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THE SECONDARY EDUCATION COMMISSION— A SHORT RESUME OF THE REPORT

The report of the Secondary Education Commission which has just been published, presents in a clear manner a picture of the present state of secondary education in the country and a preview of what is possible of accomplishment in the future. In a fairly concise volume of 16 chapters covering about 250 pages, the report dwells on the salient problems connected with secondary education and discusses in a practical and realistic manner the suggestions for a reorientation of the policy and methods to be adopted if education is to meet the needs of the country and provide suitable avenues of employment to the many who may take to it.

The defects of the present system have been pointed out. The unilinear nature of education, the dominant role of Universities in the control of secondary education, the lack of practical work, the failure to cater to the varying aptitudes and interests of the student population, the meagre facilities for technical education at varying levels, the lack of proper co-operation with industry and commerce and the need for greater co-ordination of educational efforts between the different Ministries of the Centre as well as at the State level have been clearly pointed out.

The Commission has taken note of the education to be imparted to the age group 11 to 17 or 18, but in so doing it has very rightly stressed the need to appreciate the scope of the education

to be imparted before this age period and the facilities for further education that should be available to those who have the necessary aptitudes, after this period. It has also taken note of the constitutional provision in this regard that all citizens should be given education upto the age of 14.

Thus taking an over-all picture of the needs, the Commission recommends that the period of education subsequent to the primary stage should be seven years, three years being devoted to the middle school or senior basic stage and four years to what may be termed the higher secondary school stage. This change necessarily involves a reconsideration of University education and it has been suggested that the first degree course should be of three years' duration to those successfully completing the higher secondary course. The Commission has rightly stressed that this change is one that has been strongly advocated by different University Commissions in the past.

At the higher secondary stage, diversified courses have been recommended and the starting of at least a few multi-purpose schools. The importance of Agricultural Schools, Technical Schools and Schools of Commerce besides the usual types of studies has been emphasised. The reorientation of the objectives of rural schools and their impact on rural life have been clearly defined.

Among other points emphasised are the importance of Physical Education,

the care of health, the promotion of habits of community life, the development of the creative faculties and the taste for Art and training in Crafts, so as to train the growing child from the very beginning in the dexterous use of all its faculties, the use of the hands, being simultaneously developed.

The Commission has given a clear picture of the manner in which the change from the present High School stage to the Higher Secondary School can be effected with consequential changes in the sphere of higher education. The education ladder pattern envisages not only diversified courses of instruction but the possibilities of completing the education at different age periods and entering life or pursuing different careers suited to the aptitudes and economic levels of different individuals.

Curricula of Studies :

The Commission has made certain suggestions with regard to the curricula of studies and the manner in which diversified courses can be introduced at the High School and Higher Secondary stage. It is recommended that there should be a certain core of subjects common to all, and that generally diversification should begin from the second year of the study in the High School or Higher Secondary School. Among the core subjects so defined are the languages, social studies and general science and a craft. The Commission has given a rough idea of the different courses that may be adopted at this stage. Suitable modifications may be made in the light of the existing practice in the different States, provided the general principles are accepted.

Languages :

The Commission has reported that in regard to the question of the languages that are to be studied, considerable divergence of views were expressed, and in the light of the evidence tendered, the Commission examined the position in different countries and has quoted the practice prevalent in various countries in the study of languages. The

Commission has emphasised that the mother-tongue or the regional language is the obvious medium of instruction at the school stage but has recommended the study of at least two languages, one a foreign language and the other the official language of the Union at the middle school stage.

While emphasising the need for a proper study of the foreign language to those who wish to take to higher studies, a degree of option has been suggested to meet the different aptitudes and the careers that may be pursued by the different individuals. The Commission has quoted the conclusions of two Expert Committees appointed by the Government of India, in this connection, and has emphasised that whatever language is taught, it should be taught by competent teachers.

Text-books :

One of the chief defects that the Commission has brought to light is in regard to text-books and books for general study at this stage. With the change-over to the regional language, the difficulties have increased, and the Commission's findings are that a very large number of unsuitable books are now being prescribed and not infrequently academic considerations are not the main considerations in the prescribing of these text-books. The Commission has, therefore, suggested a radical departure from the existing practice and recommends the constitution of a High Power Committee for the selection of text-books and books for study in the different stages. This High Power Committee will consist of (i) a high dignitary of the judiciary of the State, preferably a Judge of the High Court; (ii) a member of the Public Service Commission of the region; (iii) a Vice-Chancellor of the region concerned; (iv) a Headmaster or Headmistress of the State; (v) two distinguished educationists to be co-opted; and (vi) the Director of Education.

Physical training and Health :

As regards the promotion of physical exercises, games and out-door activities,

Commission besides laying emphasis on the provision of proper playgrounds, etc., has suggested that the majority of the teachers in the school should also co-operate with the Physical Director or Directors in the encouragement of sports and in all extra-curricular activities, and that the Central Government should encourage existing institutions and promote the establishment of new institutions where necessary for the training of Physical Directors for the different schools.

The objective of medical care and proper inspection for this purpose together with the maintenance of adequate records has been stressed and it has been suggested that in the majority of the schools there must be some arrangement by which school children can be taken to clinics on particular days of the week and be given the benefit of advice from experts in the different departments. The active co-relation of medical care and physical exercises has been emphasised.

Number of Working Days and Hours of Work :

As regards hours of work and vacations in schools, the Commission recommends that considerable latitude should be given to schools to arrange their school hours, in such a way that they do not interfere with the life of the community or with the general conditions prevailing in the locality; and that particular note may be taken of the requirements of the rural schools and of the occupations of the community therein.

Thus, during the agricultural season, when the parents have to depend upon the help of the children, it is good for the children to be associated with such work and to get familiar with such occupations of their parents whatever their future vocation in life may be. The Commission recommends that the total number of working days in a school should not be less than 200 and that the working hours for a week should be at least 35 periods of 45 minutes each, which will include time spent for the co-curricular activities of the school. The Commission feels that no

country enjoys as many holidays as India and with the innumerable holidays given for the various religious functions, the work of the school is seriously handicapped and therefore recommends that holidays of this nature should be limited to the minimum and school holidays need not conform to holidays declared by the Government. The Commission recommends that there should be a vacation of two months for the summer and there should be two breaks of 10 to 15 days at suitable periods during the academic year.

Examinations :

In regard to examination and evaluation of the progress of the student, the Commission has suggested that the school record should be given a due place though not a dominant place, and that if proper records are maintained by the teaching staff, it would greatly help in assessing the final progress of the student and in enabling employers to get a just appreciation of the candidate's worth. With this objective in mind, the Commission has recommended a system of Public Examination which would also take note of school records to a certain degree in finally assessing the candidate's achievement. In the opinion of the Commission, the present system of marking does not help to a just estimate of the achievements of a candidate or a just assessment of achievements of different candidates appearing for the different examinations. The Commission has, therefore, recommended a system of grading which will better express the opinion in regard to candidates' achievements in particular subjects. Details with regard to the conduct of the public examination and the manner in which final assessment should be made have also been furnished.

Guidance and Counselling :

In view of the diversified courses of instruction being introduced, the Commission is of opinion that proper advice should be available to the pupils and the parents in regard to the choice of subjects of study, and future vocation. The Commission has recommended that

Career Masters should be trained and appointed to different educational institutions and that efforts should be made to give proper counselling and guidance to pupils in the schools. With a view to promote this objective, special training institutions have been advocated for the training of Counselling and Guidance Officers and Career Masters.

Technical Education :

In the Chapter on Technical Education, the Commission has given a full picture of the need for and the different types of technical education that ought to be made available. Besides the technical education that may be imparted at the High or Higher Secondary stage, it has been suggested that technical education should be available to those who may not be suited to pursue the full Higher Secondary course, to those who after completing the secondary course wish to pursue technical education in Polytechnics or occupational institutes and to the large body of individuals who may be gainfully employed but have a desire to improve their knowledge and prospects by attending part-time evening classes for subjects of their choice. The training of craftsman for industry has been stressed while the importance of apprenticeship training and securing the co-operation of industry in all schemes of technical education has been clearly stated. The Commission has recommended the passing of suitable legislation for apprenticeship training in industry on a mutually profitable basis, so as to secure the whole-hearted co-operation of industry. In the scheme of studies, the utilisation of the All-India Council of Technical Education has been recommended.

Types of Schools and Co-education :

In regard to the different types of schools, the place of Residential Schools, Day Schools, Public Schools, Experimental Schools and Schools for the handicapped has been clearly stated. The Commission has given in broad outline, the scope of co-education at different stages of education and the conditions under which co-educational institutions may function. While it is

not suggested that there should be any fundamental difference in the education imparted to boys and girls and while it is recognised that all opportunities should be equally open for both sexes, the Commission has accepted the recommendation that emphasis on Home Science should be stressed in the case of girls and corresponding courses should be thought of for boys.

Teachers, their training, status and Conditions of Service :

In the chapter on improvement of teaching personnel, the Commission has dealt with the problem of teacher training. It is suggested that there should be only two grades of training, namely, the Secondary School Teacher Training and the Graduate Teacher Training, the former being open to those who have taken the High School or Higher Secondary School certificate and the latter to graduates. The Commission has also recommended that Secondary Grade Teacher Training should be under the supervision of a Special Teacher Training Board which will be responsible for recognition of institutions for teacher training as well as for the programme of training and the conduct of examinations. The Graduate Teacher Training should, in the opinion of the Commission, be undertaken only by Universities and not by Governments and that should be with a view to securing a uniform level of attainment for these persons. Other important recommendations are with regard to the period of training, training in extra-curricular activities, refresher courses in training institutions and training in special subjects.

The question of recruitment to Training Colleges has also been dealt with and the Commission favours a uniform policy of the grant of stipends to all teacher trainees while under training; and, with a view to utilising the limited period of training to the best advantage possible, the Commission has recommended that all Training Colleges should provide for residential accommodation to the teacher trainees. Considerable stress is laid on the need to improve the quality of the staff recruit-

ed to Training Colleges and, in this connection, it is suggested that Professors in training institutions should, for short periods, take on the duties of headmasters or inspectors so that they may become familiar with all the problems of the schools and that, likewise, suitable headmasters and inspectors should, for short periods, serve on the staff of Training Colleges.

The Commission reports that there was unanimity of opinion that the status and conditions of service of teachers require to be improved considerably and urgently. The Commission has made specific recommendations with regard to the recruitment of teachers, the period of probation, the qualifications of teachers recruited for different posts in the High and Higher Secondary Schools as well as conditions of service. The scales of pay must be immediately improved so as to conform at least to those scales that have been recommended repeatedly by successive Commissions. One of the important recommendations made by the Commission is that there should be a uniform scale of pay to teachers with same qualifications and serving in the same capacity irrespective of the type of institution in which they serve, Government, Local Fund or private management. The Commission has drawn up a scheme known as the triple benefit scheme wherein a teacher will be entitled to Pension-cum-Provident Fund-cum-Insurance. This scheme is being tried in some States and the Commission recommends that it may be made applicable to all the States in the country. Likewise, security of tenure is one of the important items recommended and, with a view to see that the teacher is not unnecessarily victimised, an Arbitration Board has been suggested to whom the teacher can appeal in the case of any adverse treatment by any management. Other amenities have been suggested to attract the right type of people to the teaching profession including free education of the children, a housing scheme, railway travel concession, holiday and health resort, medical relief to teachers and their families and study leave.

Administration :

The Commission has subjected the present methods of administration to scrutiny and has recommended certain changes which should be introduced with a view to promote greater co-ordination and more effective utilisation of funds available for educational institutions. A schematic plan envisaging these changes has been drawn up and appended to the report. The main features would be that at the Ministerial level both at the Centre and the State, there would be a co-ordinating committee to co-ordinate the different types of education with the Minister of Education as Chairman and the Secretary of the Department as Secretary to the Committee. At the next level, there would be a Co-ordinating Committee of Departmental Heads with the Director of Education as Chairman. A Board of Secondary Education has been suggested which will consist of not more than 25 members, 10 of whom should be competent to advise on matters pertaining to vocational or technical education, the Director of Education being the Chairman of the Board. The functions of the Board will be to frame conditions of recognition of High Schools and Higher Secondary Schools, to frame courses of study on the recommendation of Expert Committees and generally, to advise the Director of Education when required on all matters pertaining to secondary education. Besides this Board, a Board for Teacher Training for Secondary grade has also been suggested while a Provincial Advisory Board has been suggested to be constituted on lines similar to the Central Advisory Board of Education.

Inspection of Schools :

The Commission feels that the present method of inspection of schools is not satisfactory. In its opinion, the inspection is too hurried, concerns itself more with administrative aspects and does not enable teachers in the school to contact the Inspectors and to get proper advice. The Commission has recommended that the Inspectorate staff should be selected from persons with experience and from Headmasters

and teaching staff of training Colleges. Two kinds of inspection are envisaged. An Inspector would be responsible with a trained assistant to look to the administrative details, but once in three years, the schools should be visited by a team of two or three experts in special subjects chosen from senior teachers or headmasters to visit the schools in rotation with the Inspector who is the educational adviser, spending two or three days with the staff discussing with them important academic issues confronting them. The Inspector should be more an educational adviser than a mere inspector of technical details.

Managements of Schools & Conditions of Recognition :

In regard to the management and conditions of recognition of schools, the Commission recommends that all schools should be governed by Managing Boards registered under the Companies Act and that there should be greater amount of control and discretion in regard to conditions of recognition of schools. Single-member managements should be definitely discouraged and the headmaster should be an *ex-officio* member of the Managing Board.

In regard to the composition of staff, the Commission recommends that whatever may be the composition of the Managing Board, so far as the school teaching staff is concerned, it must be the duty of the management to see that it is cosmopolitan in nature in the larger interests of the school. In view of the importance and urgency of providing for diversified courses of instruction, the Commission strongly recommends that in existing schools and in new schools to be started, one or more of the diversified courses of study should be introduced and financial aid and encouragement should be given for this purpose.

School Buildings and Equipment :

The Commission has made certain recommendations with regard to sites for buildings, playgrounds, extent of site required for school, type design of school buildings and easy means of transport or easy accessibility to the school. Playgrounds and open spaces for recreational purposes of the students are essential and, with a view to ensu-

ring that such playgrounds are available to the youth of the country, the Commission recommends that legislation, State and Central, should be passed to conserve open spaces and playgrounds in Cities, Municipalities and in bigger rural centres on lines similar to the Act of the British Parliament of 1906 and 1912 whereby any park, open space or playing field cannot be encroached upon by any of the local authorities without specific sanction being obtained.

School and the Community :

One of the chief recommendations of the Commission is that the school should be more organically in touch with the community and that many of the activities of the school should be such as will help to link the life of the community with the life of the school. The Commission has recommended that the library service should be considerably strengthened and that the libraries of the school should be of use to the community and that the school population should be brought into touch with the activities of the surrounding community more intimately and in the words of the Commission the endeavour should be for the school to go to the community. In this respect the teaching staff and the students will have a greater part to play while the leaders of the community will augment the activities of the school in the directions in which the Commission has recommended.

Recruitment to Public Service :

One of the important recommendations of the Commission is in relation to the methods of recruitment to public services. The Commission notes that the present method of selection to services is obsolete and tends to promote an unhealthy overcrowding of educational institutions owing to the nature of recruitment and the maximum age upto which a candidate can be recruited to any post in service. It refers to methods of recruitment adopted in the United Kingdom and suggests that similar steps should be taken in this country. The Commission is in favour of recruitment to different categories of posts at different age levels and suggests that

a University degree qualification should be prescribed only for such posts, largely professional, where such a degree of attainment is obviously necessary. The Commission recommends that the whole system of recruitment to public services should be examined *de novo* and that a Committee should be appointed for this purpose.

Finance :

The most important problem connected with any scheme of reorganization of education is the problem of finance; next in importance is the question of the personnel to be attracted to the teaching profession. The Commission recommends that while some of the recommendations might be implemented without any large financial outlay, it is to be stated quite frankly and categorically that the majority of the recommendations of the Commission cannot possibly be implemented without adequate financial help from the Centre and the State. The Commission has rightly emphasised the fact that although in the Constitution, secondary education is stated to be the responsibility of the State, the Centre cannot absolve itself of its primary responsibility owing to the large interest it must necessarily have on all-India progress in agriculture, industry, trade, commerce and in the training of citizenship. The analogy of the United States has been pointed out in this respect, where, although education at this level is a State responsibility, the Federal Government has taken note of the overall picture and is now giving substantial aid to the States for several of the advances in education, particularly vocational education. The Commission quotes the successive Acts that have been passed in the United States of America ending with the Smith Hugh's Act under which a Federal Board for Vocational Education has been constituted and legislation for central aid has been passed. The Commission recommends that a similar endeavour must be made by the Central Government, if education is to be tackled successfully and, in the larger interests of the country, sound educational sys-

tem should be introduced and educational advance is to be promoted.

In view of the fact that the promotion of technical education would largely benefit certain departments of Government and certain activities connected with such departments, the Commission recommends that a definite portion of the income derived should be apportioned for educational purposes of this nature. Thus, the Railways should make a definite allocation for technical education as also the departments of Communication, Commerce, Industry and Labour.

Other possible sources of finance that have been suggested by the Commission are: a technical education cess from industry; the exemption from income-tax limits for endowments made to secondary education; the legitimate sphere of religious and charitable endowments to promote education. The Commission recommends that amounts bequeathed to public institutions for general educational purposes in the will of a deceased should not be subject to any duty by the Centre and that the whole of this amount should be appropriated for the educational purposes for which they are meant. Other measures suggested are: exemption from local tax for buildings; exemption from customs duties for scientific apparatus; and the grant of land for the purpose of school construction and playgrounds.

Conclusion :

In its concluding chapter, the Commission has made an earnest appeal to the Central Government, to the States, to the Public and to the Teaching Profession to see to it that the whole future of education is re-oriented and revitalised so that the products may be in a position to fill their role in the different walks of life to the benefit of the country. The Commission hopes that its recommendations will be considered by the Centre, States and by different public organizations and bodies and that it will be found possible for the main recommendations to be implemented with such changes as may be necessitated under existing conditions in the different States.

SUBJECTIVITY IN SCORING

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Educationists, teachers, students and even laymen are unanimous in their opinion that examination is a 'chance'. No sure guarantee of success can be given to a bright pupil who appears at the examination, nor can an accurate prophecy be made about a dull candidate that he will necessarily fail, for the success or the failure of a candidate in any examination depends mostly on the accident of scoring. Many investigations have been made as regards reliability of scoring. It has been found that examiners do not agree with each other as to the exact score to be awarded to any candidate. On a second series of marking the answerbooks, the same examiners do not award the same marks as assigned previously. Marking varies from time to time even by the same examiner. Certain irrelevant factors also such as the physical and the mental conditions of the examiners tend to condition the marking at a particular time. Thus it has been found that examiners score the answerbooks in an irregular fashion and do not follow any method or detailed procedure. This accounts for high subjectivity and low reliability of scoring. Ashburn has been correct to a large extent in saying, "passing or failing of about 40% depends upon *who* reads the papers, and of 10% depends upon *when* the papers are read." The influence of particular mood of the examiner on scoring has been comically expressed by a critic in the following verse—

'Perchance the delta on your paper
marked
Means that his lunch has disagreed
with him.'

The object of the present investigation is to find all the sources of variations in scoring or in other words to

analyse the factors of subjectivity. The data utilised for this purpose is the awards of ten examiners each of whom marked the scripts of 25 candidates of Class VIII to whom a test in English Composition was given. The sample was random and unbiassed. Each examiner was asked to write the marks on a separate sheet of paper supplied beforehand. The sheet was in the form of a schedule, the first column indicating awards to each question separately, the total award and passes or failures. Examiners were warned against writing the scores on the scripts. The norms set up were uniform. 33% meant a pass.

After sifting and analysing the data, the following generalisations could be made with regard to the sources of variations in scoring.

There are numerous sources of variations in the marking of different examiners. These sources can be grouped into four different factors.

1. *Constant Factor*: This factor in variations is constant for all the candidates in each examiner. It varies from one examiner to another, and is the result of a particular standard of marking maintained by each examiner. It is this factor that represents the leniency or the strictness of an examiner. The best criterion for each examiner's general standard of marking is supplied to be the average mark which he is awarding to the whole batch. For comparison of the standard of each, the group average of each examiner has been found. If the mean of these averages is taken we get a fair estimate of the real group average. The differences between the mean of the group averages and each group average of an examiner will measure the difference in the standards or the constant variations.

TABLE 1.
Constant Variations

Examiners	A	B	C	D	E	F	G	H	I	J
Group Averages	23.7	25.1	30.3	18.3	19.2	33.2	26.0	34.8	23.4	24.0
Mean of Group Averages	25.8	25.8	25.8	25.8	25.8	25.8	25.8	25.8	25.8	25.8
Constant Variations	-2.1	-0.7	+4.5	-7.5	-6.6	+7.4	+0.2	+9.0	-2.4	-1.8

In Table 1 above, the second row contains the group averages of each examiner, i.e. the average of the marks of 25 candidates assigned by each examiner. The mean of the 10 groups of averages is 25.8. Examiner A seems to underestimate the achievement of all the candidates by 2.1 scores. Examiner D seems to have maintained a very high standard of marking and is very strict as his average score is 7.5 less than the mean of the group averages. Examiner H is very lenient with regard to all the candidates.

Such differences in the standards maintained subjectively by the examiners may be termed as 'Constant Factor' of subjectivity, as these are constant for all the candidates.

2. *Specific or Range Factor*: Even after an examiner maintains a particular standard of marking, he hasn't got a fair estimate of the differences between the achievements of candidates. The range between the marks awarded to the best and the worst pupil according to a particular examiner is too high, but less accordingly to another.

TABLE 2.
Range of Marks

Examiners	A	B	C	D	E	F	G	H	I	J	Total Range	Average Range
Range	31	29	34	21	23	38	34	40	35	32	317	31.7

The above Table shows that the range of marks between the dullest and the brightest pupil according to examiner A is 31, while it is 29 according to examiner B and so on. The highest range is 40, and the lowest range is 21, while the mean of all the ranges is 31.7.

This shows that examiners do not have a fair estimate of the difference between the achievements of the candidates.

This source of discrepancy is quite as serious as a difference in the general average. The extreme range (e.g. 40 or 21) is an unsatisfactory criterion. One examiner is generous with his high marks, another with low marks. Such

differences gravely affect the number of failures and of first classes or distinctions. As this factor is peculiar to each examiner, we call it the 'specific' or the 'range' factor which is revealed by the distribution of marks round the average marks of all the pupils.

3. *Unique Factor*: Besides the variations due to different standards and unfair estimation of difference between bright and dull pupils, there happens to be variation due to unfair estimation of each candidate's work. Such variations are caused when the examiners do not know correctly what is creditable and what is not. It is due to this that two examiners who hold the

same standard do not agree with regard marks to one candidate do not agree to the scores of each candidate, or who with regard to the marks of other agree with each other in awarding same candidates.

TABLE 3.
Agreement and Disagreement among Examiners

Candidates	Marks awarded by examiners			
	J	H	E	A
1	20	30	16	20
6	20	20	13	10

The above Table shows that examiner J and H agree with regard to the awards of candidate 6 but disagree with regard to the awards of candidate 1. Again examiner J finds candidates 1 and 6 on the same level, but the other examiners find them on different levels. Again this factor is chiefly responsible for the difference in the ranks or placement of the candidates in the whole group at the hands of different examiners.

TABLE 4.
Difference in the placements of Candidates

Candidates	Examiner I	Examiner B	Difference in placement
20	25	21	4
22	Examiner H	Examiner D	
	2	16	14
7	Examiner F	Examiner G	
	7	13	6

A candidate gets a particular rank at the hands of one examiner, but quite a different rank at the hands of another. To take a typical case, examiner H in the above table ranks candidate 22 as 2, but examiner D ranks him 16 in the group. The same candidate is a very good candidate according to one examiner, but he is an average or a dull candidate according to another examiner. Such inconsistencies in the marking of the same examiner show that the scoring of the examiners is highly biased or prejudiced. This factor in variations

is personal or individual and it may be termed as 'Unique Factor' or 'Personal Factor' characterised by prejudices for (i) spelling mistakes, (ii) grammatical mistakes, (iii) handwriting, (iv) style, (v) bold and small types of letters in writing, (vi) spacing of letters, (vii) margin, (viii) scratches, (ix) brevity, (x) number of pages written (especially with regard to an essay), (xi) punctuation and (xii) particular opinions held with regard to style and expression.

4. *Chance Factor*: Over and above the three factors there are certain accidental influences upon the scoring. These influences are:—

- (a) Changes in the standard while marking through a series of scripts. An examiner is a human being and he is apt to err with regard to maintaining uniformity of standard while marking a number of scripts. When he marks all the questions of the same script, he may forget his own standard maintained with regard to a particular question in the previous script. Such an influence is so great that the same examiner cannot be expected to assign the same marks to the same script on two different occasions. Such influence is greater particularly when the examiner turns to a good script after scoring a poor script. In such cases the successive good script gets higher marks, and the successive poor script gets lower marks than it deserves.

- (b) Fatigue while scoring a long series of scripts causes inefficiency in the examiner and affects the proper scoring.

- (c) Lapses of attention may be responsible for awarding lower or higher marks to a candi-

date as the examiner misses a particular word in the script or reads wrongly or misses the answer of a part of a question, or misses the scoring of a question or a part thereof.

- (d) Totalling errors too are not uncommon with an examiner. Very few examiners go through the same script twice while summing up the scores of the different questions in different order.

All these are accidental or chance factors—such errors are made by the examiner unconsciously, accidentally or by chance.

Out of the four factors of variation, the first, i.e. the constant factor is the most prominent one and this can be readily observed by comparing the average scores of a group of pupils at the hands of each examiner. But the other three factors viz. the range factor, the unique factor and the chance factor are so mingled up together that these cannot be easily separated from one another. These three factors do not remain constant with regard to all the candidates, and so they may be termed as random factors.

These random variations in scores can be obtained by subtracting the constant variations from the total differences as shown in Table 5.

TABLE 5.
Random Variations of Examiner H.

Candidates:—	1	2	3	4	5	6	7	8	9	10
Average Marks	22.4	31.6	23.8	41.5	39.5	17.3	32.7	26.1	15.1	24.2
Marks by Examiner	30	42	31	52	43	20	45	28	26	40
Total Differences	+7.4	+10.4	+7.2	+10.5	+3.5	+2.7	+12.3	+1.9	+10.9	+15.8
Constant Variations	+9	+9	+9	+9	+9	+9	+9	+9	+9	+9
Random Variations	-1.6	+1.4	-1.8	+1.5	-5.5	-6.3	+3.3	-7.1	+1.9	+6.8

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THE MODIFIED SCHEME OF ELEMENTARY EDUCATION

SRI N. KUPPUSWAMI AIYANGAR, M.A., L.T., Vaduvur.

It is unfortunate that the criticism both in favour of and against the scheme has descended to the level of party politics. When politicians quarrel, their voices are too loud and confused to allow the voice of any educationist to be heard. But I am one of those who believe along with Kil-Patrick, that, heard or not, "upon those on any line of work who have expert knowledge, there rests the obligation of putting over to the public better thinking along that line". Having been a teacher with opportunities to study both the theory and practice of education for the last nearly forty-five years, I find it difficult to keep quiet when such a novel scheme is being discussed so vehemently. Secondly in all these discussions, the social aspect of the change is not considered except in a very crude form. But that is the most important aspect that must be considered.

Rajaji calls this change a small one and says that if it had been introduced by anybody else it would have passed off unnoticed by any one. Nothing could be further from truth. The fact is exactly the opposite. But for C. R.'s advocacy, the scheme would have been pooh-poohed at once by every body. It is my belief that persons who at first expressed themselves against the scheme changed their views out of deference to C.R. due to political considerations. It will be noticed that the supporters of the scheme mainly come from the official class and the urban rich. What about the views of the parents of these village children?

VILLAGE VERSUS TOWNS

I am managing an Elementary School. The Scheme was introduced in the school as per the orders of the Inspect-

ing Officer. A few days after the introduction of the scheme, the mother of one of the pupils came to me and complained that this one session business is making a vagabond of her son. There were many such complaints. Only after I impressed upon them that I am doing it under the orders of the Government and that I have no power to change it, I was not troubled with such complaints.

Again, when this scheme was being explained to some of the parents, one of them exclaimed "Oh! they want us to remain for ever the hewers of wood and drawers of water for the townspeople". Another said, "Well whether the scheme is really good or bad, I am sure of one thing—The Congress will not get votes in the villages during the next elections". The explanation is simple.

REGULARLY PAID JOBS

Rajaji rightly diagnoses the disease. Only he seems to think that killing the patient is curing the disease. Every parent sends his boy to school hoping that his boy will get a regularly paid job which does not require much physical labour. The State encourages the idea that getting educated and entering Government Service is a superior thing to working in the fields by giving scholarships and preference in appointments to what are called Backward Classes. The term "Backward" is very often used for those people who earn their living by hard physical labour. Is it unnatural for the poor villager to aspire for what the Backward Classes are encouraged to aspire for?

I know of a farmer family of four brothers. Three of them are hard

working cultivators. They see that educated people get a better living for a much less strenuous work. They are educating their youngest brother in the hope that he at least would come to a better position. All the sophisticated arguments do not convince him that the standard of attainments will not deteriorate. If it will not, why waste money in towns by having 2 sessions there? he asks. Is it any wonder that he thinks, the scheme is intended to prevent them from aspiring for such jobs?

DIGNITY OF LABOUR

It is not the poor village boy that needs to realise the dignity of labour. He is daily made to realise the indignity that is heaped on his labouring father. If he is made to work with or observe the work of his parents, he would realise the hardship of their life fully and their bitterness and hatred against the rich and the employer class will increase. This is the surest way to encourage *Communism*.

It is the employer class and those who live in towns that get regular incomes without much physical labour that should be made to realise the dignity of labour. Therefore, this scheme should have been introduced first in towns. But all towns, even major Panchayats, were expressly excluded from this scheme. Though some ministers now, after Sri S. N. Agarwal's advice, say that it will be introduced in towns gradually, C.R. in his speech at Washermenpet seems to take credit for his not introducing it in towns. He is reported to have stated that he had not introduced his scheme in urban areas, although many pressed him to do so and that he did not prevent those who had the money and facilities to pursue higher education from going up. There is already a feeling, justifiable to some extent I believe, that villages are exploited for the benefit of towns.

Therefore it is not altogether unreasonable if some people think that the scheme is intended more to reduce competition for what are called white collar jobs and make things easy for the

town people than to make village children craft minded.

GANDHIJI'S NAME ABUSED

In C. R.'s introduction to the Guide Book on the New Scheme of Education it is stated "He (Mahatma Gandhi) gave us the system called by the name of Basic Education and the Sargent Report accepted it and a Government of India Resolution has confirmed it".

I fear C. R., in common with many other laymen, has misunderstood the position taken up by the Report without a critical study of what the Report says on Basic Education. What the report accepts is not the Basic Education recommended by Gandhiji. The report divides the 8 years course of what is called Basic Education into two—Junior and Senior Basic courses. After the Junior course there is to be an examination and those who pass in the examination will be sent to High Schools and those who fail will be sent to Senior Basic Schools. Thus it will be seen the Senior Basic Schools are reserved for dull pupils.

Secondly, among those who have failed in the examination, the pupils whose parents are rich enough to pay a higher fee will be admitted into High Schools. Thus it will be seen that the Sargent Report reserves the Senior Basic Schools for the dull among the poor.

I was surprised at the fact that many of the top-ranking Congressmen who swear by Basic Education accepting this position. So, I sought an interview with Gandhiji to clear up this position. During the interview it was brought out that as some rich people wanted to give their sons a different kind of education the Congressmen had to accept it. To which Gandhiji replied that whatever rich and foolish people might do, whatever Congressmen might say or do, he had no authority over Congressmen except moral persuasion. He was quite clear in his mind that the system advocated by the Sargent Report was inconsistent with the Basic Education he had recommended.

It is unfortunate that the Government of India without critically studying the Sargent Report and as far as my information goes, without listening to the advice of the Hindustani Talimi Sangh has accepted the Sargent Report as the basis for Educational Reconstruction in India. If C. R. accepts the Sargent Report, it means that he is in favour of relegating Basic Education to the dull among the poor. On the other hand Gandhiji has definitely stated that the urban population should have the same kind of education as the rural people, though the craft may differ.

Thus it will be seen that the new scheme is not only undemocratic but anti-social. Undemocratic, because there is no equal opportunity for the urban and the rural population or between the rich and the poor. The rich are already thinking of giving private tuition to their boys or migrating to towns in order to give equal chance to their sons with the sons of the town people. The scheme is anti-social because it is sure to engender bitterness in the minds of the poor villager against the rich and the urban population.

BENEFITS CLAIMED FOR THE NEW SCHEME

The greatest benefit claimed is that it will bring in more pupils to schools. In fact in his Madura speech, C. R. says that Government's one and only object in introducing the scheme was to provide facilities for as many children as possible to learn to read and write. It is argued that many people do not send their boys to school because they want them to do work at home. As a general proposition this may be true in some cases. But the New Scheme does not help those people. Work in villages is not ordered as in a factory. 90% of the people in villages are engaged in agriculture. It is well-known that agricultural work is seasonal. There is no agricultural work that can be done by boys regularly in the mornings and evenings alternatively. My experience is that both in the transplanting and the harvesting seasons older boys absent themselves from schools for work.

Younger boys below 10 cannot do any serious agricultural work. During the other parts of the year no boy is wanted for any serious work. Small pieces of work like carrying milk to the customers were being done even under the old scheme in early mornings and in the evenings out of school hours. Cattle tending is the only work that has to be done daily. But this is a full day work. One session school does not help these people. I have also found that only those who cannot afford to engage some other boy for tending cattle use their own boys. Such boys cannot be spared even for one session work. The one session work *by itself*, I believe, will not bring in more boys to schools.

Supposing it brings in more boys, it will be sacrificing quality for quantity probably with worse results. It is not worthwhile. "Literacy in itself is no education". "Remember that unlettered persons have found no difficulty in ruling over large States. President Kruger could hardly sign his own name. Teach them the three R's by all means, *but don't make a fetish of them*". "The ryots do not need to be literate to appreciate their rights and their duties" says Gandhiji. Again he says, "the quickest development of the mind can be achieved by artisan's work being learnt in a scientific manner. True development of the mind i.e., education commences immediately the apprentice is taught at every step why a particular manipulation of the hand or a tool is required". And in another place, he says "Let us concentrate on educating the child properly through manual work, not as a side activity, but as the prime means of intellectual training". It is common knowledge that the farmer and the village artisan cannot teach farming or any craft in a scientific manner by explaining the why and wherefore of everything he does. By letting the pupils free to do anything they like for the greater part of the day without any control, they may learn the 3 R's but can get no education. On the other hand, as one of the mothers complained, there is a great likelihood of some of the pupils becoming vagabonds.

REDUCTION OF SCHOOL HOURS

Not only Tagore but almost all educational reformers from Pestalozzi down to Gandhiji have taught that children demand physical activity, and do not like to be confined in a room for a long time listening to the abstract teaching of the three R's. But no one even suggested that leaving the pupils to fend for themselves is a remedy. But everyone wanted to find a way of making the teaching interesting so that the pupils may feel confinement in a school-room pleasant and agreeable—Pestalozzi wanted a liberal use of things along with words. Froebel's Kindergarten method wanted to convert the school room into a playground. Montessori gave freedom to the child to do what it liked but always under the control and guidance of the teacher. Herbert wanted the teacher to correlate school room teaching with life outside, i.e., to show the pupils that what they learn in school is useful for life outside. Dewey wanted the pupils to take up some life activity—a project and learn in the course of working out the project. All these did not give full satisfaction. Gandhiji made a useful and powerful combination of all these methods especially the Correlation Method and the Project Method. If a school room is to be compared with a gaol, all educational reformers tried to change the rigorous imprisonment into an agreeable simple imprisonment. Now, by concentrating all the abstract teaching of the Three R's in three hours, he is changing the agreeable simple imprisonment into a most disagreeable rigorous imprisonment.

STANDARD OF ATTAINMENTS

If efficiency in teaching methods has nothing to do with the standard of attainments of the pupil, the one session work may not reduce the standard of attainments. But, it was to increase the efficiency in teaching, Drawing, play, singing, gardening etc. were introduced so that the Three R's may be correlated with these subjects, made less abstract and more assimilable to the pupils. Under the New Scheme

efficiency in teaching and therefore the standard of attainments is sure to suffer.

Again, in order to train pupils to live an orderly disciplined life, psychologists, both ancient and modern, wanted the pupil to live under the control of the teacher all the 24 hours of the day. It is on this principle, the pupils lived with their Gurus in Ancient India and the apprentices lived with their masters, I think, throughout the world. It is on the same principle Residential Schools are considered better than Day Schools.

Now, C. R. wants the parents to look after their children during the major part of the day. He dare not ask the educated town-parent to do the same. He expects the illiterate village parent who has to work throughout the day for his livelihood and has no time to spare for anything else, to teach or to arrange for the teaching of some craft to his sons. Only yesterday when I was writing this article two of the parents came to see me. They said: "This one session business is going to spoil our boys. They learn something in one morning. And by the time they go to school the next afternoon, more than 24 hours after, they forget what they had learnt. You, educated people, may be able to do something with your boys. But we, even the literate among us cannot do anything. We have no time for it. It would be something if you teach some craft in the school. Our boys, unless they are sufficiently old, say 12 years, cannot do any agricultural work, like ploughing and digging. Even if they plough in the morning they are absolutely unfit to attend school in the afternoon. Most of our boys are fooling with the spare time. We do not object to their learning a craft. But we are sure that unless the craft is taught, regularly in schools, the boys will not and cannot learn any craft. The pupils will be fooling with their time and some of them are sure to turn out to be vagabonds."

MISLEADING PROPAGANDA

C. R. cautions the people against misleading propaganda against the scheme.

Is there no misleading propaganda in favour of the scheme? In the latest *Harijan*, Vinoba writes, "He (C. R.) evolved a plan whereby the school will work for three hours a day. During the out of school hours, children will learn carpentry, weaving, agriculture etc., etc." Note the wording 'Children will learn'. The best advocate of the scheme can only say "Children are given a chance to learn" which is quite a different thing. People like Vinoba and Sri Zakkir Hussain should have been made to understand that the pupils are actually learning these crafts if they approve the scheme unconditionally. There are 7 schools within a radius of a mile or two from this place. It is now 3 months since the scheme was introduced. I am sure no pupil is learning any craft notwithstanding any report to the contrary from official quarters. I have already stated what the parents say about it. The fact is the pupils do not care to learn any craft. If left to themselves they will

not. Neither the parent is anxious about it. The Expert Committee will not be able to realise these facts unless they go to the out of the way villages without the company of either the Director of Public Instruction or any of the Government Officers. Fairness requires that the advocate of the scheme should not also be one of the judges.

1. There should be no difference between the system of education prevailing in villages and that prevailing in Towns.

2. Boys below 10 should be under the control of the teacher as long as possible whether they learn the Three R's, a craft or gardening or play.

3. Even for boys above 10, leaving them to their own resources is dangerous.

4. Basic Education and Higher Education based on the same principles are the best for pupils above 10 years of age.

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The average marks assigned by all the examiners to a particular candidate can be called as the better approximate of the true mark of the candidate. This is given in the above table in 2nd row with respect to 10 candidates. Marks awarded by examiner H are given in the 3rd row. After making allowance for constant variations, one would expect each examiner to award marks to each candidate more or less approximating to the true marks. That is to say, we would expect examiner H to award a candidate 9 marks more than his true marks. In the case of many candidates he does so, but not

in the case of all. The differences more or less than the constant variations are the random variations. So the random variations can be got by subtracting the constant variations from the total differences.

The value of analysis of subjectivity into different factors and of classification of all sorts of variations in scoring lies in aiding the solution of the problem of subjectivity. Any device or method of minimising the subjectivity in scoring must take into account all the various causes that are at its root. Examiners need to follow an improved scheme of scoring by which there may be less chances of their exhibiting the above factors of subjectivity.

NEWS AND NOTES

KURNOOL

The members of the Kurnool District Teachers' Guild accorded a fitting farewell to Sri K. N. Pasupathi, its president at a meeting held in the Teachers' Guild House on 15-8-1953, Sri T. H. M. Sadasivayya, District Judge, Kurnool presiding. After prayer recited by Sri Parabrahmam, Sri K. Chinna Subba Rao, Headmaster, Municipal High School and President-elect of the Guild, read an address in English recounting the great services rendered by Sri K. N. Pasupathi for about three decades, and said that he was the soul of the guild whose present position was largely due to his active services. He requested Sri N. Sankara Reddy to unveil the portrait of the retiring president. After unveiling the portrait, the minister said that he was glad to associate himself with the function. He continued that Mr. Pasupathi was a man of high integrity and capacity who had ably served the Municipal High School and devoted himself heart and soul to the cause of the Guild. Sri M. L. N. Sarma, Headmaster, Board High School, Kodumur, and Vice-President of the Guild paid a tribute to the work of Sri K. N. Pasupathi and said that the Guild House itself was proof of his valuable work and recalled the successful session of the State Educational Conference held at Kurnool in 1949 of which he was the General Secretary. Messrs. K. Achaiya Chetty, Advocate and Ex-Chairman, Municipal Council and Ramayya, Social Studies Assistant, Municipal High School, also spoke.

Replying, Sri Pasupathi said that if he had done anything really worth mentioning, it was done with the hearty co-operation of his co-workers and Guild members who had successively reposed confidence in him and actively helped him in furthering Guild activities. So he could lay credit to nothing in particular except his devotion to the

work of the Guild during all the time he held office in it. He appealed to the members not to divide themselves on any issue but work for its greater solidarity and strength.

The President, Sri Sadasivayya, recalled his earlier association with the Kurnool Teachers' Guild and expressed his pleasure in presiding at the meeting at which Mr. K. N. Pasupathi, an educationist, was done honour. He said that Mr. Pasupathi had kept alive his enthusiasm for Guild work through all his years of service as teacher and set a shining example for other teachers.

Sri G. Rajaratnam, Secretary, read verses in Telugu specially composed for the occasion by Pandit G. Ramakrishna Sastri, Poet and Sathavadhani. With the singing of National Anthem and a vote of thanks proposed by Janab Salam Khan, Joint Secretary, the function ended.

(Earlier the retiring President of the Guild was taken round in a procession through the streets.)

TIRUKKATTUPALLI

A two-day camp of the Headmasters of the Tanjore, South Arcot and Chingleput Districts was held at Tirukkattupalli on the 15th and 16th August, 1953. There was a large gathering of Headmasters. Sri C. Raghunathan, Divisional Inspector of Schools, Mathurai presided.

Srimathi Chinnappa speaking on the Educational System of England outlined the different types of schools, the diverting of pupils into the Modern Secondary Schools and Grammar Schools on the basis of intelligence tests, the provision of free milk to school children and excellent psychological and

health service to the pupils. She said that England had made rapid strides after the passing of the New Education Act.

Sri J. G. Koil Pillai in a paper on Citizenship Training said it was the most important subject in the curriculum but not much appreciable progress had been made because many teachers had not taken kindly to it. He appealed to Headmasters to devise measures to make the training useful and purposeful.

Speaking on Physical Education, Rev. Father Fernandez said that there was a great dearth of Physical Education teachers and appealed to the Government to make arrangements for the starting of a college in Taimil Nad and liberalise their policy of making grants for the acquisition of playgrounds by schools.

Sri R. Subrahmanya Aiyar read a paper on the New Approach to the teaching of English. He outlined the causes for the deterioration in the standard of English attained by pupils going out of schools and to remedy this a new approach had to be made. Greater attention should be paid to drill in sentence patterns and words. Oral practise is to be given before reading is attempted. He emphasised the need for practical aids to the teaching of English.

Sri M. K. Natarajan in his speech emphasized that very often schools tend to stress the development of the child's intellect often at the expense of other factors which are just as important. He said that schools ought to be made real activity centres instead of places where passes are manufactured. He added that teachers should devote their attention to the moral and spiritual upliftment of pupils entrusted to them.

Sri A. V. Thyagaraja Sastrigal speaking on schools and community work said that the school itself was a community and it afforded great opportunities for pupils to get the necessary

training for doing service to society, the bigger community.

Sri M. Govindaswami Pillai pleaded for the removal of several curbs and restrictions on school administration. Freedom in academic matters was essential and unless it was assured, progress would be slow.

Sri S. R. Balasubrahmanya Aiyar speaking on the Modified Scheme of Elementary Education said that having regard to the finances of the State it was the best under present conditions, though only a second best. It would accelerate the liquidation of illiteracy in the land.

Sri S. Seshagiri Aiyar speaking on the position of languages in the new set-up said that the Department should make up its mind either to keep Hindi as a compulsory language or remove it from the curriculum. The nebulous position of Hindi did no one any good and seriously affected the discipline of the schol. He added that the department should clarify the position regarding Part I and Part II of the Regional Language.

Sri V. Sarangapani Naidu pleaded for a better status for the Headmaster. The President winding up the proceedings appealed to the Headmasters to dedicate their lives for the future generation of the country and said that the Department would do all that was possible for their betterment. With a vote of thanks by Sri M. K. Natarajan, the Secretary, the camp broke off.

WORLD COUNCIL ON EDUCATION FOR TEACHING FORMED

An International Council on Education for Teaching has been formed by representatives of Teachers' Associations in six countries—including India and Ceylon—attending the first international conference of the World Confederation of Organisations of the Teaching Profession at Oxford. The

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THE S. I. T. U. BENEVOLENT FUND

Applications for membership in the South India Teachers' Union Benevolent Fund have been received from the members of the Teachers' Associations noted below. The names of all the new applicants will be published in the September issue of the South Indian Teacher.

Name of Teachers' Association	Number of Members
1 Voorhees College High School, Vellore, North Arcot	45
2 Board High School, Kil-Kodungalore, North Arcot	20
3 Kasaragod Tq. Board Ely. School, Teachers' Union, Kumbala, S. K. Dt.	14
4 A. C. High School, Pallatur, Ramnad	16
5 Board High School, Kalavai, North Arcot Dt.	22
6 The Little Flower High School, Kumbakonam, Tanjore	30
7 Islamia High School, Vaniyambadi, North Arcot Dt.	8
8 Board High School, Arni, North Arcot Dt.	25
9 A. G. Jain High School, Sowcarpet, Madras-1	23
10 Sri Ramakrishna Vidyalaya, Chidambaram	19
11 Pachaiyappa's High School, Kancheepuram	26
12 Pachaiyappa's Branch Secondary School, Little Kancheepuram, Chingleput	15
13 Hindu High School, Maduranthakam	19
14 Sri Ramakrishna Vidyalaya High School, Sri Ramakrishna Vidyalaya P. O., Coimbatore Dt.	15
15 Municipal High School, Dharapuram, Coimbatore Dt.	6
16 Board High School, Kollegal, Coimbatore	38
17 St. Agnes College & School, Mangalore	19
18 Canara High School, Urva, Mangalore-3	28
19 S. A. T. High School, Manjeshwar, S. K.	15
20 C. P. U. High School, Cumbum, Madurai	25
21 Board High School, Tiruttangal, Ramnad	6
22 Board High School, Macdonald's Choultry, Salem	2
23 Chatram Committee High School, Kadayam	20
24 Hindu High School, Alwarthirunagari	13
25 Concordia High & Training School, Ambur, N. A. Dt.	23
26 Diamond Jubilee High School, Gobichettipalayam, Coimbatore Dt.	42
27 Sarvajana High School, Peelamedu, Coimbatore Dt.	38
28 Municipal High School, Erode, Coimbatore	14
29 Canara High School, Mangalore-3	20
30 N. E. High School, Alathur, Malabar	10
31 Kshatariya Girls' High School, Virudunagar, Ramnad	24
32 Seena Vana High School, Tuticorin, Tirunelvely	9
33 The Kellett High School, Triplicane	26
34 Rajah's High School, Sivaganga, Ramnad	31
35 Board High School, Kalambur, North Arcot Dt.	19
36 Municipal High School, Karaikudi, Ramnad	20
37 Municipal High School, Rasipuram, Salem	10
38 Karapettai Nadar High School, Tuticorin, Tinnevely	11
39 The Muslim High School, Melapalayam, Tinnevely Dt.	6

Name of Teachers' Association	Number of Members
40 Board High School, Nambiyur, Coimbatore	9
41 Devadhar High School, Tanur, Malabar	13
42 Caldwell High School, Tuticorin, Tinnevely Dt.	50
43 St. John's High School, Palayamkottai, Tirunelveli	4
44 Rajah's High School, Ramanathapuram	41
45 Devanga High School, Coimbatore	16
46 Little Flower High School, Salem	37
47 D. M. High School, Nellikuppam, South Arcot	13
48 Board High School, Karaikurichipudur, Salem	11
49 K. S. Boys High School, Srivaikuntam, Tinnevely Dt.	32
50 L. M. C. High School, Sirkali, Tanjore	28
51 Mazharul Uloom High School, Ambur, North Arcot	9
52 Concordia Training School, Ambur, North Arcot	1
53 Board High School, Perundurai, Coimbatore	20
54 Bharathi Vidyalaya High School, Salem	21
55 The High School, Gopalamudram, Tinnevely	11
56 Board High School, Katpadi, North Arcot	26
57 Swathanthra High School, Vaiyampalayam, Coimbatore	21
58 C. A. M. High School, Kondanoor, Ramnad	29
59 Municipal High School, Mayuram, Tanjore	26
60 Thiru Arul High School, Kulasekarapatnam, Tinnelvely	10
61 Board High School, Musiri, Trichy	1
62 Board High School, Kaveripatnam, Salem	13
63 Schwartz High School, Ramnad	24
64 Urumu Dhanalakshmi Vidyalayam, Tiruchirapalli	39

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aims of the Council are: to define and examine the ideas and principles underlying the education of those preparing to become teachers; to study problems connected with the continued education of those already engaged in teaching; and to provide opportunities for international collaboration and exchange of ideas between those engaged in such education.

Every teachers' organisation eligible for membership of the new Council will eventually have one seat in the representative body that the Council aims to set up. This body will elect the members of the Council. Before the Council holds its first conference its business will be carried on by an Executive

Committee set up last week-end by the founding organisations, which represented India, Ceylon, Britain, the U.S.A., Denmark and Germany.

The Council's first President is Dr. G. W. Diemer, President of the Central Missouri State College, and the Chairman of the Executive Committee is Dr. T. K. N. Menon of the University of Baroda. The Vice-Chairman is Miss A. H. Skillicorn, Principal of Homerton College, Cambridge.

The Chairman of the Committee drafting the new Council's Constitution is Miss H. M. Simpson, Honorary Secretary of the Association of Teachers' Colleges and Departments of Education in England.—(*British Information Service.*)

FROM OUR ASSOCIATIONS

RAMANATHAPURAM

The Annual General Body Meeting of the Ramanathapuram District Headmasters' Association was held on Saturday the 1st August, 1953 in the Madura College High School, Madurai.

The Conference began at 11.30 A.M. with prayer by Sri C. Viswanatha Iyer. Sri G. Sundaram Iyer, President welcomed the gathering and requested Sri C. Padmanabhan, District Educational Officer to preside over the discussions. Sri C. Padmanabhan initiating a discussion on the interpretation of Rule 37 (i) of the M.E.R. placed before the house the correspondence that had passed between him and the Headmaster of the P.A.C.M. High School, Rajapalayam on the matter and wanted the Association to decide whether the relevant rule could be interpreted to give Headmasters power to admit pupils from Elementary Schools skipping any number of classes, if found fit on the basis of an Entrance Test. Sri M. Rajah Iyer moved that the matter be referred to the Director of Public Instruction for clarification. Sri R. Narayanan Servai pointed out that the Rule did give the Headmaster such power. Sri K. S. Subramania Iyer maintained that the rule was clear and that no reference to the D.P.I. was necessary; but he, however, commended the need for setting up a healthy convention. Mr. G. Sundaram Iyer pointed out the practical difficulties that would arise, once the practice of skipping was allowed. After a discussion, the Chairman, summing up, kindly offered to take up the matter with the D.P.I. himself and get an authoritative ruling.

As regards Citizenship Training that was discussed next, the Chairman stressed the need for the maintenance of the Squad Log Book, the Class Log Book and the School Log Book by the concerned Pupil Leaders, and the desirability of developing in the pupils the

habit of maintaining the Citizenship Diary.

Sri K. S. Rama Iyer referred to the recent circular on special fees and deplored the curbs on the freedom of Headmasters to spend out of the special fees. Sri T. A. Sankaran of Watrap commended the clubbing together of School Anniversaries and Local Youth Club celebrations so that public donations could be raised for meeting Anniversary expenses. The following resolution was then adopted:

"Resolved to request the Government to make the Committee constituted for administering Special Fees the final authority and to vest power in it to spend the collections in the best interest of the institution."

Sri M. Rajah Iyer then presented the Annual Report for 1952-53 which was adopted. The following Office-bearers were then elected for 1953-54:—

President:—

Sri N. S. Krishnamoorthi Iyer of A Thekkur.

Vice-President:—

Sri R. Narayanan Servai of Sivaganga.

Secretary:—

Sri M. Rajah Iyer of Ramnad.

CHINGLEPUT

The Sixth Annual Conference of the Chingleput District Teachers' Guild was held at the Pachaiyappa's High School, Kancheepuram, on Saturday, 8th August, 1953. A very large number of teachers from all over the district attended the Conference. The Kancheepuram Teachers' Association was 'AT HOME' to the members of the Guild.

Mr. F. L. Billows, M.A., Expert Lecturer in English, Teachers' College, Saidapet (formerly Linguistic Adviser to the British Council in Turkey and

Lecturer in English, Ankara University), presided over the Conference. Dr. Theodore D. Price, Lecturer, New York University, and Mrs. Price were among those who attended the Conference.

Sri A. M. Kanniappa Mudaliar, President of the Guild, welcomed the guests. He referred to the great service rendered by Mr. F. L. Billows to the teachers of English in the State and said that all those who were interested in the teaching of English should look to him for guidance.

Mr. F. L. Billows, who spoke on "Visual Aids in the Teachings of English," stressed the need for Visual aids in teaching. He said that what was taught to the pupils from books in the class-room was sometimes unrelated to their experience outside the class-room in actual life. Visual Aids create new experiences and new situations which help the pupils to reflect and transcend the limitations of class-room. The most interesting Visual Aid, the speaker said, was the teacher's face which with appropriate gestures would enable the pupils to understand the situations better. The talk was very interesting and instructive and was supplemented by practical demonstration of the use of film-strip projector as a Visual Aid.

Messages from Dr. U. Krishna Rao, Minister for Industries, Sri S. Govindarajulu Naidu, Director of Public Instruction, Sri N. D. Sundaravadevelu, Deputy Director of Public Instruction, Sri K. Kuruvilla Jacob, President of the 43rd State Educational Conference. Sri S. Natarajan, President of the S.I.T.U., Sri T. P. Srinivasavaradan, Secretary of the S.I.T.U., and Mr. S. C. G. Bach, Regional Representative, British Council, were received.

Mr. John Wilson proposed a vote of thanks. He thanked the President and the Secretary and the members of the Kancheepuram Teachers' Association for their hospitality and for all the arrangements made by them for the successful conduct of the Conference.

The Annual General Body Meeting held earlier was presided over by Sri

A. M. Kanniappa Mudaliar, President of the Guild.

Mr. A. C. Dharmaraj, President of the Kancheepuram Teachers' Association and the Chief Host, welcomed the gathering of teachers. In the course of his welcome he stressed the need for such gatherings to develop their professional corporateness.

The minutes of the previous meeting and the statement of accounts were passed.

The Annual Report for 1952-53 was next adopted. The President, in the course of his statement, outlined the working of the S.I.T.U. and appealed to the members of the District Guild to strengthen the hands of the S.I.T.U. in raising the status of the teaching profession.

The following office-bearers were elected for the year 1953-54 :—

President :—

Sri A. M. Kanniappa Mudaliar,
B.A., L.T., Headmaster, Pachaiyappa's High School, Kancheepuram. (Re-elected.)

Vice-Presidents :—

Sri M. K. R. Dikshitulu, B.A., L.T.,
Headmaster, R.B.C.C.C. High School, Trivellore.
" A. S. Johnson, M.A., L.T., Headmaster, St. Columba's High School, Chingleput.

Secretary & Treasurer :—

Sri John Wilson, M.A., B.T., Anderson High School, Kancheepuram. (Re-elected.)

Representative to the Executive Board of the S.I.T.U. :—

Sri A. M. Kanniappa Mudaliar,
B.A., L.T. (Re-elected.)

Resolutions condoling the death of Sri N. Gopalasami Iyengar, President of the 34th State Educational Conference, in 1944 at Annamalainagar, and of Sri R. K. Shanmugam Chettiar, President of the 42nd State Educational Conference at Coimbatore, were passed.

Other resolutions were :—

(1) This Conference reiterates its resolution of last year and requests the Government to give immediate effect to

scales of salaries recommended by the Conference of Presidents and Secretaries of the District Teachers' Guilds in August 1951.

(2) This Conference requests that teachers of all cadres under all managements be given house-rent allowance and dearness allowance at rates applicable to employees of the Central Government.

(3) This Conference requests that the age of retirement of all grades of teachers under all agencies be fixed at 60.

(4) This Conference expresses the view that for continuity of policy and ordered progress in education, a Board of Education should be constituted with

statutory powers for the planning and organization of education.

The resolution that the IV Form Mathematics syllabus needed revision and the number of questions in the multiple choice test in S.S.L.C. Mathematics Part II might be reduced was referred to the Secondary Education Advisory Committee. The suggestion that a District Teachers' Guild Co-operative Bank might be started was referred to the Executive for consideration. The report of the Activities Committee was discussed and it was decided to forward it to the Seminar Committee for necessary action.

JOHN WILSON,
Secretary.

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

Proceedings of the Meeting of the Election of Policyholders' Directors held at the Hindu High School, Triplicane, at 5-30 p.m. on 11-9-1953, in accordance with the provisions of Section 48 of the Insurance Act and Rules Nos. 13 and 14 framed thereunder.

The meeting of the policyholders of the Fund was held on Friday, the 11th of September, 1953 at 5-30 p.m. at the Hindu High School, Triplicane, Madras to elect three policyholders' Directors.

Twenty-two members were present.

On the President taking the Chair, the Secretary read the notice of the meeting dated 6-6-1953.

Ballot papers were then distributed.

826 Policyholders voted by their duly constituted proxies.

Ballot papers were collected from the policyholders by Sri V. Soundararajan, B.A., Chartered Accountant of Messrs. V. Soundararajan & Co., the Fund's Auditors, who was present at the meeting. He counted the votes and announced the result as follows :—

Name of the Candidate	Votes obtained.
1. Sri E. N. Subramanyam, Theosophical College, Madanapalle, Chittoor District ..	596
2. " P. Govinda Rao, Gandhinagar School, Adyar, Madras ..	507
3. " S. Srinivasan, Teacher, Board High School, Katpady, N.A. Dt. ..	500
4. " B. R. Ebenezer, Islamiah High School, Pernambut, N.A. Dt. ..	245
5. " J. Vaidyanathan, Sri Ramakrishna Mission High School, T'Nagar, Madras ..	227

The Chairman declared the first three, Messrs. E. N. Subramanyam, P. Govinda Rao and S. Srinivasan, elected as Policyholders' Directors.

With a vote of thanks to the Chair, the school authorities and the retiring Director Sri B. R. Ebenezer by Sri S. Natarajan, the meeting terminated at about 6-15 p.m.

D. THAMBUSAMI,
Chairman of the Meeting.
TRIPLICANE,
14-9-1953.
V. B. MURTHI,
Secretary.

**RULES SUPPLEMENT TO PART I-B
OF
THE FORT ST. GEORGE GAZETTE**

Dated 16—9—1953

EDUCATION DEPARTMENT

**Amendment to rules relating to appointment and punishment of officers
and servants of municipal councils.**

(G.O. Ms. No. 2056, Education, 3rd September, 1953.)

In exercise of the powers conferred by sections 73, 75 and 303 (2) (a) of the Madras District Municipalities Act, 1920 (Madras Act of 1920), the Governor of Madras hereby makes the following amendment to the rules relating to the appointment and punishment of officers and servants of municipal councils, published with the late Local Self-Government Department Notification No. 935, dated the 8th August 1936, at pages 453 and 454 of Part I-A of the *Fort St. George Gazette*, dated the 1st September 1936, as subsequently amended:—

AMENDMENT

In rule 8 (1) of the said rules, for clause (i), the following clause shall be substituted, namely:—

“(i) to the Director of Public Instruction, if the order relates either to a member of the teaching Staff of a secondary school or to a member of such staff of any elementary school under the Madurai Municipality, and to the Divisional Inspector of Schools concerned, if the order relates to a member of the teaching staff of other elementary schools:

Provided that if the appeal is preferred by the headmaster, or relates to the post of headmaster of a High School such appeal shall lie to the Government of Madras; and”.

**Amendments to rules relating to grant of recognition and aid to
elementary schools.**

(G.O. Ms. No. 2071, Education, 7th September, 1953.)

The following amendments shall be made to the rules relating to the grant of recognition and aid to elementary schools published with Education Department Notification No. 243, dated the 21st August 1939, at pages 556-568 of Part I-B of the *Fort St. George Gazette*, dated the 29th August 1939, as subsequently amended:—

AMENDMENTS.

In the said rules, under rule 4 (5) of the Rules for Aid—Chapter II—

(i) the following may be added as the third paragraph:—

“Women teachers employed in aided elementary schools may be granted maternity leave up to a period of two months in case of abortion also, as in the case of normal confinement, on the production of a certificate of abortion obtained from a registered medical practitioner subject to the following conditions, viz:—

(a) in cases of repeated abortions, the women teacher should be advised to consult the Senior Women Doctor or a Specialist at the headquarters of the district; and

(b) if there is repetition even after following the course suggested in (a) above, the production of a certificate from the Woman Doctor or a Specialist should be insisted upon by the Management”;

(ii) the following shall be added as Note (3):—

“The concession referred to in paragraph 3 above will be in force for a period of five years in the first instance, with effect from 21st May 1953.”

K. M. UNNITHAN,

(True Copy)

Secretary to Government.

REVIEW OF INDIAN PERIODICALS

SRI J. VAIDYANATHAN

TEACHING : (Silver Jubilee Number, June 1953.)

The Silver Jubilee Number of ‘Teaching’ has many interesting articles on Secondary Education by many veteran educationists.

Sri S. Natarajan in his article ‘A Survey and a Criticism of our Education’ points out that politics has played in the past an important part in determining the emphasis on literacy though this position is gradually changing. He has quoted from Sir John Sargent’s Progress Report for 1937-47 to show that literacy is not enough for a modern democratic State. Though all of us accept this view, still we have not come to that stage to appreciate the point that with our limited funds we cannot hope to bring about both compulsory primary education and adequate provision for higher education, and that, if one of the objectives is to be postponed, it is compulsory primary education that can be postponed with least detriment to national progress. The Annual Report of 1947-48 issued by the Union Ministry of Education observes that Secondary Education is the weakest link in the educational system of the country.

In spite of attempts to broaden the scope of Secondary Education, the syllabi are still wholly academic and literary and do not serve the needs of those who have a bent for agriculture, craft, industry or trade. A casual glance at the subjects for School Leaving Certificate Examinations in our country will reveal how poor a conception of ‘vocalizing’ general education prevails in our country.

The writer has quoted Sir John again to show that teaching is not only a gift but also a craft which has to be acquired by careful training and for which,

as for other crafts, only a few have the aptitude. He has also rightly pointed out that the idea that one can put any one with a certain elementary background of knowledge in front of a class and the result will be education is a dangerous delusion.

“Towards a new outlook for Secondary Education” by Mr. Austin A. D’Souza is a forcible article for making Secondary Education comprehensive, diversified and integrated. Secondary Education till a decade ago was synonymous with a definite type of education, predominantly academic and bookish in content. This type of education fostered and encouraged by the British because it provided them with clerks and minor officials acquired a status and a prestige in our land because it was the ‘open sesame’ to the much coveted Government services and the professions. The utilitarian value and the exaggerated prestige led to its rapid and unhealthy growth and extension, so that, lacking a solid foundation of universal basic education, our educational system became top-heavy, like an inverted pyramid.

During the past decade people have realized that the phrase ‘Secondary Education’ contained a wider implication than it possessed before. It was considered to be a stage in continuous educational process a stage which followed on the primary stage and laid the foundations of the adult, and as such, it was meant not only for the few, but for all children, irrespective of birth, intelligence, financial means or social status. So it was realised that it would be dangerous to compel them all to fit the Procrustean bed of the traditional academic, university entrance type of Secondary Education. This type may suit only 15 per cent of the population

and the remaining 85 per cent new types of Secondary Education better suited to the varying ages, abilities and aptitudes are necessary. All psychologists in India and abroad agree that underlying the necessary diversity of Secondary Education there should be an underlying unity. To accomplish this all types of Secondary Education should be both liberal and vocational; they should prepare both for life and for a livelihood.

This new conception was clearly defined in the famous Sargent's Report, Post-war Educational Development in India (1944). Very little has been done in the eight years that has elapsed to implement its recommendations, except to appoint a new commission to go into the same questions.

The reason for this gap between theory and practice of Secondary Education is well established and the combined forces of inertia and vested interests will tend to keep it so. People who oppose the new types of Secondary Education are also products of the narrow academic education and cannot grasp or adapt their thinking to newer and revolutionary conception of secondary education suited to age, abilities and aptitudes.

Rev. T. N. Siqueira, S.J. in his article on 'Our Future School' deplores the low standard of attainment in English of pupils passing out of our schools. The mother-tongue medium in the High School stage has made pupils more mature in mind than their predecessors. But they are less familiar with spoken English. The place assigned to things in English in the Indian mind in the years after our attainment of independence seems to be the chief reason. Methods of teaching are also defective for they are not suited to a foreign language. The teaching of English as a second or third language in the secondary school for the full six years with a solid foundation of formal and applied grammar seems to be the only remedy for the low standard of English.

Though the number of schools and students for the secondary stage has doubled during the last 25 years we have not decided the fundamental question, 'Is it a complete stage of education with a definite goal or is it only a step to the University?' The Indian student almost automatically and inevitably enters a college if he is eligible for it. Partly because he is too young for anything else, and partly for want of alternative kinds of training, he gravitates towards the Arts or Science College. The result is our Universities are cluttered with a large number of very young students who have neither the aptitude nor the taste for the very special kind of work for which University stands. At the age of 14 many of them are at the University, whereas in Europe one can hardly arrive there before 18. For this large number of very young and undeveloped students the University method of lecturing is ill-suited. The only satisfactory solution seems to be to extend our high school period by a year or two so that the secondary course may be fairly complete and self-sufficient as a preparation for the ordinary pursuits of life.

EDUCATIONAL INDIA (August, 1953).

In an editorial on 'Education and Manual Work' the Editor has rightly stressed that the cry that the educated class should do manual work should not become a sort of lifeless and mechanical slogan. There is that danger now because the Ministers, Deputy Ministers and Parliamentary Secretaries raise this cry frequently. The writer has analysed the connection between education and manual work from our different angles so that the unsympathetic criticism made against insistence of manual work at the University stage may be avoided.

First he has pointed out that those who do manual labour to get a living form the majority in India. Education can make them efficient workmen. As manual labourers also form part of the nation it is necessary that they must

have education to discharge their obligation as a citizen of the land.

The second point of view is whether manual labour can aid our education. This is the philosophy underlying the basic education as formulated by Gandhiji. When manual labour is taken as an aid to education and when the old process of acquiring knowledge and skill through books is discarded, then the true purpose of education, namely, the understanding of the physical and human environment and the contribution which each person has to make during his life to enrich that environment becomes possible.

The third point is to have manual work as an integral part of the educational process but with a different emphasis from that of the second point.

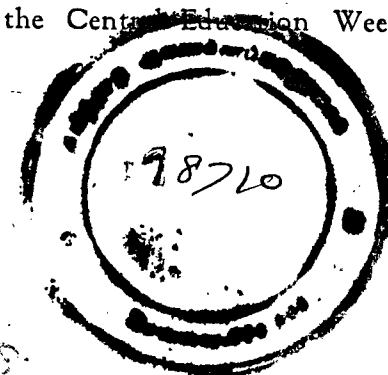
The educated have felt that they form the elite of the society. They look down upon the masses who are mostly engaged in manual work. If this tendency is to be rooted out those who are engaged in higher education should be made to do manual work and labour along with the workers of all sorts in the fields, in the factories and in slum clearance so that they may learn by personal experience the strain involved in hard manual work and how it is morally degrading on their part to look down upon manual labourers.

The fourth point is that the knowledge which the educated class of today possess is only theoretical and abstract. If that is to be made practical and concrete, it must be only through participation in manual work.

THE SOUTH INDIA TEACHERS' UNION

Diary for the month of August 1953

- 12-8-1953 Balar Kalvi — Ani issue — published.
- 14-8-1953 The 23rd South Indian Education Week—Central Education Week Committee constituted.
- 20-8-1953 Application forms for enrolment to the S. I. T. U. Benevolent Fund sent to all the affiliated Teachers' Associations.
- 21-8-1953 Dr. and Mrs. Rice of New York University were entertained at Tea.
- 25-8-1953 Sub-Committee meeting of the Central Education Week Committee.



SUPPLEMENTARY READERS FOR THE SECOND TERM

Approved for class use by the Madras Textbook Committee

Form II

OXFORD ENGLISH COURSE SUPPLEMENTARY READERS

Robin Hood and other stories 7d The Prince with the Golden Hair 7d

THE FIRST BOOK OF FABLES / As. 10

YOUNG INDIA READERS

The Story of Gopal Singh As. 4½ Harishchandra As. 5
The Story of Muktaba As. 4

Form III

THE SECOND BOOK OF FABLES / Re. 1

OXFORD ENGLISH COURSE SUPPLEMENTARY READERS

Nine Fables 7d Cinderella and Rapunzel 7d The King of the Golden River As. 8 Tales from the Arabian Nights 1s
Rip Van Winkle 7d

Form IV

CHILDREN'S BOOKSHELF

The Children's Ali Baba As. 15 The Children's Sindbad As. 11
The Children's King of the Golden River As. 15

THE THIRD BOOK OF FABLES / Re. 1

TALES RETOLD FOR EASY READING

Tales from Gulliver's Travels As. 11 Stories of Sindbad the Sailor As. 11

OXFORD ENGLISH COURSE SUPPLEMENTARY READERS

Stories of Greece 7d Stories of Rome 7d

Masani : THE STORY OF BAPU Rs. 4

Educational edn. Re. 1-4 (Submitted to the Textbook Committee)

Form V

CHILDREN'S BOOKSHELF

The Children's King Arthur As. 15 The Children's Swiss Family Robinson As. 15 A Short Robinson Crusoe Re. 1-2

TALES RETOLD FOR EASY READING

Great Expectations Re. 1 A Christmas Carol As. 12

The following three books set as Non-detailed textbooks for the S. S. L. C. Public Examination 1954 may also be considered for Form V. All these are written within a restricted vocabulary.

Dr. Jekyll and Mr. Hyde

By R. L. Stevenson. Abridged and edited by F. L. Billows Re. 1

UNCLE TOM'S CABIN

By H. B. Stowe. Abridged and edited by A. S. Martin Re. 1

TALES OF CRIME AND DETECTION

(Tales Retold for Easy Reading) Retold by G. F. Wear As. 14

OXFORD UNIVERSITY PRESS

August 1952

OUR BOOK-SHELF

LABOUR IN THE SOVIET UNION : By Dr. THOMAS EDISON : By Francis Trevel-
Solomon M. Schwartz. (Publishers : yan Miller. (Orient Longmans, Ltd.
Frederick A. Praeger, New York, 18, Price : 2 sh. 6 d.)
N.Y. Price : 6\$.)

This is one of the series of 'Books that matter' and it seeks to analyse the evolution of labour policy in Soviet Russia. It traces the changes that have occurred in the labour market under Communist regime. Its thesis on the standard of living is interesting based as it is on the nominal and real wages and social services of the State. The changes that have occurred in the lives of agricultural workers who were virtually serfs before they became urban industrial labourers working under a system which has other values than those that obtain under free enterprise make interesting reading. This is a book that every one who feels attracted by Communist way of life should read that he might judge the balance of advantages aright.

V. B.

UP FROM SLAVERY : By Booker T. Washington. (Orient Longmans, Ltd. Price : 2 sh. 6 d.)

Belonging to the series "Lives of Achievement", this, an autobiography of Booker T. Washington, should make a thrilling reading to every youngster based as it is on facts relating to the life of a slave.

THE MAGIC SLIPPERS AND OTHER STORIES. By B. Lumsden Milne. (Orient Longmans, Ltd. Price : 1 sh. 6 d.)

EMIL AND THE DETECTIVES : By Erich Kestner. (Orient Longmans, Ltd. Price : 1 sh. 6 d.)

Both the above books are intended as New Method Supplementary Readers Grades 2 and 3 respectively and cover the vocabulary contained in the Readers 2 and 3. Words outside the list are either explained or pictured in the book. The books are illustrated and contain questions to test understanding.

HOW DOES AN AEROPLANE FLY : By R. Rallison. (Thomas Nelson & Sons., Edinburgh. Price : 1 sh. 9 d.)

This is a practical work book and explains with the aid of drawings and diagrams the principle of the aeroplane to the young reader who is interested in the subject.

ENGLISH TEST PAPERS FOR THE MIDDLE FORMS: By B. J. Pendlebury. (Thomas Nelson & Sons., Edinburgh. Price: 2 sh. 6 d.)

This language book designed for Grammar School pupils in England may profitably be used by pupils of IV to VI Forms in Indian Secondary Schools. Each set of exercises contains ample material for a week's work in English language and each week's work is arranged in three sections: (a) Short exercises in vocabulary, punctuation and construction of sentences; (b) Exercises concerned mainly with the writing of paragraphs of various kinds, suitable for a short mid-week home work of preparation; (c) Composition or comprehension exercises requiring rather more time for discussion and preparation.

ADVENTURES OF DON QUIXOTE: Retold by A. S. Hornby. (Oxford University Press. Price: Re. 1.)

This book is one of the series 'Tales retold for easy reading' and is suitable for non-detailed reading in VI Form.

MOTILAL NEHRU AND JAWAHARLAL NEHRU: (Oxford University Press. Price: As. 10.)

This publication, Grade V, in the series 'Leaders of Modern India', is suitable for reading in Form V.

NEW EDUCATION, VOL. V, No. 1. June 1953. (Price: Single copy Re. 1.)

This Quarterly published under the authority of the Director of Public Instruction, Madras, is decidedly an improvement on its predecessor both in the variety of articles and in the general get-up. The New Scheme of Elementary Education is explained by Sri T. P. Santanakrishna Naidu, Principal, Teachers' College, Saidapet. We only wish the photos are printed clearly and attractively on art paper.

THE MODIFIED SCHEME OF ELEMENTARY EDUCATION—A GUIDE BOOK.

This Guide Book is issued by the Education Department. In the introduction Sri C. Rajagopalachari, the Chief Minister, says that the book explains exactly what has to be done by managers and teachers and will help to remove doubts and misconceptions.

List of publications thankfully received:—

1. Fundamental and Adult Education—April, 1953 (UNESCO).

2. Education in India—1948-49. (Government of India.)

3. Education in the States of the Indian Union—1949-50. (A statistical survey, Govt. of India.)

4. Institutions for Higher Education of India—1953. (Govt. of India.)

5. Library Service in Five Year Plan—Working paper for Hyderabad Conference. S. R. Ranganathan.

6. Facts about the United States—Illustrated coloured map. (USIS.)

7. An outline of American Education. (USIS.)

8. Metal work in secondary schools. (Br. Information Service.)

9. Commonwealth Today—No. 20. (Br. Information Service.)

10. Education in Scotland in 1952. (Br. Information Service.)

11. Education Quarterly — June 1953. (Govt. of India.)

12. Sri Saraswathi High School, Konapet — Annual Magazine 1952-53 (entirely in Tamil).

13. Bala Sahithi — Magazine for 1952-53. Municipal High School, Tirupathi. (English, Telugu and Hindi with half-tone blocks.)

14. International Book News — a journal for books of India and abroad—Vol. I, No. 1 (Ambala Cantt. As. 3).

15. Nanminda High School Magazine, 1952-53.

16. St. Paul's High School, Vepery, Madras. Report for 1952-53.

17. R.B.C.C.C. High School Perambur, Madras. Annual Report, 1952-53.

18. Community Projects in Madras State. (Govt. Publicity Department.)

C. R.

S. I. T. U. PROPAGANDA

Messrs. C. Ranganatha Aiyengar and K. S. Chengalroya Iyer, Hony. Publicity Officers of the S.I.T.U. Protection Fund, Ltd., toured in the Tiruchirapalli district including Pudukottai Division from the 20th July to the 7th August 1953, both days inclusive, and visited the undermentioned schools. They also addressed the Elementary School Central Teachers' Association, Woriyur North on the 25th July, 1953. Whenever they went the teachers after hearing the advantages of the Protection Fund enrolled themselves in large numbers. There is scope for considerable work in this district and it is hoped that workers will voluntarily come forth in the service of the teacher. The Headmasters of the schools and the Secretaries of Teachers' Associations took keen interest in the S.I.T.U. activities and helped in advising the members of the staffs to become members of the Protection Fund. The Tiruchirapalli District Teachers' Guild, an old and established Teachers' Organisation for the district can substantially contribute to the improvement of the membership of the Protection Fund from this district, if it could come into closer contact with Teachers' Associations in the mofussil schools. We take this opportunity of thanking the President and the Secretary of the Tiruchirapalli District Teachers' Guild for the kind help they were pleased to render us during our fortnight's stay in Trichy.

List of Schools visited.

1. National College High School, Teppakulam, Tiruchirapalli.
2. N.C.B. Aryan Middle School, Teppakulam, Tiruchirapalli.
3. N.C.B. Aryan Ely. School, Tiruchy.
4. E.R. High School, Tiruchirapalli.
5. Urumu. Dhanalakshmi Vidyalayam High School, Tiruchy.
6. S.M. High School, Woriyur.

7. Bishop Heber High School, Teppakulam, Tiruchirapalli.
8. Southern Railway High School, Golden Rock.
9. Southern Railway Ely. School, Golden Rock.
10. Sacred Heart High School, Ponnalaipatti.
11. Sacred Heart Ely. School, Ponnalaipatti.
12. Board High School, Lalgudy.
13. Girls' High School, Lalgudy.
14. Savithri Vidyasala Girls' High School, Tiruchy.
15. Savithri Vidyasala Ely. School, Tiruchy.
16. St. Joseph's College High School, Trichy.
17. V. V. High School, Tiruppalathurai.
18. Methodist Mission Girls' High School, Woriyur.
19. Bishop Heber High School, Puthur, Tiruchy.
20. Zamindar's High School, Turaiyur.
21. The High School for Boys, Srirangam.
22. The High School for Girls, Srirangam.
23. Municipal High School, Karur.
24. Pasupathinath High School, Karur.
25. R. C. High School, Tiruchy.
26. Syed Murthuza Govt. Muslim High School, Tiruchy.
27. Board High School, Kulittalai.
28. Brahadambal Govt. High School for Boys, Pudukkottai.

29. Sri Sivakami Ambal High School, Rangiem.
30. Sri Saraswathi High School, Konapet.
31. C. S. M. High School, Pudukkottai.
32. Rani High School for Girls, Pudukkottai.
33. Board High School, Tirugokarnam, Pudukkottai.

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

Particulars of Policies issued during the months July & August 1953.
District and School-wise

TRICHINOPOLY		NORTH ARCOT	
U. D. V. High School, Trichy	12	Islamiah High School,	
Board High School, Kulitalai	10	Pernambut	4
S. A. High School, Rangiem	9	Municipal High School,	
S. M. High School, Worur	8	T. Malai	2
N. C. High School, Trichy	7	Bd. High School, Katpadi	1
N. C. Aryan Secy. School,			7
Trichy	7	MALABAR	
V. V. High School,		Higher Elementary School,	
Tiruppalathurai	7	Chittalamchery	4
E. R. High School, Trichy	7	RAMANATHAPURAM	
Municipal High School, Karur	6	S. S. Subiah Nadar Municipal	
Ponniiah High School, Trichy	6	High School, Virudunagar	1
Zamindar High School		Rajah's High School,	
Turaiyur	4	Sivaganga	1
The High School for Boys,		A. C. High School, Pallatur	1
Srirangam	3		3
Bishop Heber High School,		TIRUNELVELI	
Putur	3	Loyal Textile Mills Ele.	
Southern Rly. High School,		School, Koilpatti	1
Golden Rock	2	R. C. Ele. School, Ratnapuram,	
	91	Tuticorin	1
TANJORE			2
Bd. High School, Ammapet	6	CHINGLEPUT	
K. S. High School, Aduthurai	4	Bd. Hr. Ele. School, Sholingur	1
Kalyanasundaram High School,		Bd. Ele. School, Vadagupattu,	
Tanjore	3	Singaperumalkoil	1
Raja Free Mahratta School,			2
Tanjore	3	SALEM	
Ramankoil Lane Aided		Bd. High School, Tiruchengode	2
Elementary School, Tanjore	2	MADURAI	
Konkaneswara Vidyasala,		C. P. U. High School, Cumbum	1
Tanjore	2	CUDAPPAH	
St. Peter's Middle School,		Aided School, Thirupuvaram	1
Tanjore	1	COIMBATORE	
Govt. Training School, Tanjore	2	Board Elementary School,	
Veeraraghava High School,		Paruvatchi, Erode	1
Tanjore	1	MADRAS	
M. M. Western School,		Corpn. Boys School, Vepery	1
Mannargudi	1	ANANTAPUR	
	25	L. M. High School, Gooty	1
SOUTH ARCOT		BELLARY	
Muthier Higher Ele. School,		Heerada Sugamma's Jr. Basic	
Tindivanam	8	Training School, Bellary	1
S. K. T. Girls School,		MISCELLANEOUS	
Tindivanam	1	S. I. E. S. High School,	
Board High School,		Mutunga, Bombay	1
Kattumannarkoil	1		
Kushal Chand Hr. Ele. School,			
Tindivanam	1		
	11	Total	154

THE XXIII SOUTH INDIAN EDUCATION WEEK

The South India Teachers' Union in co-operation with several organisations interested in Education is sponsoring the 23rd South Indian Education Week this year. A Central Education Week Committee has been constituted. The Committee has resolved to observe the Education Week from the 26th October to the 1st November 1953. The central theme chosen for discussion during the week is "Education and the First Five Year Plan".

The following outline of a programme is suggested :—

Monday	26-10-1953—	Education—Moral and Spiritual Foundations.
Tuesday	27-10-1953—	„ Learning the Fundamentals.
Wednesday	28-10-1953—	„ Building the Nation's Strength.
Thursday	29-10-1953—	„ Preparing for Citizenship.
Friday	30-10-1953—	„ State's Responsibility.
Saturday	31-10-1953—	„ Parent—Teacher Team Work.
Sunday	1-11-1953—	Education and the Educators.

As in previous years, the Teachers' Associations are requested to take early steps to organise an effective programme of school-work and activities during the Week, by arranging lectures, exhibitions, physical demonstrations, visits by parents, and the public, safety first squad, junior red cross, etc. etc. Reports of Education Week celebrations will be published if they are sent early.

THE S. I. T. U. BENEVOLENT FUND

Donation Received		Rs.
Total as per previous announcement	...	1,831
Teachers' Association, K. S. Boys High School,		
Srivaikuntam, Tinnevely	...	5
Total	...	1,836

EDITORIAL

The 23rd South Indian Education**Week :**

For the 23rd year in succession the South India Teachers' Union in co-operation with various organisations interested in education is sponsoring an Education Week Movement. The Education Week is to be observed from the 26th October to the 1st November, 1953. The central theme chosen is "Education and India's First Five Year Plan".

Coming close on Dasarah, a week devoted to children, the Education Week affords a unique opportunity to focus the attention of the public on our schools and our educational system. The Planning Commission has realised the importance of education for the success of any scheme or plan for national advancement. They observe: "The success of a democracy depends upon the growth of a spirit of co-operation, disciplined citizenship and the capacity of the ordinary citizen to participate intelligently in public affairs. It is essential, therefore, that education should train the individual to place duties above rights and should develop in him the power of critical appreciation and the habit of logical thought."

Some of the salient features of the Plan in regard to education are being published in a small pamphlet prepared for the occasion.

Teachers' Associations are requested to make effective arrangements for a proper observance of Education Week. It is an occasion when by a proper programme, teachers can help to dispel the many erroneous notions that people have about the work of schools. It was very unfortunate that even persons in authority went about describing schools as prisons and canvassing for the release of the youngsters from schools. What have such statements to do to the progress of education has

been least thought of in the heart of the controversy. The Education Week is an opportunity to demonstrate what the objectives of the schools are and how pupils profit by them and are really proud of their alma mater. The Education Week is also an occasion when the parents and the public can have an intimate insight into the problems confronting schools and their sympathetic and generous support can be secured to strengthen the schools so as to enable them to do better service.

We earnestly appeal to all managements to render all help to the teachers in making an effective observance of Education Week.

* * *

The Secondary Education Commission :

The Report of the Secondary Education Commission of which a short resume is published elsewhere, in this issue, is expected to be released for sale very shortly. The report is a masterly survey of the present position of Secondary Education in India and recommendations for its reorganisation have been very carefully made having due regard to the nation's ultimate interests and its present possibilities. It takes due note of the government's accepted policy in regard to Basic Education and of the country's requirements in respect of Secondary, University and Technical Education. The report is a fair sized volume and calls for deep thinking before attempting to review it. On a rapid perusal we are glad to find that the Commission has recommended that the duration of the Secondary School Course should be for seven years—three years senior basic and four years higher secondary. This will enable the schools to retain the students for a longer period in the secondary school till they have attained sufficient maturity, physical, mental and moral, before they are sent either

to the University or to take up positions in social life. This may save a great deal of youthful energy and avoid the wastage consequent on immature youths getting into the colleges. It will definitely help to improve standards in our secondary schools. The Delhi University has already adopted the seven year Secondary School Course with considerable success.

In respect of curriculum the Commission's recommendations reveal how they were aware of the many difficulties inherent especially in a country so vast as ours and with such diversity of languages. The outline of the scheme of studies they have suggested is an ideal framework which can adapt itself to conditions and aspirations of any State. While the study of the mother-tongue and two other languages—Hindi and a foreign language—is provided for, there is no rigidity but on the other hand provision can be easily made without over-weighting the curriculum for the study of other languages. The study of Sanskrit is provided for in the High School stage both under Parts I and II and also under Part III. The study of Mathematics and Science is made obligatory on all pupils though in the case of students taking either the sciences or the technical courses they may have a more advanced course instead of the general course.

The Commission has very boldly recommended a scheme of Public Examination which would take note of the school records to a certain degree. The Commission has also recommended a system of grading which will better express the opinion in regard to candidates' achievements in particular subjects. It is a matter for joy that the Commission has noted with satisfaction the type of cumulative record prepared by the Committee appointed by our State Government in 1948 for a proper appraisal of students' achievements.

The chapter on teachers, their training and conditions of service is a valuable contribution. It has made very specific recommendation for urgent consideration by the State Governments.

One of the important recommendations is that there should be a uniform scale of pay irrespective of the type of management. It has drawn up a scheme of Pension-cum-Provident Fund-cum-Insurance. It has also recommended an Arbitration Board. Amongst the other amenities suggested are free education of teacher's children, railway travel concession, holiday homes, medical relief to teachers and their dependents and study leave.

We trust the Commission's recommendations in respect of inspection of schools would receive the earnest attention of the State Governments so that inspection would be not policing but effective educational advice.

The Commission has made valuable recommendations in respect of school buildings, health education, number of working days, selection of text-books, technical education, guidance and counselling. It has put in a strong plea for research in education and has recommended that Universities, Training

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Edited by

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Colleges and Teachers' Organisations should be encouraged to undertake research in education and the States and the Centre should liberally finance the programme. The Commission is not unaware of the financial obstacles in giving effect to the far-reaching recommendations. It has made several suggestions for raising the funds to support secondary education and has put in a powerful plea for Union aid to the States for implementing the educational programme.

We hope to deal in detail with the important recommendations in a later issue. We do hope that this report, modest yet realistically progressive, will receive the attention of the State Governments, who will have the courage to implement them and thus pave the way to progress. The Commission has to be congratulated on the good work it has done in its thorough and exhaustive study of the problems and in its practical solutions to many of these problems. When the Commission was appointed we expressed the hope that under the wise leadership of our distinguished Vice-Chancellor, Dr. A. Lakshmanaswamy Mudaliar, the Commission would make a very useful contribution. We are happy that the events have justified our hope.

Avvayyar :

We are glad to note that at last the South Indian Film Producers have succeeded in producing a picture which is at once pleasurable and recreative. We have seen a few English films which while serving to please, have had an ennobling effect on the audience. Indian pictures which have made great advances in recent years in respect of

technique, have on the whole tried to please the common man by the music and dance, the witty dialogues and colourful photographs. But they have failed to note that the theatre goer needs something else than these, attractive though they are. Invariably the theatre-goer has left the hall more tired and troubled in mind than when he went in inspite of the dance, music and dialogue and photography. Avvayyar, Gemini's latest production is an exception. It has a leavening effect. It lifts the audience physically and spiritually. It thrills the audience not so much by its hair-splitting exploits, but by the power of language, and of the efficacy of prayer, of intense faith and devotion. While it is superb in all those aspects with which a film is generally judged, it is unrivalled in its strong appeal to the better nature of human beings and in the ennobling influence it has on the audience which clings to them long after.

The film has unrivalled educative possibilities. Avvayyar, the mother of Tamil, becomes vivid and real and her sayings which youngsters at school are asked to learn by heart become vividly meaningful and exert a strong influence.

We offer our hearty congratulations to the producers, and particularly to Sri S. S. Vasan, on the signal service done through this picture to the education of the young. We regard it as a film that all young people should see. We trust the producers will provide special facilities for school children to see the film. We also hope that the educational authorities would issue necessary instructions to facilitate the taking of parties of school children to see this film.

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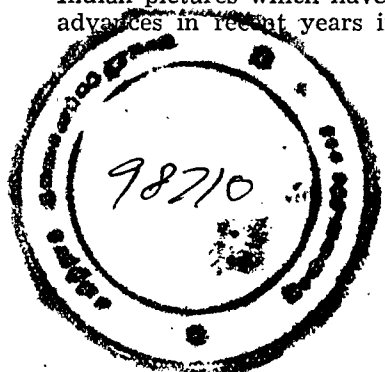
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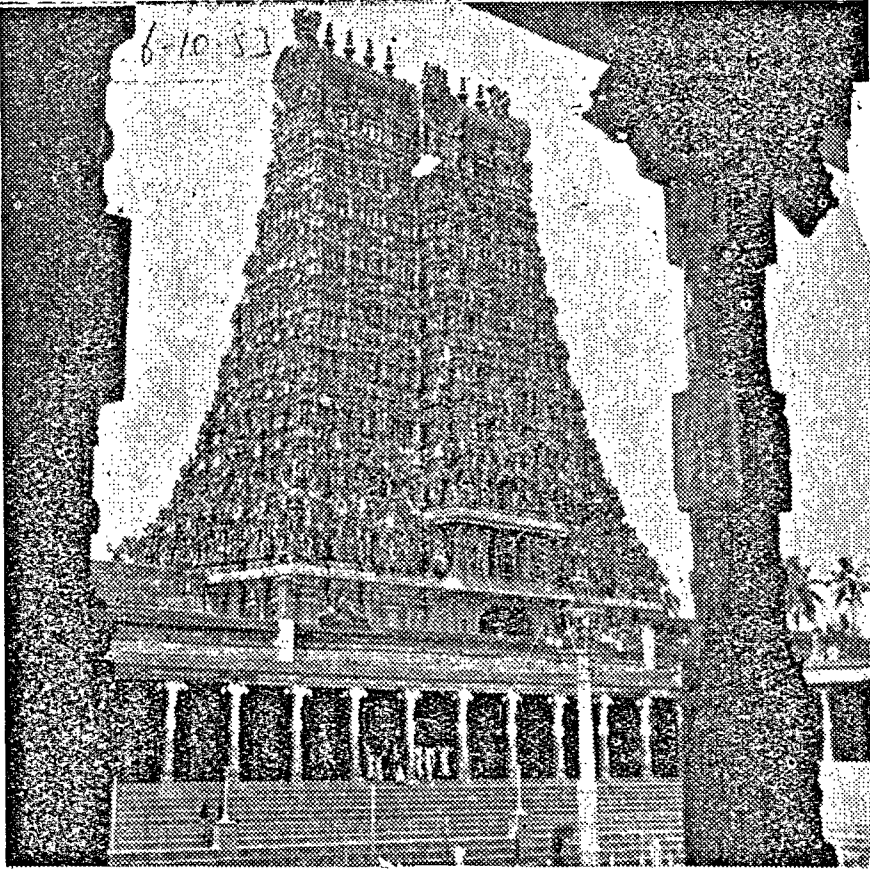
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ஒளவையார் பார்ப்பது
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ஒளவையார்

