarily to develop the habit of reading and promote comprehension. It is enough if the students are made to read these books, and no thorough-going examination is necessary as far as these additional studies are concerned. Some easy tests to see that the students have not entirely neglected these books are quite sufficient. It is true of course that whatever is not prescribed for examination is likely to be neglected by students. But we have to find other ways to get them interested in such work, and they should not be penalised if they do not make satisfactory progress in such work. If we choose books of intrinsic interest, the students will certainly be interested to read them. This method will not only enable the students to appreciate the masterpieces of literature but also to attain greater command of English. But in order to adopt this plan successfully, we should adopt methods by which we can cover the portions more rapidly than we do at present. And we must be in a position to do this additional work within the periods allotted for English, without encroaching on the hours of other departments. I think this is possible if we plan carefully and utilize our time in the best manner possible by the use of duplicated summaries of lectures, reading lists and so on.

There is no use of complaining of deterioration in standards. Nor are we justified in taking shelter under the plea that the present day university entrants are of a low standard with regard to their intellect and equipment.

This is common to all countries with the unprecedented increase in numbers in recent years owing to the spread of education. The editor of the Universities Review makes the following observation: "Between 1938-39 and 1950-51 the student body increased by some seventy percent with the result that some observers, who took either too exalted a view of the ability which a university student should possess or too low a view of the general intelligence of the nation, asserted that there were too many students and that standards had gone to the dogs. Universities, they declared, were meant for rare birds and not for people of average intelligence." But such a view whether held here or elsewhere is untenable. Things have changed considerably in recent years and we cannot put the clock back. On the other hand we must do everything in our power in the changed circumstances. And what have we teachers done to improve standards? Do we exercise our imagination to understand the difficulties of the modern generation of students, their outlook and aspirations and make a real attempt to put them in the way without throwing cold water on their enthusiasm and spirit? The enthusiastic teacher can always create a passion for knowledge in the vast majority of students though not in all.

In some quarters it is thought that detention of large numbers of students is the remedy to be adopted. But such a practice which is being adopted in schools is indefensible. Detention is not the method to improve standards of attainment. Unless everything possible is done for improving the condition of students by giving them timely warning individually now and then and hints to improve, there is no justification to detain any. And even in the last resort when everything is done for them and still no progress is shown by them, it should be employed very sparingly.

Lastly we cannot ignore the fact that sometime or other a fundamental change must be effected with regard to the goal to be achieved in the teaching of English. To lay emphasis on comprehension and appreciation of works in

English rather than expression or communication of thought or ideas in English is a necessary change that is called for in the changed circumstances. This is the practice in European countries with regard to English and there is no reason why it should not be adopted in our country. Here the attitude of the educated classes is very conservative and they refuse to take cognizance of the changes that go on around them. We teachers of English cannot ignore the present trend of opinion. If we do, that is the sure way for us to be outmoded and left severely alone. I must say that to stick to the old practice is indefensible under the present conditions. The vast majority of children that are educated in schools do really find the English language very difficult for them to master, and it involves a huge drain on their energy. The problem is a difficult one and needs to be tackled in the right spirit. Except for those who proceed for higher education, a high standard in English is not necessary, and hence these need not be taxed unnecessarily. On the other hand, to do away with English altogether or make it optional, as it is suggested in some quarters, is also precipitating the matter in a spirit of fanaticism. For several years to come the medium of instruction at the university stage must necessarily be English, if there is to be satisfactory progress and no setback in the reconstruction programme. The change over to English medium by the vast majority of students in the Nagpur University must be a sufficient warning to those who advocate speedy change in the medium of instruction in universities. The forthcoming conference of English teachers, I hope, will not lose sight of all the aspects of this question of great importance.

My personal view is this. If the youth of our country are enabled to consult with ease books written in English on various subjects, and if they are trained to communicate what they have learnt from such books in their own mother-tongue, it will serve our purpose admirably and quicken the progress of our country. If comprehension alone be the end, greater progress can also be achieved in English in a much shorter time and with much less effort. If the French or German student consults books in English and communicates his ideas in his own language, there is no reason why the Indian student should not do the same thing.

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EDUCATIONAL INDIA

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MASULIPATAM (S. India)

ALIGNMENT OF SCHOOL AND COLLEGE STANDARDS*

T. DHANAKOTY,

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The true purpose of education is defined as: "It endeavours to raise the intellectual tone of the society, to cultivate the public mind, to purify the national taste, to supply true principles to popular enthusiasm and fixed aims to popular aspirations. It also strives to produce persons of calibre to occupy positions of trust and leadership. In short, it aims at creating perfect men and, through them, a perfect society." As long as we were under an alien imperialism, we were relegated to the background as hewers of wood and drawers of water. The British system of education was generally suited for the purpose of producing office assistants, Sub-Magistrates, Inspectors of Police and Tahsildars. Though we still require such categories of servants who form the backbone of our administrative structure, we also need some thinkers, inventors, planners and leaders. And unless our educational system is inspired by such a high purpose, we cannot hope to take our due place in the comity of nations. In a Free India the need for such a type of education is imperative. We are not only free but have given to ourselves a democratic constitution. One of the props of a democratic government is an enlightened electorate. J. S. Mill rightly said: Universal education must precede universal franchise. The value of education was realised even by despots like Frederick the Great and Peter the Great. In a democratic State it would be a self-evident proposition to state: No education, No democracy. A sound educational policy is thus the keystone of the arch of democracy. Secondary education and college education are links in the chain of that policy. And so we speak in terms of alignment, correlation, co-ordination etc.

Now to a discussion of the question of 'Alignment of school and college standards'. The very fact that it has been brought up for discussion indicates that all is not well on our educational front. What, then, is the position of our school and college education? Retrospect should necessarily precede prospect. I shall examine the present position under two headings (a) medium of instruction and (b) courses of study. The medium of instruction at the school stage is the mother-tongue or, to use the current expression, regional language. The mother-tongue is the natural medium for young minds and they naturally grasp whatever instruction is imparted through it. Secondly, the use of our mother-tongue in the educational sector of our national life clearly reflects the new order of things that has come into being consequent on the termination of foreign rule. As for the courses of study, mother-tongue is the first language, Hindi the second language and English the third. And the other subjects for study are General Science, General Mathematics and Social Studies. There are also Diversified or Bifurcated courses of study which provide for instruction in Engineering, Agriculture, Secretarial Training etc. There are no optional subjects, except Composite Mathematics which may be taken in lieu of General Mathematics.

A word or two about the merits of the present set-up. I consider that the primary aim of the school course should be to avoid specialisation and to give the pupils a sound general education of a practical nature, fitting them for any future studies. Judged by this test, we may say that it seems to have been conceived on correct lines, if only be-

cause it endeavours to teach something of everything to eager and seminal minds. This is not to say, however, that it is free from defects. Though English has been retained as an additional language, I am afraid the way the course is planned is not calculated to keep the standard at a high level. English is taught only from First Form. It passes my comprehension how the pupils could learn enough English during the period of six years to be able to absorb the instruction offered in English at the College level. As if this were not enough, there is, I should say, an inexcusable bias in favour of monosyllabic or short answers to questions. In Social Studies and General Science particularly, four or five alternative answers are given to a question and the examinee is asked to tick the correct one. This brings a smile to my lips. What powers of cogent explanation the students could develop under such circumstances had better be imagined than described. Such an educational system can only supply tally clerks to shipping companies and not produce intelligent young men, with a capacity to observe correctly and explain lucidly the things around them.

We may now survey the College education, with its peaks and valleys. At the Intermediate stage, Part I comprises English and Part II the mother-tongue. Part III consists of subjects in which the students want to specialise. At the school stage, 'something of everything' is the motto; at the College level, 'everything of something' is the watchword. In the Degree classes, both Pass and Honours, there is, however, considerable diversity in the instruction that is offered. Students who opt for the B.A. Degree course receive training in Parts I, II and III as at the Intermediate stage, though in an advanced form. But in the B.A. Hons. course in Humanities and Pass and Honours courses in Science and Commerce, little or no parity exists between Arts and Science courses, in so far as English and mother-tongue are concerned. Students in the latter courses know little mother-tongue and less English.

At this stage I may be permitted to

draw an over-all picture of the school and college education. Though the pupils generally receive a sound general education at the school stage, their standard of English is very poor for the reasons already explained. This primary defect mars their entire collegiate career. The medium of instruction in the College being English, they find themselves pitchforked into a strange atmosphere. They are as bemused as Alice was in the Wonderland. They are unable to follow the lectures in the class-room. Nor do they possess the necessary zest to read good English works so as to be able to improve their knowledge of it. With the best will in the world, the lecturers find it difficult, if not impossible, to lick them into proper shape. The result is that they go on hobbling from stage to stage till they qualify themselves for a university degree. They are too very conscious of their deficiencies to walk with their heads erect and chests forward. They are not a patch on their forbears. As one watches their progress from the school stage to the college stage, one is irresistibly reminded of Dr. Johnson's description of a leg of mutton served out to him: "It is as bad as bad can be. It was ill-fed, ill-kept, and ill-dressed." I have recorded these lines in deep anguish. One might ask, if the English medium is the source of all evils, why not scrap it? I shall deal with this question lower down in my talk. Provisionally, my answer is, level up and not level down—should be our attitude. Gentlemen, the position is such that we cannot view it with complacency. It calls for early and energetic action.

This leads me on to the question of re-organisation or realignment of our school and university standards. There can be no two opinions on the need for such a step. Change is the one unchanging law that governs human affairs. If I had the ordering of affairs in my hands, I would advocate reforms on the following lines. Any scheme of education should give the pride of place to languages and their literatures. Literature is the expression of the dynamic urges of life through the

* A paper read at the 42nd Madras State Educational Conference at Peelamedu, Coimbatore.

medium of language. It grows directly out of life; in reading it, we are brought into close, large, fresh relations with life; and in that fact lies the final explanation of its power. In this view, I attach very great importance to a study of languages. The first language to be studied on a compulsory basis would be the mother-tongue. Our South Indian languages have a literature which can easily stand comparison with any in the world.

Hindi should be the second language. It has been adopted as our national language. But critics are not wanting who question this decision on the grounds that it has no great literature worth the name and that it would lead to domination of the north over the south. The positive advantages of studying Hindi are various and varied. History teaches us that language has always been a powerful link in the chain of national unity. Except for brief interludes of unity, the bane of India's history from the Mauryas to the Moghuls had been disintegration. Whatever the blemishes of the English rule in India might have been, English language welded us into one unbreakable unity from Kashmir to Comorin. Hindi is admirably qualified to step into its shoes and become the official language in our multi-lingual State. It is sometimes argued that this signal honour may be conferred on any other language which has a great literature to its credit. Tamil, Telugu and Bengali, rich as they are, cannot qualify themselves for this high honour as they are understood only in a limited area. On the other hand, Hindi is understood in the whole of North India and, to a certain extent, in South India. Its adoption as the official language is a step in the right direction. To make any other language the official language is to expect a frog to swell to the dimensions of an ox. In the thirties of this century, the South Indian Liberal Federation, known as the Justice Party, talked in terms of a merger of the Congress and the Justice Party. The late Dr. C. R. Reddy, that prince among our scholars and publicists, posed the question: Does the Justice Party want

the Congress to become the *All-India* branch of the *South Indian* Liberal Federation. An attempt to bring in any other language as the official language would have been admirable material for Dr. Reddy's rapier-like wit, if he were alive to-day. Another advantage of studying Hindi is that it would enable our graduates to enter all-India administrative posts and diplomatic assignments abroad. Surely, Madras which has been in the vanguard till now should not bring up the rear hereafter. If it did, it would be a very high price to pay for our ill-conceived prejudices against Hindi.

I am not very much impressed with the argument that Hindi has no great literature. English holds to-day a unique place in the languages of the world. England had continued under the spell of the French language till the 14th century when two stars appeared on her literary firmament, Chaucer and Wycliffe. The one was the father of the English verse and the other the father of the English prose. The language has grown magnificently since then. I wonder why such a transformation cannot come over Hindi, particularly in the midst of the creative impulses generated by our free status. Nor am I disposed to take the argument of domination of North India seriously as the fears expressed are more imaginary than real.

Another language to be studied is English. Let us forget the past, the bitter past, the ugly past. The Emperor's English is gone and the King's English alone remains. It is the treasure-house of Shakespeare's dramas and Milton's epics, Shelley's Odes and Byron's lyrics, Mill's essays and Burke's speeches. To quote Mathew Arnold, "By nothing is England so great as by her literature." It is the language of modern thought. It is the language of modern science. It is the language of international politics. We shall cut ourselves adrift from this main intellectual stream only at our peril. The freedom which we had lost under the English rule was regained by us through a study of the inspiring masterpieces of the English language. This is a strange

tribute to that language. We must bow before its inherent worth. Did not mighty Rome which had captured Greece in the second century B.C. accept the superiority of the Greek culture? Captive Greece captured her captor—is a trite historical saying.

I would fain make Sanskrit another language for study. I have an ardent faith in the classics, despite Oscar Wilde's jibe: "Classics are unread; journalism is unreadable." If classics are unread, the fault is certainly not theirs. They give a patrician elevation of mind. It is too late in the day to canvass the merits of Sanskrit. It is the language of our Vedas and Sastras, of Valmiki and Vyasa, of Panini and Patanjali. It formed the spiritual sustenance of Max Muller, Edwin Arnold, William Jones, Goethe, Schopenhauer and a host of luminaries. But with all my veneration for Sanskrit, I would hesitate to recommend it as a compulsory language for practical and political reasons. On practical grounds, to superimpose Sanskrit on mother-tongue, Hindi and English would be to place a heavy burden on juvenile minds. Politically, Sanskrit is generally associated with Hinduism and its prescription as a compulsory language might in some quarters be regarded as repugnant to the conception of secular state. And so, I would plead with all the fervour at my command that it may be prescribed as a language to be studied, by those who desire, for its cultural value, and not as one to be studied as a subject for examination.

Let me summarise my observations on the study of languages. English is taught only from First Form and Hindi is optional. In view of the arguments I have already advanced, I would make the study of the mother-tongue, Hindi and English compulsory, instruction in the mother-tongue being imparted right from the First Standard and in Hindi and English from the Fourth Standard. An early start in Hindi and English would enable them to acquire sufficient acquaintance with those languages and make their transition to the university course easy and smooth.

As for the courses of study, I am in favour of the continuance of the status quo, with this difference, viz., that answers to questions should be in essay form in all papers and that monosyllabic answers must disappear, lock, stock and barrel. Diversified studies may, with advantage, be retained as training in such studies facilitates diversion of some of the S.S.L.C. eligibles to courses with a vocational bias.

I would also strongly plead for an intensified course in Religious and Moral Instruction. In spite of its external glamour our civilisation is suffering from a pernicious malady, viz., moral bankruptcy. The two global wars constitute a grave indictment on it. Unless our educational system and, through it, our social fabric are transfigured by a spiritual touch, the future appears to be dark indeed.

I will now pass on to a consideration of what changes, if any, are necessary at the College level in the light of the above discussion. At present, English and the mother-tongue form Part I and Part II respectively. Having regard to the grounds already mentioned, I would urge the inclusion of Hindi as a compulsory language up to and including the B.A. standard, both in Arts and Science courses. Further, as in the case of the Secondary School, I am in favour of Sanskrit being studied for its profound cultural value. The extension of this language scheme to the Honours Courses in Arts and Science would, I am afraid, be resisted on the ground that it would militate against specialisation. To repeat what I have said at an earlier stage, our Honours men trained under such circumstances know little English, less mother-tongue and least Hindi. Rather than have such a caricature of education I would urge the abolition of the Honours course. An ideal scheme of education for a person would be to go up to the Degree class on the lines suggested above, take the B.A. or B.Sc. or B.Com. Degree and then start specialisation at the post-graduate stage. I must state in this connection that the North Indian Universities regard our B.A. Hons. Degree

as merely a B.A. Degree with some distinction.

The question of the medium of instruction remains to be discussed. It appears to be one easy of solution, for all that need be done is to make the mother-tongue the medium of instruction as at the school stage. We must here pause and consider whether this solution is the correct one. Our languages have no doubt a rich literature but we have not evolved suitable technical terms therein. Nor have we textbooks which could meet the requirements of our post-graduate and undergraduate students. The recent observations of our distinguished Vice-Chancellor on this question merit our careful attention: "If you want any language to be utilised as a medium of instruction you must have a large number of books written by authors in that particular medium, not translations of books written by others. The experiment of translating books which a particular University had carried on for many years without regard to expense of time has been accepted as a failure; for no books which are translated by persons who are linguists and written not by professors of the subject concerned as original books can possibly meet the demands of the students." To cast away this international medium and bring in the mother-tongue simply because it is our own language, would be cheap heroics: We should ask ourselves the question, whether the substitution of the mother-tongue for English at this stage would be conducive to national welfare. Our action in this regard should be in terms of the ancient Greek proverb: Socrates is dear; Truth is dearer still. National welfare should be our guiding star in this respect. If we are for the retention of English as the medium till such time as our mother-tongue is competent to take over, it is not that we love our mother-tongue less but that we love national welfare more. The question then is not *whether* our mother-tongue should be the medium but *when* we should have it. May that day soon come!

While I am on the subject of courses of study at the College level, I wish to

make one more observation. Of late an undue emphasis has been placed upon scientific studies, so much so humanities like Philosophy are in danger of being elbowed out. In the words of Trevelyan, "to weigh the stars or to make the ships sail in the air or below the sea is not a more astonishing and ennobling performance on the part of the human race than to know the course of events that have long been forgotten and the true nature of men and women who were before us." A study of the classics, a better appreciation of humanities and the cultural aspects of the life of our nation and training in social service would give our students a better appreciation of the life they have to face, and the burdens of citizenship they have to shoulder.

One more aspect requires our consideration and that is admission to College courses. A University is neither a glorified polytechnic nor an agency for the mass production of graduates. It is a nursery of scholars, thinkers, administrators and leaders. In order that it may realise this high purpose it should throw open its portals only to those whose performance in the S.S.L.C. examination was of a high level. Not all are or need be meant for the University course. I would advocate that only those who secure 40% in the languages and 50% of the aggregate marks should be declared eligible for admission to the University course, a lower standard being fixed for a mere pass. Under the present dispensation our S.S.L.C. eligibles, irrespective of their attainments or aptitudes, rush to our Colleges, with the result that there has been a serious deterioration in our standards. The brilliant remarks of George Bernard Shaw uttered in some other connection are apposite to my purpose: "If we are converting a savage to Christianity we are not Christianising the savage but only reducing Christianity to savagery."

I must conclude. The Punic war was a deadly duel between Rome and Carthage. Hannibal was one of the greatest generals of antiquity. Still he was not able to cow down Rome to submis-

(Continued on Page 47)

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THE NEW SYLLABUS IN ENGLISH FOR SECONDARY SCHOOLS

J. VAIDYANATHAN

In the new syllabus in English issued by the Department of Education in September, 1952 a departure has been made from the traditional syllabus. The direct method of teaching the language has been emphasized. A sentence is taken as the unit of thought and speech. Hence from the beginning the teacher should speak in sentences and should expect the pupils also to speak in sentences. No doubt, these things were there in previous syllabuses. But the teacher would try to speak several sentences about the clock if the word 'clock' is to be taught with an emphasis on the new word. Though the pupils may not comprehend the meaning of all the sentences spoken by the teacher they can comprehend the word to be taught. This is a feature of the 'Direct Method of Teaching'. It is argued that all the sentence patterns spoken by the teacher would be in the subconscious level of the pupils for some time. When they hear the same structures repeated later they can comprehend the structures. The teaching of words was emphasised in the previous syllabuses rather than the structures. The structures were left to be grasped by the pupils in course of time.

But in the new syllabus emphasis has been laid rightly on structures instead of on words. We are now made to realise that structures are more important than words. Hence the syllabus gives the list of structures to be taught in each form rather than list of words to be taught. The structures have been carefully graded. This is the first time that an attempt has been made to prepare a list of the structures to be taught within the school course. It is not so easy to prepare the list of struc-

tures as it is easy to prepare the list of words to be taught. Hence there may be differences of opinion whether a particular structure should come so late as that given in the syllabus. So the authors of text-books are given the freedom to alter the order of structures if they so desire. They are required to mention their reasons for deviating from the order given in the syllabus in the preface to their readers. The authors are free to choose the vocabulary for each form from the vocabulary list for the lower secondary or the high school as the case may be. Structures are in themselves merely grammatical forms. Hence the syllabus has been graded from the point of view of grammar and there is no special period allotted to the teaching of grammar in the syllabus.

The most important point about the new syllabus is that every word spoken by the teacher should be comprehended by the pupils. So teachers must speak within the vocabulary known to the pupils. It implies a very great responsibility on the part of the teachers teaching the language. They must always have before them the list of words and structures known to the pupils and try to speak within those words and structures. Unless the teachers are very thorough in their preparation to the class and very alert while talking they are likely to go beyond the comprehension of the pupils. It is essential that all teachers teaching English should be thorough with the syllabus and the principles laid down in the syllabus.

To help teachers and authors a Guide for the teaching of English book has been prepared by the Department.

This guide gives very valuable suggestions to the teachers and authors. No teacher can ever hope to be successful if he or she has not thoroughly read the whole portion in that guide for each lesson or teaching point and mastered it before teaching that lesson. The Guide book points out subtle distinctions between structures and some unidiomatic constructions which the teachers and authors should try to avoid.

Oral work has received the due importance it should in the new syllabus. As a matter of fact, in the first year of teaching, thirty-six structures have to be taught orally before the pupils know even the alphabets. The oral work would take nearly the first ten weeks of the year. Later on when reading has been started every teaching point should be taught orally by the teacher before the reading of that lesson is taken up. It has been rightly stressed in the syllabus that most of the talking in the classroom should be done by the pupils as learning is a matter of building up right habits which can be established only by practice and frequent repetition.

It has been laid down in the syllabus that each reader should be provided with a teacher's notes wherein sugges-

tions for introducing each structure and exercises under each lesson would be given.

According to the syllabus English is to be regarded as a skill subject and not as a content syllabus. Hence a test in English should be primarily a test of language and not a test of memory of the information given in the syllabus. Teaching of Poetry should be for enjoyment of thought, feeling and rhythm. It should never be for the learning of language or drill in the use of the language.

Though teaching according to the new syllabus with limited vocabulary and structures may look artificial, unnatural and sometimes even unidiomatic if teachers should make a sincere effort to teach English conforming to the syllabus it is hoped that best results can be achieved with the limited number of periods available for the teaching of English. It is very necessary that the same teacher should teach one particular set of pupils at least for the first years if the scheme is to be successful. As has been suggested in the syllabus and the Guide book one set of pupils should have the same series of books when they go to the higher forms if best results are to be achieved.

(Continued from page 44)

sion. Hasdrubal who had arrived in Italy to help his brother, Hannibal, was defeated in the battle and killed. With his death fell down the towering schemes of Hannibal. His head was severed from the body and was thrown into the camp of his brother. Upon recognising the features of his brother, Hannibal exclaimed sadly: Carthage! I see thy fate. Similarly, when we see the state of education in our country,

we feel depressed and disheartened. After centuries of economic servitude and political subjection India has come into her own. We can enrich our freedom only by wise thinking and courageous planning. Education is the Ark of the Covenant of Freedom. To the extent to which we set our educational house in order, to that extent we shall be making our dear mother-land the glass of form, the mould of fashion and the observed of all observers.

THE XXVII ALL INDIA EDUCATIONAL CONFERENCE, NAGPUR, DECEMBER 1952

K. NARAYANAN, Karaikudi.

(A) THE VENUE

Under the auspices of the All-India Federation of Educational Associations, the 27th All-India Educational Conference was held in Nagpur from 26-12-1952 to 31-12-1952, for full six days. The geographical position of Nagpur as the rendezvous of railways and airways and the central situation have made Nagpur the venue of many All India Conferences. Some of them have now gone down to history as outstanding land-marks. Nagpur became a place of pilgrimage for educationists in India. Nearly 2,000 delegates from the four corners of the country gathered to discuss problems of Indian Education with special reference to Secondary Education.

(B) THE EXHIBITION

Opening the Exhibition, the Education Minister, Sri P. K. Deshmukh, observed that "the educational exhibit is the very quintessence of self-expression: it is a form of creation wherein the self-expressive urge in man and child finds its most happy and intense consummation." The Exhibition was very well organised. The Teachers' creative work section and the Teaching Aids Section were particularly interesting.

(C) THE OPENING SESSION

Curiously enough the opening session was held just a day before the closing Session. Anyhow for the sake of convenience and clarity I should like to take it up first.

Lt.-Col. Pandit Kunjilal Dubey, Vice-Chancellor of the University of Nagpur, and Chairman of the Reception Committee, offered the warmest welcome to us all. He rightly stressed that teachers with a sense of mission, with a faith in the object of their devotion

that would literally move away all mountains of obstruction, were necessary to carry out the best laid plans of mighty Governments.

Dr. Pattabhi Sitaramayya inaugurated the open session of the Conference. He said that the purpose of education should be the co-ordination of the individual in Society. To integrate oneself with Society, to enrich it so as to make man happy, enlightened and high-souled should be the achievement of education. Scholars must be encouraged to learn sister regional languages. Thus the literature of one region would become assimilated to that of another, so leading to a wider enrichment and harmony, to uniformity and even to unity of language and literature over the country.

Dr. Pattabi deprecated the idea of Rural and Urban Universities as two distinct kinds of institutions, and said our endeavour should be to create a "Rurourban" civilisation and culture, so that our towns should be more rural in their outlook and our villages more urban.

In his presidential address, Prof. Diwan Chand Sharma, M.P., of the Delhi University, called upon the Governments of the country "to beg, borrow or even resort to deficit financing: but give to the people an educational system worthy of our traditions." Education must be treated in a royal manner. It should be given more than its due. Education was a major capital investment that any nation could make. Our schemes and plans would not bring a bumper harvest without an appreciable advance on the educational front.

(D) THE SECTIONAL CONFERENCES

There were seventeen sections and I had time to attend only two sections—

the Secondary Education Section, and the Teacher-Training Section.

1. 'Secondary Education Section'—

Sri C. Ranganatha Iyengar, Honorary Publicity Officer, the South India Teachers' Union, Madras, in his thought-provoking Presidential address, observed that the course should be multi-lateral and it should prepare the pupil for life. The University Examination should not dominate the course. On the question of study of languages, he thought that the average child in the lower secondary stage could learn only one language besides the mother-tongue.

During the discussion, Dr. A. N. Basu, Principal, Central Institute of Education, New Delhi, and Dr. K. L. Srimali, Principal, Vidhya Bhavan, Udaipur, Members of the Secondary Education Commission, were present.

Dr. Amarnath Jha, President of the Federation, observed that teachers must be above want and that mass production, possible only in industry, should not be attempted in education.

2. 'Teacher-Training Section'—

The President of this section was Dr. E. A. Pires, Vice-Principal, Central Institute of Education, New Delhi. In his brilliant address, he said that the course of the training of teachers at all levels should be made more practical and that Practical aspects should be assigned equal marks along with theoretical studies. Greatest care had to be exercised in the Selection of Lecturers in Training Colleges.

Several interesting papers were read. The writer had the opportunity to read a paper on "Some problems of Teacher Education."

The Adult Education Conference—

Inaugurating the Conference, Pandit Ravi Shanker Shukla, Chief Minister,

Madhya Pradesh, briefly reviewed the work turned out in the State. Sri G. Harisarvottama Rao, the Veteran Adult Educationist of the South, expressed the view that foreign methods would not succeed and the aim should not be mere literacy. Dr. Pattabhi, Governor of Madhya Pradesh, said that it was very necessary to develop more social sense in citizens.

(E) THE CLOSING SESSION

1. Resolutions—

The All-India Educational Conference, which concluded on 31-12-1952 urged the Central and State Governments to introduce immediately conscription for social service at high schools and colleges with a view to inculcating the dignity of manual work and harnessing "the enthusiasm and energies of students to national work."

2. Teachers' Charter—

The Conference adopted a Charter on the Rights and Responsibilities of teachers as drawn up by the All-India Federation of Educational Associations.

The General Council of the All-India Federation of Educational Associations re-elected Dr. Amarnath Jha, President, and Mr. M. S. Kotiswaran, General Secretary of the Federation. Sri S. Natarajan has been elected one of the Regional Secretaries.

Thanks to the hospitality and very nice arrangements made by the Reception Committee, and thanks to the organising ability of the President and the General Secretary of the Federation, the Nagpur Conference was a distinct success. Next year the Federation will hold its annual conference in Calcutta. May I request the members of the teaching profession to attend the Calcutta Conference in large numbers, and thus vindicate their professional solidarity.

"They (the Indian Universities) were not corporations of scholars but corporations of administrators; they had nothing to do directly with the teaching of men but only with the examining of candidates; they were not concerned with learning except so far as learning can be tested by examinations."

—The Calcutta University Commission.

A VISIT TO THE AGRICULTURAL FARM, HIGH SCHOOL, TIRUKATTUPALLI

V. NATARAJAN

In the Sir Sivaswami Ayyar High School, Tirukattupalli Agriculture is a subject under the bifurcate S.S.L.C. course. There are 105 pupils learning this subject in Forms IV to VI. All the pupils of the school (about 1,060) have agriculture as the craft and they get an agricultural bias throughout the school career. Agriculture, gardening, bee-keeping, poultry and dairy farming are learnt. The school is able to meet the requirements of the hostel, rice, cocoanuts and vegetables, fruits and milk, honey, eggs are all obtained from the school farm. There are 120 boarders in the hostel.

A compact plot of 31 acres was acquired by alienation. The whole area was covered with prickly-pear scrub and sand dunes. Reclamation of the waste lands was done in a few months. Roads and paths were laid, irrigation and drainage channels were dug out, fields were marked, and thus all the waste lands were successfully brought under cultivation. 25 acres are under paddy crop, while the dry area of about 3 acres are grown with millets and fodder. The Education Ministers have visited the farm and were much impressed with the admirable work done. It has been registered as a model farm.

Tree planting has been effectively carried out. Bamboo, palmyra and

cocoanuts have been planted. Subsidy wells have been constructed. Nurseries have been organised and systematic experiments are being done on scientific lines.

The school has started a Dairy with 4 buffalows and 8 cows. There are 4 breeding bulls. Up-to-date dairy equipment has been secured. Two poultry units are flourishing. Bee-keeping is a very successful hobby. The staff and the students are keenly interested in this work. The annual output of honey is about 150 lbs.

It is significant that the hostel has been able to work out a scheme of self-sufficiency with great success. This has been possible because of the untiring enthusiastic work of the Headmaster of the school and the Warden of the hostel Sri S. R. Balasubramaniam. He has been ably helped by the agricultural assistant of the school and other members of the staff. The school deserves the hearty congratulations for having so successfully realised an ambitious dream. Schools with such favourable facilities can easily adopt the scheme with advantage. Before planning an agricultural farm, it is worthwhile visiting the Thirukattupalli School farm and Sri S. R. Balasubrahmanyam will be always ready to offer useful suggestions.

"Schools must eschew academic arrogance which breeds contempt for industry. They should stimulate a lively interest in the economic facts of life in the hope that more good boys will go into the works and the factory and less to the white collar jobs."

—*"Times Educational Supplement"* (Dec. 5, 1952, p. 977)

CELEBRATION OF THE U. N. O. DAY

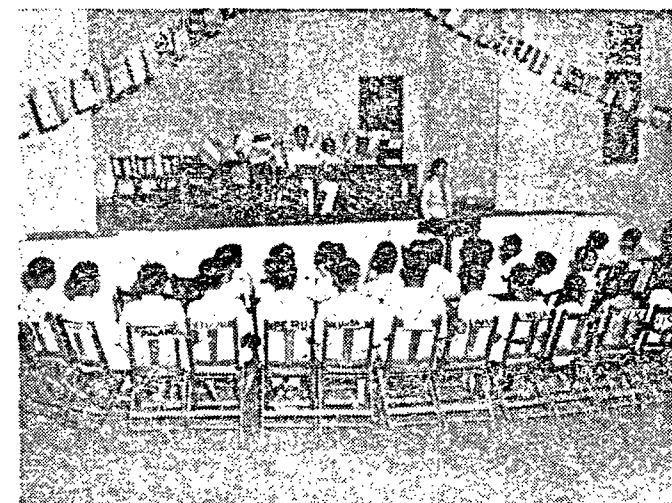
S. MARIA JOSEPH,

Madras Christian College School.

Dramatization has come to stay as an important activity in the teaching of Social Studies. Experienced teachers are aware that co-operative planning, training in sensible talk, artistic self-expression, appreciation and better understanding are the outcomes of dramatization and as such frequent portrayals of scenes and incidents in Social Studies incite the imagination of pupils and excite their interest.

Herein you will find the description of the dramatization of the General

Africa. The services of 60 pupils representing 60 member nations of the U.N.O. had to be requisitioned. No doubt out of this large number excluding the Secretary-General and Executive Secretary only about 8 pupils took part in the discussion on the appointed day. The text of the talk for each speaker was prepared by the pupils themselves who summarised the speeches made by the representatives in the General Assembly from newspaper reports. Besides, to make the



U. N. O. DAY, 24-10-1952

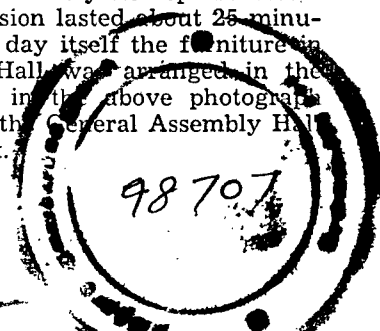
Madras Christian College School

Assembly by the pupils of one of the higher forms. The activity formed an important item of the programme on the last U.N.O. Day. Steps were taken as far as possible to present a true picture of the General Assembly which was in session at that time. Preparations had to be made two weeks in advance. The subject proposed to be discussed was the Colour Bar in South

scene realistic all the 60 pupils prepared each one the flag of a country and a small card-board indicating the name of the country he represented.

The discussion lasted about 25 minutes. On the day itself the furniture in the School Hall was arranged in the form shown in the above photograph to represent the General Assembly Hall in New York.

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FROM FOREIGN PERIODICALS

S. MARIA JOSEPH

(Condensed from "The Children Act for Peace" from the Minnesota Journal of Education, December, 1951.)

MAKE ME A CHANNEL

(A Prayer by St. Francis of Assisi.)

Lord, make me a channel of Thy peace—

That where there is hatred—I may bring love;

That where there is wrong—I may bring the spirit of forgiveness;

That where there is discord—I may bring harmony;

That where there is error—I may bring truth;

That where there is doubt—I may bring faith;

That where there are shadows—I may bring Thy light;

That where there is sadness—I may bring joy.

Lord, grant that I may seek rather To comfort—than to be comforted;
To understand—than to be understood;
To love—than to be loved;

For

It is by giving—that one receives;
It is by self-forgetting—that one finds;
It is by forgiving—that one is forgiven;
It is by dying—that one awakens to eternal life.

Fifteen ninth graders in a Minneapolis Church School wrote the following letter. It was reprinted in many newspapers, magazines and was presented to every delegate of the U.N. by the U. N. Association.

"We are the generation of children who have never known peace. We wish to speak to you for the millions of boys and girls who do not want to see more war. . . .

Can't you forget your grievances and just decide among yourselves to make this a happy world for the children? That ought to keep everyone busy for a long time to come.

Can't we all stay in our own countries for a hundred years co-operating with each other for a better world?

Can't we let the babies being born now, grow up well-cared for, with enough to eat, happy in their families, none going off to war, none being bombed, none starving, none frightened?

Our parents always tell us when we quarrel that no one is ever wholly right, and if each one admits that he is partly wrong then a right way can be found.

If the scientists are right, that no one can win another war, there is no real defence. Why don't you try something besides war?

Please keep talking until you find some way to agree!

Please remember the children everywhere"

The little letter has grown into a movement. A packet has been developed for use by children and teachers. In the packet are eight pieces: 2 packets of seeds; the addresses of U. N. delegates from all countries; the addresses of the Senators from every State; a youth booklist, "Reading for Democracy"; the name of a world-friend to whom you may write; the booklet "Make me a channel" and a letter to boys and girls on how to use the packet.

(Condensed from 'A World Campaign Against Ignorance' by Ruth H. Wagner, Education Digest, October, 1952.)

An organization is stronger in the degree to which it tackles real problems. The truth of this statement has never been more clearly demonstrated than in the evolution of Unesco's programme. Unesco now points with pride to its 'decatalogue' of 10 major tasks:

1. To eliminate illiteracy and encourage fundamental education,

2. To obtain for each person an education conforming to his aptitudes and to the needs of society, including technological training and higher education.
3. To advance human rights throughout all nations.
4. To remove the obstacles to the free flow of persons, ideas and knowledge among the countries of the world.
5. To promote the progress and applications of science for all mankind.
6. To remove the causes of tensions that may lead to wars.
7. To demonstrate world culture interdependence.
8. To advance through the press,

radio and motion pictures the cause of truth, freedom and peace.

9. To bring about better understanding among the peoples of the world and to convince them of the necessity of co-operating loyally with one another in the framework of the United Nations.
10. To render clearing house and exchange services in all fields of action, together with services in reconstruction and relief assistance.

To realize these objectives it was proposed to start a world network of six regional training centres—to be carried out over a period of 12 years. This is a 20 million dollar fundamental education project, and is to be carried out with private and government funds outside Unesco's regular budget.

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SOCIAL STUDIES IN SECONDARY SCHOOLS

S. R. BALASUBRAHMANYAM, M.A., L.T., Headmaster,
Sir Sivaswami Ayyar High School, Tirukattupalli.

[SOCIAL STUDIES—NEED FOR REVISING THE SYLLABUS. Below are the extracts from a contribution sent sometime ago by Sri S. R. Balasubrahmanyam, M.A., L.T., Headmaster, Sir Sivaswami Ayyar High School, Tirukattupalli. Now that the secondary schools have been following the syllabus for some years, we invite suggestions from schools as a result of the experience gained so far.—EDITOR.]

The advocates of Social Studies state that a child is enabled by such a course to fix "where he is in time, space and society." And though it utilises the subject-matter of History, Geography, Civics and Economics, it does so, not as isolated facts, but as an *integrated process*.

They also postulate the condition precedent for the successful working of the course and further warn us against some of the pitfalls in its practical working.

They are

(1) Facts ought not to be presented in an unrelated way.

(2) One of the first steps to take when such a course is started is to found a reference library—without it the course cannot be worked.

(3) The aims of Social Studies—laudable in its own way—are best attained by the adoption of the *Project* or any other *Activity Method*.

(4) For the success of the Scheme, essentially spontaneous in its working, "no central authority can lay down a detailed syllabus to be taught uniformly throughout a whole province" as the details of the local social life and historical and geographical factors will not be exactly the same for every locality, and consequently, there can be no uniform text-book for the whole or part of a State but only a number of reference books from which the pupils could cull out, under the guidance of teachers, the relevant information in their adventure of discovery.

Further it is conceded that in the High School stage, the pupil is ready for a chronological study for the history and geography of his country period by period.

The defects in the present scheme are that chronology is neglected, that the items included in the syllabus lack coherence and logic; and therefore the teaching of miscellaneous facts in an unrelated way leads only to confusion. Above all, subjects which have no disciplinary value should not be included in the school curriculum for facts as such are only a burden to the memory—devoid of the joy of a sense of exploration or achievement in the course of the acquisition of knowledge.

Careful selection of facts and their proper presentation with due emphasis on the *why* and *how* thereof—are of utmost importance for class-room study.

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

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

Thirdly, the aims of the social studies course are not reflected in the present syllabus, as there is no *real*

integration of the various subjects—history, geography and civics.

Fourthly, the syllabus totally neglects the geography and history of the Home-land and the study of the ancient valuable monuments of the land, and thus a valuable opportunity to exploit the environment and to stimulate the spirit of observation and enquiry on the part of the pupils is denied to them.

Lastly, India has had a glorious period of cultural expansion in the past in all directions of the globe and the syllabus has failed to take note of it. Hence the present syllabus is unsuitable for adoption at present, and further needs considerable modification to ensure a good course which will confer lasting benefits on the pupils.

The following defects and difficulties in the existing syllabus are enumerated:—

(A Critical Examination.)

I FORM. ARABIC NUMERALS.

The Nine Digits and Zero—India's Gift—too high for the standard—a bare statement has no value. In modern education especially, in historical studies, the *Causal* is what matters—not the *Casual*.

Roads.—Nothing is more misleading than a half-truth. India made roads long before Rome—(vide Mohanjo Daro, well-paved roads 5000 years ago and Ashoka's days—Trunk roads branching off in all directions from Pataliputra—Tamil inscriptions mention Vaduga-P-Peruvazhi—the Trunk road leading from the Tamil land to Andhra Desa.

Oranges.—What earthly use? Its proper place is during a study of the Mediterranean basin. Cotton, sugar; these are India's special products round which the history of India is woven—these are more important than oranges.

Development of *Language* and *Writing* is beyond the grasp of pupils of I Form.

The story of Education, Religion, Science and Arts are out of place in I Form. At best some of them may

lend themselves to be treated in Assembly classes. Only a few biographies of men in these fields can be attempted. *Features* and *Development* of religions are too abstract to interest pupils.

What to teach and how to teach in respect of Music, Painting, Sculpture, Dancing and Architecture in the classroom! The best way of introducing the pupils to these subjects is by arranging a visit to a concert or a museum or a temple—i.e. outside the class-room, as an extra-curricular activity under the guidance of competent men.

II FORM.

All the topics included here are best done by *projects* which our schools are totally unfit to undertake at present.

There is further no historical material, nor the geographical setting. The story of outstanding persons should be interesting but it will lack chronological sense. So the teaching will descend into a series of unrelated facts.

III FORM.

It is all History and Civics—too much of it in one Form—and no Geography. Further History is presented as a disjointed hotch-potch. Invaders, Emperors of the north and the south are treated separately to the detriment of chronology. It will cause confusion.

In a secular State, religion is a combustible material, and the urge for 'Religious Oneness' in the syllabus is overdone.

Harmony we may attempt by tolerance and respect for the followers of other religions but synthesis of all religions is beyond the province of a teacher.

Civics.—Items D and E are too high for the standard—better done in VI Form.

IV FORM.

Syllabus fairly satisfactory—may be adopted with slight changes.

V FORM.

It is better at this stage to change the emphasis from North India to South India—the Home-land.

A Chronological study of the main dynasties of South India with suitable correlation with North India wherever necessary is desirable.

VI FORM. INTRODUCTORY.

This mixes the evolution of the Central, Provincial, and Local Government, which is to be treated separately.

The heading 'Village Autonomy in the Tamil Kingdoms of the Far South' presupposes a static condition from the Sangam Age to the 19th century. Institutions are not so *unchanging* as presumed.

Evolution of the Modern Administrative system with its deep roots in the past is to be attempted—but separately under each of its branches—Central, State and Local.

The *Civics* and *Economics* parts of the syllabus may be adopted with certain omissions.

The following modifications and improvements are suggested:—

I FORM.

Natural Regions of India—Physical, Economic—History of India through the Ages—Mainly biographical.

Religious leaders—Great Scientists, and their contribution to human welfare.

II FORM.

Natural Regions of India,

- (a) Mineral Wealth, Industries—Commerce, Transport.
- (b) Outline of the Dynastic History of India in brief—as a movement, with emphasis on Social and Cultural Life—Reformers.
- (c) Find the World—Discoveries.
- (d) Feeding Humanity—India and the World, F.A.O.
- (e) Clothing.

III FORM.

Geography of Eurasia and Australia.

- (a) Emphasis on South East Asia.
- (b) India and Greater India.

India's expansion — Central Asia, Western Asia, and Africa —Greece, Rome and Iran, Burma, Malaya, Annam, Siam, Indonesia — Philippines and China.

- (c) Foreign Visitors.
- (d) *Civics*.—Elementary—How we are governed.

IV FORM.

- (a) World Geography in Outline, Ancient and Modern trade routes and means of communication.
- (b) World struggle for freedom, England, France, America, Italy, Ireland, Russia, Turkey, Japan, China and India.
- (c) Efforts at World Peace.
- (d) India and the Modern World.

V FORM.

- (a) Geography and History of South India (Dekkan and South India) with special reference to South Indian dynasties—Chola, Chera, Pandya, Andhra, Vijayanagar, Maratha movement, British conquest.

VI FORM.

- (a) Indian Freedom Movement—Mauryan to Modern Times, and gradual transfer of power from British to Indian hands.
- (b) *Civics*. (Advanced)
Central Government.
State Government.
Local Government.
Justice, Law and Order, Defence.
Land Tenures, and recent reforms.
Social Welfare Schemes.
Illiteracy and Adult Franchise.

Citizenship.—Rights and Duties as citizens—World-Citizenship. U.N.O. & one World.

Economics.—

1. *Economic*—
(a) *Agriculture*—Increase of Population Programme of self-sufficiency in Food—Land

Tenures, Disabilities of Agriculturists, low yield, scientific methods, mechanised large scale farms and co-operative farming.

- (b) *Industries*—Factory and Cottage Industries, Trade Union Movement — Labour Welfare Scheme Nationalisation.

2. *Trade*.—(Inland and Foreign)—Protection and Free Trade—Tariff Board.

3. *Finance and Banking*.—Banks Commercial—Reserve Bank—Co-operation and Co-operative Credit and Multi-purpose co-ops.

4. The Indian Budget—Heads of Revenue and Expenditure—Central, State and Local.

5. The Ideal of the *Welfare State*.

GOVERNMENT OF MADRAS

EDUCATION DEPARTMENT

Memorandum No. 52298 D/52-4 Education dated 31-1-1953

Subject: Education—Educational concessions to children of Non-Gazetted Officers and others—Applicability to detained pupils.

Ref: From Sri E. H. Parameswaran, M.L.C. dated 19-11-52.

From the President, South India Teachers' Union, Madras, dated 19-11-52.

From the Director of Public Instruction No. 1161 E4/52 dated 26-12-1952.

Government felt that in order to encourage due attention and industry the concession granted to the children of Government employees should not be given to those pupils who fail to obtain promotion to the next higher form. Accordingly in G. O. 2518 Education, dated 1-11-52 the Government directed that the educational concession granted to the children of Non-Gazetted Officers and others shall be withheld from a pupil who remains for more than one year in one and the same class or form and that pupils who were detained last year and who are continuing in the same class this year will not be eligible for the concession. It has now been represented that almost all the schools had allowed the concession to the children of Non-Gazetted Officers and others from July, 1952 irrespective of the fact whether they were promoted or not and that the payment of fees for the previous months up to date is causing hardship to the parents. The Government have after sympathetic consideration decided that fees in the case of detained students be collected only for the short term beginning with January, 1953. In cases where the fees for July to December 1952 have been collected from the detained pupils such amounts will be refunded to the pupils in order to avoid discrimination. Government also direct that from the next school year onwards it should be clearly understood that fees shall be collected from the detained pupils and no concessions in this respect should be granted.

(True Copy)

K. M. UNNITHAN,
Secretary to Government.

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NEWS AND NOTES

PAPANASAM

Dr. Sir C. V. Raman Science Club, Board High School, was inaugurated by Sri P. Venkatavaradan, M.A., L.T., on 22—8—1952. There were demonstrations of the principle of the Tantalus Cup and some items of 'Chemical Magic.'

At the next meeting there was a farce on the benefits of the neem leaves as an insecticide and germicide. Papers were read by the pupils on "The Atom" and "The National Laboratories."

Sri Subramaniam, an old-boy and a pupil of the Hollywood Science Institute, delivered a lecture on the fundamental principles of Radio Physics and demonstrated his talk dismantling a Radio set.

There was a lantern lecture on First Aid in Bleeding by Sri N. K. Venkataraman, Scouter of the school.

The Club celebrated Dr. C. V. Raman's 65th Birthday. Lectures on 'Hydro-electric-schemes' by an old-boy and on Scientific Agriculture by the District Plant. Entomologist were delivered. There were demonstrations by girl pupils on air-pressure, Will-of-the-wish, Hydro Electric Schemes and the like. The proceedings were broadcast by the A.I.R. under "News Chronicle."

Dr. Sir C. V. Raman had sent his message to the Club, with a presentation copy of the 61st Birthday Souvenir by the Indian Academy of Sciences.

The School Laboratory is placed at the disposal of the Elementary Schools and Middle Schools in the neighbourhood and classes were permitted to be conducted in the Club premises.

The Question-Box is the most interesting and absorbing activity of the whole school. There were about 200 questions and the answers were posted then and there on the Question-Board.

There are items like pot-gardening, Museum, Science Library, Herbarium and the like. There were pencil drawings and clay-models of Dr. Sir C. V. Raman and other leaders.

An excursion to Neiveli, and Annamalai University was organised. The parents also were taken in and there was an encouraging response.

MADURAI

An Educational Exhibition was organised on a grand scale in the Madura College High School premises on the 28th of February, 1953. Sri K. Srinivasan, Principal of the Poly-Technic Institute, declared the Exhibition open. Sri M. S. Yegyanarayanan, M.B., B.S., Secretary, Madura College Board, Madurai, presided on the occasion. The Headmaster Sri M. R. Srinivasan said in the course of his Welcome Address how the running of such Exhibitions, helped to bring out the latent talents of the several pupils of this school into prominence and gave an idea to the public about the activities in which both the teachers and the pupils were engaged. Apart from the advertisement value it had, the parents and the citizens of Madurai were given an opportunity to encourage the children who had strained every nerve to make the exhibition a success.

The Exhibition was divided into various sections, viz., Social Studies, Arts, Crafts, Citizenship, Science, Physical Education and N.C.C. The Agricultural Department, the Poly-technic School and the Fisheries Department enriched the Exhibition by sending some of their exhibits.

Some of the distinguished persons who graced the occasion were Mr. C. Raghunathan, M.A., L.T., Divisional Inspector of Schools, Mr. R. V. Rudrappaswami, B.A., L.T., District Educational Officer, Madurai.

FROM OUR ASSOCIATIONS

TIRUCHY

An Ordinary Meeting of the Tiruchy District Teachers' Guild was held on Saturday 7—2—1953 in the Bishop Heber High School, Teppakulam with Mr. M. P. H. Albert, M.A., L.T., President in the chair. Over 100 members were present. Sri G. Krishnamurthy, M.L.C. addressed the gathering on the need for an old-age provision for teachers. He urged the Government to accept his scheme paying a gratuity on retirement or death in service which would be equal to only a four year pension. If the age of retirement is raised the immediate financial commitment to Government will be practically nil.

Resolutions requesting the Government to provide funds for the removal of differences in the scales of pay of teachers working under different agencies and for payment of a gratuity on retirement of teachers in aided institutions were passed. The Guild requested the Tiruchy Municipality to adopt the Government scales of pay for the teachers in its service. A conciliation committee was set up to intervene in cases of termination of service of teachers by managements.

With a vote of thanks by the Town Secretary Sri R. Bhuvāhan, the meeting terminated.

RESOLUTIONS

1. This Guild requests the Government of Madras to make an allotment of at least Rs. 2 crores in the Budget for 1953-54 from the General Revenues for the enhancement of salaries of teachers and the removal of the invidious distinction in the scales of pay of teachers of similar qualifications in elementary and secondary schools, and under various agencies.
2. This Guild requests the Government of Madras to make suitable provision from out of the allotment for Education under the Five Year Plan for payment, of the

starting salaries of teachers at the same level as the salaries of members of similar qualifications in other Departments.

3. This Guild requests the Government to allot at least Rs. 50 lakhs in the Budget for 1953-54 for payment of Government Gratuity to teachers in non-pensionable service on retirement or death on the formula Last Pay Drawn $\times$ Total number of years of service.
4. This Guild requests the Government of Madras to provide at least in the Budget for 1953-54 for grant of House Rent Allowance to teachers in Aided Institutions, the only category of teachers left unprovided for in this respect.
5. This Guild requests the Government to raise the age of retirement for teachers to 65.
6. This Guild requests the Government of Madras to form Statutory Boards of Education for the Primary and Secondary stages of Education, the Board to consist of experienced teachers, actually handling the classes at the various stages, to formulate schemes, and deal with problems of educational policy.
7. This Guild requests the Government to recommend to the University of Madras to adopt the pre-1948 Regulations in respect of Tamil Vidwans in active service appearing for B.O.L. Examinations and not to insist on their sitting again for the Tamil papers.
8. This Guild requests the Managements to continue the concessions they had been awarding till now to the children of their employees in the U.S. Forms irrespective of other concession granted by the Government.
9. This Guild requests the Tiruchirappalli Municipality to sanction Government scales of pay to the teachers in its service,

10. This Guild requests the Tiruchirappalli Municipality to take into account the Headmasters' Allowance for contributing bonus in the Provident Fund, in accordance with G.O. on the subject.
11. This Guild requests the District Educational Officer and the Tiruchirappalli Municipal Council to consider the half-a-day spent by teachers in attending the centre meetings as working days for purposes of calculating the minimum number of working days for elementary schools in view of G.O. on the subject.

TIRUVARUR

There was a meeting of the Guild Council of the Tanjore District Teachers' Guild in the premises of the Board High School, at 2 p.m. on Saturday 7—2—1953 with the President, Sri J. G. Koil Pillai, B.A., L.T., in the chair. 35 members were present.

After a welcome address by Sri S. Rajarama Iyer, B.A., L.T., Headmaster, Board High School, Tiruvarur, the President thanked all the members of the General Body through the representatives of the various associations present at the meeting for having elected him and Sri S. Srinivasan as the President and the Secretary respectively. He made a fervent appeal to them to extend their earnest and enthusiastic co-operation to make the Guild a strong and effective body.

Next Sri R. Mahadevan, B.A., L.T., presented a report on the meeting of the Executive Board of the S.I.T.U. in Madras on 2—1—1953.

Then the items on the Agenda were taken one by one and explained and discussed. The Secretary answered questions given notice of by the Teachers' Association, Town High School, Kumbakonam.

The President next explained that the Executive Board wished to study more closely all the resolutions given notice of by members regarding scales of pay, and announced that they would be brought before the General Body meeting on 7—3—1953.

Then the following resolutions were adopted.

The meeting came to a close with a vote of thanks proposed by the Secretary.

RESOLUTIONS

1. That the questionnaire issued by the All-India Federation of Educational Associations be printed and supplied to all affiliated Associations at their own cost after ascertaining the number of copies each of them would take.
2. That the S.I.T.U. be requested to arrange for a State-wide observance of Teachers' Pension Day.
3. That the District Managers' Association and individual managements of all Secondary Schools in the District be requested to give pension to all their staff.
4. That in view of certain difficulties raised the consideration of Mutual Benefit Fund Scheme be deferred.
5. That the General Body which meets on 7—3—1953 be requested to authorise collection of an additional amount of As. 4 a member this year pending raising of the subscription by the General Body at its Annual Meeting.
6. That the Amelioration Fund be continued and built up as there is still a need for it.
7. That centres of the Elementary School Teachers be affiliated to the Guild and each centre be treated as an affiliating unit and 2 members viz., the President and the Secretary or the Secretary and the Assistant Secretary of each centre be allowed to represent each centre pending amendment to the constitution.
8. That the invitation of the Educational Society, Kumbakonam to hold the half-yearly conference of the Guild in the premises of the T.H.S., Kumbakonam on 7—3—53 be accepted with thanks.
9. That the General Body be requested to authorise the Executive Board to invite the S.I.T.U. to hold

- the State Educational Conference, 1954, in Tanjore.
10. That the Government be requested to make it obligatory on all the Managements to give forthwith to their staff
 - (1) The same scales of pay.
 - (2) Allowances.
 - (3) Leave Rules.
 as obtain in Government Schools.
 11. The Tanjore District Teachers' Guild deplores the attitude of the Government in turning down the very moderate and reasonable demands presented by the S.I.T.U. Executive, recently regarding the scales of pay and other service conditions of teachers.
 12. That the Government be urged to grant the non-teaching staff in all schools the same educational concession granted to the teaching staff.
 13. That the Government be requested to extend free Medical Aid and House Rent Allowance to the teaching and non-teaching staff in aided schools also.
 14. In view of the fact that a teacher can save little and has no means of livelihood after retirement, this meeting of the Guild Council urges on the Government to fix normal age of retirement at sixty years.
 15. That the Government be requested to recommend to the Central Government to extend railway concessions to all teachers travelling for educational purposes like conferences, recognised camps, refresher courses etc.
 16. That the Government be requested to make it obligatory on all managements to pay their staff their salary not later than the 1st working day of the next month.
 17. That the General Body be requested to sanction a post of permanent, honorary Under-Secretary to the Guild to be elected from among the members of the Guild in Tanjore and his office be located in Tanjore.

18. That the S.I.T.U. be requested to include in its Executive Board as ex-officio members the President and the Secretary of each of the affiliated District Teachers' Guild by making suitable amendments to its constitution and to invite the same office-bearers to all the meetings of the Executive Board pending such revision of the Constitution of the S.I.T.U.

KURNOOL

The Guild Club was inaugurated by Sri S. Natarajan, President, South India Teachers' Union, in the Guild House on Sunday, 1—2—1953. Sri N. V. Krishnamurthy, Lecturer, Osmania College, Kurnool, presided on the occasion.

After prayer by Sri A. S. Parabrahmam, Sri K. N. Pasupathi, President of the Guild, welcoming the guests briefly narrated how the Guild Club Building came into existence.

Sri H. Krishnamurthy, Secretary, introducing the guests of the evening, spoke about the personal sacrifice that Sri Natarajan had been making for the betterment of the Union. Then he briefly spoke about the burning events facing the S.I.T.U. Mr. Krishnamurthy speaking about the reintroduction of the S.S.L.C. selection system, said that this reintroduction had created fresh difficulties to the teachers in general and to the headmasters in particular in these days when indiscipline coupled with collective action backed by some party or other reigned supreme. He said that Government might have partly succeeded in satisfying some by this reintroduction but they have created fresh troubles and embarrassments to the headmasters and teachers. Mr. Krishnamurthy then introduced Sri Doraikannu Mudaliar, President of the Madras Teachers' Guild, who was also present at the function, as one who was doing yeoman service to the S.I.T.U.

Sri Doraikannu Mudaliar, addressing the members, spoke about the advantages of having a house of teachers and said that he was deriving an inspiration from this Guild House Foundation

stone to have one at Madras. He further spoke in an impressive way the need for having a house of their own by the respective guilds.

Sri S. Natarajan, inaugurating the Guild Club, expressed his appreciation of the work of the Guild members in having constructed that building. Touching about the salaries question, raised by the Guild Secretary earlier, he said that even the authorities were upset when they considered the question of the low salaries of teachers. He said he was an optimist and there was a good deal of hope. Those in charge of higher levels of administration and the members of the legislatures, all have good-will and great desire to do what we deserve. Let us hope this good-will of all the sections of the public will enable us to achieve the desired fruit.

Sri Natarajan went on saying, "a section of the public was greatly dissatisfied on the work of the teachers at school. The children are afraid of nobody and that is no reason why children are to be frightened. They must be won and trimmed with love. The teachers cannot disclaim their responsibility if the teachers have not created in them respect for authority, consideration for elders and regard for the rights of others.

Students of to-day are said to be poor in quality. The reference is not only to the ability of speaking English but to their ability of grasping the civic sense. Citizenship training and social studies are intended to make the students work together in a team spirit. Success depends upon the sincere and patient work of the teacher. It is a sad and depressing feature to note with a good number of exceptions—that teachers think of their work in a superficial way. The object of the reorganised system of education is lost sight of by them completely. They care more for the results in the examination and they do not give opportunities to the students to develop the qualities contemplated in the reorganised scheme. "If you have a bright light you can see the distant horizon; if you have a lofty

ideal, you can educate the children, otherwise, you might have coached him for the examination but you have done nothing for him to be a man."

The pictures and bad types of magazines might have had some bad effect upon children but the school cannot escape its responsibility. It is said we are in a secular state. At home boys have no religious teaching. There are many forces to bring down the pupils in moral standards. In Secondary school classes there is greater contact between the teacher and the taught. The dangerous period is between 12 to 18 years. The teachers have to methodically plan and work with devotion and sincerity. If we ask ourselves the question, "Is my teaching an example for others?" We cannot honestly say 'yes' in reply. Then who else can be an example to the young children? The parent is busy, selfish and un-doers sometimes what we do. Your laziness will have adverse effects on children in their general behaviour. Teaching is an exacting service. Nervous breakdown is setting among the teachers. In the interests of proper education of children the teachers are to be given sufficient facilities. The public should be informed of these handicaps. The teachers should not be clubbed as an unsociable and unclubbable element. *We should make others also as members of this club. We should not feel it a handicap if we admit others into our club. We should not keep this club exclusively for teachers.* All members of the town interested in us must be taken in as members. Let us be cosmopolitan in our outlook. I once again congratulate the Kurnool Dt. teachers for this monumental achievement and hope that its true purpose will be served."

The President of the evening, Sri N. V. Krishnamurthy, in the course of his remarks observed that starting of a club means starting of a cultural association with academic and athletic branches. Thoughtfulness of one's own conduct is a sign of culture. He endorsed the views expressed by Sri Natarajan that teachers should meet men of other walks of life and study circles

be started. A club on an academic plane requires a good library. He suggested that all local athletic associations should get themselves amalgamated with that club. In conclusion he said that this club would be the best place for a teacher to develop a cultural attitude of life.

The Annual Conference of the Kurnool District Teachers' Guild met on 7—2—1953 in the Teachers' Guild House. About 150 members including 20 women teachers with delegates from Pattikonda, Nandikotkur, Sanjamala, Kodumur etc., and the teachers of the local schools attended. Sri K. N. Pasupathi, Headmaster, Municipal High School and President of the Guild addressed the members on the task ahead. He said that, while the Guild had achieved something during the last three decades, particularly during the recent past, it had to achieve very much more for the cause of education and the teaching profession. Unless the members were united in purpose and objective and inspired by a lofty sense of discipline and service to the cause of education and teaching, their efforts would hardly bear fruit. The President appealed to teachers to give up personal prejudices or misunderstandings with one another and rally round the banner of the guild so as to make it a solid, united organisation. Mere passing of numerous resolutions on the platform, particularly in the matter of scales of pay, in a haphazard manner, would not deliver the goods as none paid serious attention to them. Such resolutions should gain the approval of the Central Union who would take up the cause with the authorities. The President pointed out the urgency of enrolling members for the Guild House Club which should be made a centre of light and culture, of self-improvement and community life for the teaching profession in the locality. He suggested the need to start a library and make provision for physical recreation for members of the club. Study circles on different subjects of the school curriculum and questions relating to Provident Fund, Government Orders, etc., might be studied so that expert knowl-

edge on these matters would promote the cause of teachers on their material side.

The draft resolutions received from associations had been scrutinised and discussed before the Conference met, and they were adopted. A condolence resolution on the death of late Potti Sriramulu was passed, all members standing.

A number of resolutions bearing mainly on the service conditions of teachers and on their minor disabilities which needed to be redressed early, were adopted. The Guild requested the Government to set up a Rayalaseema University with Kurnool as its headquarters and urged them once more to standardise the scales of pay of teachers of similar grades under all managements and to grant uniform D.A. and House Rent Allowance to teachers in rural and urban areas alike. The Guild, for the first time, elected two representatives on the S.I.T.U. Executive Board, Madras. (The Secretary Mr. G. Rajarathnam and Sri H. Krishnamurthi.)

After tea, a short discussion was held on the question of affiliating the Guild to the Andhra Teachers' Federation. Messrs. I. C. Sarma, M. Venkateswarulu Setty and others participated.

The election of office-bearers then took place. The following were duly elected :—

President—Sri K. N. Pasupathi,
Headmaster, Municipal High
School, Kurnool, was re-elected
President.

Secretary—Sri G. Rajarathnam, B.A.,
Assistant, Coles High School,
Kurnool.

The Guild placed on record the valuable services rendered by the retiring office-bearers, and with a vote of thanks the Conferences ended.

MANGALORE

The Reception Committee of the 43rd Madras State Educational Conference met on 8—2—1953 in Ganapathy High School, Mangalore, with Sri N. N.

TIRUPATI

The Annual Conference of the Chittoor District Secondary Schools Teachers' Guild was held at S. V. H. School, Tirupati, on 1—2—1953 under the presidency of Sri S. Palanisami, M.A., L.T., Principal, S. V. College, Tirupati.

Sri U.S. Venkatnarayana, M.A., L.T., Headmaster, M.H. School, extended a hearty welcome to the delegates, on behalf of the Reception Committee.

Sri M. Murram Reddy, B.A., B.Ed., President of the Guild, in his introduced speech, gave a brief life of the Guild and its activities:

Sri D. Purushotham, Secretary of the Guild presented the Annual Report which was adopted.

Sri S. Palaniswamy in his lucid address gave out the reasons for the recent changes made in the curriculum and very graphically analysed the advantages and the disadvantages of the Reorganisation of Secondary Education in our State.

Sri T. V. Ramanujachary read a paper on 'Reorganisation of Secondary Education.' Messrs. V. Rangaswamy and K. Natesa Iyer took part in the discussion.

The following resolutions were passed :—

1. This Conference endorses fully the recommendations of the S.I.T.U. in respect of salaries, old age pensions, and leave rules for the various grades of teachers and urges upon the Government to give immediate effect to those recommendations.

2. While thanking the benign Government of Madras for granting educational concessions to children of teachers of all institutions this Conference urges upon the Government to make the education of children of teachers free at all stages.

3. This Conference requests the Government to extend the period for obtaining craft qualifications on the part of the teachers by at least two years from the date and pass immediate orders cancelling the stoppages of in-

Suvarna, M.L.A., in the chair, and resolved to arrange for the Conference to hold its session in Mangalore, and to request the authorities of the Canara High School to permit the use of their Hall and Buildings.

The following office-bearers were elected :—

Chairman of the Rec. Committee—

Sri B. Manjaya Hegde, B.A., B.L.,
President, S. Kanara Dt. Board.

Vice-Chairmen—

Sri K. S. N. Adiga, B.A., B.L.,
Chairman, Mangalore Municipal
Council.

Srimathi Kalyani D. Shetty,

Sri M. Madhava Rau, B.A., B.L., and

Sri G. Somasheker Rau, B.A., B.L.

Secretary & Treasurer—

Sri U. Srinivasa Kini, B.A., L.T.

Joint Secretary—

Sri U. Gopal Shanbhogue, B.A., L.T.

An Executive Committee consisting of many prominent persons was also elected.

The Annual Meeting of the South Kanara Dt. Teachers' Guild was held in Ganapathy High School, Mangalore on 8—2—1953, with Rev. Fr. W. F. Sequeira, S.J., in the chair.

(1) The following office-bearers were elected :—

President—Sri U. Keshava Rau,
B.A., L.T., Headmaster, Canara
High School, Urva.

General Secretary—Sri U. Srinivasa
Kini.

Representatives on S.I.T.U. Ex. Bd.—
The President and the General
Secretary.

(2) Resolutions were passed requesting Government to raise the retiring age in all Schools and Colleges to 60; to order 15 days' earned leave per year for teachers in Local Board Ele. Schools, as for Aided Ele. Schools; and to grant a higher pay-scale to Drawing teachers who possess the S.S.L.C. and the Higher Grade certificate.

crements by the managements of the schools.

4. This Conference represents to the Government that all teachers employed under all managements subsequent to 1933 be declared eligible for medical leave on full pay just like teachers employed prior to 1933.

5. The following office-bearers were elected for 1952-53:—

President—Sri U. S. Venkatnarayana, M.A., L.T.

Vice-Presidents—Sri R. B. Venkatramana Rao, B.A., L.T. and Sri K. Natesa Iyer, B.A., L.T.

General Secretary & Treasurer—Sri D. Purushotham, B.H. School, Chittoor,

Joint Secretary—Sri G. Kumaraswamy, B.A., B.T.

Representative on the S.I.T.U.—Sri T. V. Ramanujachary, B.A., B.T.

After the President's concluding remarks Sri D. Purushotham proposed a vote of thanks.

A General Body Meeting of the Chittoor District Secondary Schools Teachers' Guild, was held on 7-2-53 at S. V. College, Tirupati under the Presidency of Sri S. Govindarajulu Naidu, Director of Public Instruction, Madras.

Sri V. S. Venkatnarayana, President of the Guild submitted a memorandum to the D.P.I.

The D.P.I. was pleased to assure the teachers that their points will be sympathetically considered. He stressed the need to have more faith in teaching and to be self-contented especially now.

Sri D. Purushotham, Secretary proposed a vote of thanks.

KRISHNAGIRI

The 27th Salem District Educational Conference was held on Saturday, the 21st February, 1953 at the Board High School, Krishnagiri. Sri M. K. Shan-

mugam, M.A., L.T., Principal Sir Theagaraya College, Madras, presided. Over one hundred and fifty delegates from various schools in the District attended the Conference.

Sri K. S. Subrahmanya Gounder, M.L.A., President, District Board, Salem, hoisted the National Flag.

After prayer Sri E. Shanmugam, B.A., L.T., Chairman, Reception Committee welcomed the guests, the delegates and visitors. He deplored the division of Education into Primary, Secondary and Collegiate courses of study and said that to tone up efficiency in English in Secondary Schools optionals at least should be taught in English. He agreed with the suggestions of the Chief Minister, regarding the three years training course for teachers, but he wanted that the stipends should be increased to attract capable and efficient men to the profession. He added that the lot of the teacher should be improved not only in salary but also in status. He appealed to the teachers to be united and to strengthen the Guild and the S.I.T.U. He requested Sri V. Natarajan, Retired Divisional Inspector of Schools to inaugurate the Conference.

Inaugurating the Conference Sri V. Natarajan pointed out that we have made rapid progress in education, though not with the speed, we would all wish, during the last 40 years. There had been advancement particularly in the matter of emoluments to teachers. We have done a lot of spade work, though not much has been achieved as yet. The first Five Year Plan, sponsored in the wake of Independence, has not given any definite lead in the matter of educational progress in restoring the ancient honoured position of the teachers' lot.

They were also speaking a lot about basic education after Independence and even in that spinning has been given so much prominence. How far they could still maintain spinning as the only basic craft had to be considered. It had yet to be decided by teachers themselves. When hand-spinning and handloom cloths were suffering in these days, whether hand-spinning as an

occupation for children would have to be considered.

Rajaji's reference to a sort of three years training course for teachers was to be taken more as a joking remark and in a lighter vein than otherwise and yet it contains serious matter for consideration by the teachers themselves. When there was actually a big dearth of teachers, to suggest increased number of years for training would add to the dearth. The doctors had opposed a short-term medical course and it was for teachers to consider whether a longer training course was needed for them.

The ancient Gurkula type of education was not possible in modern days when education was imparted in mass. The teacher was a social engineer and an architect for constructing future society of India. This was the most opportune time and teachers should take up the work of reconstructing society. If we neglected now, everything would be lost. There was no use in their begging for growing salary, etc. If they were experts in the profession they could systematise it themselves.

There should be no longer associations of separate categories like elementary, secondary, headmasters' etc. All these must disappear and there must be only one association of teachers, affiliated to the District Teachers' Guild, which should in turn be affiliated to the South Indian Teachers' Union. Only then, other people would cease exploiting them taking advantage of their rights and the teachers' organisations would undertake to maintain the dignity and morale of the profession. He suggested the formation of Statutory Teachers' Councils like those of the Bar or Medical Councils with set up standards for the profession.

The District Guild could also function as an employment exchange for recruiting teachers. Salem could show the way in the field. The Guilds must also be sources of publicity for the talents of teachers. They could also review books and start big libraries. Teachers could also take a larger share in social functions by freely mixing with the pupils in games and play, etc.

This was the only profession which had the opportunity for more club life and social contact with the public and the pupils. By building up a new type of teachers they could live down the jokes usually made of the teaching profession. He declared the Conference open.

In proposing Sri M. K. Shanmugam, M.A., L.T., Principal of the Sir Theagaraya College as the President of the Conference, Sri N. Nanjappa, M.A., B.O.L., L.T., Secretary of the District Guild spoke about the services rendered by the President in the cause of education. The motion was duly seconded by Sri R. P. Ramachandran of Krishnagiri and supported by Sri S. Subba Rao of Salem.

The President delivered his address. He endorsed the suggestions made by Mr. Natarajan and called on the teachers to accept and implement them. He felt that the teaching profession was the 'highest and the noblest in the world' so long as they moulded the minds of men and women into right shapes and patterns. They were living in dangerous times when politics was making inroads into even the sanctuaries of education. Taken as a whole he said politics was the negation of true education. And therefore the true teacher should eschew politics even in his private life. Speaking on teachers' emoluments, he felt that the profession was the 'most ill-paid' and called on the State Government to accept the recommendation of the S.I.T.U. which were modest enough. As regards college teachers he supported the recommendations of the Association of University Teachers, Madras. Teachers must be better paid and there should not be any discrimination among equally qualified teachers employed by several agencies. Decent salary and provision for old age must be offered. He appealed to teachers to imbibe the true spirit of service of the Westerners who had done a lot in the cause of education in India.

The State Government, he said, could lay by some of their ideological schemes, restore the lapsed revenues of the State and eliminate wasteful expenditure on economical and unproductive

schemes, there would be enough money available for meeting the urgent needs of the people like food, clothing and education. The Government must find the necessary funds for financing education and that they should not plead any excuse of financial stringency. The present system of education must be revised.

He was of opinion that the mother-tongue or the regional language must be the medium from the primary to the collegiate stage. Linguistic provinces would be useful for the development of regional languages. English could not be discarded here and now. He stressed the need for planning in education. Five years would not be enough. 15 years would be required and that in three stages. English could be replaced only if the regional languages and Hindi were developed and suitable text-books were produced.

Sri K. N. Subrahmanyam, Secretary of the Reception Committee read messages received from the Director of Public Instruction, Madras, Messrs. N. D. Sundaravadivelu, Dy. Director, Venkatavaradan, D.E.O., Salem, C. R. Narasimhan, M.P., S. Natarajan, President, S.I.T.U., E. N. Subrahmanyam and K. R. Chandrasekaran, Vice-Presidents, S.I.T.U., E. Subrahmanya Pillai, Hosur, E. H. Parameswaran, M.L.C., G. Krishnamurthi, M.L.C., V. S. Ratnasabapathi, State Secretary, The Bharat Scouts and Guides, S. Nagaraja Monigar, M.A., A.I.C.C. member, Kaveripatnam and others.

Sri K. S. Subrahmanya Gounder, M.L.A., President, District Board, Salem, addressed the Conference. He congratulated the teachers of the District Board High Schools for the excellent results produced in the S.S.L.C. Public Examination in spite of the many handicaps and exhorted the teachers to continue to work with the same enthusiasm. He wanted all schools to become basic schools and wanted the students to learn Hindi. He referred to the enquiry by the Secondary Education Commission and hoped that it would make suitable recommendations shortly to remove all defects in the present system, especially in establishing

continuity from the elementary stage to that of the secondary stage and then to the college grade without any break as at present. He felt that the present secondary course could be shortened and pleaded for support to the basic education scheme. He urged the removal of the ban imposed by the Government in the opening of new elementary schools by the Board which was incurring a deficit of Rs. 4½ lakhs every year. More schools should be opened if illiteracy was to be eradicated.

He said that the Board's finances were in a bad position and it was a problem every month to find the necessary money to pay teachers' salaries. He added that teachers should eschew politics. There should also be Parents' Associations.

After lunch the Conference met and passed a number of resolutions. At the outset a condolence resolution on the death of Sri N. Gopalaswami Ayyangar, Union Defence Minister and of Sri P. R. Subrahmanya Pillai, Headmaster, B.H. School, Rasipuram, was adopted. The Conference welcomed the appointment of the Secondary Education Commission and requested the Union and State Governments to give effect to their recommendations as early as possible. It requested the State Government to treat the period of absence of teachers attending Educational Conferences or meetings of Committees connected with them as on duty, to open more colleges for the training of language teachers and requested the managements of schools to send language pandits for training as is done in the case of Graduate Assistants, to extend to the teachers of aided institutions the medical facilities as are given to the Local Board Servants and N.G.O's, to extend the time for a further period of 5 years for Ely. School teachers to appear for the S.S.L.C. Public Examination which is likely to stop with March 1953, to grant full fee concessions to the children of teachers including college teachers upto college classes, to appoint Secondary Grade Teachers as Junior Deputy Inspector of Schools reducing the period of service to a minimum of 5 years and raising

age limit to 40, to fix the age of retirement to teachers at 60. The Conference urged on the State Government the need for a uniform medium of instruction, say the mother-tongue, or the regional language in both schools and colleges in view of the hardships experienced by pupils going over from the school to college where the medium of instruction is different. The Conference further requested the Director of Public Instruction to issue instructions to treat Saturday as a week end holiday and the Commissioner for Government Examinations to fix up a convenient centre either at Krishnagiri or Dharmapuri in the northern area of the District for the October Examination of the S.S.L.C. in view of the hardship experienced by private candidates of the area being obliged to go a long way to the examination centre at Salem. This Conference requested the Salem District Board President and other managements of schools to confirm the teachers who have completed their probation satisfactorily and to give promotion immediately for Pandits who are eligible for the same in view of the fact that there are vacant posts available and to appoint headmasters from panel to schools when V Form is opened giving them the Headmaster's scale with retrospective effect from the date of opening. The Conference appointed a committee consisting of Messrs. E. Shanmugam, N. Nanjappa and N. Ramasami Naidu to wait on the President, District Board and request him to give effect to the resolutions. It requested the managements to enrol teachers to the benefit of the Provident Fund Scheme as soon as the teachers are considered approved probationers irrespective of the permanency of the vacancies and requested the State Government to amend the existing rules governing the Provident Fund Institutions to enable the managements to pay a minimum of two annas in the rupee as their contributions to the benefit of the subscribers. The Conference approved the scales of pay recommended by the S.I.T.U. to the Secondary Education Commission in their memorandum in respect of all categories of teachers. Headmasters, Rs. 250—10—

400. Assistants Grade A L.T.s and specialist teachers with qualifications prescribed for teaching in High Schools Rs. 100—10—300. Grade B. Secondary Grade trained teachers and others with qualifications prescribed for teaching in Form I to III of Secondary Schools or Standards VI to VIII in Higher Ely. Schools Rs. 60—5—150. An allowance of Rs. 10 to be paid for higher academic qualification, say passing an Intermediate. Grade C. Higher Grade trained teachers and others with qualifications prescribed for teaching in Classes I to V in Ely. Schools Rs. 50—2—90. House Rent allowance, Provident contributions, Compulsory Life Insurance, Leave Rules and Free Medical treatment to the teacher and his dependents as applicable to Government employees must also be applicable to teachers. The Conference requested the State Government and the managements to provide liberal grants for improving the craft activities in each school to the fullest extent possible to benefit the pupils in their future lives. It empowered the President of the Dt. Guild to depute a team of two members to visit each Taluk centres and organise Ely. School Teachers' Associations to be affiliated to the Guild.

In bringing the proceedings to a close, the President thanked the organisers for giving him an opportunity to preside over the Conference and said that the honour done to him was more to his college than to his self. He made a fervent appeal to strengthen the parent organisation, the S.I.T.U. by joining the Protection Fund in large numbers, subscribing to the journals, taking shares in the S.I.T.U. Publications, a new venture and subscribing to the Benevolent Fund started by the S.I.T.U.

Sri N. Nanjappa thanked the Reception Committee for the splendid arrangements made for the Conference. Sri K. N. Subrahmanyam, Secretary of the Reception Committee thanked the guests, delegates and donors and volunteers and the staff of the school for making the Conference a success.

With the singing of National Song the Conference was brought to a close.

The General Body meeting of the Salem District Teachers' Guild was held at Krishnagiri at 7 p.m. in the Conference Hall on the 21st Feb., 1953 in the Board High School, Krishnagiri.

Sri E. Shanmugam, B.A., L.T., President presided. He began the meeting making a few observations on the work of the Guild done during the previous year.

Sri N. Nanjappa, M.A., B.O.L., L.T., Secretary read the letter from Sri K. S. Chengalroya Aiyar, retired teacher of the Kaveripatnam Board High School and ex-Secretary of the Guild donating Rs. 101 to the Guild, the interest of which to be given as a prize in his name to the student who gets the highest marks in the S.S.L.C. Examination in the first attempt in the following High Schools by rotation, Kaveripatnam, Nagarasampatti and Krishnagiri. The donation was accepted with thanks and it was resolved to deposit the amount in the Kaveripatnam Town Bank as a Fixed Deposit for 10 years at 4½%.

The Secretary read the replies received from the President, District Board, Salem, for the resolutions passed at the last year's Conference.

The President read the audit report of the Guild for the year 1952 as audited by Sri M. K. Margabandu Aiyar and it was approved and the auditor was thanked.

The Secretary read the names of associations which have not paid their subscription and appealed to the secretaries to pay the same and to reply to the communications sent to them.

"Potent for good as is the advice given by a trusted teacher, lasting as are the effects of a teacher's moral influence and good conduct, these are in most cases of small avail when the tone of home life and influence of companions are mischievous or corrupting. Companionships and other forms of social intercourse; what is seen or heard at home and in streets; the influence of the newspaper and other kinds of general reading; the atmosphere of daily life, the standards of conduct which are generally accepted by those among whom the children are set to work; the invaluable varieties of impressions which fall on eye, and ear, and colour the thoughts and excite sympathy or aversion—these, for more than any mere instruction, form habits and impress themselves on character."

—Sir Michael Sadler.

Sri K. S. Chengalroya Aiyar read and explained the Rules of the S.I.T.U. Benevolent Fund and the same was approved. It was resolved to collect subscriptions for the said Fund from the members of the Guild.

The following office-bearers were elected for 1953:—

President—Sri E. Shanmugam,
B.A., L.T., *Headmaster*,
Board High School, Krishnagiri.

Vice-Presidents—

- (1) Rev. Fr. Pushpanathan,
Headmaster, L.F.H.S.,
Salem.
- (2) Sri M. Rajarathnam Pillai,
Bd. Ely. School, Komara-
samipatti, Dharmapuri.

Secretary—Sri N. Nanjappa,
M.A., B.O.L., L.T., *Headmaster*,
B. S. School, Papireddipatti.

Joint Secretary—Sri T. D. Srinivasa
Aiyengar, L.F.H.S., Salem.

S.I.T.U. Executive Board Members for
1953-54—

- (1) Sri E. Shanmugam, B.A., L.T.,
Headmaster, B.H. School,
Krishnagiri.
- (2) Sri S. Subba Rao, B.A., L.T.,
L.F.H.S., Salem.

Sri K. S. Chengalroya Aiyar was made an Hon. Life Member of the District Guild in view of his services to the Guild for the last thirty years.

The President thanked the retiring office-bearers of the Guild and appealed to the members to strengthen the Guild in all its activities.

OUR LETTER BOX

HINDI PRACHARAK TRAINING COURSE:

S. R. Sastri M.A., Siksha Mantri, Dakshin Bharat Hindi Prachar Sabha, Madras writes:—

The Governments of Madras and Mysore have made the 'Hindi Pracharak' Training obligatory to become permanent Hindi Teachers in Schools. The Hyderabad State has recognised Hindi Pracharak as a necessary qualification for higher grade of pay.

With a view to giving Hindi Pracharak Training, it has been decided to run Vidyalayas (Colleges) at Madras and other centres in South India for a period of one year from 11th May 1953. The minimum qualifications for admission in the Vidyalaya is 'Visharad' diploma of the Sabha, or 'Vidwan' of Madras University, or 'Bhasha Praveena' of Andhra University. Prefer-

ence will be given to those who have passed at least III Form or Middle School exam. Selected students will stay in the Hostel attached to the Vidyalayas and lead a community life. Tuition will be free. Only Boarding, Lodging and Establishment charges will be collected from the trainees.

Those who are working in schools will have to send the application through the Head of the Institution. Intending candidates—both men and women—are requested to apply on or before 30th March, 1953. Printed application forms and prospectus are available with the Siksha Dept. of the Dakshin Bharat Hindi Prachar Sabha, Thyagarayanagar, Madras 17. Even those who appeared for the February 1953 Visharad examination may apply pending the publication of the results.

"The universities and educational institutions in this country should prepare men and women for the business of life. They should give a practical turn to the learning they impart in order to correct certain known tendencies which are unfavourable to progress. They should give special attention to extend instruction in scientific agriculture, chemical technology, mechanical engineering, and higher commerce in order to prepare managers, experts, and specialists for the business of the country. The Indian Universities have been unmindful of their duty towards the bread-winning occupation. So long as the people are desperately poor, there is no reason why the education of the country should not be largely.....occupational, vocational and professional."

—Sir Visvesvaraya.

WREN AND MARTIN'S HIGH SCHOOL ENGLISH GRAMMAR & COMPOSITION

"A Standard Book."

The Bombay Teachers' Journal (March, 1937)

Both Wren's "High School English Grammar" and Wren and Martin's "High School English Composition" are now largely used in school. At the suggestion of several Headmasters, ONE-VOLUME edition of the two books is published at a low price. Part II of "High School English Grammar" is, however, omitted as Part I of "High School English Composition" covers the same ground somewhat more fully.

"Wren's Composition hardly requires any recommendation or review as it is very widely read all over the land. By placing this book in the market, the publishers have hardly left any room for choice."

—*The Bombay Teachers' Journal*
(March, 1937)

"The publishers should feel proud that they have been successful in making it a STANDARD book."

—*The Bombay Teachers' Journal*
(March, 1937)

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K. & J. COOPER - PUBLISHERS - BOMBAY, 4

Sole Selling Agents for South India :—

The Christian Literature Society for India, Park Town, Madras.

OUR BOOK-SHELF

ROBINSON CRUSOE : Abridged and simplified by A. G. Hornby. (Oxford University Press. Price : Re. 1-4-0.)

This popular story for children is retold in very simple style in 20 chapters of 121 pages and is aptly illustrated. A feature of this new publication is that in each chapter four questions are given to test comprehension. This along with glossary is found at the end of the book. Very useful for Fifth Form pupils.

COOPER'S ENGLISH COURSE, BOOK III :
(K. & J. Cooper, Bombay. Price :
Re. 1-8-0.)

In design this follows Books I and II and completes the Middle School course in English. The remarkable features of the Book, viz., Section 1. Lessons, Section 2. Exercises on the lessons, Section 3. Composition, oral and written, and Section 4. Grammar, should appeal to every real lover of English teaching.

EQUIPPING THE CLASS-ROOM : By A. Taylor. (Nelson & Sons, Edinburgh. Price : 3sh. 6d.)

In the series of Education Handbooks published by Nelson & Sons, this forms a very useful handbook to those engaged in the class-room management. The proper equipment of a class-room is pre-requisite to successful teaching. This publication gives several useful hints on the subject. A useful book to all schools including training schools.

BHARAT SCOUTS AND GUIDES : Tamil Journal published in Madurai.

We have pleasure in acknowledging receipt of two copies of the January, 1953 issues of the above journal. The contents will be found very useful to all those interested in Scout movement.

List of publications thankfully received :—

1. The Time's Survey of the British Industries Fair, 1953.
2. Commonwealth—To-day—No. 17. (Both the above from British Information Services.)
3. Farmers Speak—A symposium of improved methods of Agriculture—Government of Madras.
4. University of Missouri Bulletins—(Four numbers).
5. Report of Fundamental Education (April, 1951 to July, 1952) (UNESCO).
6. Bulletin of the International Bureau of Education, Geneva (Third Quarter, 1952).
7. Co-operative Practice (I.L.O. 1952).
8. Consolidated Annual Report of Hajee Essa Abba Sait's Endowments—Medical and Miscellaneous for 1952-53.
9. The Bulletin of the Bombay State Federation of Headmasters' Associations, Vol. I, No. 1.
10. In Congress July 4, 1776—The Unanimous Declaration of the thirteen United States of America.
11. Fundamental and Adult Education—January, 1953. (Unesco.)
12. Education Abstracts, Vol. 15, No. 1, January, 1953. (Unesco.)

C.R.

"Teachers are citizens first and teachers second. Their organisations may be expected to put the teachers' case vigorously, for if they do not speak up for themselves, few others will; but they should also attempt to set their..... demands within the wider national context."

"Times Educational Supplement" (Dec. 5, 1952, p. 987)

THE SOUTH INDIA TEACHERS' UNION

BENEVOLENT FUND

RULES

1. *Object of the Scheme*: To render relief in cases of necessity to members, to widows or children of members.

The awarding of any grant and the amount and the duration thereof shall be entirely at the discretion of the Benevolent Fund Committee.

2. *Terms of the Scheme*:

(a) Membership shall be open to all members of the Union enrolled either directly or indirectly through an affiliated association.

(b) The sources of income are:

1. The annual subscription by members at annas four per member.
2. Donations and proceeds of benefit performances.
3. Income from special bequests or legacies, etc., if any.
4. Interest and dividend, etc., from the invested capital of the Benevolent Fund.

3. Any member who has failed to pay his membership fee to the primary association and/or his subscription to the Benevolent Fund shall be deemed to have lapsed his membership in the Fund and he shall forthwith be excluded from all the rights and privileges. The Executive Board of the Union shall have, however, the right to readmit the member and restore his membership on payment of all the dues by the member.

4. No member shall be eligible for any aid unless he has been in membership for at least two years immediately preceding the date of application.

5. The Fund shall be managed by a Committee called the "Benevolent Fund Committee" constituted for the purpose by an Executive Board of the Union. The strength of the Committee shall be five. The Treasurer of the Union shall be an ex-officio member of the Committee.

6. The Benevolent Fund Committee shall constitute Local or District Committees in consultation with the District Teachers' Guilds, who shall make

application to the Benevolent Fund Committee for aid.

7. The Benevolent Fund Committee shall be responsible for the administration of the Fund, framing rules for aid, investing the funds, and it shall be its duty to submit periodically statements to the Working Committee of the Union and to the Executive Board of the Union. The Committee shall elect from amongst themselves a Chairman.

8. The District Committees shall account to the Benevolent Fund Committee for all sums disbursed by them on behalf of the Benevolent Fund Committee.

9. The Benevolent Fund Committee shall have full powers to determine the method by which aid shall be granted.

10. The Benevolent Fund Committee shall report in general terms to the Executive Board of the Union the nature and extent of its operations.

11. The Treasurer of the Union shall keep a separate account of all income and expenditure connected with the management of the Fund.

12. The total expenditure on account of benevolence in any year shall not exceed 75% of the amount shown in the annual statement of accounts as the current income of the Fund for the preceding year, *viz.*, membership fee and interest and dividend earned from investments, after setting apart a sum to be determined from time to time by the Executive Board for expenses for the administration of the Fund.

All donations and net proceeds of benefit performances shall be added to the corpus of the Benevolent Fund as also the income from legacies and bequests, save when they are otherwise specially earmarked.

The Benevolent Fund Committee constituted by the Executive Board of the S.I.T.U. :—

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

THE SOUTH INDIA TEACHER'S UNION

75

S. I. T. U. BENEVOLENT FUND

List of Members (Continued)

List of members who have joined the Fund between 15—2—53 and 10—3—53: Municipal High School, Karaikudi.—

55. Sri V. Antoniswamy, Headmaster.	82. Sri V. Ganapathy, Assistant.
56. " V. Chockalingam, Assistant.	83. " V. Narayanan, do.
57. " S. Srinivasan, do.	84. " P. Subramania Iyer, do.
58. " S. Krishnamurthy, do.	85. " V. Natarajan, do.
59. Miss M. Arulanandam, do.	86. " M. B. Sundaresa Iyer, do.
60. Mrs. E. N. Koil Pillai, do.	87. " T. Srinivasa Iyengar, do.
61. Sri S. Ganapathy, do.	88. " R. Natarajan, do.
62. " N. R. Viswanatha Iyer, do.	89. " V. Bhuvarachavan, do.
63. " K. Athmanatha Iyer, do.	90. " R. Kannan, do.
64. " A. Kumaravelu, do.	91. " K. Subramaniam, do.
65. " R. Srinivasachari, do.	92. " T. Ramanaatha Iyer, do.
66. " C. A. Sivaramakrishna Sastri, do.	93. " N. Natesa Iyer, do.
67. Miss G. Sarojini, do.	94. " A. Ramaswami Iyer, do.
68. Vidwan P. Amirthalingam, do.	95. " K. S. Radhakrishna Iyer, do.
69. Sri B. Jagadrakshakan, do.	96. " K. Narayanaswami, do.
70. " A. Ambrose, do.	97. " L. Krishna Iyer, do.
71. " Anbukarunai Ananda, do.	98. " R. Sivaramasubramaniam, do.
72. " G. P. Selvanayakam, do.	99. " N. Sankaran, do.
S. M. S. High School, Karaikudi.—	100. " S. Sivakamisundaram, do.
73. Sri K. R. Srinivasa Iyer, Headmaster.	101. " S. Subramania Iyer, do.
74. " V. Aravamudu Aiyengar, Assistant.	102. " G. Krishnamurthy, do.
75. " T. S. Rajagopala Iyer, do.	103. " P. Masilamani Desikar, do.
76. " R. Sundararaja Iyengar, do.	104. " B. Ramachandra Sastrigal, do.
77. " R. Subramania Iyer, do.	105. " R. M. Periakaruppan, do.
78. " B. S. Ganesa Iyer, do.	106. " K. S. Dorairaj, do.
79. " R. V. Meenakshisundaram, do.	107. " G. R. Seshadri, do.
80. " B. S. Muthu Iyer, do.	108. " C. Ramakrishna Iyer, do.
81. " K. S. Meenakshisundaram, do.	109. " K. R. Ramakrishna Iyer, do.
	110. " V. N. Krishnamachari, do.
	111. " P. Ramaswami, do.
	112. " P. M. Venkatavaradan, Secretary, Madras Teachers' Guild.

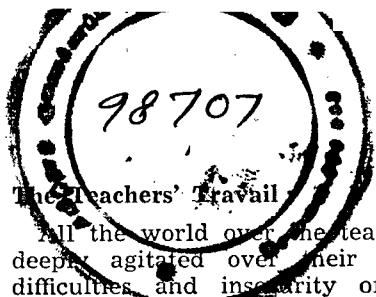
Have you enrolled yourself? If not forward your application and membership fee through the Secretary of your Association.

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Details of Policies issued during the month of December, 1952.

S. No.	Policy No.	Name.	Address.
1.	6170	Sri V. Venkataraman	St. Gabriel's High School, Madras.
2.	6171	" V. Ganapathy	S.M.S.V. High School, Karaikudy.
3.	6172	" do.	Do.
4.	6173	" K. S. Minakshisundaram	Do.
5.	6174	" do.	Do.
6.	6175	" Rm. Periakaruppan	Do.
7.	6176	" V. Bhuvavaraghavan	Do.
8.	6177	" T. N. Govindarajan	Sir S. High School, Tirukattupalli.
9.	6178	" G. T. Narayana Rao	St. Alosius College, Mangalore.
10.	6179	" V. L. Kukkilaaya	Milagres High School, Kallianpur, S.K.
11.	6180	" C. Kannusamy	R.B.C.C.C. High School, Perambur.
12.	6181	" R. Govindaswami	Do.
13.	6182	" M. Dandapani	Do.
14.	6183	" S. A. Subramanian	Do.
15.	6184	" P. N. Shanmugam	Do.
16.	6185	" Ben D. Gnanasunder	Hindu High School, Vaniambadi, N.A.
17.	6186	" N. Ramasubramanyam	U. D. D. High School, Trichinopoly.
18.	6187	" P. R. Rajachar	Town High School, Arni, N.A.
19.	6188	" D. M. Raju	National High School (Boys), Triplicane.
20.	6189	" V. Ramakrishnan	National College High School, Trichy.
21.	6190	" P. S. Krishnaswamy	Do.
22.	6191	" P. S. Viswanathan	Do.
23.	6192	" K. Ramanathan	Do.
24.	6193	" K. Rangarajan	Do.
25.	6194	" R. Srinivasan	Do.
26.	6195	" N. Raghavan	P.A.C.M. High School, Rajapalayam.
27.	6196	" N. Sivaramakrishnan	Do.
28.	6197	" V. Muthusamy	Bd. H. School, Karaikurichupudur, Salem.
29.	6198	" N. Rangaswami	Do.
30.	6199	" P. K. Varadarajan	Do.
31.	6200	" N. V. Ramalingam	Do.
32.	6201	" P. Lakshmi	Kandampatti, Salem.
33.	6202	" Vr. Arunachalam	A. C. Trg. College, Karaikudy.
34.	6203	" R. Albert Paul	Illathar Valibar Sangam Hr. Ele. School, Ponnagaram, Tuticorin.
35.	6204	" S. Samadhanam	Do.
36.	6205	" P. Gnanamoney	Do.
37.	6206	" T. Thangam	Victoria Ele. School, Tuticorin.
38.	6207	" P. A. Thangaswamy	C. C. Ele. School, Kadayam, Tinny.
39.	6208	" R. V. Krishnan	Do.
40.	6209	" P. Duraiswami	Do.
41.	6210	" B. Harichandra Achar	Canara High School, Mangalore.
42.	6211	" P. Devadas Nayak	Canara High School, Urva, Mangalore.
43.	6212	" B. Anantha Baliga	Do.
44.	6213	" M. Subrayan	Do.
45.	6214	" K. Radhakrishna Kini	Do.
46.	6215	" K. V. Joishy	Do.
47.	6216	" Julekabi	Mcpl. Ele. School, Pentlandpettah, S.K.
48.	6217	" B. Parameshwari	Mcpl. Ele. School, Pentlandpettah, M'lore.
49.	6218	" K. Susheela	Do.
50.	6219	" K. Krishnaveni	Do.
51.	6220	" M. Manjunath Bhat	St. Alosius College, Mangalore.
52.	6221	" T. Gopalakrishna Bhat	Do.
53.	6222	" M. Laxman Nayak	B. E. M. High School, Mangalore.
54.	6223	" J. S. V. Saldana	St. Alosius College, Mangalore.
55.	6224	" M. Venkata Desikachar	S.A.T. High School, Manjeshwar, S.K.
56.	6225	" P. Ramakantha Tantri	B.E.M. Hr. Ele. School, Udipi, S.K.

S. No.	Policy No.	Name.	Address.
57.	6226	" K. Haridas Bhat	Govt. Fisheries School, Malpe, S.K.
58.	6227	" K. Krishna Rao	St. Alosius College, Mangalore.
59.	6228	" Aurora F. David	Mcpl. Muslim Girls' School, Tuticorin.
60.	6229	" Md. Abdur Rahim	Islamiah High School, Melvisharam, N.A.
61.	6230	" S. R. Pandian	St. Peter's High School, Tanjore.
62.	6231	" S. Amirthanayagam	Do.
63.	6232	" S. Narayanaswamy	Do.
64.	6233	" B. Jacob	Do.
65.	6234	" S. Palanivelu	Bd. High School, Idappadi, Salem.
66.	6235	" M. S. Subarmanian	Bd. Secy. School, Vettavalam, N.A.
67.	6236	" R. C. Annamalai	Bd. High School, Katpadi, N.A.
68.	6237	" P. Kanagarathnam	Do. Krishnagiri, Salem.
69.	6238	" C. Govindan	Do. Belur, Salem.
70.	6239	" T. S. Munisamy	Do.
71.	6240	" K. G. Padmanabhan	Do.
72.	6241	" P. Appavu	Do.
73.	6242	" S. Rajamonie	Kellett High School, Triplicane.
74.	6243	" R. Arunachalam	Hindu Ele. School, Keelapuliur, Tinny.
75.	6244	" L. Sankaran	Chatram High School, Kadayam, Trichy.
76.	6245	" M. Martin Devadoss	K. M. Hr. Ele. School, Tirumalaipappuram, Tinny.
77.	6246	" P. Thangavel	Do.
78.	6247	" K. Ranganathan	Do.
79.	6248	" V. Vijiaraghavan	Alagappa College, Karaikudy.
80.	6249	" N. Ramanathan	S.M.S.V. High School, Karaikudi.
81.	6250	" S. Rangaswamy	E. R. High School, Trichy.
82.	6251	" N. Venkateswara Rao	G. V. High School, Timmasamudram, Guntur.
83.	6252	" R. Rajiah	Hindu Ele. School, Alwarkurichi, Tinny.
84.	6253	" K. V. Krishna Iyer	Pallipuram Union Hr. Ele. School, Palghat.
85.	6254	" K. M. Bheman Achan	Do.
86.	6255	" M. Padmanabha Menon	Do.
87.	6256	" T. S. Krishna Iyer	Do.
88.	6257	" V. Saradambal	Bd. Girls' High School, Alathur, Malabar.
89.	6258	" V. Padmavathy	Do.
90.	6259	" K. Md. Ghouse	Rahmania Muslim Aided Ele. School, Sambankulam, Alwarkurichi, Tinny.
91.	6260	" M. Md. Hanifa	Do.
92.	6261	" S. Nadakkan	Hindu Ele. School, Valliammalpuram, Tinny.
93.	6262	" A. Chockolingam	Ranganatha Hr. Ele. School, Pappankulam, Tinny.
94.	6263	" S. Ramakrishna Pillai	Do.
95.	6264	" D. Someshwar Rao	A. V. High School, Warangal.
96.	6265	" P. Shankaranarayana Nayak	S. V. S. High School, Katapady, S.K.
97.	6266	" T. V. Venkatasubramanya Iyer	Pallipuram Union Hr. Ele. School, Palghat.
98.	6267	" B. Hannah	Mcpl. Girls' Ele. School, Ambur, N.A.



EDITORIAL

The Teachers' Struggle

All the world over the teachers are deeply agitated over their economic difficulties and insecurity of tenure. Teachers in France, Italy, Belgium and even in certain States of U.S.A. are reported to have tried strike as a measure of bringing their case to the forefront of public attention. Nearer home, teachers in the Punjab and Delhi tried that means. To-day, U.P. teachers are waging a grim battle. The latest report is of 350 teachers being under arrest and more are coming forward to offer satyagraha, all for a wage increase. In our State the situation is very near the bursting point. The teachers particularly in Elementary Schools are drawing the lowest scale of salaries for all India with probably one exception. They ask that what the managements are asked to give may as well be given by the Government when the managements are unable to make that payment. The former ministry gave a categorical assurance that they would ensure to the teachers this additional Rs. 3 a month. Early in April last, they repeated the assurance and told the teachers that the matter is receiving their very careful consideration and that they would pass early orders. A statement on such lines was also made on the floor of the Legislature. But after a year, if responsible ministers should say that nothing can be done, it not merely irritates, but exasperates even the tamest of teachers. Teachers are driven to think whether Government would see reason and justice only if forced to do so by adopting measures likely to paralyse and bring to a stand-still normal life. Such a course would aggravate the distress of the teacher and is most repugnant to them. They are anxious that they should not be driven to it. They only ask for a little more money to enable them to lead a life helpful to discharge their duties efficiently. All are agreed that their salaries are inadequate. What is needed is a humane approach to the problem and a little courageous and bold effort to find the means. It is well known that the number of teachers is large and even

a small increase would involve some lakhs. But is it right to keep such a large number of teachers in a perpetual state of discontent? Is it really difficult to find about Rs. 20 lakhs when Government is spending Rs. 1235 lakhs on education?

Teachers of this State have been remarkably patient. They have borne their difficulties with faith in the promises, good intentions and sense of justice of their Government. We appeal to them not to give up that faith for, we are equally convinced that the authorities are deeply concerned over the State of affairs. A little more patient waiting, as our Chief Minister has advised us, will not be the camels' straw and then we may hope for better times.

The 43rd Madras State Educational Conference :

The 43rd Madras State Educational Conference will be held in the Canara High School, Mangalore under the auspices of the South Kanara District Teachers' Guild between 7th and 10th May, 1953. Sri K. Kuruvula Jacob, M.A. (Leeds), Headmaster, Madras Christian College High School, has kindly agreed to preside over the Conference and Sri K. Hanumanthayya, Chief Minister, Mysore State, has kindly agreed to inaugurate the Conference.

The Reception Committee of which Sri B. Manjaya Hegde, B.A., B.L., President, South Kanara District Board, is the Chairman, is planning an Educational Exhibition and an interesting programme of excursions and cultural entertainments. They are sparing no efforts in arranging for the comfortable stay of the delegates and helping them to have a useful discussion on the many problems that would come for consideration at the Conference.

The last date for the registration of delegates is the 31st March 1953 and Secretaries of Teachers' Associations are requested to send the names of their delegates together with the delegation fee at eight annas per delegate so as to reach the Office of the S.I.T.U., 520, High Road, Madras-5, not later than 31st March, 1953.

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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 195 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 to all young teachers to become members of the Fund immediately and help it growing stronger and stronger!

For particulars please apply to—

THE SECRETARY.