

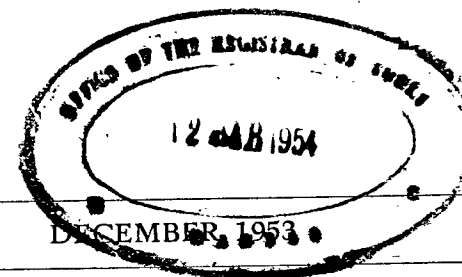
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The South Indian Teacher

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



Vol. XXVI

DECEMBER, 1953

No. 12

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THE SOUTH INDIAN TEACHER

Vol. XXVI

DECEMBER 1953

No. 12

EDUCATIONAL CAMPS

S. BALAKRISHNA JOSHI,

The Hindu Theological High School.

In recent times the conception of Education has undergone a healthy revolution. It is no more looked upon as a fitful and passive process of stuffing the mind with bookish knowledge. It is now regarded as a continuous and dynamic activity, calculated to discipline and train the whole child. In view of its vastly enlarged scope, it cannot naturally be tethered within the narrow ambit of the School. It must needs seek fresh fields in addition to the Class Room and employ practical aids other than oral instruction to fulfil its lofty mission. It is in this connection that the Educational Camp proves itself to be a useful tool in the hands of the progressive teacher.

Educational Camps are different from Cultural Tours, undertaken by hundreds of members and spread over a fairly long period. The latter have undoubtedly great value when conducted on efficient lines. But, like the Class Manuscript Magazine which enjoys specific advantages over the printed School Journal, Educational Camps offer certain decided benefits, not possible in Mass Excursions.

An Educational Camp is essentially a roofless school, devoid of the rigour and rigidity that generally characterise centres of learning. In it, as in the Educational Film, the emphasis is on instruction instead of entertainment, though the manner in which it is imparted is interesting and joyous. In fact, it is "the bivouac of life" wherein desirable social virtues are unconsciously imbibed.

The pupils participating in an Educational Camp are handful in number. They belong to almost the same age and intellectual group and so have pronounced affinities. They thus form a compact and homogeneous body. It is very easy for them to gravitate closer together in fellowship and learn to love and understand one another. By the compelling force of natural situations, they overcome narrow prejudices and willingly subordinate personal idiosyncracies to group interests. Thrown on their own resources to a large extent, they develop initiative, resourcefulness and pluck in an admirable fashion. Commendable traits like tolerance, sympathy and adaptability, so essential for harmony and efficiency in community life, find free scope for development and display as the youngsters, drawn from different environments, live together like members of a happy family amidst novel surroundings. The need for disciplined activity and the value of co-operative endeavours are vividly brought home to their minds when they realise that the success and the joy of the camp depend largely upon constructive effort and team spirit. After the thrilling experience of camp life, which offers a welcome escape from the monotony of school routine, they come back to their normal work with a fresh outlook and vivified vigour. There is no doubt that their brief stay in a secluded spot, free from the din and bustle of hectic life, teaches them lessons of enduring value and affords them practical training in Citizenship. In this context the poet's lines are significant:



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"One shade from the vernal wood
May teach you more of man,
Of moral evil and of good
Than all the sages can."

It is appropriate, therefore, that the scheme of Citizenship-Training, formulated by the Government, should contemplate Educational Camps as an integral item of activity. But to expect each class to conduct at least two camps in the course of a year, in addition to periodical "outings," is to ask for a big deal which is not feasible. If such a programme were to be attempted in huge schools with numerous sections, the whole year would be a round of camps, perfunctorily conducted. Moreover, the amount of rupees two, prescribed as special fee for Scouting and Excursion, is much too meagre for running a full-dressed camp. Above all, if it is collected from all the pupils, it stands to reason that the benefit must be given to the entire lot, and not a select few. As it is well known, our School—The Hindu Theological High School—has successfully executed several large-scale excursions to distant centres, with hundreds of participants as also educational camps in near-about places. It is our experience that a camp for a "Form" is all that is possible, taking all factors into consideration.

A passing reference to the practice and procedure followed in our institution, may be helpful. Each "Form" with its different sections, constitutes a unit for purposes of a camp. As soon as a proper venue is fixed up, the necessary announcement is made. Enrolment is left entirely to the choice and convenience of individual pupils. The strength of the party is, however, limited to about forty. The contribution, which does not generally exceed rupees four, is collected from members and authorisation letters are obtained from their parents or guardians. They are then divided into Squads with Boy-Leaders. A Pupil Commander is also elected. The programme is drawn up in consultation with the members who have opportunities of meeting two or three times before the camp begins. They are also given useful instructions. The Squads meet of their own accord

as often as it is convenient and plan out the part they have to play as groups in regard to camp-fire and other items. Thus all the preliminary organisational work is done in right good time and the requisite atmosphere, created. One teacher-member and the school cook invariably go in advance to the camp-site to make suitable arrangements. No effort is spared to supply the pupils simple and wholesome food during their two-day sojourn in a new place. The programme is strictly adhered to and scrupulously followed. Ample provision is made for the exploration of the locality and the study of men and things in it. Town-bred youths in particular, who are given to ease and convenience and whose mental outlook is confined to crowded places and feverish activities, have need to observe the rough and tumble of life as expressed in the sweat and toil of artless villagers and to gaze at the wealth that bounteous nature spreads before the eye in rural areas. Thus their imagination is quickened and sympathy, awakened. They are also encouraged to record their impressions and make other useful jottings in the Pocket Note-books given to them, lest what they see and feel should vanish as an ephemeral experience. While plentiful opportunities are afforded to them to rub shoulders with one another, activities are organised on the basis of groups just to foster in them *esprit de corps*. They are left much to themselves to manage their own affairs. The sense of responsibility they display is an inspiration to elders. They keep 'vigil' during nights doing patrol-duty by turns. The Boy-Leaders who work in unison with the Pupil-Commander, are naturally to the fore. Teachers step in to offer guidance only when it is absolutely necessary. As soon as the Camp is over, a statement of accounts is presented to the members after it is seen and signed by the Pupil-Commander. Any balance that is left over is divided among them. The thrills and experiences of individual members find expression in the Class Manuscript Magazines which are naturally replete with references to the Camp.

Effective planning is the soul of successful camping. No detail connected

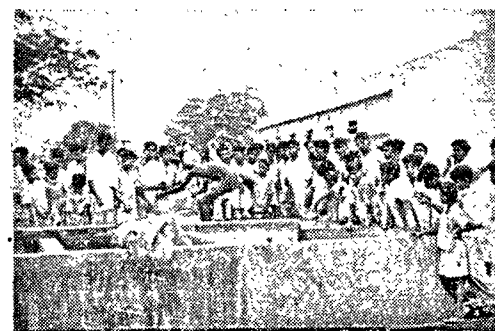
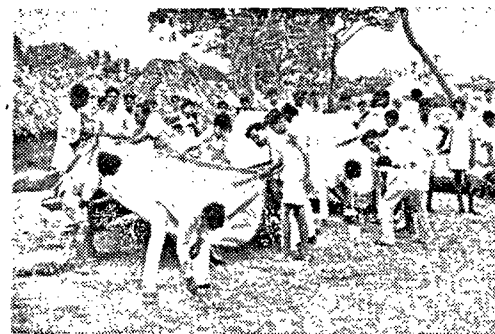
with the undertaking, however trivial it may seem, should escape the earnest attention of the Head Master. His is the ultimate responsibility in the matter which he will be ill-advised to delegate to another. If anything untoward happens, he would be the main target of criticism. He must therefore take the utmost vigilant care and precaution to rule out all possibilities of risk or danger to youngsters, especially when they have to bathe in a stream, river or sea. If not for wholesome recreation in the buoyant company of youth, at least out of a sense of duty he has to be present from the start to the finish of the camp and lend his whole-hearted support in carrying the programme through. Only that way may be prevented the hapless accidents that not infrequently disfigure what should be a joyous enterprise into a tragic venture.

The selection of a suitable venue is an important duty. A rural retreat, amidst sylvan surroundings commanding reasonable facilities for bath and shelter, is ideal especially when it is not far away and can be conveniently

reached by train. Youngsters do love journey by train, though for a short duration, for the pleasurable excitement it affords. More than that, the study of the landscape in the immediate vicinity of their own place, is of immense value to them.

The programme should be comprehensive and drawn up with care to suit the participating group. It has to be borne in mind that the dominant note in an Educational Camp is *training* and not *tamasha*. All instruction, however, should be informal and indirect if it is to be fruitful and effective. If it is aggressive and ubiquitous, the joy and the charm of the camp would wither away, and it would become a rugged replica of the grim school. Through creative activity which results in a glow of achievement, the necessary training should be imparted in an incidental manner. Planned and conducted that way, the Educational Camp becomes a potential agency in helping youngsters grow in health, wisdom, experience and character.

Camps conducted by our schools



TEACHERS INSURANCE—AN APPEAL FOR MORE EFFORT

V. NATARAJAN,

Retired Divisional Inspector of Schools.

The S.I.T.U. Protection Fund celebrated its Silver Jubilee this year. Started originally as a Mutual Benefit Fund in 1928, the fund served for a period of 12 years. Then in 1940 the fund was registered as an Insurance Company. Though the fund is called the S.I.T.U. Protection Fund, it is actually a Mutual Insurance Company, specially organised and certified by the Government for the teachers.

The Insurance Company has been doing business for over 13 years, and yet there are many schools and teachers who are unaware of the existence of a Company with low rates and special privileges for the teachers. It was pointed out in the Jubilee report that there were only 4,356 policyholders among the vast majority of teachers. The Company is registered as an all-India concern, but it has not made much headway in other States except in Madras. Even in Madras though there are lakhs of teachers, it has not been sufficiently brought to the notice of schools and teachers.

A teachers' organization usually lacks publicity advantages. As the aim has been to keep the working expenses as low as possible, the Company did not venture on effective publicity campaign. This year of Jubilee celebration ought to have served as a means of publicity. The Teachers' Guilds and Associations in the various districts are just now realising the unique advantages of this special Insurance Company solely and exclusively maintained and managed by teachers themselves.

It is hoped that this year the number of policyholders would go up over 10,000. But that is a very small percentage of the total number of teachers. If at least more than 50 per cent of the teachers take up policies, it is just possible that the Insurance Company may enlarge its scope of benefits to the teachers. A special appeal is made to all schools, and every school must take upon itself the duty of effecting insurance of all the teachers in that school. As regards employing a special salaried staff who do full-time propaganda and

publicity work, it is not possible to compete with other Insurance Companies. Teachers have to depend only on themselves. Self-help is the most effective way. The S.I.T.U. has been lucky in enlisting the help of a few retired educationists who visit schools now and then. They have suggested the following measures for continued propaganda and follow up drive after their visit to a school. An urgent and earnest appeal is made to all schools to take immediate steps for enrolling more policyholders.

When a new teacher joins the school, it is necessary that the headmaster should advise him to take up a policy. He has to make arrangements to collect the monthly payments regularly every month when salaries are disbursed, and to remit the amount to the bank or to the Company Office by money order. Every school has to see that there is no teacher on the staff who is uninsured. It is suggested that the Staff Association may undertake weekly or monthly visits to neighbouring schools, especially rural elementary schools and do propaganda and enlist more policyholders. One or two managements have taken steps to get new entrants insured, and they have even contributed the first payment or half the regular monthly payment. The Teachers Associations must think it a duty to bring home to the management that it is the best way of securing the permanent services of the new entrants.

Printing pamphlets and advertisement slogans cost a lot, and the Company cannot launch on such a huge expenditure. It is necessary therefore that each school should consider itself as an advertising sub-agency for the teachers insurance. Many schools publish school magazines and annual journals. The Company makes an appeal to put in a full page or at least half a page advertisement about the teachers insurance. By such organised and effective drive, it is hoped that within the year the number of policyholders would go beyond the ten thousand.

EXTRA - ACADEMIC ACTIVITIES: THEIR ORGANISATION

(Substance of a paper read in the State Educational Conference in Mangalore, May 1953.)

K. N. PASUPATHI, B.A., L.T

Retired Headmaster.

It is now being realised on all hands that in the education of school children, what are called extra-curricular activities play a great and valuable part and contribute in a large measure to the development of worthwhile qualities of character such as initiative, resourcefulness, endurance, a sense of social service and the like. That pupils take to these activities in a spirit of joy and enthusiasm and experience a welcome change from mere passive learning and acquisition of Theoretical Knowledge is an encouraging factor in the organisation of extra-curricular activities. I think that to-day the sharp line of demarcation between intra-curricular and extra-curricular activities is giving way to a proper attitude towards the importance of these latter side by side with the former.

A greater impetus to these extra-curricular activities was given with the introduction of the Reorganised Secondary Education Curriculum, and a further encouragement during the past two or three years with the departmental instructions in the matter of collecting and administering various special fees such as Audio-visual Education fee, Scouting and Excursion fee, Literary Association fee, Craft and Practical Activities fees and the like.

While it is not my purpose to touch in detail on the various extra-curricular activities I wish to draw your attention to one or two points on a few of these activities. In general the success of every activity depends largely and mainly on the headmaster of a school and his enthusiastic and co-operating staff. Every teacher in a Secondary school has to feel that it is part and parcel of his duties to lend a helping hand in the organisation of these activities

and particularly devote himself or herself to those for which he has innate aptitude and interests. If such teachers guide the pupils, enthuse them by his own infectious enthusiasm and stimulate their work, the purpose of the extra-curricular activities will be fully realised. So it is hardly an exaggeration to say that to the extent the teachers give their personal attention and guide the pupils, to that extent success is assuredly limited.

Of the various extra-curricular activities, I wish to mention a few and make one or two observations. The National Cadet Corps, the N.C.C. is one of them. I think the N.C.C. (Junior division) is now functioning in about 100 schools in our State. In some of the High Schools more than one troupe function and boys are having a regular training in military drill. In a country like ours in the context of events to-day the importance of N.C.C. training to High School boys in their plastic and formative period of life is supreme. Physically, they have the benefit of parade drill in the open air which does them a lot of good by keeping them fit and helping the development of their physique. Mentally and morally, they learn to cultivate a sense of cleanliness and smartness of appearance, of courtesy and consideration in dealing with their fellows and above all a strong sense of discipline and proper behaviour. The N.C.C. Cadets of our schools seem to suffer from one hardship to remedy which the sympathy and help of the teachers are required. They spend a lot of time on the parade ground a portion of which, at least, they would otherwise devote to their study at home. Those N.C.C. boys who are below average in academic studies fail to keep pace with the rest of the

class and the problem of promotion from one form to another has to be faced. In a Government Circular or Departmental proceedings the headmaster and the N.C.C. Officer of the school are asked to coach up the boys specially to enable them to be upto the mark and secure promotions. This question has to be handled with deserving sympathy by the teachers and handled with care.

Another observation I wish to make is the management's support to the N.C.C. movement in schools. There are managements who, after agreeing to introduce it, do not provide proper accommodation for the N.C.Cs. by way of separate room and furniture necessary, nor spend any money towards a portion at least of the cost of refreshment to the cadets after their drill classes. This shows that the usefulness of this activity as a part of education is yet to be recognised by managements. No useful activity in secondary schools can thrive without the wholehearted support by managements.

Activities such as Scouting have now become common in every school, but herein too the fullest support of enthusiastic scout-minded teachers trained in scout-craft is absolutely needed to make the scout movement or scout activities really live and useful and properly functioning.

Regarding school excursions, it is found that the school children enjoy being taken on educational excursions and even the lower middle class parents are not only willing, but are prepared to pay extra-money to their boys and girls to join school excursion trips. The Excursion Fund, if well utilised, is bound to be a powerful force in the education of boys enabling them to see and learn many facts of great educational value.

The working of the school debating societies and literary and aesthetic acti-

vities, the running of school magazines—these afford excellent opportunities for boys for training in self-expression. Pupils should be associated with them as much as possible. Boys and Girls shine best in demonstrating their hidden talents under some guidance from their teachers who may be in the know of things, when they are given perfect freedom to organise and do things by themselves. It is a wonder to see lots of our boys working hard with a sense of joy during school-day celebrations and other school functions in several ways to make the functions a success.

In the administration of special fee funds intended to support extra-curricular activities, it is necessary to give the largest measure of freedom and initiative to headmasters who choose a Committee of Assistants for each kind of activity. Vexatious rules and frivolous audit objections in the spending of moneys, particularly in schools under Local Bodies and Municipalities, should not be an impediment to progress or success of the activities.

Another handicap to get over is that in a fairly big high school, the major part of co-operation and work comes only from a few of the members of the staff instead of the whole or bulk of them. For successfully inducing pupils to participate in these activities every teacher should give of his or her best and contribute to their success. Then alone pupils will have real benefit. Then some teachers will not be over-worked while others leave school every day after their allotted class teaching is finished and take little interest in extra-activities.

I wish to make an appeal to all fellow-teachers assembled here to evince as much interest in extra-academic activities as they can and give their fullest co-operation to headmasters in the organisation and functioning of the activities so that our pupils may derive the obvious value underlying the activities.

THE PARULEKAR REPORT

R. SRINIVASA IYENGAR, *Srinivasa Tutorial, Coimbatore.*

It is too late in the day to question the propriety of Mr. R. V. Parulekar having been appointed to be the chairman of the committee on the modified scheme of education in Madras State. Dr. M. V. Krishna Rao, the then Minister for Education, in his radio broadcast in June 1953, said, "Two concrete proposals to reduce the cost of the programme to a level where it would be within the financial competence of the nation have held the field in our country for the last 15 years. One is the doctrine of *part-time* instruction propounded by Mr. R. V. Parulekar." The then D.P.I. was part-sponsor of the scheme. A favourable verdict on the scheme was naturally expected, at least as regards the principle behind the modified scheme.

The judgement on the desirability or the usefulness of the modified scheme should be based on the objectives defined by the Government in the notes on the salient features of the scheme circulated to the members of the legislature in July 1953. The primary objective was to prevent children from becoming physically and mentally incapable of productive activity which is needed for their individual advantage and that of the country, and to provide them with opportunities for usefully engaging themselves in village activities. The burden of long school hours which impair the health of young school children should be reduced; and they should have allotted places in the social organisations that constitute the family and the village. The note is practically silent on the expansion of primary education. The Parulekar Report does not make any pronouncement on how far the present system of schooling has been rendering school children physically and mentally incapable of any productive activity. The Committee have perforce to admit that the new scheme, on account of the reduced working hours for the academic

subjects, might demand continued alertness and more strain for the pupils. They recognise some force behind this criticism, though they finally state that they do not consider that the new scheme will necessarily result in any extra strain for the pupil. 173

The Committee have not been fair to the public and to the sponsors of the scheme in assuming that the doubling of the number of pupils is one of the main aims of the scheme. On this presumption, they have stated that the new Madras Scheme will prove a pioneering scheme which others have to adopt sooner or later if they wish seriously to implement the directive of the Indian Constitution. From the outset, the sponsors of the scheme have been at pains to point out that the arrangement of dividing the classes into two batches was wholly different from the shift system which was hitherto permitted in overcrowded schools. There is no point in division into two batches even with regard to classes where the strength of the class does not warrant such division. The Chief Minister of Madras had definitely stated that he had not introduced the new scheme with a view to fulfilling the provision in the Constitution in the matter of illiteracy. The absence of universal illiteracy, to use his own words, 'was not going to ruin the country.' He is no believer in the necessity for universal elementary education. The idea that the scheme might bring in more children to schools came later, and was an incidental benefit of the scheme. The Village Councils were not charged with enrolment of more pupils, but to guide the extra-activities of the school. My point is that the Committee wrongly assumed that the objective of the new Madras scheme was to fulfil the Constitutional obligation of the State, and therefore commended the scheme. The Committee state that even critics of the scheme

would welcome it if increased enrolment would result in a year or two. They have, therefore, suggested the creation of a proper atmosphere for increased enrolment and a machinery for launching a big sustained drive on the part of teachers, inspectors and appeal to the Government to bring into operation all their resources immediately. Paid officers should be appointed for the enrolment drive; and admissions should be made at any part of the year as a special case; special coaching should be given to these late admissions to enable them to secure promotions. The Committee pathetically observe that if no special treatment is given to admissions at this late period of the year, the whole year will pass without increased enrolment; and this will prove harmful to the ultimate success of the modified scheme. While the suggestions for expansion of primary education are commendable and should receive careful consideration at the hands of the Government, that the scheme has failed is evident from the anxiety of the Committee. The State which cannot find the necessary funds for imparting the rudiments of education to all children cannot be expected to provide funds for paying salaries to young men from Colleges to organise the enrolment drive. But the chief aim of the Modified Scheme is to give shape and purpose to the activities of the children in the out-of-the-school hours, as explained by the Chief Minister often.

The Parulekar Committee have scrutinised whether the Modified Scheme contains suggestions proposals and programmes which are capable of achieving the aims of the out-of-school programme. "It is no exaggeration to say that upon the answer to this question will depend to an important extent the case for or against the Modified Scheme". We are thankful to the Committee for their frank statement that "whereas the programmes inside the school is well taken care of by full-time, trained and paid teachers, the big programme outside is largely left to take care of itself". The Chief Minister's idea that the entire village should serve as a polytechnique is a

brilliant idea. But what are the realities? In a report on the Firka Development Scheme, Mr. G. Ramachandran has written that apart from the khadi spinning, village industries have been altogether ignored. That being the case even in the firka development area, the idea of the entire village serving as a polytechnique for imparting craft-education to children is but moon-shine. The village artisan is at present unable to earn his own livelihood. Will he have the temperament and leisure to teach the village children his craft? It is admitted all over the world that the vocational teacher must have pedagogic knowledge and skill, should be able to draw up, interpret a syllabus, and be able to handle a class and interest his pupils. Though the Chief Minister has greater faith in the capacity of the actual farmer and craftsman who make their living by their work than in a 'half-baked craft-teacher made to order,' it is some consolation to us teachers that the Committee have opined that the craftsmen should be given a new type of adult education and training in scientific methods of work, and that teachers' help and supervision in organising the out-of-door programme are quite necessary for the success of this part of the modified scheme, and that it 'requires greater care than is contemplated in the modified scheme'. The State which is unable to increase the teachers' salaries cannot find funds for educating the craftsmen, much less for paying them.

The Committee have honestly felt that the reduced working hours will not give time for such modern educational aids as the Junior Red Cross, Scouting and Play-activities. They have also felt that the entire school functioning as a single indivisible unit has been upset in the modified scheme, and have suggested two days in a month when the teachers and all the pupils will assemble and share some cultural activities. The report of the Parulekar Committee read as a whole leaves the impression that the modified scheme of education as it stands at present does

(Continued on page 466)

THE XXVIII ALL INDIA EDUCATIONAL CONFERENCE, CALCUTTA

A Review by Sri C. RANGANATHA AIYENGAR.

The 28th session of the All-India Educational Conference under the auspices of the All-India Federation of Educational Associations was held in Calcutta from the 27th to the 31st December 1953 under the Presidency of Sri K. G. Saiyidain, Educational Adviser, Ministry of Education, Government of India. Dr. Amaranatha Jha, President of the Federation, was as usual, present throughout the sessions, guiding the proceedings and offering his suggestions in spite of his indifferent health. The General sessions of the Conference were held in the spacious and beautifully decorated pandal, specially put up for the occasion and the sectional conferences were held in the class-rooms of the Ashutosh College nearby as also in the Conference pandal which afforded ample accommodation for the meetings of the Adult Education, Rural and Basic (Primary) Education and Secondary Education sections. The delegates who numbered about 3,000 were all lodged in the school buildings at some distance from the place of the Conference and were left to shift for themselves for boarding in the hotels nearby.

While some delegates made it a point to scrupulously attend the general and sectional meetings, most of them after the opening session, took advantage of their stay in Calcutta in sightseeing in and around the city and in visiting such famous places as Santiniketan, Belur, Tatanagar, etc. It was an educational excursion for them.

There were as many as twenty-five delegates from the Madras State. Of these five represented the South India Teachers' Union on the Council of the Federation. Sri S. Natarajan has been re-elected as Regional Secretary and Sri T. P. Srinivasavaradan and Sri C. Ranganatha Aiyengar have been re-elected as members of the Executive Committee.

The Exhibition organised in connection with the Conference consisted

of teaching aids, handicrafts of pupils and scientific demonstrations and also bookstalls in which the different firms vied with one another in arranging their publications. Children's books seemed to secure greater attention and one firm is specialising in the manufacture of roller blackboards.

I am reproducing here relevant extracts from the addresses of the Chairman of the Reception Committee, Sri Radha Binod Pal, and of the President of the Conference, Sri K. G. Sayidain, for the benefit of the readers.

Extract from the Chairman's Address of Welcome:

PLEA FOR CREATION OF A GREAT PROFESSION

"The very nature of the work entrusted to teachers demands that it should be made possible for them to live a life of reasonably high cultural standards. Further, they too have domestic and family responsibilities not differing from those of other men and women. Perhaps you know that in the report of the McNair Committee of Great Britain it was recommended that the scales of salary for teachers should be such as would make the teaching profession no less attractive than the civil service. These recommendations of the McNair Committee were not placed by Great Britain in cold storage even for the duration of war. Even when the war was in its full fury, Great Britain took steps to see that "the service of education there became a service of such prestige as can attract to itself the ablest, most clear-sighted and most forceful minds the nation possesses," and can prevent the temptation to join the administration from the ranks of the teaching profession. Is it too much to expect that our Government will not feel too much pre-occupied otherwise to be able to think seriously about this essential aspect of our nation building

problem and about our nation-builders? I would again urge that they must not forget that the Capital of the Country—the younger generation—is to be handed over to your charge. Our Government must immediately try to create a great profession out of the teachers with adequately dignified social status."

Extract from the Presidential Address :

A NEW AND BETTER DEAL FOR CHILDREN

"What shall we do to make every single teacher feel that it is a matter of desperate urgency to provide a new and better deal for children in schools than they have had so far? There are many long-range conditions which must be fulfilled to achieve this end e.g., the improvement of teachers' prospects so as to attract candidates of a superior calibre to the profession. At present, it would be true to say that only a small minority of them are called while the rest are just driven to it for want of anything better. They can, therefore, only give what there is in them, which is precious little, and no more. Again, we have to improve the methods and raise the standards of selection to ensure that persons who are intellectually or temperamentally unsuited for this type of work are weeded out at the very outset. Consider this sobering thought—every poor, unsuitable or psychologically ill-adjusted teacher who is recruited into the profession becomes an incubus for about 30 to 35 years and is in a position to mis-educate several thousand children during his service career! These things will, I hope, be set right in the not-distant future but we cannot afford to wait for it. Every generation badly educated is a generation lost. We must do something for the lakhs of teachers who are working in our schools to-day and, for this purpose, our concentration must be the Training Colleges, the organization of Refresher Courses of all kinds, the promoting of nation-wide discussion groups, conferences, workshops and other media of thinking and planning together and producing suitable, well edited and attractively brought out literature for teachers in service. What

kind of a penny-wise policy is it which refuses to spend even quite modest amounts on providing cultural and intellectual facilities for the professional betterment of teachers when, even with our present inadequate resources, we are spending crores on maintaining the existing unsatisfactory system of schooling? I often wonder why some educational authorities and managements are so indifferent to the basic importance of qualitative improvement and indulge in cheese-paring economies when schemes for the purpose are under consideration. I feel very strongly that the investment of even comparatively small amounts in such activities would pay ample dividends. But I would stress the condition that the whole approach to it should be imaginative, not petty-minded or narrowly bureaucratic. If teachers' conferences or seminars or workshops are to be organized, let this be done during the summer holidays in pleasant hilly or seaside places, for there is no special virtue in mortifying the flesh while the mind is supposed to be receiving cultural refreshment! The Central Ministry of Education organized a Seminar of Headmasters from all over the country this summer at Simla in a pleasant and attractive locality and it was, on that account, both a useful and an enjoyable experience for them. If we are to annex part of the teachers' leisure we might in reason at least do this much for them. As another instance of the kind of amenities that can be provided for teachers, I might refer to the Bombay Scheme under which teachers (and others) can spend their vacations and holidays economically at the old Government House at Mahableshwar. Similarly, I feel that the best available talent—literary, artistic and educational—should be utilized to produce literature for the guidance of teachers which even the busiest and most harassed teacher may be tempted to read with profit and enjoyment. We have got into the dangerous habit of tolerating the second best, sometimes even the tenth best, in educational matters, and this applies to publications particularly whether meant for teachers or children or adults. This is a sin against good taste and good

judgment alike. Now this is a field of work in which a body like the Conference may well give a lead and set a standard, by producing at least a few publications of high standard and organizing Teachers' Camps and Workshops that may give a new orientation and a new zest to the minds of the participating teachers. Such occasions for collective thinking and searching of the heart may help to create a keener realization of how appalling are some of the conditions in our schools and colleges and generate not only an impatient urge to set things right but also the faith that it is possible to do so."

The discussions and resolutions in the various sectional meetings almost related to the relevant recommendations of the Secondary Education Commission. The next session of the Conference has been invited to Behar.

Sri M. S. Kotiswaran, who has been ably functioning as General Secretary for last several years after the late D. P. Khattry, is giving place to Sri D. H. Sahasrabudhe of Madhya Pradesh. So the venue of the Secretariat shifts from Secunderabad to Nagpur. I hope the change will not be for the worse.

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SECONDARY EDUCATION COURSE

Sponsored by
THE UNITED STATES EDUCATIONAL FOUNDATION IN INDIA

A PROSPECTUS

This course is designed to provide a study of recent educational developments and to give opportunity for consideration of the practical application of these trends to the school programs of the participants. For this reason, the prospectus indicates the purposes, procedures, and scope of activities in the course, but omits commitment to a specific outline of problems or of time allotment for various learning activities. It is the belief of the staff that these specific details should be worked out co-operatively by the staff and participants and that they should be determined in some measure by the concerns and experiences of the participants.

The prospectus, therefore, indicates areas which have been suggested by Indian educationists who have given liberally of their time and guidance in orientating American staff members to Indian education, together with observation of staff members as they have visited schools in different localities and schools of various types. The advice and counsel of the Indian educators who have worked with the staff have been invaluable. Their keen insights into the nature of problems in secondary education and their vision as to possible directions in which the secondary school should develop have played a significant role in shaping this prospectus. To this background will be added the thinking of the participants. Further details will be developed during the early days of the course.

PURPOSES OF THE COURSE :

1. To consider present practice and proposals in secondary education in India in relation to educational trends, to the *Report of the Secondary Education Commission* and to such other State or regional reports or developments as may be pertinent.

2. To use methods and techniques which have developed from recent research in the field of learning and to assist participants to relate these learning principles to secondary education practice in India, and more specifically to their own school situations.
3. To offer participants an opportunity to work in groups for the purpose of sharing practices and, through the use of group judgment, developing potential solutions to common problems.
4. To offer each participant an opportunity for consultation on the problems and concerns peculiar to his own local school situation.
5. To demonstrate effective use of a wide range of resources.

It is hoped that the participants will consider these purposes carefully in terms of their own objectives and those of the school systems with which they are associated. Major consideration will be given to the specific purposes of the individual participants.

SCOPE :

To attain the purposes of the course as outlined above, the scope of the work will be determined in large measure by the interests and problems of the participants themselves. Definite provision has been made to determine these problems at the beginning of the course and to organize them into related areas. It is assumed that in this process, participants will express not only their personal interests and problems, but also those of their colleagues, both locally and nationally. With proper attention to this latter responsibility, the course is expected to take on a comprehensive scope, with varying emphases among individuals

and groups. It will encompass such broad areas as :

- (a) Purposes and philosophy of education.
- (b) Educational psychology.
- (c) Curriculum construction and content.
- (d) Methods of Teaching.
- (e) Instructional planning.
- (f) Evaluation of student growth and development.
- (g) Instructional resources.
- (h) General educational trends.
- (i) Teacher Welfare.
- (j) School administration and finance.
- (k) Facilities, including use and care of buildings.

Sample problems from these broad areas might include the following :—

1. In what ways can the high school curriculum be diversified in a school where funds are limited?
2. In what ways can the present program be enriched by using activity programs, instructional aids, and a wider range of methods within a limited budget?
3. What are the merits and problems in operating a school program which part-time work experiences and part-time study? Is this type of program for a limited group only?
4. How can we gain the active co-operation of students in planning and directing their own learning experience?
5. What problems have been created by the increasing enrolments in Indian high schools? How to meet these problems?
6. What may teachers do to continue their professional growth and improvement?
7. What is the responsibility of the headmaster with reference to the continuous improvement of instruction in his own school?
8. What is the role of the teacher in guidance, that is, helping students recognize and solve personal, social and vocational problems?

There are a number of significant problems facing Indian secondary schools which are generally recognised throughout the country, such as the amount of time given to instruction in language, the general dissatisfaction with the examination system, an awareness of the fact that the content of courses in the secondary school is somewhat remote from the needs of youth, the high degree of unemployment among educated people, the need for greater diversification of program, the need for vocational guidance and vocational education in the secondary school. Problems such as these have not been used as the topics for organizing the course, because it is assumed that they will be revealed in the issues raised by participants.

PROCEDURES :

Because one of the major purposes of the course is to demonstrate procedures which are in keeping with recent research on the learning process, it is apparent that procedures must be flexible enough to be adapted to specific needs and purposes. This will require various kinds of organization and varied opportunities for activity. Such procedures will include general meetings, individual conferences, and small working groups which study a problem intensively. The following are suggestive of the variety of activities which will be developed :

General meetings : General meetings of the group will be held for lectures, panel discussions, or demonstrations which are of interest or concern to a majority of the participants. Films or other visual materials appropriate to the needs of the group will be used. Progress or findings of smaller work groups will be shared.

Small work groups : Suitable work groups of various kinds will be organized as problems are defined. These might include groups which would work intensively on a single problem during the entire workshop or for a shorter period of time before going on to other problems.

Individual conferences : Individual conferences will be held for the purpose of helping the participants define the

activities which will best meet their particular needs, helping staff members understand the background and needs of the individual participants and providing them with consultant help on problems related to their local situations.

Committees : Committees will be set up to share in planning and arranging the learning environment. In co-operation with the staff, they will engage in such activities as arranging the library and developing a plan for checking out books, planning the daily schedule, determining local resources which might be used in relation to problems considered, arranging exhibits or displays, setting up a laboratory for arts and craft activities, developing a wall newspaper or magazine for the group, and planning the recreational program.

Informal and recreational activities : Informal and recreational activities will form a part of the program in order to develop a favourable *esprit de corps* and group unification through experiencing pleasurable group activities. They will be used to help members know and understand each other, to provide relief from intensive work schedules, and to demonstrate the effectiveness of such activity in the learning process.

These procedures should not be interpreted to mean that the staff will not assume appropriate leadership. This leadership, however, will be carried on in relation to the needs of the participants.

EVALUATION :

It is only consistent with the purposes stated in this prospectus that evaluation of the course and of the work of the participants should be a continuous process throughout. It is assumed that all aspects of the course should be subject to evaluation by the staff and participants and by observers who are with the workshop for a sufficient time to gain a grasp of the total program. As we now understand the learning process, it is essential that the learner define his purposes and recurrently make judgment as to his progress. It is anticipated that evaluation in the workshop will include :

1. Individual and group determination of purposes.
2. Establishing evidence of progress toward those purposes and keeping records of that evidence.
3. Continuous co-operative evaluation of the effectiveness of the workshop activities both through individual reactions and through group consideration of progress.

In connection with the third point above, educational authorities may wish to designate representatives to study the workshop while they are in attendance, or to appoint a representative or group to observe and participate in the workshop for a period of at least a week toward the end of the course as a means of identifying its strong and weak points. Such observation would provide a basis for considering follow-up activities of this program for the several States, and estimating the effectiveness of this type of program for refresher courses.

RESOURCES :

Materials will be drawn from the several libraries of the U.S.I.S. plus selected materials belonging to the staff.

Further resources will be sought in the educational literature of the various States and of the Central Government.

Localities will be canvassed for other resources.

The course for South India including Hyderabad will be conducted from April 1, 1954 to May 17, 1954 at Mysore.

CALENDAR AND COST :

The course will open at Teachers College, Mysore, April 1 to May 17 for southern India including Hyderabad.

The United States Educational Foundation is meeting the costs of the professors and some administration expenses. Members joining the course will pay railway fare and food and lodging. The charge for food and lodging for the entire period will be Rs. 135. It is presumed that these expenses will be paid in whole or part by the State Department of Education and the school concerned.

The membership for the course will be limited to 75. Schools and training colleges interested in sending representatives should communicate with the Directors of Public Instruction of their respective States. Selection will be made on the basis of ability to profit from the course and to put the new knowledge into effect.

STAFF :

Four well-qualified American specialists in education have been brought to India to conduct the course.

1. Dr. Haddon W. James, Ph.D. in Education (University of Iowa), is a specialist in school administration and the use of visual aids in instruction. He has been the Director of the School of Education in Alabama College for thirteen years and President of New Mexico Western (Teachers') College for sixteen years.

2. Dr. Theodore D. Rice, Ph.D. in Education and Social Sciences (North-Western University), has been the Director of Curriculum Studies in the state of Michigan, Assistant Superintendent of Schools in Oklahoma City, and is now Professor of Education at New York University. He has also been an education consultant in various public school systems in the United States and Canada.

3. Dr. Chandos Reid Rice, Ph.D. in Secondary Education (North-Western University), has been the supervisor of English in general curriculum of the Denver, Colorado, Public Schools for eleven years, and Research Associate and Assistant Professor of Education at Teachers' College, Columbia University. Since 1952 she has been serving as curriculum consultant in Fairlawn, N.J. and other school systems.

4. Dr. Hugh Wood, Ed.D. in Curriculum and Administration (Columbia University), has had eight years of experience in public school teaching and administration, and fifteen years of training college teaching, in addition to his being a consultant of various State departments of education and city school systems. He is now Professor of Education at the University of Oregon.

ORGANISATION OF THE COURSE :

The course will be open to teachers who have already had several years of teaching after their post-graduate training and are headmasters, assistant headmasters or other teachers in secondary schools or are inspectors, inspectresses, as well as for teachers in training colleges. This course will give the participants the latest developments in education. It is, therefore, more than a refresher course. In order that adequate time may be allowed for serious study an eight-weeks session has been arranged. During this time, the members of the course—the participating teachers and the American Professors—will have close association through common living arrangements at a teacher training college selected for the purpose. The workshop method of instruction will be used as far as possible. Thus an inclusive kind of educational experience is contemplated and the “day-student” type of attendance is undesirable.

Teacher Training Colleges are providing not only living accommodations for the participants, but also library and laboratory facilities. However, there will be no connection between this course and the regular work of the Training College which will proceed in its usual program. Board and lodging will be paid to the Training College by the participants.

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Edited by

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ELEMENTARY EDUCATION IN THE UNITED STATES

(Condensed from *American Education* November 3, 1952.)

S. MARIA JOSEPH,
Madras Christian College School.

In the United States Elementary Education has commonly included education for children from 6 to 14 years of age. The school day consists of 5 or 6 hours and the school year of 8, 9 or 10 months. The exact age of voluntary and compulsory attendance and the conditions under which a child may attend or may withdraw from school have always been determined on the State or local level.

GOALS :

Elementary schools in the United States have certain specific objectives. They are :

- (a) Every child should be helped to develop a healthy body and sound emotional attitudes.
- (b) Every child should become effective in the use of the tools of learning.
- (c) Every child should be able to identify and deal with his own personal and social problems and it is the responsibility of the school to help children gain the experience which is essential for effective daily living.
- (d) Every child should develop worthwhile recreational and creative interests and abilities and the elementary school assumes the responsibility for helping to provide these opportunities.
- (e) Every child should have the opportunity to progress in terms of his own abilities and this implies that interests and abilities will be discovered and then cultivated.
- (f) Every child should be helped to gain an insight into the conditions and problems of their own environments.

- (g) One of the major goals is to help children understand democracy, practise it and develop those personal characteristics which are necessary for effective participation.

ORGANISATION :

In some rural areas most of the elementary schools are one-room schools with one teacher. In village, consolidated, and city schools it is customary to place one grade in a class-room with one teacher. The number of children placed with one teacher varies. The tendency is to limit the number to 25 or 30. In some areas children of grades 7 and 8 are placed in a junior high school.

ADMINISTRATION :

Each elementary school is administered by a principal who may also be a teacher. He is responsible for the well-being and development of the children, for the efficiency of the school, for programme development, for the professional growth of teachers and for the relation of the school to the community. The principal's work is constantly examined by parents and staff.

PROGRAMME FOR THE ELEMENTARY SCHOOLS :

Most schools provide for periodic physical examinations followed by corrective measures, physical education activities and daily health inspection. Schools commonly give a great deal of attention to teaching the three R's and related skills. All children study American history and geography and elementary science and safety and

have some opportunity to engage in musical, artistic and other creative activities.

COURSES OF STUDY AND CURRICULUM GUIDES :

Many State departments of education develop courses of study for both elementary and secondary schools. Most of the larger city school systems provide their own courses of study. Sometimes teachers, school supervisors and administrators, directors of research, parents and in some cases children work together to develop the curriculum. Some teachers are able to organise most of their teaching around the experiences and problems children meet in and out of school, and at the same time help children learn how to solve problems and to work as individuals and in groups.

Some teachers teach subjects separately making little effort to relate learning to life experience or to the various subjects of study. In most schools attention is given to the progress of each child.

RECORDS AND GUIDANCE :

The history of the child's development, his progress, achievements, individual characteristics and needs becomes part of permanent school records and forms in turn the basis for continuous guidance given by principal, teachers or special counsellor. The teacher also prepares progress reports for parents. Through personal conferences with and written reports to parents and through meetings of parents and teachers, the school solicits home co-operation in guiding the child's development.

THE DAY AT SCHOOL :

In some schools children help make the daily programme. During the day the child enjoys reading or listening to stories and poems. To express his ideas the child may use paints, crayons and other art materials or he may make the things he needs for a play-house, for a dramatisation of colonial life or

for a rail-road terminal. Many schools plan for hobbies, games and clubs as part of the school programme.

SCHOOLS FOR CHILDREN UNDER SIX :

All States but one authorise local school systems to provide kindergartens for young children. Two-thirds of the States provide part of the school funds along with local authorities. Many States have regulations as a guide and standard for privately conducted schools. At present approximately a million children attend public-school kindergartens and half that number in privately administered kindergartens. Some schools provide one or more nursery schools for children below the age of five.

(Continued from page 456)

not fulfil the objectives of hastening universal elementary education and of making children efficient in craft-training. Despite their favourable predictions, they have, in polite diplomatic language, condemned the scheme, as all the implications of the scheme have not been considered and necessary steps have not been put into execution. Finance and other considerations will not permit the Government to implement the recommendations made by the Committee as being essential to the success of the scheme. It is wrong to assume that only the reactionary forces of hatred are against the scheme. The Tamil Nad Congress Committee resolved that when necessary facilities are available instruction and training in the several vocations under the basic education scheme be imparted inside schools. The Congress Committee is not convinced of the usefulness of the craft-education outside the school. Hence the Government will be well-advised to withdraw the scheme, and adopt other measures for giving effect to the directive in the Constitution.

FROM OUR ASSOCIATIONS

THE NORTH ARCOT DISTRICT TEACHERS' GUILD

The annual conference of the North Arcot District Teachers' Guild was held in the Islamiah High School, Pernambut, N.A., on Saturday, the 14th of November, 1953. Sri R. Devanesan, B.A., L.T., President of the Guild presided. About 150 members were present.

After prayer, Janab C. M. Fazlur Rahmon, B.A., B.T., Chairman of the Reception Committee welcomed the delegates. After the president's speech, the Secretary Sri S. G. Arumanayagam presented the annual report and the budget for the year 1953-54 which were passed unanimously.

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

President :—

Janab C. M. Fazlur Rahmon,
B.A., B.T., Headmaster,
Islamiah High School,
Pernambut, N.A.

Vice-President :—

Sri D. Dorairaj, B.A., L.T.,
Principal, Concordia High
School, Ambur.

Secretary :—

Sri B. R. Ebenezer, B.A., L.T.,
Islamiah High School,
Pernambut, N.A.

Joint Secretaries :—

Sri S. G. Arumanayagam,
Danish Mission High School,
Tiruvannamalai.
Sri G. V. Ramana Rao,
S. V. High School, Vellore.

Representative of the Guild in the S.I.T.U. :—

Janab C. M. Fazlur Rahmon and
Sri M. N. Vadivelu Mudaliar,
B.A., L.T., Headmaster,
Board High School, Arni.

Then Sri T. P. Srinivasavaradan, B.A., L.T., Headmaster, Hindu High School, Triplicane and the Secretary S.I.T.U. addressed the conference on 'The Report of the Secondary Education Commission.'

Sri S. Srinivasa Iyer, Board High School, Katpadi and Sri B. V. Murti, Secretary, S.I.T.U. Protection Fund, then spoke on "The S.I.T.U. Protection Fund." The following resolutions were passed on the conference :

1. Resolved to request the Government through the S.I.T.U. to grant full fee concession to children of the teachers studying in the higher forms.

2. Resolved to appeal to associations which are in arrears of affiliation fee, to pay it together with the affiliation fee for the current year as early as possible and give whole-hearted support, for, if they do not respond to this appeal and if they are in arrears for three years consecutively they shall be disaffiliated.

3. As the cancellation of the concessions under G.O. 1250 to the superannuated N.G.O's., local body employees and aided Secondary and Ele. school masters when they are re-entered, causes much hardship, this Guild requests the Director of Public Instruction, Madras to extend the concessions to the children of re-entered persons also so long as they continue in service.

4. Resolved to request the Director of Public Instruction to permit the Visual Education Committee to incur expenditure of approved items of Audio Visual equipments without the previous sanction as contemplated in proceedings of the D.P.I. (No. 269, V.E., dated 15-9-1953.)

5. Resolved to request the Director of Public Instruction to clarify all items of expenditures that may be incurred from the hobbies and crafts fees and also request that yarn and other materials required be permitted to be purchased out of the fund for the use of the pupils.

6. Resolved that library fees be permitted to be utilised for paying Travelling Allowance to speakers who are brought from outside, as the phrase 'Conveyance Charges' is vague and the auditors may disallow such items.

7. Resolved to place on record the gratitude of the Guild to the outgoing office-bearers for their valuable services during the preceding year.

After the concluding speech by the president, Sri K. Doraiswamy Iyengar, M.A., L.T., Headmaster, S.V. High School, Vellore proposed a hearty vote of thanks on behalf of the delegates. The conference came to a close with the singing of the National Anthem by the pupils of the school.

Tea was then served.

In the morning at 10-25, the National Flag was hoisted by Janab N. M. Anwar, M.A., L.T., and the Executive Committee met at 10-30 and drafted the first six resolutions for adoption by the General Body.

THE DISTRICT TEACHERS' GUILD, COIMBATORE & THE NILGIRIS

The 28th Annual Conference of the District Teachers' Guild, Coimbatore and the Nilgiris, was held in the Nanjappa High School, Tirupur on Sunday the 29th November, 1953. Sri S. Natarajan, President, South India Teachers' Union presided. Over four hundred delegates from various schools in the two districts attended the Conference.

Just before the Conference an educational exhibition was opened at the K.S.C. High School, Tirupur by Sri S. R. P. Ponnuswamy Chettiar, Chairman, Municipal Council, Coimbatore. Mr. Chettiar said that students should not take part in politics and that teachers should not encourage them to indulge in political activities.

Janab S. A. Kadar, Vice-Chairman of Tirupur hoisted the National Flag. In his speech he appealed to the Government to set apart for education a good portion of the collections from the Estate Duty to be levied.

After prayer Sri K. N. Palaniswamy Gounder, Chairman, Municipal Council, Tirupur and Chairman of the Reception Committee welcomed the guests, delegates and visitors. He paid glowing tributes to the sacrifice of the teachers. Mr. R. G. Subramanian, Headmaster, Nanjappa High School, Tirupur also made a speech welcoming the gathering.

Inaugurating the Conference Sri K. Srinivasan, Managing Agent of Kasturi Mills, pointed out that education in India was slow in progress, because of lack of good environment for the children both at home and at school. He showed how hard the work of the teacher was. He appealed to the Government to first raise the status of teachers before introducing any new scheme.

Mr. G. R. Damodaran, M.U.P., President of the Guild gave a resume of the activities of the Guild. He pointed out the urgent necessity of a Guild house and he appealed to all to co-operate with him in fulfilling this aim.

The President of the Conference Sri S. Natarajan then delivered his address. He felt happy to know that Coimbatore had the honour to have one of the Teachers' Associations started in India and that the initiative to start the S.I.T.U. had come from Coimbatore. He told the public that schools were not prisons and teachers wardens but that teachers were doing national work with faith in God. Schools, he said, were not responsible for the low standard in education. The basic reason was the poor standard of living among the majority of pupils whose homes were not conducive for education. He deplored that even the meagre provision made in the Five Year Plan had not been implemented.

Speaking on the new scheme of Elementary Education, he deplored that the teachers' right of consultation was not respected. He said that the scheme was not a practicable one. Referring to the Parulekar Report he said that it justified the fears that had been anticipated and that its recommendations could be implemented only if the Government were prepared to spend a lot of money on the scheme. The attend-

ance in village schools has decreased due to the poverty of the people. The Government should therefore take necessary steps to improve the financial condition of the people if they wanted to enforce the compulsory educational system.

Speaking on Secondary Education he showed how Government while advocating bifurcated courses, was denying permission to many schools to open such courses. Regarding the subjects in the curriculum he said that citizenship was a subject which gave the teacher ample scope for the exercise of his initiative and resourcefulness. He added that the headmaster must be free to prepare the curriculum of studies for his school.

Regarding teachers, he said that teachers should be kept above want and that immediate steps should be taken to increase the salaries of teachers. If Government had really faith in education, they could find adequate funds.

With a vote of thanks to the President and others by Mr. R. Rajagopal, the Guild Secretary, the morning session of the Conference ended.

The afternoon session began with the distribution of prizes to the winners in the S.S.L.C. and the Arts Competition by Sri S. Natarajan, the President.

A Symposium on the new English syllabus was initiated by Dr. J. F. Forrester and a symposium on projects in Social Studies was initiated by Sri S. Narasimhan of K. S. C. High School, Tirupur. Many teachers participated in the discussion.

At 5-30 p.m. the Reception Committee was at home to the delegates and guests.

The General Body of the Guild met at 7 p.m., Sri G. R. Damodaran, the Guild President presiding. The annual report and the audited statement of accounts for the year 1952-53 were read by the Secretary and adopted. The resolutions detailed below were then taken up, discussed and passed. The office-bearers of the Guild for the year 1953-54 were then duly elected.

Sri S. Venkataramanan of Peelamedu thanked the retiring members of the executive for their valuable service to the Guild and Sri S. Narasimhan, the

General Secretary of the Conference proposed a hearty vote of thanks to all those who contributed to make the Conference a success.

Late in the evening, the pupils of all the high schools of Tirupur entertained the delegates and the public with music and drama.

Resolutions passed at the Guild Conference at Tirupur :—

1. This Conference endorses the views expressed by the conference of the Presidents and the Secretaries of the District Guilds on the recommendations of the Secondary Education Commission and requests that early steps be taken to implement these recommendations.

2. The Conference feels that the Parulekar Committee Report has amply justified the fears and doubts we had about the modified scheme of Elementary Education and invites the attention of the authorities to the many recommendations of that Committee in regard to salaries of teachers, increased supervision, revision of curriculum and opportunity to play and recreation, the provision of research bureau and the creation of a section of investigation. It endorses the view of the Parulekar Committee that the modified scheme of Elementary Education could be justified only if there is a determined effort on the part of the Government to fulfil the article 45 of the Constitution.

The Conference views with concern that a Committee of Educational experts should have recommended that each teacher should be responsible for sixty pupils. The function of the school is not mass production but its main function is the development of personality of the individual. We therefore declare that in the interests of true education no teacher should have more than thirty pupils. We reiterate our view that integrated craft training for the older children in a primary school should be provided in the school itself, if need be, with the assistance of a local artisan properly trained for the purpose and under the supervision of school authority. We particularly commend their Recommendation No. 20 and urge the immediate appointment of a Committee to examine Government policy in Ele-

mentary Education for drawing up a scheme of planned expansion for the whole State.

3. While the conference appreciates that the special fees be utilised fully for the purposes for which they are collected, it views with concern of the many rules and regulations regarding the administration of the several special fee funds, as these are calculated to prevent the Headmasters from effectively discharging the responsibilities imposed on them.

4. This Conference resolves to request the Government to take early steps to revise the scales of pay of teachers in accordance with the recommendations of the S.I.T.U. in their Memorandum submitted to the Secondary Education Commission.

5. The Conference requests the Government to recognise the Expenditure incurred on House rent allowance paid to the teachers in all schools for purposes of Government grant.

6. This Conference requests the Government to extend the educational full fee concessions for the children of N.G.O.'s and teachers up to the Secondary School Leaving Class.

7. In the opinion of the Conference a specialist teacher in a secondary school as a weaving instructor, carpentry instructor or drawing master with seven year's teaching experience may be exempted from under-going the course prescribed for the award of Technical Teacher's Certificate.

8. This Conference resolves to request the Government to raise the age of retirement of teachers to sixty.

9. In view of the fact that there is a paucity of teachers to take service in secondary schools in rural areas, the Government is requested to permit the local bodies and private agencies to pay special allowance of Rs. 25 to teachers of all grades in addition to their usual emoluments and this expenditure may be admitted for grant purposes.

10. While this Conference welcomes the Government's decision to permit teachers in Aided Elementary Schools to stand for election, it is of the opinion that the conditions imposed, namely,

that after election, the teacher will be deemed to have ceased to be a teacher is an unnecessary hardship. It urges that G.O. 1557 dated 30-6-1953 be modified so as to permit the teachers to stand for election, with the permission of the management.

11. This Conference draws the attention of the Government to the anomalies in pay scales under different managements and requests the Government to take early measures to insist upon all managements to adopt the Government scales of pay for the different grades of teachers, as the minimum.

12. In view of the fact that a secondary grade teacher drawing a salary above Rs. 60 has to lose Re. 1 per month permanently when Government scale of pay is adopted, this Conference requests the Government to pass orders either fixing the pay in the next higher stage or treat that one rupee as personal allowance throughout.

Office-bearers of the Guild for the year 1953-54 :—

President :

Sri G. R. Damodaran,
Principal, P.S.G. College of
Technology, Peelamedu.

Vice-Presidents :

1. Sri K. Venkatachalam,
Headmaster, R. K. Vidyalyayam
High School,
Periyanaikempalayam.
2. Sri R. G. Subramanian,
Headmaster, Nanjappa High
School, Tirupur.

Secretary :

Sri R. Rajagopal, Headmaster,
Devanga High School,
Coimbatore.

Joint Secretary :

Sri S. Ramaswamy, Headmaster,
Ramalingam Chettiar High
School, Coimbatore.

Treasurer :

Sri S. Venkataramanan,
Headmaster, Sarvajana High
School, Peelamedu.

Representatives of the Guild in the S.I.T.U. :

1. Sri R. Rajagopal.
2. Sri K. M. Ramaswamy Gounder.

NEWS AND NOTES

MADURAI

The staff and pupils of the Sourashtra Secondary School, Mainguard, Madurai, celebrated the HUMAN RIGHTS DAY on 10-12-1953 with Sri N. Subramania Ayyar, B.A., L.T., Headmaster, in the chair.

After paryer Sri A. Irudayasamy spoke on the significance of the Human Rights Day. In the course of his speech, he dwelt at length on the formation of the U.N.O. in 1946 and its "Magna Carta" to respect the Human Rights of all the nations for maintaining peace and order in the world. He appealed to the pupils to cultivate the spirit of love and respect for the Human Rights of every individual.

In conclusion the speaker exhorted the pupils to emulate the example of our Revered Prime Minister, Pandit

Jawaharlal Nehru. With a vote of thanks by Sri K. S. Radhakrishnan the function came to a close.

KULITALAI

On 21st December 53, the Teachers' Association, Board High School, Kulitalai, was At Home to Sri M. Duraiswamy, M.A., M.Ed., the Headmaster, on the eve of his departure from the place. Sri T. D. Govindaswamy Pillai, B.A., L.T., was in the chair. The chief guest was garlanded and speeches were made eulogising his services to the institution during the brief period of his office. Mr. Duraiswamy thanked the members of the staff for their loyalty and co-operation in improving the tone of the school. With a vote of thanks proposed by Mr. V. Jagannatha Pillai, the function came to an end.

THE SOUTH INDIA TEACHERS' UNION

Diary for the months of November and December 1953 :—

- | | |
|------------|---|
| 17-11-1953 | Balar Kalvi — September-October 1953—published. |
| 19-11-1953 | Voting Papers for the election of President to the 44th Madras State Educational Conference were sent to all affiliated Teachers' Associations. |
| 22-11-1953 | Journal Committee meeting. |
| 8-12-1953 | Mr. M. S. Sundaram, Educational Adviser, Indian Embassy, Washington, was entertained at Tea. |
| 20-12-1953 | Journal Committee Meeting. |
| " | Madras Members of the Working Committee met and scrutinised the ballot papers in connection with the election of President to the 44th Madras State Educational Conference. |
| 23-12-1953 | South Indian Teacher, October 1953—Published. |
| 24-12-1953 | Union Representatives left for Calcutta to attend A.I.F.E.A. Council Meeting and the 28th All-India Educational Conference. |
| 26-12-1953 | The President was appointed one of the members of the Committee for the revision of curriculum of Elementary Schools. |
| 29-12-1953 | Balar Kalvi—October-November 1953—Published. |

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"Mr. Martin's name is a GUARANTEE FOR THOROUGHNESS and as usual Messrs. Cooper have brought out a NEW and BRILLIANT series of Readers. It is hoped they will have the popularity they so richly deserve."—*The Educational Review, Madras* (March-April, 1938).

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

Sole Selling Agents for South India :—

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

OUR BOOK-SHELF

NEW EDUCATION : VOL. V, No. 2 (September 1953). (Price Re. 1 per copy. Annual Subscription Rs. 4.)

This issue, a quarterly, issued under the authority of the Director of Public Instruction, Madras, has a variety of articles containing practical suggestions and ideas relating to the respective subjects. Craft in Education, the Rural School and Village Reconstruction, Class Manuscript Magazines, Teacher Education in Madras State, Teaching with Tape, are some of the contents which will be of use and interest to the teacher-educationist.

The recommendations of the Secondary Education Commission are fully published. As usual Gleanings, News, Departmental Information, Round the Universities, Education in the Legislature Reviews, and Journals and Books received are the other features.

TEACHING : A quarterly technical journal for teachers—December 1953. (Oxford University Press. Price : Re. 1-4-0.)

In this issue 'Education in the Five Year Plan' is discussed under the heads, Primary, Secondary and Basic by three different educationists. Other articles which contribute useful thought are priorities in Educational Planning in India, the Shift System in schools and Child Art in Basic Education.

OUR CAVE AT WEST POLEY : By Thomas Hardy retold by E. C. Parnwell. (Oxford University Press. Price : 14 annas.)

What an interesting and thrilling reading this should be to the teen-ager in the secondary school! The story is told in very easy and simple language and is illustrated. The book will be found suitable for non-detailed or library study.

DEEPAK READERS—BOOK I. Flash Cards. (Oxford University Press. Price : Re. 1-8-0.)

A set of seven flash cards with a sentence on each side has been brought out in connection with the above reader.

List of books and periodicals thankfully received :—

1. Commonwealth To-day, No. 23. Contains Coronation year pageantry, Royal Tours and reviews Everest Climbers.

2. Singaram Pillai High School, Villivakkam, Magazine, Vol. IV, Nos. 1 and 2—December 1952 and April 1953. Exhibition and school excursion beautifully illustrated.

3. Maps of Britain—Issued by the Commonwealth Relations Office—showing agriculture, main industrial areas, industrial and natural resources, physical features, counties, literary associations, population, trunk road, main railways, and Air Services.

4. WCOTP Reports, October 1953—a pictorial supplement to the printed report on Assembly proceedings.

5. UNESCO—Official Bulletin, Vol. V, No. 4, September 1953.

6. Municipal High School, Karai-kudi—Report for 1952-53.

7. The Hindu High School Magazine, Triplicane, Vol. XIII, No. 1, November 1953. (Pictures of excursion to South India and an account and photographs of the Teachers' North Indian Tour form an interesting feature.)

8. Education in 1952—being the Report of the Ministry of Education and the statistics of Public Education for England and Wales.

C.R.

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

Details of Policies issued during December 1953—District & School-war.

TIRUNELVELI—		SALEM—	
Ranganatha Hr. Ele. School,		Bd. High School, Gangavalli	1
Pappankulam .. 2		Bd. Hr. Ele. School, Kallavi	1
R. C. Elementary School,		Panchayat Bd. Ele. School,	
Panchandiyur .. 1		Mettuthangal .. 1	3
St. Fr. Xavier High School,			
Tuticorin .. 1			
P. M. Ornellas Middle School,		TANJORE—	
Tuticorin .. 1		Bd. High School, Koradachery	1
Chatram High School,		Do. Tiruvarur .. 1	
Kadayam .. 1		Bd. School, Kolathur .. 1	
Chatram Elementary School,		Jain Free Ele. School,	
Kadayam .. 1		Karunthattankudy .. 1	4
Hindu Hr. Ele. School,			
Sundarapandiapuram .. 1		EAST GODAVARY—	
Board High School,		M. S. N. C. High School,	
Kadayanallur .. 1		Kakinada .. 3	
Thayammal School,			
Kulasekarapatnam .. 1		MALABAR—	
R.C. Hr. Ele. School,		Midavilode West School,	
Vaikalpatti .. 1		Mowencheri .. 1	
Municipal Chatram Ele.		Hr. Ele. School, Vandy .. 1	
School, Melur, Tuticorin .. 1	12	Aechore Ele. School, Chovva	1
			3
RAMANATHAPURAM—			
Sri Dandayathapani High		SOUTH ARCOT—	
School, Kandramanickam.	5	Bd. High School, Kattuman-	
Selva Vinayagar Aided Ele.		narkoil .. 2	
School, Kandramanickam.	2		
Bd. Ele. School, T. N. Kottai	1	CHINGLEPUT—	
	8	Hindu Religious School,	
		Walajabad .. 1	
MADRAS—			
National Boys' School,		CHITTOOR—	
Triplicane .. 2		Aided Ele. School,	
Monahan Girls' High School,		Naraharipet .. 1	
Royapettah .. 1			
St. Gabriel's High School,		NORTH ARCOT—	
Madras .. 1		Dt. Board School,	
R. B. C. C. C. High School,		Neduganpundi .. 1	
Perambur .. 1			
Corpn. Boys' School,		MADURAI—	
Nungambakkam .. 1	6	Training School, Pasumalai	1
TRICHINOPOLY—		COIMBATORE—	
Zamindar's High School,		City Municipal High School,	
Turaiyur .. 1		Coimbatore .. 1	
Anglo-Vernacular Hr. Ele.			
School, Tennur .. 1		BELLARY—	
Bishop Heber High School,		Heerada Sugamma's Jr. Basic	
Puthur .. 3		School, Bellary .. 1	
Brahadambal Govt. High			
School, Pudukottah .. 1			
		Total ..	53

QUESTIONNAIRE ON THE REVISION OF THE CURRICULUM AND SYLLABUS FOR ELEMENTARY SCHOOLS IN THE MADRAS STATE

The Government have appointed a Committee to revise the Elementary School Syllabus in the Madras State in view of the suggestion made by the Parulekar Committee with reference to the working of the Modified Scheme of Elementary Education. The Committee will be greatly helped by the suggestions and views of all interested in the education of children in the State particularly those of Teachers' and Parents' Associations. The views and suggestions may be expressed on the basis of answering the following questionnaire. The replies to the questionnaire should reach the Secretary of the Committee not later than the 10th February 1954. It is not necessary that all questions should be answered. Every one may answer questions which may specially interest him or her. The following aspects of the Modified Scheme may be kept in mind while answering the questions:

- (1) Reduction of work inside the school to three hours;
- (2) The out-of-school programme; and
- (3) Shift system.

QUESTIONNAIRE.

1. The present syllabus was framed nearly fifteen years ago. Since then we have become a free nation. We have started planning our economic life. Social changes are taking place through public opinion and legislation. Should these be taken note of in revising the existing curriculum? What are your suggestions?

2. In view of the fact that there are too many subjects in the Elementary School curriculum, will you favour the fusion of some of the subjects under broader and more comprehensive headings, for example, Civics, Nature Study

and Geography may be brought under the "Child's Environment", syllabuses in Language and Arithmetic being framed separately?

3. Do you prefer an activity-centred curriculum to a subject-centred one?

4. Do you think the present curriculum meets all the interests and needs of the child for his all round growth and development? If not, suggest changes.

5. Is it necessary to have some additional subjects in the curriculum of Lower Elementary Standards as optional in some schools for special reasons. If so what should they be?

6. (a) In accordance with the modified scheme of Elementary Education children will have a large part of the day to participate in the village life. What will be your suggestion to integrate school work with the experience outside the school?

(b) What is your opinion of the educational value of such out-of-school activities?

(c) How should the school be enabled to exploit such experiences for educative purposes?

7. How will you select the content for each item of the curriculum so as to contribute to the harmonious development of the child's Personality?

8. Are you satisfied with the contents of the curriculum in our Elementary Schools Syllabuses? What items in the different syllabuses are unsuitable? What new items would you like to include?

9. What suggestions can you make for the alterations, if any, of the syllabus in language and arithmetic for achieving greater efficiency in these tool subjects?

10. Is it desirable to lay down definite standards of attainment for every class in every activity in the curriculum? If so offer your suggestions.

11. Children of the same age group are different in their individual capacities. What provision should be made to meet such differences?

12. It is a sound educational practice to proceed from the "here" and the "now" in the experience of the child to the "distant" and the "past" in widening his knowledge. To what extent do you think the present syllabus should be changed to accord with this view.

13. There is a general feeling that the present syllabus in Geography is too heavy and there are many points in it unrelated to the child and his environment. Do you agree? If so, how can this be remedied?

14. What are the problems that you had to face in adjusting the present syllabus to accord with local needs and conditions? Suggest solutions.

15. What aspects of Basic Education Scheme can be incorporated in the curriculum for the Elementary Schools?

16. Do you think that the following activities can be included with advantage in the curriculum of Elementary Schools:

- (1) Flag Hoisting.
- (2) Community Prayers.
- (3) Pupils Self-Government.
- (4) Sanitation Activities.
- (5) Celebration of Festivals.
- (6) Other Cultural and Recreational Programmes.

17. Please offer any other constructive suggestions for revising the present Elementary School Syllabus.

Note.—Teachers' Associations are requested to send their answers to the Questionnaire direct to the Secretary, Curriculum Revision Committee, Madras-6 and a copy to the office of the S.I.T.U., 520, High Road, Madras-5.

S. I. T. U. PROPAGANDA

Mr. C. Ranganatha Aiyengar, Hony. Publicity Officer and Journal Secretary and Mr. V. Natarajan, Journal Committee Member, visited the following institutions in Madras City on propaganda, between 9th September and 2nd December 1953:—

1. Gopalapuram High and Elementary Schools.
2. West Mambalam High School.

3. Theagarayanagar High School.
4. Elementary School Teachers' Association Centre, Egmore.
5. St. Peter's High School, Royapuram.
6. Modern High School, Kodambakkam.
7. Sri Sudha Advaita Vaishnava High School.

THE S. I. T. U. BENEVOLENT FUND

Board High School,
Krishnagiri.—(Contd.)

2368. Sri M. S. Sampangirama Iyer.
2369. " G. Madhava Rao.
2370. " K. M. Angamuthu.
2371. " A. D. Gandharaj.
2372. " K. Puhazendhi.
2373. " P. M. Md. Ghouse.
2374. " P. Kanakarathnam.
2375. " A. M. Natarajan.
2376. " G. Rajavel.
2377. " Syed Usman.
2378. " T. Govindaswami.
2379. " Ahmad Hussain.
2380. " C. Sivaprakasam.
2381. " R. Perumalraj.

Anderson High School, Kancheepuram,
Chingleput Dt.—

2382. Sri A. C. Dharmaraj.
2383. " Paul Joseph.
2384. " A. S. Packianathan.
2385. " Edward Samuel.
2386. " K. Srinivasa Iyengar.
2387. " S. David.
2388. " V. M. Narasingam.
2389. " V. D. Kothandaraman.
2390. " John Devadas.
2391. " A. Thyagarajan.
2392. " T. Solomon.
2393. " Moses Mosilamany.
2394. " Raja Solomon.
2395. " Edward R. Joshua.
2396. " John Jesudos.
2397. " G. Venkatasubbiah.
2398. " Andrew Satyasatchie.

2399. Sri P. B. S. Ramanujachari.
2400. " T. R. Devarajulu Naidu.
2401. " R. Varadadesigan.
2402. " George Samuel.
2403. " S. Rajamanicka Chettiar.
2404. " K. Maragathavelu.
2405. " Athisayam Vedamani.
2406. " David Joshua.
2407. " M. K. Samuel.
2408. " K. K. A. Venkatachari.
2409. " K. R. Somasundaram.
2410. " K. E. Bhashyam.
2411. " C. Rhangiah.
2412. " V. Srinivasan.

Board High School, Kannamangalam,
North Arcot—

2413. Sri N. Ramanatha Ayyar.
2414. " R. Narayanaswamy Ayyar.
2415. " K. S. Ramanathan.
2416. " K. Sethuraman.
2417. " K. S. Palani Pillai.
2418. " M. K. Kuppuswamy Iyer.
2419. " C. Veeraraghavachari.
2420. " V. S. Natesa Pillai.
2421. " K. R. Subramanyan.
2422. " K. P. Puthrakameswaran.
2423. " L. A. Ranganathan.
2424. " S. R. Karthikeyan.
2425. " V. Govindaraju Naicker.
2426. " V. Satagopa Pillai.
2427. " R. Bakthavatsalu.
2428. " R. Narayana Sarma.
2429. " A. S. Gambira Nainar.
2430. " T. Balasubramanian.
2431. " K. A. Rasheed Khan.
2432. " K. K. Viswanathan.

There are nearly 80,000 Teachers. Yet only 2432 have joined the S. I. T. U. Benevolent Fund. Have you joined the Benevolent Fund? If not, request the Secretary of your Teachers' Association to forward your application for membership.

All members of the S. I. T. U. are eligible for membership. The Annual Subscription is As. 4 only.

EDITORIAL

The All-India Educational Conference :

The 28th session of the All-India Educational Conference from all accounts should be regarded as a notable success. Apart from the social aspect of the Conference, which itself is a very important aspect in as much as it brought together over 3,000 teachers of different grades from all the States of India, the discussions at the sectional conference and the addresses at the public session have made notable contribution to educational thought. The President, a veteran teacher, thoroughly acquainted with all aspects of the educational problem and sobered by his experience as an administrator and the responsible office he is holding in the Ministry of Education, has rightly stressed on the important role of the teacher in education.

"Every generation badly educated is a generation lost. . . . I often wonder why some educational authorities and managements are so indifferent to the basic importance of qualitative improvement and indulge in cheese-paring economies, when schemes for the purpose are under consideration. I feel very strongly that the investment of even comparatively small amount in such activities (providing cultural and intellectual facilities for the professional betterment of teachers) would pay ample dividends."

The President was referring to the need to help the teachers to be fresh and alert and was pleading for organisation of refresher courses, the promoting of nation-wide discussion groups, conferences, workshops and other media of thinking and planning together and producing well-edited and attractively brought out literature for teachers in service. He also pleaded for a spirit of comradeship all along the line—the administration, the management, the teacher and the pupils. He was of the view that the biggest single cause of

the psychological dissatisfaction that beset all these was the authoritarianism—the bureaucratic red tape, the water-tight compartment, the false sense of prestige—that stands between them. In Education there is no place for such false prestige or snobbery. Here it is essential that all concerned should meet in perfect equality as otherwise education would fail to be a magnificent adventure in equality. The President also made a valuable contribution to the solution of the vexed problem of indiscipline among students. Those who complain of indiscipline of students hardly realise that the students are living in a world marked by indiscipline, frustration and disappointment and conflict of ideologies. Mr. Saiyidain rightly assessed the malady as a part of the national indiscipline. His remedy that teachers should enter into intimate contact with the students and study their conflicting problems with sympathy and care is the most sound approach to the problem.

We commend this address to all those concerned with education both in the States and the Centre for in it they will find valuable suggestions at once practical and easy of implementation.

The Conference passed a single resolution on the whole education question. It *inter alia* expressed disappointment at the slow pace of educational development and called on all governments, States and Central, to accept Education as their prime responsibility and give it a high priority. It urged governments and teachers to accept the Teachers' Charter of Rights and Responsibilities and while deploring the government's hesitancy in taking up the question of revision of teachers' salaries, it drew pointed attention to their readiness to undertake such responsibility in the case of other employees and urged on governments to take on hand immediately the question of providing satisfactory service conditions and scales of salaries.

The Conference met in a troubled atmosphere at Calcutta, where the All-Bengal Teachers' Association had been compelled to contemplate a 'no work' campaign. Nevertheless, the discussions in the Conference and the resolutions have been on a high level consistent with the dignity of the profession whose members participated in the Conference. It is our earnest hope that governments will approach the educational problem with daring, vision and faith.

* * *

The Parting Kick :

The year 1953 had not been a year of happiness for teachers. The hopes they had in the earlier years were completely destroyed as it became evident that government was in no mood either to do justice to teachers or even to stand by the assurances given by an earlier ministry. In respect of elementary schools, they adopted a peculiar argument, that if any increase were given, it would tantamount to bribing the teachers to accepting the modified scheme. In respect of secondary grade teachers and graduate trained teachers, government said that the primary school teachers' case should be taken up first and only later the claims of other categories would be considered. Thus the question was shelved and teachers were compelled to grow more and more frustrated. Our teachers may not take up a militant attitude as their brothers in other parts of the country. But such unsympathetic and, may we add, light-hearted treatment of the thousands of teachers who have all qualified themselves for the profession and who have taken to it in a spirit of service, does little credit to an administration which claims to work a welfare state. It is no use to speak of the teachers' honourable role and to call upon others to hold the teachers in esteem when the administration deliberately flouts the profession and pays no attention even to such modest demands as the teachers have been making in this State.

The Madras State in June last passed an order regarding teachers and election

to statutory bodies, like the local authorities and the legislatures and it was communicated to schools at the end of the year as a parting kick. This Government Order, as we commented in an earlier issue, takes away from teachers of aided educational institutions what must be regarded as one of the fundamental rights guaranteed by the constitution. The Madras Government Order stated that the teacher elected to such a body would be deemed to have ceased to be a teacher. The Madhyapradesh Government seems to have gone a step further. It is reported to have asked the managements to obtain from their teachers an undertaking that they would not stand for election or actively participate in politics.

We fail to understand why these governments have taken such pains to prevent a person who also happens to be a teacher from serving his country through these statutory authorities. For all that we know, teachers in India and elsewhere have never abused the right but have made notable contribution to the successful working of these bodies. The Education Minister of Bombay is reported to have shown his autocratic authority over teachers by ordering that teachers who had allowed the use of fountain pens by their pupils should be punished by Inspecting Officers. This might have been prompted by a desire to help the pupils to write a good handwriting or possibly by his aversion for fountain pens but certainly it is not the right approach.

1953 however is gone. Will the year 1954 clear the clouds and bring peace to the teachers and harmony in our educational institutions? May we all pray for such a new year!

* * *

Ourselves :

We are extremely sorry at the inconvenience we are causing to our readers by the tardy publication of this issue. We have received some irate letters from our esteemed friends. One writes, "Please stop the journal as it is no use to subscribe for a journal that does not appear at regular intervals." Another

writes more curtly "Stop the journal with this issue and return the balance of subscription paid." It has been our singular misfortune to receive such letters at the conclusion of the 26th year of service. While it pained us to read such letters, it is heartening to know that such letters are prompted by the desire to have the journal on the due date. We should like to assure our subscribers that every effort is being made to bring out the journal on the 1st of every month. In fact if our record be examined, it will be found that each of the 26 volumes so far issued are complete with 12 numbers which may well be said to be a creditable record for a journal conducted under conditions, even more happy than those, in which the South Indian Teacher is being conducted. The Editor and all the members of the Journal Committee are teachers in service doing their full quota of work in their respective schools—and oftentimes more than the quota—and having all the economic worries which other teachers, our readers, are having. In their available spare time and with the available energy, they have to attend to the work of the journal. While such is the man-power available for the conduct of the journal, the S.I.T.U. is not placed above any anxiety in regard to the finances necessary for the conduct of the journal. The Journal Committee is thus saddled with the additional responsibility of finding money. In spite of all these difficulties, the Committee is carrying on the work with commendable zeal and enthusiasm, as the one concern of all its members is to render effective service to the profession without expecting any individual reward or recompense.

The Executive Board of the S.I.T.U., conscious of all these difficulties has resolved upon increasing the subscription rate from Rs. 4 to Rs. 5 per annum. Subscribers have been notified of the adjustments in their subscription and

the amount to be paid for the year 1954. For greater convenience in accounting, subscriptions are to be reckoned for the calendar year. We request our subscribers to accept our assurance of regularity in publication and of the highest service possible, and we trust they will continue to extend their support to us.

We publish below a letter received from Mr. M. S. H. Thompson, a former member of the I.E.S. and to feel that his sentiments are shared by many of our readers, is a source of great encouragement.

Dear Sir,

Kindly convey to your Union my grateful thanks for their kind thought of me in sending me their good wishes for Christmas and the New Year. The receipt of your air letter made me feel that, though miles away, I was one of your noble band who strive so valiantly to serve the rising generation, sometimes against severe odds. Very often have I wished the return of the old days when those among us to whom honour was due were honoured with titles like Kulapati, bestowed not by the world at large but by members of our own associations.

I have continued to read the Journal with unabated interest and to find in it matter that keeps me up-to-date. I read with such appreciation the editorial remarks on the new Director of Public Instruction, whose work as a teacher was given the prominence it deserved.

Please convey to your Union my hearty good wishes for 1954. May it receive all the encouragement possible to extend and consolidate its magnificent service to the cause of education by making the lot of the teacher easier and more secure.

Yours sincerely,

(Sd.) M. S. H. THOMPSON.

THE SOUTH INDIAN TEACHER

VOLUME XXVI

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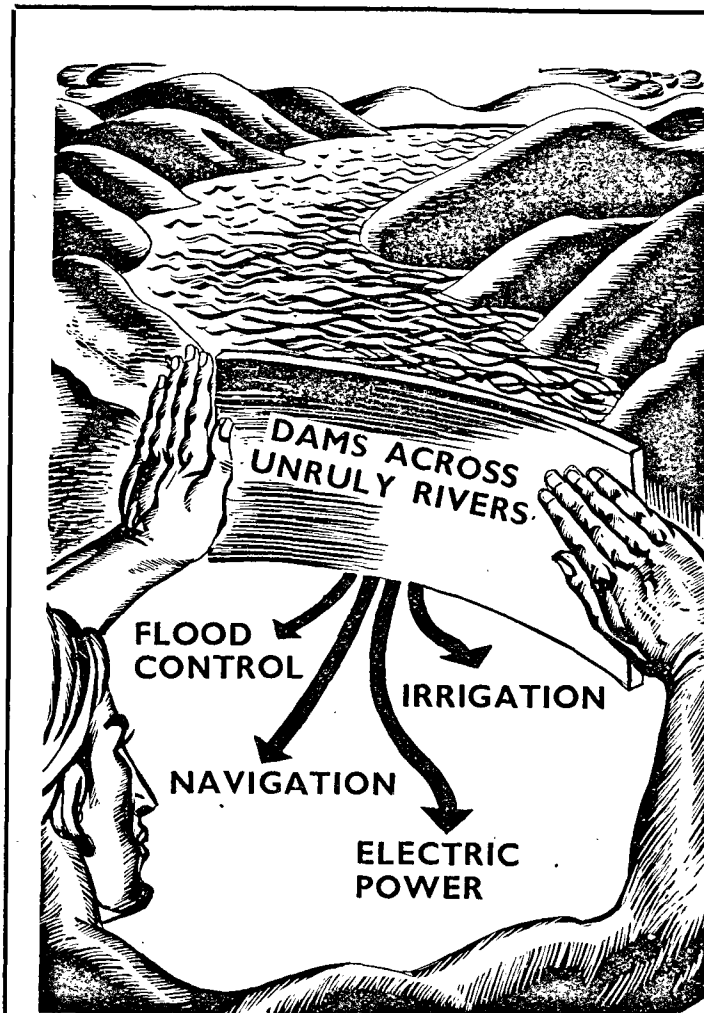
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