

183

The South Indian Teacher

1955 - February

VOL. 23. NO. 2.



JL

Tm 21, N30

55.28.2

8724

Regd. No. M. 2347

The South Indian Teacher

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

183

Vol. XXVIII

FEBRUARY 1955

No. 2

409
2-55-

उद्धरेदात्मनात्मानम्.—The Gita.

Raise yourself by your own efforts



ANNUAL SUBSCRIPTION :

Inland Rs. 5

Foreign Sh. 10

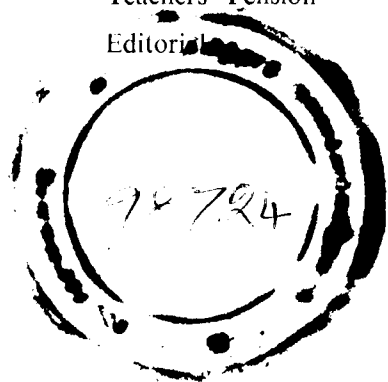
Single Copy As. 8

POSTAGE EXTRA

520, HIGH ROAD, TRIPPLICANE, MADRAS 5.

CONTENTS

	Pa
A Short History of the Vaniyambadi Muhammadan Educational Society— <i>N. M. Anwar, M.A., Ex-M.L.A.</i>	45
Measurement of Appreciation of Hindi Poetry at the High School Stage— <i>S. P. Pande</i>	53
The Teaching of English in the New Scheme— <i>Prof. S. A. Jain, M.C.</i>	57
The XXIX All-India Educational Conference, Patna—Presidential Address by <i>T. P. Sreenivasavaradan</i>	59
Mental Hygiene of the Child and Parental Responsibility— <i>J. L. Azad, M.A., M.Ed.</i>	63
Au Revoir! President— <i>P. Doraikannoo Mudaliar</i>	66
From Our Associations	69
Teachers' Pension	72
Editorial	79



MEMBERS OF THE JOURNAL COMMITTEE

SRI S. NATARAJAN	SRI S. MARIA JOSEPH
„ R. KRISHNAMURTHY	„ J. VAIDYANATHAN
„ K. KURUVILA JACOB	„ G. SRINIVASACHARI
„ T. P. SRINIVASAVARADAN	„ C. RANGANATHA AIYENGAR,
„ V. NATARAJAN	Secretary
„ V. ARUNAJATAI	„ V. B. MURTHI,
„ L. MARIA PRAGASAM	Asst. Secretary.

THE SOUTH INDIAN TEACHER

Vol. XXVIII

FEBRUARY 1955

No. 2

A SHORT HISTORY OF THE VANIYAMBADI MUHAMMADAN EDUCATIONAL SOCIETY 1903—1954

By

President, Mr. N. M. ANWAR, M.A., Ex-M.L.A.

On Friday the 15th October 1954 the Vaniyambadi Muhammadan Educational Society celebrated its Golden Jubilee when amidst the most representative gathering of over twenty thousand people assembled from all over the District of North Arcot, the three distinguished Ministers participated, Hon'ble Sri K. Kamaraj Nadar, Chief Minister to the Government of Madras by declaring open the Extension Building of the Society for its Elementary School, Hon'ble Sri T. T. Krishnamachari, Minister for Commerce and Industry, Government of India by laying the Foundation Stone for the Hostel Buildings and Hon'ble Sri C. Subramaniam, Minister for Finance and Education with the Government of Madras by laying the Foundation Stone for the Extension Buildings to the Islamiah College, Vaniyambadi.

Glowing tributes were paid by the Hon'ble Ministers to the glorious record of service rendered by the Society in the cause of education during the fifty years gone by. The Hon'ble Sri Kamaraj Nadar felt proud of the achievements of the Society in providing education from the First Standard to the University Degrees, regardless of caste, creed or colour and congratulated the Society for having generated a cordial spirit of Hindu-Muslim unity, reminiscent of the days of the Khila-

fath Movement, which accounted for so much towards his own victory in the recent by-election in the neighbouring constituency of Gudiyatham. He made a fervent appeal to all the rich men assembled to extend their generous support to raise the College to the University before the Society celebrates its Diamond Jubilee. The Hon'ble Sri T. T. Krishnamachari recalled to memory his associations with many of the benefactors of the Society, belonging to the most generous hearted mercantile community of Muslims of North Arcot who have carried the reputation of their trade in Hides and Skins and their philanthropy in the cause of public good into the four corners of the world and he felt nothing surprised if such a community should attain the ideal of the Society to establish the University, and he offered his good offices to go round with a "beggar's bowl" to collect funds in this behalf. The Hon'ble Sri Subramaniam in a soul stirring speech expressed all admiration for the perfect orderliness and discipline in evidence all over the environment and attributed such an exemplary mental climate to the missionary zeal which only denominational institutions inspired best, thanks to the religious fervour which provides for the right type of education and the proper sense of values in building up the character of the people. He made

an eloquent appeal to the different communities assembled to come forward with their riches and extend unto this noble and lofty ideal of the Society their most generous support.

The Society which has earned this well-deserved encouragement from the powers that be is today amongst the most renowned of its kind in the Republic of India. Far from the madding crowd and far, far from the limelight of publicity, it is carrying on the torch of learning, dispelling darkness and spreading light for half a century now, transcending all barriers of apathy and prejudice, and notwithstanding a myriad vicissitudes of fortune that ever and anon invaded the tanning industry which provides the life-blood for the community and the sinews for the Society. Today it provides educational ladder for its votaries from the first rung to the last, from the Elementary to the Collegiate, from the First Standard to the University Degrees in Arts and Commerce and a little over one thousand five hundred students pass through the portals of its different departments of study. Its doors are open to one and all, no matter to which community they belong. Equally on its staff and establishments it has drawn members from all communities, and it has on its pay roll about a hundred members. Its annual budget extends over a hundred and fifty thousand rupees. It has so far spent during fifty years over fifty lakhs of rupees. And it maintains properties gifted for its endowments and built up for educational facilities grand structures of rare architectural beauties which are now worth in all over fifteen lakhs of rupees. It owns a vast colony of thirty-five acres for its play-fields and numerous dwellings for its Hostel and staff and provides for its town of Vaniyambadi the most enviable extension stretching from the Railway Station to the hills as far as the eyes can reach, a health resort with Nature's bounties.

All this achievement looks miraculous as one gets back to the beginnings of the Society at the threshold of this Twentieth Century when there was a

hue and cry against everything foreign particularly amongst the Muslim community all over India who had not yet reconciled to the new order of things that the British regime brought into being. The Ulemas carried on a tirade against any secular education, and the Muslim community was led into abysmal depths of degradation. The great scholar Syed Mohmood describes the plight in "History of English Education in India" (1751-1893): "It must never be forgotten that the decay and downfall of any political system creates anarchy, anarchy produces disruption of social ties and manners, feelings and motives of action; and it can never be doubted, that the political downfall of any race brings with it moral, intellectual and social degradation; and such, indeed, has become the condition of the Muhammadan Society of India upon the downfall of the Moghul Empire." It is this lamentable state of affairs which the great poet Iqbal has immortalised in his Urdu verses. But English education was spreading fast amongst other communities, particularly after the Educational Resolution of the Government of India dated 7th March 1835 passed by Lord William Bentinck on the advice of Lord Macaulay. Fifty years passed but still the Mullas and Moulvis did not allow the Muslim community to take to English education as they feared "the evident object of the Government was the conversion of the Natives". At last, this very extraordinary backwardness of the community provoked the Government of India in 1871 to evolve a policy for the encouragement of education among the Muslims. And their Resolution was: "It is much to be regretted that so large and important a class, possessing classical literature replete with works of profound learning and great value, and counting among its members a section especially devoted to the acquisition and diffusion of knowledge, should stand aloof from active co-operation with our educational system and should lose the advantages, both material and social, which others enjoy. His Excellency-in-Council believes that

Secondary and Higher education conveyed in the vernacular and rendered more accessible than now, coupled with more systematic encouragement and recognition of Arabic and Persian literature, would be not only acceptable to the Muhammadan community, but would enlist the sympathies of the more earnest and enlightened of its members on the side of education."

All glory to Sir Syed Ahmed Khan and his band of pioneers that they came out and battled against odds and won laurels and founded the Aligarh Movement to spread English education amongst the Muslims and held annual sessions of the All India Muhammadan Educational Conference in different centres of India. And in 1901 this Conference held its fifteenth sessions at Madras and set in a brain-wave all over the South. Nawab Mohsinul Mulk Mohsinuddowla from Aligarh inspired the Conference with the Saga of adventure which Sir Syed had brought into being in the North. The Hon'ble Mr. Justice Hunterford Tudor Boddam who presided over this Conference appealed to the community: "Self-help and self-reliance should be the watchwords of the Musalman community, if they are to regain the position they have lost. Stolid indifference must give way to a due appreciation of the gravity of their situation. In the struggle for existence the weaker must be crushed and this holds good as much in the case of communities as in the case of individuals. For centuries your community slept whilst the world progressed. In times long gone by, the Mohammadans were a great people, and I see no reason why in the perhaps distant future they should not again take their place in the world as a great people, but it depends upon themselves. They were great in the past, because, though a warlike people and great conquerors, they were pre-eminent in learning, and their greatness in this respect far exceeded their greatness as warriors. All who in those days sought to be considered learned went to the centres of Arabic learning and spent years in acquiring the Theology, Grammar, Logic, Physics

and Metaphysics of your School. You had your great Universities of Cairo, Baghdad and Samarkand, where people from all parts of the world went for their education. It is well to remember the days of your past greatness in arts and science and literature; but only if, in doing so the memory acts as incentive to present and future effort in the same direction. To dwell upon them as a reason for being content is as foolish as to endeavour to satisfy today's appetite by recalling the glories of yesterday's dinner. Those days are past. For years you have slept and allowed others less inert to pass you by; and now, you have only the empty recollection, and you find yourselves far behind other communities in wealth, power and learning." As Nawab Imadul Mulk Syed Hussain Bilgrami said in his Presidential speech at the Conference in its session of 1900, "The seeds of decay and degeneration were sown the day we made up our minds to rest as it were on our oars and contentment with our achievements in the past, ceased to thirst for fresh knowledge or engage in fresh research. Then truly all was lost! The energy, courage and ambition of the race began to decline and with these went power and wealth."

With this message from the Conference the Muslims organised themselves in different centres to serve the educational needs of the community. And in 1903, as a direct result of this awakening, came into being the Vaniyambadi Muhammadan Educational Society. And it established the Islamiah Elementary School, with just three boys to teach! The elders who interested themselves in this Society had to wage and win many battles against orthodox opposition to the spread of English education. And by slow degrees, many leading families followed the lead of T. Hajee Badrudin Saheb, Malang Hayath Batcha Saheb and T. Hajee Ameenuddin Saheb in coming forward to contribute their mite towards the progress of the School. By 1906, the School earned the reputation "as the best equipped and endowed School in the Presidency". The Society arrang-

ed an impressive ceremony when laying the foundation stone of the School on 3-4-1907. For the School, Hajee Badrudin Saheb came forward with a gift of land of the value of Rs. 9,000. Besides he undertook to bear two-thirds of the cost of building which was nearly Rs. 28,000. In his message on this occasion Mr. Justice Boddam said :

"In my view, the occasion is unique for it affords substantial proof that the Muhammadans of Southern India have determined to help themselves and to cease to rely upon others for what they require. It is a matter of great gratification to me to feel that though the progress of the Muhammadan Educational Association of Southern India has not been so speedy or so great, as I hoped and anticipated, I have not been wrong in my firm belief that the community contained men amongst them who are sufficiently generous, large-minded and patriotic as to employ their means for the benefit of future generations rather than for merely personal gratification or self-aggrandisement. Money spent as this is money well-spent for, whilst it primarily benefits coming generations of younger members of the community, it will raise a lasting memorial, to the enlightened donor (Hajee Badruddin Sahib) which will continue for all time in the hands of all men and particularly of those who in the years to come receive the benefit of a sound and permanent education in the School. All honour to him who has found the guide to establish such a lasting and useful work and those who are associated with him."

It was in this very year 1906 during July a very big step forward was taken and the ice was broken when the influential Ulemas under the distinguished inspiration of His Eminence Shamsul-Ulema Alhaj Moulana Abdul Wahab Saheb of revered memories who had founded the great seat of Islamic Studies, Madrasa-e-Baquiyyathus Salihath Arabic College, Vellore as early as 1875, took the lead in the first session of the Muslim Educational Provincial Conference at Vellore and gave san-

ction to the spread of English education without prejudice to the provision of religious education. This lead of the most venerable founder of the Madrasa was welcomed by one and all. The Hon'ble Mr. Justice Boddam as Founder-President of the Muhammadan Educational Association of Southern India, Madras sent a message to this Conference and observed "that the Moulvis should take a leading part in the education of those who belong to their community is only right and proper and now that they are taking the right place as the directors of the education of Muslims it is safe to predict that the welfare of the community is advancing and that the Muslims will, in the near future, cease to be classed as the most backward of the communities of India." As reported by "The Indian Patriot," this Conference was one of the most remarkable and unprecedented events in the history of the Muslims of Southern India as its sessions were attended by over 5,000 representatives from all over the country, the Muslim merchants of Vellore, Visharam, Vaniyambadi, Ambur, Pernambut and other centres of North Arcot District taking a prominent part under the guidance of the Moulvis of Baquiyyath who commanded the greatest respect all over the South and wherever Tamil was spoken overseas.

The Muslim merchants of Vaniyambadi vied with one another in the Society to raise the School and in 1907, 1910, 1911 and 1912 III, IV, V and VI Forms were opened and the first batch of seven pupils were presented for the S.S.L.C. Public Examination held in March 1913. This progress came in for generous appreciation in March 1909 at the sessions of the Provincial Muslim Educational Conference held at Trichinopoly under the Presidentship of His Highness the Prince of Arcot when Sir Muhammad Habibullah passed a resolution complimenting the Society for the good work done at Vaniyambadi in his home district of North Arcot. During his speech he said : "They had all along striven to find a royal road to learning under the impression and expectation that somebody else would

do for them what they should do for themselves. That time had happily gone. That aloofness, that absence of appreciation of the real needs of the occasion had been given up by them and now had arisen in their minds the impression that until and unless they knocked at the door of self-help, they could not raise themselves from the slough of educational degeneration in which they found themselves." Moulvi Hajee Ziauddin Ahmed Saheb, Moulvi Mufti Abdul Jabbar Saheb, Moulvi Hajee Khader Badsha Saheb, all of the Baquiyyathus Salihath, Vellore and Moulvi Fazlullah Saheb of Vaniyambadi took the lead at this Conference alongside the great veterans of the community Moulana Yakub Hassan Sait, Moulana Moulvi Syed Murtaza Saheb, Nawab Ghulam Ahmed Kalami, Mr. Muhammad Ibrahim Quraishi and Mr. Hameed Hassan Sait.

Indeed, amongst these great pioneers who spread the cause of education among the Muslims of South India, the Society claimed their greatest attention. Son of His Eminence the Founder of Baquiyyath, Khan Bahadur Moulvi Hajee Ziauddin Ahmed Saheb Bahadur served the Society as its President for a generation. Moulana Yakub Hassan Sait did yeoman service as the General Secretary of the Society from 1905 to 1913 and as the leading light of the Society for a good part of his life time. Nawab Ghulam Ahmed Kalami rendered selfless sacrifice and service both during the period 1913-1917 when he was General Secretary of the Society and afterwards Mr. Muhammad Ibrahim Saheb Quraishi gave of his best with missionary zeal for the love of the cause during all the years 1905-1917 when he served the Society as Headmaster of the Islamiah High School. Sir Muhammad Usman served the Society as its Joint Secretary for some years.

A grandiloquent structure of rare architectural beauties was constructed to house the Islamiah Elementary School and the Islamiah High School, and in recognition of the great monetary contributions made by the benefactors the Society fittingly named after

the donors the different blocks of this massive mansion as Badruddin Munzil and Malang Munzil. And Vaniyambadi soon became the most inspiring centre of Muslim education in Southern India.

And no wonder that in October 1916, the Muhammadan Educational Conference of Southern India held its annual sessions at Vaniyambadi when the leading lights of our community from all over Southern India attended in large numbers. Great interest was evinced in the progress of the Society by amongst others the Hon'ble Sir Abdur Rahim, Sir Ross Masood, Sir Ameen Jung, Sir Akbar Hydari, Sir Mohammad Habibullah and Sir Muhammad Usman. At the Conference a resolution translating the desire of the Society to establish a College as its next big forward step in the cause of education was carried amidst great scenes of enthusiasm and donations amounting to Rs. 50,000 were subscribed on the spot towards the College Fund. In December 1916, the Executive Committee of the Society turned down the gracious offer of His Exalted Highness the Nizam of Hyderabad to have a College called the Usmania College at Vaniyambadi attached to the Islamiah High School with necessary funds and under the supervision of a Board of Management constituted in consultation with the Government of Madras. But the Committee, imbued with the lofty and exemplary spirit of self-reliance and self-respect decided to stand on its own legs and established a College of its own called the Islamiah College and constituted a sub-committee to collect funds and make plans. This decision at once provoked a nation-wide controversy and many leaders shuddered at the prospects of raising a College without the aid of His Exalted Highness. But all honour to the merchant community of North Arcot that they battled against odds and demonstrated by deeds what potentialities they are capable of, without fear or favour from any quarter. The year 1916 is thus an epoch-making landmark in the history of the Society and the community behind it. It was during this year that His Excellency Lord Pentland,

the Governor of Madras, graciously laid the Foundation Stone of the Islamiah College, Vaniyambadi and the entire colony was gratefully named after him as "Pentland Town."

Within three years, the Islamiah College was started in July 1919 with staff and students for the Junior Intermediate. Within three days of its opening, the Director of Public Instruction Mr. R. Littlehailes visited the College and was pleased with the beginnings made. In 1921 the University of Madras accorded affiliation to the College in Groups I and III and the Director of Public Instruction granted necessary recognition to it. And the College commenced functioning formally from July 4, 1921.

But soon a mighty avalanche was beginning to overtake the entire country from end to end as the Non-co-operation Movement under the leadership of Mahatma Gandhi was gathering momentum along with the Khilafat Movement sponsored by Moulana Mohammad Ali. The Muslims were in the forefront of this great struggle and left schools and services and courted imprisonment by thousands upon thousands in every town and village all over India. They boycotted all institutions aided by the Government. In the teeth of this gigantic opposition which defies description, the stalwarts of the Society stood like the Rock of Gibraltar and dedicated themselves in this labour of love to raise the College, despite all contempt, ridicule and ostracism. Their one concern was that the Muslim community should be never denied the facilities for education, whatever be the wildest passions of the fleeting moments of History. And so they succeeded to survive the storm and despite numerous disabilities and hostilities worked inch by inch, minute by minute, brick by brick in order that posterity shall reap the fruits of their labours of love. All glory to the dauntless spirit of Khan Bahadur H. M. Ziauddin Ahmed Saheb Bahadur and Khan Bahadur T. Hajee Badrudin Saheb Bahadur, President and General Secretary respectively of the Society, who saved for the community from crisis after crisis, notwithstanding

the merciless tirade of the community against them, the great educational institutions of which we are proud today.

In their shadows and in their wake worked a band of beloved men who later in fullness of time discharged their responsibilities in some capacity or other amongst the office-bearers of the Society. To mention but a few were Padyari Abdus Shukoor Sahib (General Secretary, 1925-1930), P. R. Abdul Hameed Sahib (General Secretary, 1930-1935), Kaniyambadi Abdul Wahab Sahib (General Secretary, 1935-1941), Malang Ahmad Batcha Saheb (General Secretary, 1941-44), C. L. Hajee Abdus Subhan Saheb (General Secretary, 1944-48) and T. K. Muhammad Zackariah Saheb (General Secretary from 1948 onwards). As Correspondents, Malang Ahmad Basha Saheb, B.A., rendered distinguished service from 1917 to 1941 and P. R. Muhammad Fazlullah Sahib, B.A., B.L., from 1941 to 1947, and Naiwasal Mohammad Hussain Saheb from 1947 onwards has been actively interested in the progress of the Society. Indeed the contributions of Malang Ahmad Batcha Saheb constitute a romance in the history of the Society. Miyan Hajee Muhammad Zackariah Saheb as Vice-President, M. L. Abdul Jabbar Saheb as College Secretary and C. S. Abdul Majeed Saheb as Joint Secretary have been carrying on the traditions of the Society with great dignity. And throughout this generation Mr. K. Abdul Quddus Sahib served with great zeal and popularity as Headmaster of the High School.

Thanks to the cooperative teamwork of their benefactors the Society surmounted all difficulties, crisis after crisis, but nevertheless a severe setback to the progress came with the trade slump in 1928 when to cut short the budget deficits the Society amalgamated the College and the School under one head. This could not last long as the University Commission visited the College in November 1928 for inspection. Its report came in 1930 and went against the continuance of a Second Grade College. Now the Society was determined to improve the College in

the light of the suggestions made by the Commission and raise it to a First Grade College with the required Laboratory and Library and separate accommodation to house the College. The College was accordingly commenced at its present abode from July, 1930, when it was formally opened by that prince of philanthropy who had given lakhs and lakhs of rupees for all good causes, Nawab C. Abdul Hakeem Saheb Bahadur. He at once announced a donation of Rs. 50,000 to help the Society in its endeavours to improve the College. And in August, 1934, the Vice-Chancellor visited the College at short notice and was well impressed with the improvements made and he dispelled the doubts in the Syndicate about the future of the College.

In March, 1946, the University Inspection Commission visited the College and was satisfied with the prospects for raising the College into the First Grade College. The great educationist who has deservedly earned a world wide reputation, Sir Arcot Lakshmanaswamy Mudaliar, Vice-Chancellor of the University of Madras, evinced a paternal interest in the advancement of the educational activities of the Society and extended his usual helping hand to liquidate backwardness among the less advanced communities. But for his far-sighted benevolence to uplift the Muslim community, we should not have seen today in the South five Colleges progressing under Muslim philanthropy, the Farook College (Feroke, Malabar), the Usmania College, (Kurnool, Andhra), the Jamal Muhammad College, (Trichinopoly) and the New College, (Madras), not to speak of the oldest and the best equipped of all, the Islamiah College, Vaniyambadi, (North Arcot). The grateful community's only prayer is: may he live long and spread light and learning wherever there may be darkness and ignorance still.

The Syndicate of the University of Madras granted the affiliation and the Degree Course in Commerce was opened in July, 1946 and the College was since placed on the map of the First Grade Colleges of the South. And by 1947 affiliation was further granted in B.A.

Islamic History and Economics. And now brisk attempts are being made and the construction is nearing completion, to commence Natural Science Course for Intermediate. And to build up the strength of the College to about one thousand students on rolls, plans will soon be executed, with generous support from benefactors, to construct Hostel Buildings and Extension Buildings to open additional sections in the College.

The Society places on record its deep debt of gratitude to the galaxy of leading luminaries who have been rendering yeoman service in the cause of education amongst the Muslim community all over the South. Last Annual Day of the College the Society had the privilege of the Hon'ble Mr. Justice Basheer Ahmed Sayeed to preside over and address when a large gathering had assembled out of love to listen to the words of wisdom of this most indefatigable prodigy who had devoted the prime of his manhood for the advancement of the Muslim community in matters educational as the Honorary Secretary of the Muslim Educational Association of Southern India, Madras, and sought pastures anew and gave the lead to the community by his pioneer exploits in distant lands overseas whereto he carried delegations and went from door to door to collect funds for the cause he held dearest to his heart. With a band of devoted lieutenants he is to-day engaging himself in the cause of the uplift of our womanhood. Into whichever walks of life he may go, even if he forgets the Association and his old associates, neither of them shall ever forget him. He has left such indelible imprints on the sands of time. May his great organising abilities be a tower of strength for very many years to come.

But his example has inspired many to vie one with the other and many young, heroes of the community have sought the leadership of that rarest gem of a gentleman who is to-day despite a million miseries that had overtaken the community keeping in honour, self-respect and solidarity of our millions, our Quad-e-Millath, M. Muhammad Ismail. His name is an

Tm 21, N 25 98724

asset, his character an example, his word a magic, and his personality a legend. He has helped a thousand good causes of the community but the cause of education is no less dear to his heart. He has gone with a beggar's bowl and from door to door, from place to place, from country to country for days and weeks, for months and months and collected lakhs and lakhs and helped the founding of the Farook College, the Jamal Muhammad College at Trichinopoly and ever so many educational institutions in the South and provided the sinews for the New College, Madras. But he did the greatest cruelty of his life, he just forgot our Society in his labours of love! It is difficult to enumerate the number of missionaries that walk in his shadows and work for the community. Mr. K. M. Seethi Sahab, the hero of the Moplabs, has along with Mr. B. Pocker Sahab and Mr. Uppi Sahab, co-operated night and day with him to bring into being the College at Feroke. Mr. M. S. Abdul Majeed with the wonderful gift of the gab and great organising abilities has followed the Quad-e-Millath into distant lands in South East Asia as Honorary Secretary of the Muslim Educational Association of Southern India and brought laurels, apart from funds, for the good name of the Musalmans of Tamilnad. And in that company went the prime mover of Jamal Mohamad College, Trichinopoly, Mr. M. J. Jamal Mohiadin, a big gun and gigantic personality to evoke awe and attention and a prominent member of the most reputed benefactors of the Muslim community, the great House of Jamal Mohammad. But these men have all forgotten our Society. Yet the Society remembers them with affection as comrades-in-arms. It is never too late for them to do good by the Society.

But behind scenes, the power behind the throne, wherever there was educational endeavour amongst the Muslims, whether in the North or South, East or West, or Centre, the friend, philosopher and guide, the ready reckoner for the community for over a generation now, and the Grand Moghul of Muslim Education—who can it be, if not our celebrated educationist par

excellence, Dr. M. Abdul Haq, now Member of Madras Public Services Commission? He is, to all intents and purposes, not a personality but an institution by himself. The Society owes him a great debt for his scholarly advice at every turn and it can repay him with this prayer that he may train up at least half a dozen of his type for the good of the community. Moulana Abdul Wahab Sahib Bokhari who has been doing so much for the cause of education will do well to follow his example and be his great disciple.

There are many more personalities, whose devotion for the cause of Muslim Education posterity will remember with gratitude but choose help, counsel and guidance the Society will deem it a privilege to seek now and anon Merit Hajee Muhammad Ismail Sahib, Peshmam Hajee Abdul Quiyoom Sahab, Anaikar Hajee Abdus Shukoor Sahab, Mr. B. S. Hajee Abdul Wahab Sahib, Mr. Abdul Hameed Khan, Begum Mir Ameeruddin, Moulvi Nazir Hussain, Dr. Niyamathullah, Mr. Ahmed Meeran, Mr. Allah Pitchai, Mr. Raza Khan—Oh, several of these names evoke a thrill of joy wherever they are heard. May they live long and help the Society in its onward march to establish the University.

In this world there is room for all, and together we should march. We will die as die as we must but the cause is great and glorious. It calls forth the services of every one in the community. May it please the Lord, the All Merciful, the Ever-Beneficent to bless the Society with greater glories in the attainment of its ideal to establish the University. Faith moves mountains and let us march on and on, with faith in the cause and every obstacle will be but another opportunity for service and sacrifice. After all, glory lies in service and sacrifice. To serve unto our fellow beings is the highest form of dedication and it pleaseth the Lord most. Has not the Holy Prophet Mohamad (peace be on him) said: "He never dies who gives for Education." May the benefactors give the Society more and never die from our grateful memories. And service in the cause of Education is the noblest of all.

MEASUREMENT OF APPRECIATION OF HINDI POETRY AT THE HIGH SCHOOL STAGE

(A summary of the Master's thesis submitted by Shri S. P. Pande, to the Delhi University, 1954).

I. INTRODUCTION

Whatever be the system of education it cannot ignore formation of character as one of its major tasks. Literature is a powerful implement for this. Study of literature which includes poetry, as a mirror of life and a source of joy and inspiration leads to enrichment of personality. Purpose of teaching poetry is to develop the aesthetic sense, the feeling for beauty, love of the beautiful in life and literature.

To know how far this aim is being realized one has to evaluate the teaching of poetry in our schools. The available instruments for this evaluation, the existing examinations fail to measure genuine appreciation of poetry on the part of the pupils and test only their powers of rote memory. Besides this the method of scoring responses is extremely subjective. These defects render them inadequate for the purpose.

The present undertaking is an attempt to construct a valid and reliable test that will measure ability of pupils of high schools to appreciate poetry. It is hoped that this test will fulfil the need of a valid test in the field. Tests of this type tend to widen the perspective of poetry teaching. If it can interest those who are concerned with improving the status and methods of poetry teaching and suggest them new field of work and new methods the writer will feel rewarded for his attempt.

So far as the writer knows this is the first study in our country of this kind. In the West also this field of research has received less attention as compared to other fields of mental and scholastic measurements. The studies of Abbott and Trabue, Hruza, Pooley and M. G.

Riggs are major researches which have been conducted in the United States of America. The method of Abbott and Trabue consisted in measuring individual's ability to discriminate between good and poor poetry. This was done by subjects rating poems in order of poetic merit in a group of four poems. The test consisted 26 such groups of poems. Method of M. G. Riggs requires the subject to discriminate the better poem from the poorer one in a pair. This test consists 40 pairs of poems.

II. DESIGN OF THIS EXPERIMENT

A. Elements of Appreciation:

It is assumed that appreciation involves comprehension, discrimination between the good and the poor poetry and individual taste. Based on this assumption the test is composed of three sub-tests—

- (i) sub-test of comprehension;
- (ii) sub-test of Discrimination;
- and
- (iii) survey of individual taste and reasons.

B. Selection of items:

The poems used in the test were—

- (i) other than those prescribed in text books of the schools;
- (ii) in keeping with the students' level of understanding and experiences; and
- (iii) of Khadi boli belonging to modern period, representing popular sentiments and representative in quality—excellent, mediocre and poor.

C. Arrangement of items:

- (i) Sub-test I consisted of fourteen poems on varied topics. Four state-

ments were printed below each poem one of which conveyed correctly the theme of poem. Comprehension was tested in the form of multiple-choice.

(ii) Sub-test II consisted of ten groups of poems. Each group contained three poems on the same topic—the best, the mediocre and the poor—composed by different poets. The subject was required to distinguish the best and the poorest poems in each group. The topics described by different groups of poems were Patriotism, Inspiration (marching songs), Romance, Vagrancy, Progressivism, Nature and Didactic poetry.

(iii) Sub-test III required a subject to specify the three best liked poems and the three least liked poems by him and also to state three reasons each for his preferences and aversions respectively. For this a check list was provided on which he had to mark three statements each for preferences and aversions.

D. Scoring:

Keys were prepared for each test—

(i) In sub-test one, credit was allowed for each correct response; and

(ii) The poems of sub-test two were submitted to 22 experts in Hindi for their opinion regarding the merits of each poem and its ranking in its group. The judges were lecturers, teachers of high schools and post-graduate students of Hindi. Merit of each poem was decided upon the number of opinions expressed about the rank of a poem in its group. The frequencies were tabulated and a key was prepared.

In each group of poems a child was allowed two credits for correct responses, one for discovering the best poem and the other for finding out the poorest poem.

E. Administration:

The test was administered in groups, adequate, clear, concise and comprehensive directions were included in the body of the test. Worked-out example was provided in sub-test I. Oral illustrations, to show how to work

on the test were given in sub-tests II and III. Before asking the examinees to start, all instructions were read loudly by the tester to the group. The experiment was conducted in Delhi schools. Schools were selected on basis of representative sampling. First year class (Hindi) of high school was chosen to give the test. The test was given in one sitting for each group. Total time required for the test was one hour which was divided as follows:—

Reading instructions	5 minutes
Sub-test I	15 "
Sub-test II	20 "
and Sub-test III	20 "

Age of students ranged from 13 to 15 years. 108 of the subjects were boys and 108 girls. The ability to read Hindi poetry was assumed one part of subjects.

Validity of sub-tests had been determined against the ratings made by Hindi teachers as there was no standardized test in the field against which the present sub-test could be validated. The validity has been computed by Pearson's Rank Difference method and is .735, P.E. .02.

Reliability of the Sub-tests I and II has been computed by the Kuder-Richardson method of Rational Equivalence because it is assumed that each sub-test measured a single ability. The Rational Equivalence method is most accurate when all the items in a test represent a single general factor.

Reliability and Index of Reliability of Sub-tests I and II is as follows:

	Reliability	Index of Reliability
Sub-test of Comprehension	.67	.818
Sub-test of Discrimination	.38	.61

Correlation between achievement of students on two sub-tests is .08.

Sex differences in attainments are as below:

	Mean Scores Boys	Mean Scores Girls	C. R.	Significance.
Subtest I (Comprehension)	8.80	10.50	4.6	at 1 percent level.
Subtest II (Discrimination)	7.90	8.80	2.5	at 5 percent level.

III. FINAL FORM.

(1) From Sub-test of Comprehension, second and seventh items are to be excluded. Its validity and reliability indicate that it can be said to be dependable instrument of measurement.

(2) In sub-test two improvement should be made by modifying items first and tenth by changing or replacing individual poems.

For deciding the merits of each single poem the poems may also be submitted to a larger number of judges hundred or more.

It is hoped that these changes will increase its reliability.

Sub-test III is a sort of interest blank and a check-list of reasons. In the opinion of the experimenter it does not require any change.

IV. CONCLUSIONS AND SUGGESTIONS FOR FURTHER WORK.

In light of the foregoing analysis of the data the following conclusions are derived:

1. Girls have shown a superior ability than boys to comprehend poetry.

2. Girls also have shown a finer sense of discrimination between the good and the poor in poetry.

3. The abilities to comprehend poems and to discriminate between good and poor poetry have no significant correlation (.08). It is difficult to explain

why there is this poor correlation between comprehension and discrimination. For obvious reasons understanding should lead to higher appreciation (discrimination).

4. Children at this stage show greater liking for rhythmic—in simple and strongly marked rhythms—patriotic and inspirational poems. They prefer poem written in easy, simple language using either pure Hindi words or also popular Sanskrit words.

5. They show an aversion for poems, arousing sex feelings, describing romantic or vagrant life, written in Urdu, mixed Hindi-Urdu-Sanskrit and slang—or too much Sanskritized—difficult to understand—language, and unrhythmic.

The findings stated in the last two paragraphs, the fourth and fifth, compare well with the results of studies of Abbot and Trabue, and Hruza.

Their results are:

"Children prefer verses without subtlety, objective in mood, easy to understand, in simple and strongly marked rhythms. Sentiment in poetry is demanded by the adolescents and reaches its peak in the high school years although liking for it continues well in the college."

"Rhythm, treatment of subject-matter, nearness of content to pupils' experience and order of presentation are factors influencing positive or negative reaction to poetic experience."

6. School children are not led to enjoy all types of poetry but that their enjoyment is limited by either social disapproval of certain subjects (love poetry) or by popularity of subject in certain times (patriotic poetry when struggle for independence has been very intense).

7. Poetry is all pervading in life and should be taught in such a manner that it is not confined to a few experiences of life. Refinement of all types of emotions is a responsibility of education and therefore, all types of poetry should find a place in classroom.

SUGGESTIONS FOR FURTHER STUDIES.

1. The test after suggested modifications may be standardized.
2. Similar tests may be prepared for different stages of students, that is, the second year and the final year stage of high schools and the intermediate or preparatory stage to university.
3. Tests for this very stage may be constructed for different regions of Hindi-speaking area.
4. Similar tests may be attempted in other Indian languages.
5. Construction of tests for appreciation of music and painting may be undertaken on these lines.

THE TEACHING OF ENGLISH IN THE NEW SCHEME

By

Professor S. A. JAIN, M.C.

183

I have no hesitation in affirming at the outset that the three year degree course will improve the standard of attainment of our graduates. In this short article I do not propose to discuss the planning of the degree courses of three years. My humble task is to make a few suggestions with regard to the planning of the Pre-university course of one year, on which will largely depend the successful working of the new scheme.

One of the main causes for deterioration in the standards of attainment of university graduates is the poor knowledge of English of the vast majority of university entrants. English being the medium of instruction, the freshers naturally find it very hard to master the subjects taught through the English medium. They are acquainted with only limited vocabulary and easy sentence structures. It is all very well for beginners in the initial stages of learning a foreign tongue. But with such meagre equipment they are ill-fitted to understand the works of great writers on different subjects in a language which is richest in its vocabulary and peculiar turns of expression. Their powers of comprehension as well as expression are very low. Some type of basic English or a nodding acquaintance with English may serve the purposes of business men. But students, whose goal is to acquire the vast accumulated and rapidly growing knowledge, are at a great disadvantage in the face of difficulties offered by the foreign medium.

Only then can they attain sufficient mastery of English, so as to enable them to make satisfactory progress in their subjects, whether History, Philosophy or Science. And if they attain this during the one year of their pre-university course, then they are bound to make very good progress in their respective subjects during the three year degree course. If this is conceded, it follows naturally that the main emphasis during the one year of pre-university course should be laid on the study of English, as long as English happens to be the medium of instruction at the university stage.

If the greater part of the time were to be devoted to the teaching of English, it is too much to expect the students to study as many subjects as they do at present in the Intermediate. It is enough if they study as few subjects as possible just to enable them to ascertain their tastes and choose their optionals for their degree courses.

If we bear in mind the nature of the problem and the special requirements, it will be admitted that in the pre-university course the present Intermediate standard must at least be maintained as far as English is concerned, but not in the subjects. It should be considered quite satisfactory if the students are trained to follow subjects taught in English and consult books written in English during this one year. To ensure satisfactory progress in English, an allotment of 12 to 15 hours per week for English may be necessary. This will not be considered an extravagant claim, if the problem confronting us is considered in detail. With twice the number of hours as they are having at present the students can cover the same portions in English

Hence the students' vocabulary must be considerably enlarged. They must be introduced to difficult sentence structures and the celebrated classics that have delighted generations of

MACMILLAN'S STORIES TO REMEMBER SERIES

(In Simple English)

This is a new series of English Supplementary Readers planned to meet a growing demand in countries where English is taught as a second language. All the titles are simplified versions, keeping to the essential story and written within a limited vocabulary of 2000 words. They are sure to appeal to students, and perhaps inspire them to read the original, when proficiency in English comes to them in later years. They are suitable for the upper forms of Secondary Schools.

	Retold by	E. F. Dodd	Rs. A. P.
Six Tales from Shakespeare	E. F. Dodd	1 0 0	
Tales from Tagore	”	E. F. Dodd	0 12 0
Westward Ho !	”	E. F. Dodd	1 4 0
The Mayor of Casterbridge	”	E. F. Dodd	1 4 0
Lost Horizon	”	E. F. Dodd	1 1 0
Nicholas Nickleby	”	E. F. Dodd	1 0 0
Tales from the Ramayana	”	Margery Green	In the press.
Silas Marner	”	Margery Green	
	”	Katharine Lang	

MACMILLAN & COMPANY, LTD.,
(Incorporated in England)

6, Patullo Road, Mount Road, Madras 2.

in the one year of pre-university course as they now do in the two years of the intermediate.

At present oral reading of students is very defective. The manner, the pronunciation and the intonation are so corrupt in the vast majority of cases that it is well nigh impossible even to make an attempt to remedy some of these defects to any extent, cramming notes, having an eye on examinations only and lack of interest are largely responsible for the present state of affairs. The so called oral drilling instead of the older practice in schools of insisting on the students' memorising of passages in prose and verse, and the question-answer method of teaching from very early stages in schools have done immense harm to young children. Memory work such as recitation should form an integral part of the pupils' work in the early stages if improvement is to be expected.

There is a wide-spread feeling in certain circles that the teaching of grammar may improve matters. But experience does not support this view. Practice in speaking and writing is of greater importance than formal grammar. Of course, students must have a knowledge of agreement of subject and predicate, sequence of tenses, sentence structure, paragraph structure, usage of words and idioms and so on. But the teaching of these should not take a large part of their precious one year. More than an hour per week need not be devoted to grammar lessons.

The learning of a language is habit formation. One does not generally speak or write recalling rules of grammar, except on rare occasions when doubts arise. Ordinarily it is an involuntary process as far as the rudiments of speech are concerned. So the youngsters should be trained in correct habits of speech by enabling them to master certain set forms of speech which are fundamental. This is the goal of right teaching and the students' memory plays an important part in attaining this end. The teaching of grammar should follow this and not

precede it. The history of the growth of any language supports this view. The language develops first and then grammarians set to work and deduce rules from the living language.

Some seem to think that the teaching of grammar will effect improvement. But the possibilities are limited, and it is a laborious process beyond the reach of the vast majority. The teaching of grammar may confirm correct habits of speech, but cannot rectify easily once the wrong habits of speech are formed. Formal grammar is distasteful not only for students to learn but also for teachers to teach. It may strike as an exaggeration. But it is a fact that many are averse to teaching grammar.

What then should be done to ensure progress in the students' mastery of English? The study of English texts should be facilitated by careful selection of books which do not offer undue difficulties and which provide interesting material. The students must be persuaded to master the books by intensive study. They should be made to cover more ground in English Prose and Poetry than they do now. The study of poetry should be specifically encouraged by prescribing easy narrative poems and ballads. At this stage there need not be much critical study of the texts. Emphasis should be laid on the mastery of the contents and especially the language.

Library classes have not been a success for various reasons. In the place of library work one or two texts of prose and a few more poems may be taught. Only a few gifted students are really qualified to derive benefit from extra reading. The vast majority are unqualified at this stage to read extra books in English. So instead of leaving to students to study library books, when they are still struggling hard to master the intricacies of the foreign tongue, it will be fruitful on the part of the teacher to teach in a cursory manner two or three carefully selected books in addition to the

(Continued on page 62)

THE XXIX ALL-INDIA EDUCATIONAL CONFERENCE, PATNA

PRESIDENTIAL ADDRESS

By

SRI T. P. SRINIVASAVARADAN

In the last few years the subject 'Examinations and evaluation' has assumed such a great importance that no educational conference is held without this subject being discussed and that even ministers who do not hold this portfolio of education speak about it. It has now become fashionable to denounce examinations and tests. For nearly 50 years discussion on the harmful features of Indian education has been going on. Commissions and committees strongly condemned the pernicious domination of the examinations, especially the external ones, over the whole system of education. Within the last five years there have been two reports, one, the report of the University Education Commission and the other, the report of the Secondary Education Commission. In both the reports one finds a strong denunciation of the present system of examinations.

There are some educationists and educational organisations that advocate total abolition of examinations, either external or internal, and tests. Their argument is that if teachers bestow individual attention, then there is no need for any test or examination and the pupils should at the end of the year be automatically promoted to the next higher class. The advocates of this kind of argument totally ignore what is actually existing. The strength of a class is such that it is not possible to bestow any individual attention. The normal strength is 40 in a secondary school and double or treble in a university class. Secondly, the mental attainments of all the pupils in a class are not the same. Even to find out whether a pupil has comprehended and assimilated what has been taught, some kind of examination or test is neces-

sary. No one will agree to the total abolition of any kind of examination or test. If the suggestion that examinations of any kind should go should prevail, then, for every teacher there should be not more than fifteen pupils.

There is another group which urges radical reforms in the present system of examinations. A proper examination should have validity and should be able to measure what it seeks to measure. "It must be reliable, adequate, objective and effectively eliminate the bias or subjective opinion of the examiner. It should be easy to administer, easy to work and easy to interpret." The present system of examinations, either external or internal, does not have any of the above things.

There is a third group which is against all public examinations. Every pupil who completes the school course or college course will get a certificate from the headmaster or the principal of the institution, based on school or college records testifying to his progress and attainments in different directions in school or college. It is for the Government or business or professional institutions to hold tests for recruitment to service or selection of students. It should be open to whosoever cares to take them. This envisages an ideal condition. The risks attendant on this are many. It presupposes that heads of institutions apply only standardised tests, that they are free from bias and that they have a uniform standard of judging the capacities of students at all levels.

There are very many reasons for strongly criticising the present system of education. It lays exclusive empha-

his on the intellectual attainments of pupils. It is not organically related to the actual process of education. It determines not only the contents but also the methods of teaching—in fact, the entire approach to education. Examination has made it almost impossible to provide true education and to develop wider interests, and has created temptations to cheating, corruption and favouritism. Unless a subject is included in the examination scheme, the pupil is not interested in it. The pupil is more interested in cribs and notes than in text books and original works. Both the teachers and the parents are equally affected by the examination craze. Since there is a close connection between employment and the passing of external examination, society has unfortunately set a greater store on the intellectual attainments than on what is conducive to character-building and sound citizenship. The work and efficiency of a teacher is judged by the percentage of passes in the examinations. So long as this prevails, teaching will not improve. In short, "examinations—especially external examinations—dictate the curriculum, prevent any experimentation, hamper the proper treatment of subjects and sound methods of teaching, foster a dull uniformity rather than originality, encourage average pupil too rigidly on too narrow a field and thus help him develop wrong values in education." Pupils and parents assess education in terms of success in examinations.

So far the evil effects of the examinations have been considered. Are there not good effects of the examinations? It is through examinations that parents and teachers come to know from time to time the progress of the pupils and their attainments at any particular stage. It is through them that the society assures itself that the work entrusted to its school is being carried on satisfactorily and that the right type of education is being given to the children so that they may attain the expected standards. There is no gainsaying the fact that the examinations have a stimulating effect both on the pupils and on the teachers by pro-

viding well-defined goals and objective standards of valuation. They give the pupils a hall-mark recognised by the public, the private and the employers as a more or less reliable indication of the possession of certain intellectual and moral qualities. At present we are having in our schools and colleges mass education. When that is the case, external examinations have a proper place in any scheme of education. So the attempts of educationists should be concentrated on steps to minimise their undesirable effects. Firstly there should not be too many external examinations. The essay-type examination, which exists now, has its own value, as it has some advantages. Hence it cannot be ruled out completely. In order to reduce the subjective element which is unavoidable in the essay-type examination, objective tests of attainments should be widely introduced side by side. The nature of the tests and the type of questions should be thoroughly changed so as to discourage cramming, but to encourage only intelligent understanding. The final assessment of the pupil should not be based entirely on external examinations; other things, such as internal examinations and tests and school records maintained by heads of institutions should be taken into consideration and due credit given to them. If these safeguards and changes are offered, the external examinations can serve a useful purpose.

Promotions in schools should not be based entirely upon the performances of pupils in the annual examinations. Fortunately this has been given up in very many schools. Internal examinations and tests held from time to time and school record should also be given due credit.

NEED FOR SCHOOL RECORDS

A modern school does not concern only with the intellectual pursuits of a pupil, but it concerns also with an all-round development of a pupil's personality. A complete and correct picture of a pupil's development cannot be obtained either from internal or external examinations or by a combi-

nation of both. It is only a proper system of cumulative school record maintained for every pupil indicating the work done by the pupil from day to day, month to month, term to term and year to year, that can give such a picture. Such a school record will present a clear and continuous statement of the attainments of a pupil in various intellectual pursuits throughout the successive stages of his education. Besides this, it will contain a progressive evaluation of development in other directions which are no less important, such as, the growth of his interests, aptitudes and personality traits, his social adjustments, the practical and social activities in which he takes part. If the school records are to be reliable, certain conditions must be fulfilled. At present most of the teachers are not acquainted with the technique of evaluation. Teachers should not allow themselves to be prejudiced by their own conceptions. If a teacher feels diffident to record his estimate on a given point, it is better that he leaves it blank. The co-operation of the parents is highly essential in the maintenance of records. The class teacher is to maintain the cumulative record, but he should consult the other teachers taking his class. This will increase the responsibility of the teacher and add to his work. But the advantages outweigh the disadvantages. There is no other way, if a complete and correct picture of a pupil's all-round development is to be obtained at any stage. This school record has one other great advantage which is, it will greatly influence the work of teachers and their method of teaching. In the conditions existing in many schools, the cumulative school record, though desirable and advantageous, cannot be introduced on a wide scale, immediately, for the simple reason that most of the teachers are not trained in the technique of evaluation; hence it should be slowly and gradually introduced. Immediate steps should be taken by the Department of Education in each State to give such training to teachers in training colleges by organising short courses in the use of tests and their evaluation.

Fortunately there is a large amount of scientific work on testing, measurement, evaluation and appraisal done in the west and especially in the United States which can help teachers in devising objective methods of testing intelligence, aptitude, achievements as well as personality traits.

In our country there is only one external examination at the end of the high school stage. In the Madras State, along with the essay-type questions, objective tests have been held since 1951, especially in science, mathematics and social studies. The objective test makes a wide range of questions possible. As the pupil has only to make a mark, write a number or a letter or a few words, fifty to one hundred items can be answered in an hour. The objective tests are immune from errors due to subjectivity of scoring. An objective test can be scored repeatedly by the same person without variation in the score or by a number of persons without any disagreement in the scores. In the preparation of objective tests more time and care have to be spent, but the time taken in marking is negligible compared to the long laborious process of reading and marking the written essay examinations. One great advantage with these objective tests is that they do not lend themselves to cramming and hasty preparations. Whether the objective tests can now be applied at the university level, it is not possible to say at the present moment unless the experiment is tried there and the result known. It would be a good thing if, along with the essay-type, objective tests are also held. Definitely at the end of the secondary school stage these tests may be held. As has already been pointed out, these tests do not rule out altogether the essay-type of examination. The emphasis on the latter should be expressly "on thought, acute reasoning, critical exposition, creative interpretation and other types of mental activity in relation to the materials of the course."

Due credit, which is at present not given to class-work, must be given to it. If it is so done, it will be conducive

to efficiency, both in teaching and learning. The work then will be uniformly spread and the very common practice of working at high pressure in the last few months immediately preceding the examinations, which is greatly responsible for undermining the health of students resulting in nervous breakdown, will be greatly discouraged.

In conclusion, it may be mentioned, to start with, there should be objective tests and internal examinations in the secondary schools. The maintenance of cumulative school record should be insisted upon. Promotion from class to

class or form to form should not depend entirely upon the marks of the annual examination alone. There should not be many external examinations, but there should be only one at the end of secondary school stage. Objective tests should be conducted in addition to the essay-type of questions. Since the majority of teachers are not trained in the technique of evaluation, short courses and refresher courses should be organised by the Department of Education in each State in training colleges. The Indian Ministry of Education should encourage research in framing standardised tests to suit our conditions.

(Continued from page 58)

prescribed ones. There need be no regular examination on these texts. Just informal tests to see whether they have not entirely neglected this part of the work will serve the purpose. Wide acquaintance with a number of books as well as intensive study of the few prescribed ones will confer immense benefit on the students and facilitate their work in English.

Epitomising and paraphrasing should form an integral part of composition work in the pre-university course. It may be remembered in this connection that these form an important part of question papers in the various competitive examinations held in England. The advantages of these exercises are immense. It must also be admitted that it is not possible with present circumstances with very limited time allotted to the teaching of English to devote much attention to this part of English work. Neither the staff nor the hours allotted to the teaching of English at present are adequate to

ensure satisfactory progress. Unless the minimum requirements in these respects are raised, it will be difficult to improve standards. At present with huge numbers, the correction of weekly exercises offers an insurmountable problem in almost every institution.

Lastly the number of students per section should be considerably brought down to facilitate intensive work. This is not however essential for all types of classes. For the teaching of texts the present strength may continue. But for the teaching of language, dictation classes and so on, smaller numbers will prove very helpful. Regular and systematic dictation exercises should also be planned, if there is to be improvement in the spelling of words in composition exercises. Individual attention and assessment of progress from time to time will go a long way to achieve our object to improve the standard of English. Ultimately this will pave the way for turning out better types of graduates well-equipped and well-qualified for the important tasks ahead of them.

MENTAL HYGIENE OF THE CHILD AND PARENTAL RESPONSIBILITY

By

J. L. AZAD, M.A., M.ED.

Mental Hygiene as a science is of a recent origin. People are accustomed to physical hygiene and physical welfare, but mental hygiene has received comparatively inadequate attention especially in India. Of late, however, people appear to have become conscious of its importance. They seem to have realized that a deficient mind in an otherwise healthy body is just like a brand new car with an out-moded and defective engine. But still its recognition as a science is lamentably slow in India. Its importance can be realized by the fact that in the U.S.A.—where material prosperity of the individuals is a rule rather than an exception—according to a 1945 estimate, 370 out of one lac of people were mentally deficient, needing immediate hospitalization. England also tells a similar story. In the light of these facts, it can safely be presumed that the conditions in India are far worse, because of the sordid conditions of life and inavailability even of the most elementary requirements to her teeming millions. It may be stated, however, that no statistics are available in this respect.

MEANING OF MENTAL HYGIENE

It would not be out of place to say a few words about this concept. Mental Hygiene is a science that aims at the welfare of the mankind. It helps human beings to adjust as far as possible to the different life situations. The phrase "As far as possible" is significant, because full adjustment is a figment of imagination. In this "blooming buzzing confusion," as the world has been aptly described, one comes face to face with certain situations that are likely to upset his mental balance, to make him a delinquent or, if the attack is severe, to force him to reject the world of reality and to seek refuge in the

realm of fancy. Mental Hygiene comes to the aid of these unfortunate victims of the onslaughts of fate. It not only attempts to "Marshall the resources of the Nation" to give a tough battle to these maladjustments, but also—and it is in no way less important—it attempts to preserve the mental health of the individuals. It aims at so arranging the conditions, that there are very few chances of the occurrence of personality maladjustments. In the following lines an attempt will be made to discuss the preventive aspect of this science and the part that the parents can play in this direction.

ITS NEGLECT

It would be clear from the above description of the functions and scope of Mental Hygiene that it is as important—if not more—as the physical hygiene is. But how sorely the common man neglects it! There are innumerable clinics for the physical ailments, but how many clinics do we find for personality maladjustment? The prospect becomes all the more gloomy when it is coupled with the utter neglect of the parents—mostly due to ignorance—in this respect. It may startle the parents, but the fact remains that although so many pulls and counter-pulls are responsible for making the child what he is, the parents are responsible to not an inconsiderable extent, for the maladjustment of the child, who remains under their absolute care in the most formative years of his life. There is much truth in the saying that delinquency is a home industry. The parents can do a lot in helping their children adjust in life. A little care on their part can result in a well integrated personality and a little neglect may result in serious personality difficulties for life.

CHILD'S NEEDS

How can the parents help the child to have a harmonious development? In this connection the first and the most important thing for the parents to know is the psychological needs of the child. The physical needs of the child are too obvious to be narrated here. A knowledge of the psychological needs of the children only can make the parents realize their responsibility in respect of the "Trailing clouds of glory" that are placed in their lap.

The psychological needs of the child have been variously described, but mental hygienists agree that all these different needs can be concentrated into two well defined groups which are fundamental to a sound mental development.

NEED FOR SECURITY

The first group may be described under the need for security. Security does not only mean physical security. It means much more. It comprises the child's urge for acceptance of itself by the social group to which he belongs. The child also desires that his individuality should be respected and that he should be given a 'say' in the home affairs. Dismissing his suggestions as 'childish' militates against the self respect of the child and its continuation may result in developing a feeling of inferiority. The child may become shy and regressive.

The child also desires to feel secure at school. The old Goldsmith's "Village School Master" type of Teachers—the terror of the class—besides being anachronisms, are also instrumental in producing a host of personality difficulties among children. The child's education should be adjusted to his aptitude and intellectual capacity and he must ultimately be prepared for a suitable vocation if the aim is to help him develop an integrated personality.

NEED FOR ADVENTURE

The second group of needs of the child may be classified under the child's need for adventure, for making new

experiences. The child must be given a free hand to experiment, to investigate and to carve out his ways and means of meeting situations. In the field of education, the child should be granted freedom—of course under the vigilant supervision of his teacher—to leave the beaten tracks and to dive deep into the surging oceans. The pebbles that he gathers with his own efforts are far superior to the gems that he might find with the help of somebody. The former would give him a sense of achievement. At home also, he must be given utmost freedom, of course, consistent with his physical well being because it would be disastrous to allow the child to 'learn by consequences' as advocated by Rousseau.

The child also has an urge for mastery and success. The urge for mastery does not mean making every child an aggressive bully and the urge for success should not be taken to mean that the child should never fail in his attempts. What is meant by this expression is that the child should be saved from catastrophic defeats that may sap his initiative and self reliance. He must have a feeling that there are things in the house and the school, which are the result of his efforts.

A FEW SUGGESTIONS

The above description of the needs of the child clearly brings home the fact that the parents can play a great part in making their children well adjusted and happy. No doubt financial worries of most of the Indian parents, dark and dingy homes, narrow and unhygienic streets, ever increasing number of children and lack of a proper system of education in India are partly responsible for the troubles of these future citizens of free India. But still, if the parents realize their responsibility and do their bit in this great cause to the best of their resources, much can be achieved in this direction.

The parents must realize that every action of theirs is being watched and is likely to be imitated by their children because emulation is the time-honoured

badge of the childrens' tribe. It should also be realized that an over-protected or an over-mothered child also is likely to become a misfit and a disillusioned individual ultimately when the protecting arms of the parents are removed and he comes across the hard realities of life single-handed. A child brought up by foster parents, an unwanted child—may be due to the number of children in the family or his sex—a child with a step mother, all these types of children may not make proper adjustment if special care is not taken of them.

THE PROBLEM OF SEX

A word may be said about the problems arising out of the taboos associated with sex. Unlike the Western frankness in matters relating to sex (leading to Nudism sometimes) the oriental mind shuns to face this problem squarely. Our attitude towards this vital problem is more evasive and less realistic. Somehow we have associated sex with morality and a frank discussion of this is considered immoral. This view must be replaced by a more scientific approach to the problem. Undue restraint may lead to what Freud has described as 'Castration fear' in boys or the Addlerian 'Masculine Protest' in girls, both resulting in serious maladjustments. It is never the intention of this article to advocate the imparting of indiscriminate or premature sex information to boys and girls nor is the intention to recommend co-education. What is suggested is that the children should be guided properly in matters relating to sex. They must be told that sex instinct is as normal a function of the mankind as any other biological function is. Here the parents can do a lot in developing a proper attitude of their children towards this most vital problem. Efforts should be made to detach the tinge of morality

associated with sex. The children must be told that there is nothing sinful in masturbation or menstruation in boys and girls respectively. They are simple biological manifestations which do take place at a particular stage of life. It is hoped that the spirit of the above remarks, will be clearly understood. Attachment of sinfulness and morality with these normal physical functions have made many boys and girls not only physical wrecks, but has also done incalculable harm to their mental development. Such children have always harboured a sense of guilt and shame—for no fault of theirs—which has often made them misfits in the world. The sky, brooding, 'feeling introverts' (as Adler calls them) boys and girls can always look back and find somewhere in their lives, this supposed disapproval of the society as the sole cause of their trouble. The period of adolescence has been described as a period of storm and stress and it is the duty of the parent to see that their wards face the storms gallantly and successfully.

CONCLUSION

The foregoing remarks, it is hoped, are sufficient to arouse the Indian parents of their age-old slumbers. They are meant to make them alive to the gravity of the situation and to make them realize their due responsibility. There is a general tendency to make the school and the street the scape goats for the eventual maladjustment of the child. It will be fully appreciated, that the parents are in no way less responsible for the permanent injuries that the personality of the child sustains, in his early years. Let the parents feel that it is not too late to look to the mental hygiene of the child, if ever their aim is the bringing up of happy, contented and prosperous human beings in a happy and prosperous country.

AU REVOIR ! PRESIDENT

By

P. DORAIKANNOO MUDALIAR

The South India Teachers' Union has been the only Teachers' organisation then for the entire composite State and now for the residuary State of Madras comprising of Tamil Nad, Malabar, and South Kanara. It stands to-day as the doughty champion of the Teachers' cause on the material side and affords the forum for the academic collaboration of the teachers on the educational side. The first promoters of the Union and all those who successively sustained it and successfully rallied round its banner the rank and file of the profession, would hardly have thought that the institution of their creation would rise to a stature which it has attained to-day. The names of two at least of the galaxy of those that had dedicated themselves to its service have to be conjured with. They were Rao Bahadur S. K. Yegnanarayana Ayyar and Prof. M. S. Sabhesan. These two stalwarts who were the real architects of the Union should live in the memory of successive generations of teachers. By virtue of their patient and persistent efforts they were able, without ever once sacrificing the prestige or dignity of the Union and through the Union the teachers ultimately, to achieve for it a standing and a recognition at Government level and earn a status as a worthy constituent of the All India Teachers' Federation and similar organisations elsewhere outside the country.

As if it were a legacy that had to be handed down with great care and to be preserved and nurtured with the same robustness for the cause of the thousands of teachers, Prof. M. S. Sabhesan, when his health was failing and disabling him, had to choose his successor who could strive with single-minded devotion to the further realisation of the aims and objectives of the Union. The choice was not hastily made. He might have fixed upon his successor by himself, but he had him

chosen at a memorable meeting of the Executive Board of the S.I.T.U. at Madras Christian College School on 7-3-1949. Who was he?

A medium-sized consistently Khadder-clad, spectacled—sometimes in white but often in colour, barefooted, nay bareheaded alike in sun and rain, never assuming but ever an humble teacher who had seen service for over thirty years, was chosen President. He was Sri S. Natarajan. The members of the Union or the whole lot of the teachers of South India were not taken by surprise by his selection; he was not unknown to any of them. The older members had seen him ever since 1922 actively associated with the Madras Teachers' Guild, the Guild Co-operative Society, and the South India Teachers' Union. He was but a young graduate teacher with a cap on (his earliest photos present him thus), when he came into contact with those veterans Sri S. K. Yegnanarayana Ayyar and Sri M. S. Sabhesan of whose care and concern for teachers he witnessed and drank deep, and whose high professional values he imbibed. The two professors generally worked in unison, although there had been occasions when they differed to understand the pros and cons of every issue better. Young Natarajan cast in their company had the singular advantage of learning by observation and inference. The Madras Teachers' Guild from the twenties of the century has been the lodestar for her sister organisations in the State ever since Prof. Sabhesan gave a fillip to its working in the new organisational pattern which he gave it and gradually dragged the large mass of teachers from their exclusiveness and aroused them to a sense of professional solidarity. The other leader directed the S.I.T.U. which through the liaison of the Executive Board, the Working Committee, and similar bodies functioned to create the union consciousness

throughout the length and breadth of the then Presidency of Madras. Our Natarajan by his consistent loyalty as much to the organisations as to the leaders themselves profited by his association with them and began to cultivate a zeal which is singularly his own. Hardly a few can chronicle or recount the events of both the Madras Teachers' Guild and of the S.I.T.U. for the past 35 years with such accuracy as he. Their history is inseparable from the history of the progress of education at all levels for the same period; and right through its pages even a superficial reader can glean his record of loyalty and devoted service.

Sri S. Natarajan has always described himself as a worker of the Union. It is not uncommon that a few individuals energise themselves for the nonce to seek an office or to enter the lime light. To the credit of Sri S. Natarajan it must be said that, far from seeking the lime light himself, he helped others who desired offices with a view to rope in their enthusiasm for the service of the profession. He would even set the stage for them, so that they could play their part with his prompting if necessary or without it if possible. His affectionate regards for such teachers have always been sincere. Only later were his services in an official capacity as the Secretary of the Madras Teachers' Guild secured which he discharged with his usual intrepidity and earnestness. When, on the retirement of Sri S. K. Yegnanarayana Ayyar, Prof. M. S. Sabhesan became President of the S.I.T.U., he had an opportunity to serve as its Secretary. For the past five years he has been adoring the office of President. It would be worthwhile recording that, under his stewardship, the Union has progressed in its many-sided activities and has established a reputation for its leadership in progressive educational reforms.

Sri S. Natarajan is to-day the accredited leader of the profession. He is held in an esteem which is born of a genuine admiration of his zest in the service of the teachers. His intimate knowledge of current educational problems at all levels, his quick under-

standing of, and above all, his ability to present their case are far above the common and have excited the admiration of his friends. His services were utilised by the Education Department in connection with the reorganisation of Secondary Education in 1947, and now he is one of the Four Man Committee appointed by the Government to consider the implementation of the Mudaliar Report for the Madras State.

The S.I.T.U. has always been all out for the improvement of Secondary Education, in which there has been a deterioration in standards. The suggestion in the All India Report for upgrading Secondary Education by adding one more year to its course comes not a day too soon. Sri S. Natarajan has been voicing the considered resolution of the Union and pointing out the utility of an extended Secondary course which bids fair to fit out a better enlightened citizen easily to be absorbed in the changing economy of the country and fully equipped for leadership. At all times wherever he has been called or whatever body of teachers he has addressed his unfailing exhortation is for a high sense of professional values assuring them at the same time of the dawn of better times for the profession to get a fair deal. With the dawn of independence, there was conflict and confusion as to how the future citizen had to be educated with every politician turning out to be an educationist. The need for clear thinking in education was felt more than ever before and his efforts to clarify the issue resulted in the starting of the S.I.T.U. Council of Educational Research. This may put an end to loose talk on vital problems and help constructive thinking. To promote authorship among young and talented teachers in the preparation of reading material, a Publications Branch has been started by him. The *South Indian Teacher* which is the sole official organ of the Union has already under his editorship established its reputation as a journal of Education not inferior to its compeers either in this country or elsewhere. Likewise Balar Kalvi receives as much of his attention as possible. The Benevolent Fund which

he has instituted on a state-wide basis is intended to promote benevolence and aid by teachers and for teachers.

At a time when rapid changes are taking place in our midst in every department of human endeavour, educational reconstruction to suit democratic India's needs has necessarily to keep pace. Sri S. Natarajan as the leader of the Union has been playing a notable part and voicing forth the view points of the large majority of teachers. He does neither lose time nor spare any pains in the convening of special conferences composed of representatives from all parts of the State to solidify teacher opinion as the considered opinion of the Union. Never has he been known to have forced his views on any issue on the members, nor has he ever declined his own for their benefit from the large experiential areas of his mind in the course of discussions. A few used to comment on how he always contended his point with the sway of his eloquence. It must be pointed out that, where his point of view was correct, he gave it off with reins and spurs and surely carried the whole house with him. He has never fought shy of personalities or even Government; he has always emphasised the accepted policy of the Union without fear or favour. Again in his anxiety to keep the teachers well informed of the Kaleidoscopic changes in the syllabi or subjects of instruction, he has conducted as often as necessary seminars and symposia and made the results available for guidance. The bulletins of successive Education Weeks evidently from his own pen are so many treatises on themes chosen every year and constitute very useful literature for the enlightenment of the teacher engrossed in his routine. Let it be said to his credit that for the Education Week that had gone by in October last, as if he forestalled the resolution of the Indian National Congress, he had suggested the theme "Our Educational Ideal in the Welfare State."

The Union is not just a muster roll of teachers who compose it. It is the single greatest educational organisation of South India. Never at its inception

nor in later years had it put on the mantle of a trade union. It has always looked upon teaching not as a trade but as a calling and towards that high ideal its veterans have striven. Sri S. Natarajan has been consistently working towards maintaining its high traditions and objectives both by his selfless work and devotion to the cause. To-day one can hardly think of the Union without him, for he has had a definite part to play in its functions during the past thirty years. Both when he was Secretary and now as President, the individual teacher that sought the succour of the Union for one reason or another has not escaped his care or concern. He has been seen to have taken the case of the teacher as his own and sought redress from appropriate authorities. He has never allowed the resolutions of the annual conferences to be shelved in the office of the Union, and very few teachers know how frequently he brought to bear pressure on the Department of Education to consider them and how often he met the teachers' representatives on the Legislative Council to discuss vital questions, so that they could take up the issues at the sessions. He loses no opportunity to present the case of the teacher with conviction and sincerity. Either through the Madras Teachers' Guild or the Union or the City Headmasters' Association in whose resuscitation during the war period, he had no small part to play or through the School Managers' Association, it has been his endeavour to vitalise the issues and have them solved in the interest of educational institutions.

The foreign British and American Councils in Madras could not but get his acquaintance with them and he with them. The British Council has invited him to make a cultural tour of the United Kingdom and he will be leaving Madras on 11th March, 1955 to sail off Colombo. On the eve of his voyage it behoves every teacher to cast a retrospect of all that he has done and wish him a bon voyage and an *au revoir*. The Union will be richly benefited by the experience he will bring from his tours and will start an era of cultural relations between the teachers of South India and those of the United Kingdom.

FROM OUR ASSOCIATIONS

TANJORE

The half-yearly conference of the Tanjore District Teachers' Guild was held on Saturday the 19th February, 1955, in St. Peter's High School, Tanjore. The President of the Guild Mr. M. K. Natarajan presided.

Mr. M. K. Natarajan in his welcome speech referred to the proposed changes in the pattern of secondary education and said that the most important reform in education was the raising of the status of the teacher without which no reform could succeed.

The Secretary read messages received by the conference.

Mr. S. Natarajan, President of the South India Teachers' Union inaugurating the conference said that various people looked at education from their own point of view and often their views were naturally biased, but teachers looked at the question from the national point of view. And the teachers' advice must be taken by the Government just as the economic policy was determined by the economists and the industrial policy by the industrialists. Teachers were engaged in the task of man-making or national-making and they must be leaders in their field. Often they let others take leadership in education. If teachers were to resume their role of leadership in education as of old, they must be inspired by the spirit of 'dharma' or service, though no doubt decent material comforts were important.

The following lectures were delivered: (1) "Should English be an optional subject in secondary schools?" by Mr. M. G. Samuel, Secretary, Teachers' Association, Findlay High School, Mannargudi. (2) "Modern Methods of Teaching Tamil" by Mr. K. Subramaniam, S. M. Hindu High School, Sirkali. (3) "The Use of Audio-

Visual Aids in my School" by Mr. S. Sundararaman, Municipal High School, Mayuram. (4) "Pension for Teachers" by Mr. J. G. Koil Pillai, St. Peter's High School, Tanjore.

The evening programme commenced after tea. The following resolutions were passed:

1. The Guild welcomes the proposal to gradually convert high schools into higher secondary schools.

2. (a) The Guild wishes to bring to the notice of the Government of Madras the recommendation of the International Committee of Experts sponsored by the Government of India and the Ford Foundation that the compulsory age of retirement of teachers should be fixed at sixty and requests the State Government to give effect to the recommendation.

(b) Pending the fixation of the age of compulsory retirement at sixty, this conference of the Guild requests the Madras Government to make it obligatory on the part of managements of District Boards, Municipalities and Aided Schools to continue in service employees in schools completing the age of 55 during a school year till the end of the summer vacation in order to avoid hardship to teachers.

3. (a) This conference of the Guild wishes to bring to the notice of the Government of Madras the pitiable condition of teachers who have retired and the gloomy prospect facing teachers on the verge of retirement and urges upon the Government that steps be taken to give pension to teachers.

(b) And with a view to effectively bring to the notice of Government the need to give pension to teachers, this conference enjoins on all secretaries of affiliated associations to send an appeal to the members of the legislature.

4. This conference of the Guild requests the Government of Madras to grant dearness allowance to teachers at Government of India rates.

5. This conference requests the Government of Madras to make it obligatory on the part of managements of elementary schools to continue the payment of Rs. 3 per month per teacher which teachers were getting prior to the Government's contribution of Rs. 3.

6. Resolved to raise the annual affiliation fee and subscription by individual members as follows with effect from the current year.

Secondary and Middle School Associations: Annas 8 per member subject to a minimum of Rs. 7-8-0.

Elementary School Teachers' Unions or Associations: Annas 2 per member subject to a minimum of Rs. 5-0-0.

Individual members from Elementary Schools: Annas 8.

Individual members from other schools: Re. 1-0-0.

7. This conference requests teachers to help pupils in choosing their profession by a scheme of vocational guidance.

Approved by all the State-Governments

EDUCATIONAL INDIA

Edited by

Prof. M. VENKATARAMAN, M.A.

"I have always found 'Educational India' to be lively and interesting reading and its approach to educational problems is generally enlightened and progressive."

—Prof. K. G. Saiyidain.

Inland Single copy Foreign
Rs. 4/8/- As. 8 Sh. 9/-

Office:

MASULIPATAM (S. India)

8. This General Body of the Tanjore District Teachers' Guild unanimously requests Sri V. Raghava Iyengar, Member, Committee of Action of the Guild, to transfer the Amelioration Fund to the President of the Guild with the following conditions:

(1) The Amelioration Fund shall be kept open for further contributions.

(2) The Fund is to be kept separate from the General revenues of the Guild.

(3) Only the interest from the Fund is to be transferred to the General revenues of the Guild.

The amendments to the Constitution of the Guild recommended by the Executive Board and the Council of the Guild on 20th November, 1954 were then considered. The recommendation to constitute two councils, one for secondary education and another for elementary education was accepted. The Guild agreed to increase the number of members on the Executive Board from twelve to seventeen and the principle of retirement by rotation.

The conference recorded the audited statement of receipts and charges prepared by the working committee of the 44th Madras State Education Conference held at Tanjore in May, 1954. The working committee and the General Secretary, Mr. S. Srinivasan were congratulated on the excellent work done by them in connection with the State Conference. The surplus of Rs. 3,000 of the State Conference funds was earmarked for the Building Fund of the Guild.

It was resolved to hold the next Annual Conference of the Guild and the General Body meeting on 20th August, 1955.

The Secretary of the Guild proposed a vote of thanks and the Conference ended with the singing of the National Anthem.

The 44th Madras State Educational Conference, Tanjore, May, 1954.

STATEMENT SHOWING RECEIPTS AND CHARGES.

STATEMENT SHOWING RECEIPTS AND CHARGES.				
RECEIPTS:		CHARGES:		
S. No.	PARTICULARS	Rs. As. Ps.	Rs. As. Ps.	
1	Reception Committee Membership Fees (Teachers)	4 35 15 0	1 Postage	 362 14 0
2	" (Public)	1,403 0 0	2 Travelling Expenses	 608 9 0
3	Donations	3,165 0 0	3 Entertainments	 640 10 0
4	Advertisements, Souvenir & Guide	2,435 0 0	4 Meeting Expenses and badges	 297 11 3
5	By Sale: Souvenir & Guide	206 1 0	5 Printing	 3,173 13 6
6	By Rent: Stall Exhibition	385 0 0	6 Stationery	 191 5 0
7	By Sale of Entrance Tickets	311 10 6	7 Pandal, Decoration, Seating, delegates' quarters arrangements etc.	687 7 0
8	Exhibition - current charges Recd.	29 1 0	8 Electric current charges, Mike etc.	 1,148 1 0
9	Mess charges	690 6 0	9 Excursion and Transport, Cooly etc.	 364 13 9
10	By sale of Excursion Tickets	84 8 0	10 Mess charges	 1,750 14 0
11	Mis. Receipts	18 7 0	11 Remuneration	 145 0 0
12	Int. on Deposits	8 13 0	12 Rent Art gallery	 50 0 0
			13 Refund of delegate fees	 120 12 0
			14 Typewriting machine	 252 0 0
			15 Mis. charges	 72 5 6
			16 Closing Balance: With Bank Rs. 2,950 13 0 } Cash & cheque Rs. 278 12 6 }	3,229 9 6
		TOTAL .. 13,095 13 6	TOTAL .. 13,095 13 6	
J. G. KOIL PILLAI,		S. SRINIVASAN,		K. RAMANATHAN,
		Secretary.		Treasurer.

J. G. KOIL PILLAI,
President.

S. SRINIVASAN,
Secretary.

K. RAMANATHAN,
Treasurer.

AUDIT REPORT: This is to certify that we have audited the accounts of the 44th Madras State, Educational Conference held at Tanjore. We have gone through all the accounts and vouchers and they are properly kept and are in order.

P. VENKATARAMAN,
V. N. KUPPUSWAMI IYENGAR,
Auditors.

Tanjore,
18-2-55.

PENSION FOR TEACHERS

The South India Teachers' Union sincerely thanks the Minister for Education for granting pension to teachers in elementary schools and to certain specified teachers in secondary schools. The status of the teachers is thereby raised and their services have been recognised as national service. The Union has been pleading with the Government for the past quarter of a century that the present old age provision, which is only the provident fund scheme, is not at all adequate since it does not cover premature death and hence Pension and Compulsory Life Insurance must be provided for. The Minister for Education has recognised that pension should be in addition to the Provident Fund scheme. In the case of elementary school teachers the amount they will be getting by way of Provident Fund will be very small, as the contributions both by the teachers and the managements depend upon their salaries which is very low. Further, the rate of interest allowed by the Post Office Savings Bank is also very low. The Minister has promised to consider very early the implementation of Compulsory Life Insurance scheme in the case of teachers who are below 30 years of age and who have put in not less than five years of service.

The Union is aware that the amount by way of Pension or Life Insurance or Provident Fund depends upon the salary given to the teacher. If the salary is low, the benefits accruing in the shape of Provident Fund-cum-Insurance-cum-Pension will not be adequate enough for old age provision. But what must be noted now is that one of the demands of the South India Teachers' Union namely, that adequate old age provision in the form of Provident Fund-cum-Insurance-cum-Pension should be made, has been magnanimously recognised in principle by the Government to some extent. The re-

vision of the salary scales which is also important must be taken up as a separate question as it concerns teachers that do not retire now and this also should be satisfactorily solved. Our State Government is the first in the whole of India to grant pension to teachers in elementary schools under the managements of aided agencies and local bodies. There are about 85,000 trained teachers in all elementary schools. The proposed scheme of pension will benefit them. It is hoped that the rules framed by the Department will not be rigid and they will be liberally interpreted to benefit the retiring teachers. Much depends upon these.

In the high schools and the middle schools there are not more than 10,000 trained teachers of whom about 7,000 are secondary grade teachers, drill and drawing masters, pundits (second grade), craft instructors and certain other categories of teachers and the remaining about 3,000 are trained graduates, physical directors and pundits (first grade). For the latter, the maximum salary at present is Rs. 175 and for the former Rs. 90. If the same rate of pension, that is 25% of the salary, is allowed in both the cases, the immediate additional cost for all categories of teachers working in middle and high schools will come to about Rs. 36,000 per year. Even on a liberal calculation it will not exceed Rs. 45,000 per annum to start with taking into account that one per cent of the teachers retire. At the end of twenty years the figure may go up to only about two lakhs of rupees.

The Minister for Education who has been generous enough to find money for free education up to the end of third form and for granting pension to all teachers in elementary schools, will, it is hoped, find this small amount also and extend the pension scheme to the teachers in high schools. It may be

pointed out that when a teacher retires from an institution, the substitute in his place is started on a salary which is either the minimum in the grade or a little above it, and in any case far below the maximum in the grade. Hence, the teaching grant payable to such an institution will be diminished to an extent which will cover in many cases the pension granted or at least a major part of it. Thus the extra expenditure by way of pension, if extended to middle and high schools, will in actual working be less than Rs. 50,000.

At present when a secondary grade teacher retires after 30 years of service, he gets between Rs. 2,000 and Rs. 2,500 from his provident fund account inclusive of government contribution. An L.T. gets between Rs. 4,500 and Rs. 5,500. In ninety per cent of the cases, these amounts are used to discharge loans incurred by them. Since 1938, the rates of interest on the teachers' Provident Fund Deposits have been so low, that the total amount which a teacher gets now is less than what one got before 1938.

The South India Teachers' Union is glad to note that the present government has the generosity to do something good to the teachers and to the

poor children. It is because of this that it has come forward to grant pension to teachers and to make education free to poor children up to the end of the middle school course. These two beneficial acts make the teachers in our State hope that the Education Minister who has already earned the gratitude of the public and the teachers, will extend the pension scheme to all categories of teachers in the middle and the high schools in the State in the immediate future, as the extra amount required is not big and so can easily be found.

The case of teachers who have already retired deserves sympathetic consideration. There may be technical difficulties and these must not stand in the way. Here again, the amount involved will not be a big one. They have rendered valuable service which entitles them to relief in their retired life.

T. P. SRINIVASAVARADAN,
Secretary
and
Ag. President.

The S.I.T.U.,
Madras-5.
19-3-1955.

NEWS AND NOTES

JALAKANTAPURAM

An excursion party of 23 pupils of Board High School, Jalakantapuram, led by Janab A. Nawabjan, B.A., Asst. and Sri D. S. Srinivasan, Secondary Grade Assistant, went on an educational tour. The party visited Tiruvanaikaval, Srirangam, Rock Fort, Dalmia Cement

Factory, All India Radio Station, Big Temple, Saraswathi Mahal, and places of archaeological, educational and historical importance on 26th February, 1955 and 27th February, 1955, in Trichy and Tanjore. The tour was pleasurable and pleasant and the students returned on the morning of 28-2-1955.

TEXT BOOKS FOR 1955—56

English :

New Plan English Readers : Based on the latest English Syllabus issued by the Education Department. By Dr. J. F. Forrester & I. D. Asirvatham.
 Book I for Form I 15 As. Book III for Form III Re. 1/4.
 Book II for Form II Re. 1/2. Book IV for Form IV Re. 1/4.
 Book V for Form V Re. 1/4.

New Plan Supplementary Readers : General Editor : Dr. J. F. Forrester.
Grade I—Book IA : SIMPLE STORIES (For Form II) As. 5
 Book IB : MORE SIMPLE STORIES (For Form II) As. 5
Grade II—Book IA : TALES OF OLD (For Form I) As. 8
 The Supplementary Readers have been written to suit the vocabulary and structure plans of the respective readers.

Comprehensive Tests : Designed by Dr. J. F. Forrester.
 Will form a work book for the pupils for a year and includes graded tests.
 For Book I (For Form I) As. 3
 [A KEY for the use of the Teacher has also been published and a copy will be supplied free to teachers who use the Tests.]

Mathematics : For Middle School Forms :

New Method Pupil's Arithmetic : By T. S. Rajagopalan
 Book I for Form I. Book II for Form II. Book III for Form III.
 Available in Tamil, Telugu, Malayalam, Kannada and English.

For High School Forms :

High School Mathematics : By T. S. Rajagopalan
General Course :— Book I for Form IV. Book II for Forms V and VI.
Composite Course :—Book I for Form V. Book II for Form VI.
 Available in Tamil and English.

General Science : For Middle School Forms :

General Science : By Theodore Samuel, M.A., L.T.,
 Book I for Form I. Book II for Form II. Book III for Form III.
 Available in Tamil and Malayalam.

For High School Forms :

General Science : Book IV for Form IV.
 Available in Tamil, Telugu, Malayalam and English.
 Book V for Forms V and VI.
 Part I : BIOLOGY. Part II : PHYSICS AND CHEMISTRY.
 Available in Tamil, Telugu, Malayalam and English (In one volume.)

Social Studies :

Individual Activities and Practical Record Books.

Books 1—6 for Forms I—VI.
 Available in Tamil, Telugu, Malayalam, Kannada and English (Books 4—6 only.)

Atlases :

Longmans' Tamil and Telugu Atlases
 TAJ MAHAL ATLAS : Latest edition.

For price and other particulars please write to :

ORIENT LONGMANS LTD.

36-A, Mount Road, Madras-2

LETTER

From

Sri K. V. Kannappa Mudaliar, B. A.,
 Electoral Registration Officer and
 Personal Asst. to the Collector of
 Madras

To

All Heads of Offices,
 Educational Institutions,
 Clubs and Associations.

E. No. 2225/55 dated 23-2-1955.

Sir,

Sub: Electoral rolls - Madras Legislative Council annual revision
 1955 - Graduates' and Teachers' Constituencies - preparation
 of—

Ref: Government Memo No. 245/55-7 Public (Elections) dated 14-2-1955.

The Government have ordered the revision of electoral rolls for 1955 in respect of the Madras Legislative Council with regard to the Graduates' and Teachers' Constituencies. I enclose a copy of the notice in Form IV-A issued by the Chief Electoral Officer, Madras and request you kindly to circularise it among the members of your staff so that all persons who are qualified for registration in the Electoral rolls for the Graduates' and Teachers' Constituencies of the Madras Legislative Council and who have not already registered their names in the electoral roll may send their application before 1-5-1955 to this office in Form VII which is enclosed herewith. Roneo copies or typewritten copies of the form may also be issued. Individuals may also obtain copies of this form in the Collector's Office, Madras on application.

The qualification of the voter (1) in the cases of Graduates' Constituency is that he should have been a resident in the constituency on the qualifying date (viz) 1st April 1955 and for at least three years before 1st April 1955 either a graduate of a University in the territory of India or in possession of any other qualifications declared equivalent to that of such a graduate. The standing as a graduate will be reckoned with reference to the date on which the degree was conferred on him at a Convocation or whatever the "conferring" Assembly in the University concerned is called

or

In the case of a Teachers' Constituency the voter should have been a resident in the constituency on the qualifying date (viz) 1-4-55 and should have been within the six years immediately before 1st April 1955 for a total period of at least 3 years engaged in teaching in any of the educational institutions within the State which are deemed to be not lower in standard than that of a secondary school.

(True copy)

FORM IV—A

NOTICE

(Rule 5-A.)

For the purpose of preparation of the electoral rolls for the Graduates' Constituencies and the Teachers' Constituencies for elections to the Legislative Council of the State of Madras under Section 23 of the Representation of the People Act, 1950 (Central Act XLIII of 1950), every person who is qualified to be registered in the electoral roll for any of the said constituencies under sub-section (5) of section 27 of the said Act and who desires to be so registered is invited to submit an application in Form VII to the Electoral Registration Officer of the constituency in the electoral roll for which he desires to be registered so as to reach the Electoral Registration Officer not later than the 2nd day of May 1955.

Fort St. George, Madras-9 }
Dated 14th February 1955.

M. A. SHERIFF,
Chief Electoral Officer, Madras
State.

Notes:—(1) Copies of Form VII will be supplied free by Chief Electoral Officer, the Electoral Registration Officer (Personal Assistant to the Collector of Madras) and by Tahsildars, Deputy Tahsildars in-charge of sub-taluks, the Commissioner, Corporation of Madras and the Commissioners of Municipalities on application.

(2) Applications in Form VII should be submitted to the Electoral Registration Officer through the Commissioner, Corporation of Madras, or the Commissioner of the Municipality or the Tahsildar or Deputy Tahsildar, according to the place where the applicant resides.

(True copy)

FORM VII.

Claim for inclusion in the electoral roll for a Council Constituency.

(Rule 10)

..... Legislative Council
..... Constituency
.....
..... Claim for inclusion in the electoral roll of*
son/wife/daughter of..... Resident at No.....
Street..... Ward No.....
Village/Ward..... Union/Municipality.....
Post Office..... Police Station.....
Subdivision..... District.....

The claimant is a citizen of India. He was a member of †.....
on the 1st April 195..... He has been a graduate of.....
University ‡..... since..... /He has been engaged
in teaching for a total period of..... years beginning on
.....and ending on.....in §.....

He was ordinarily resident in ||..... on the 1st April 195.....
He has not claimed to be included or has not been included in any electoral
roll of any Local Authority's
Graduates' Constituency with any other address.
Teachers'

In support of the above, the claimant submits with this claim the
following original certified copies of documents, viz.:—

- (i)
- (ii)
- (iii)

Declaration.

The above particulars are true and correct in all respects.

Signature or thumb-impression of the claimant.....

Dated.....

*Here insert name in full.

† Here insert the name of the local authority.

‡ Here insert the qualification equivalent to that of a graduate of a University in India specified by the State Government.

§ Here insert the name of the educational institution.

|| Here insert the address in the case of a Graduates' or Teachers' Constituency.

NOTE.—Any person who makes a false declaration or gives information which he knows or believes to be false or does not believe to be true is liable to be punished under section 199 and/or 182, I.P.C.

45TH MADRAS STATE EDUCATIONAL CONFERENCE

Sri E. H. Parameswaran, M.A., L.T., M.L.C.
will preside over the conference to be held at
Annamalainagar in May 1955. The last date
for registration of delegates is 31st March 1955.

THE SOUTH INDIA TEACHERS' UNION

Diary for the month of February, 1954

- | | | |
|------------|---|--|
| 2-2-1955: | South Indian Teacher--
December 1954 published. | and scrutinised the ballot
papers received in connec-
tion with the election of
President to the State
Educational Conference. |
| 12-2-1955: | Sri V. Natarajan, Mem-
ber, Journal Committee
presided over the Periya-
kulam Taluk Teachers'
Conference at Bodinaya-
kanur. | 26-2-1955: Balar Kalvi—January '55
—published. |
| 24-2-1955: | Madras Members of the
Working Committee met | 28-2-1955: South Indian Teacher—
January 1955—published. |

EDITORIAL

The Budget:

The Budget for the year 1955-56 is an eagerly looked for document as it not only reveals government's programme for the year but an opportunity to fulfil people's desires. The Finance Minister deserves to be congratulated on his budget. It makes provision for development in different fields and yet the deficit is not what one should feel alarmed at. In the field of education, apart from the Minister's announcement that education up to and inclusive of Form III stage in all schools—secondary higher elementary and senior basic—will be free for children of parents with an annual income of less than Rs. 1,200, we see no specific allotment either for implementing the recommendations of the Secondary Education Commission or for making adequate arrangements to meet the needs arising from the fee concession. The fee concession announced will be widely welcomed as it is a great step forward in giving effect to Article 45 of the Constitution. In the school year 1955-56 there will be a great rush for admission to Form I in our secondary schools. If the concession should become operative, then, provision should have to be made for accommodation, furniture, teaching personnel, etc. and there will be growing need, growing in geometrical proportion. We trust that the two Committees appointed by Government for advising them in matters relating to Elementary Education and to the implementation of the Recommendations of the Secondary Education Commission, will be making their reports respectively and that Government will find the financial sanction for giving effect to them.

In respect of teachers' salaries the budget holds out no hope. Several deputations of teachers have met the

authorities who have promised sympathetic consideration. The Finance Minister who also holds the port-folio of Education is reported to have said that though no specific provision had been made in the budget, he was hoping to give the teachers a tangible measure of relief. Recently a deputation of the Madras Teachers' Guild waited on the Minister to ask for the grant of house rent allowance to teachers in non-government schools. The Tanjore District Teachers' Guild addressed the Members of the Legislative Assembly pressing the case of the teacher for a house rent allowance. The question of revising the salary of the secondary grade teacher is long pending a decision. We earnestly hope that at least these two measures of relief would be actively taken up for consideration and a favourable decision arrived at before the budget session is over. This will assure the teachers that the Government is sincere in its profession of sympathy to the teacher and will hearten him in his work in the hope that ere long the whole salary question will receive due consideration at the hands of the government.

It is also hoped that in his reply to the discussions on 'Education Demand' the Minister will make another announcement granting some of the legitimate and just demands of the teachers.

* * *

Our Loss:

We deeply regret to have to record the demise of two of our eminent workers. The Rev. Sathya Samuel of Palayamkottai was an active member of the Tirunelveli District Teachers' Guild. He had been president of the Guild for some years and also served on the Executive of the S.I.T.U. for several years. He took a prominent part in the educational activities of the

District of Tirunelveli. In his sudden demise of heart failure, we have lost a great teacher and a valuable colleague. We offer our sincere condolences to his daughters and other members of his family.

Dr. B. V. Narayanaswamy Naidu, for several years Principal of the Pachaiappas College, presided over the State Educational Conference held at Kozhikode in 1945. Though latterly he gave up teaching and became member of the Tariff Board and later Chairman of the Import Central Commission, he retained an abiding interest in education and in the welfare of teachers. Only last year he addressed the outgoing B.T. students and his address revealed his masterly grasp of the educational problems and his unbounded sympathy and respect for the teaching profession. His sudden demise of heart failure has plunged the country in great grief and we have lost an eminent economist and a great educationist. We offer our deep sympathies to his sorrowing mother, to his brother and to his wife and assure them that the teachers of South India share their great burden of sorrow.

Our President :

The Union is grateful to the British Council for the honour they have done the Union in inviting its President to visit the United Kingdom to study the educational system and the working of the teachers' organisations there. The invitation is timely and we do hope that our President, Sri S. Natarajan, during his short stay will make a useful study of how the many problems connected with general education and secondary education are being faced and solved by that great country.

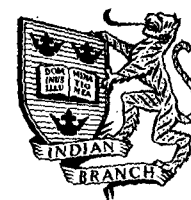
Education in India is passing through a change, a change necessitated by the changing times. However, great care and caution is necessary, for, in education any change should come as a result of evolution. The visit to United Kingdom may enable our President to participate with greater confidence in the work of the Four-man Committee of which he is a member. We wish him a happy voyage, a useful study and a safe return for more substantial work in the cause of education of teachers and of children.

THE S. I. T. U. PROPAGANDA

Sri S. P. Ganagatha Aiyengar, M.A., L.T., Hony. Publicity Officer and Sri V. Natarajan, B.A., L.T., Member, Journal Committee, met the Periyakulam Taluk Elementary School Teachers at Bodinayakanur on 12-2-1955 and acquainted them with the scheme of the S.I.T.U. Protection Fund. They later visited the following schools and had talks with the teachers on the Fund :—

- | | |
|---------|---|
| 12—2—55 | V. M. High School, Bodinayakanur. |
| 13—2—55 | Krishna Iyer High School, Chinnamanur. |
| 14—2—55 | Nadar's High School and Elementary School, Theni. |

OXFORD



BOOKS

DEEPAK READERS

By

J. F. FORRESTER, B. A., PH. D.

With the collaboration of B. M. CHESTER

Announcing the publication of

Book III for Form III Re 1-2 Book V for Form V Re 1-10
Teacher's Notes to Book III and V in preparation

which now complete this series

AND

We have the following additions to

DEEPAK SUPPLEMENTARY READERS

- | | |
|---|-------|
| Series I-B: The Narayans for Form II | |
| BY B. M. CHESTER (<i>Ready shortly</i>) | As 7 |
| Series III-A: The Story of Hiawatha for Form IV | |
| BY J. F. FORRESTER & E. JAMES | As 10 |
| Series III-B: The Swiss Family Robinson for Form IV | |
| BY J. F. FORRESTER & B. M. CHESTER | As 10 |
| Series III-C: Gopal and His Stamps for Form IV | |
| BY K. N. BROCKWAY (<i>Ready shortly</i>) | As 7 |

Already published

Deepak Readers

- | | |
|--------------------------------------|--------|
| Book I for Form I and Standard VI | As 15 |
| Teacher's Notes to Book I | Re 1-4 |
| Flash Cards to accompany Book I | Re 1-8 |
| Book II for Form II and Standard VII | Re 1 |
| Teacher's Notes to Book II | Re 1-6 |
| Book IV for Form IV | Re 1-6 |
| Teacher's Notes to Book IV | Re 1-6 |

Deepak Supplementary Readers

- | | |
|--|------|
| Series I-A: Animal Stories for Form II | |
| BY J. F. FORRESTER & B. M. CHESTER | As 6 |

OXFORD UNIVERSITY PRESS

98724

7/21/55

155-28-2

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

520, HIGH ROAD, TRIPLICANE, MADRAS-5

(Registered under the Insurance Act as a Mutual Insurance Co.)

Total Assets Exceed 14,00,000

No. of Policies over 5000

THIS is an Insurance Company of the
EACHERS. Benefits go only to the
EACHERS. Hence as you are a
EACHER you should join this
EACHERS' MUTUAL SOCIETY.

Have you looked into our New Tables
WITH the revised rates of premiums?

The rates are to your advantage.

There are SEVEN TABLES for periods of
10, 15, 20, 25 and 30 years.

All Grades of teachers up to the age of 45 can now become members. Benefits range from 250 to 900 to start with and go on increasing as years pass by and each unit on maturity will get you from Rs. 400 to 1440 according to the tables, besides bonus benefits.

This is the cheapest Insurance Company in the field.

For particulars apply to:

S. D. KRISHNAMURTI RAO,
Secretary.

தமிழ்நாடு ஆவணக்காப்பக ரு
எழும்பூர், சென்னை-600 00

தவணைத்தாள்.

சே. என் :

ப. எண் :

[illegible]

S.F. 259A-6-1,00,000-30-1-84.