

187

The South Indian Teacher

1955 - September.

VOL. 28. NO. 9



JL

Tm 21, N30

N55.28.9

98728

Regd. No. M. 2347

1761

The South Indian Teacher

THE OFFICIAL JOURNAL OF THE S. I. T. U. 187

Vol. XXVIII

SEPTEMBER 1955

No. 9

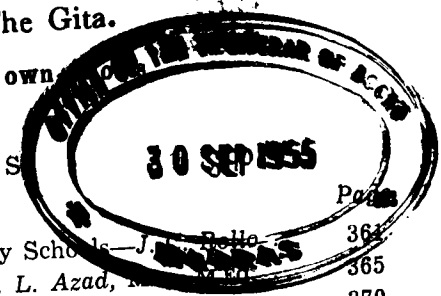
उद्धरेदात्मनात्मानम्.—The Gita.

Raise yourself by your own

1761

3-11

CONTENTS



The Madras Syllabus in English for Secondary Schools—J. L. Azad, M.A., Dip. in Ed.	361
Mental Adjustment of an Indian Teacher—J. L. Azad, M.A., Dip. in Ed.	365
In the Luminous Presence of Helen Keller—S. Sivasubramaniam	370
Assessment—K. M. Poddar, M.A., Dip. in Ed.	374
A Written Test : A Review—B. K. M. Sinha	375
Teachers' Forum :	
I. Can Euclid's Parallel Postulate be Proved ?	380
—U. P. Shenoi, B.A., L.T.	
II. Improving English Composition	382
—S. V. Krishnamachari, B.A., LITT., B.Ed.	
A Visit to the Museum—T. M. Ramakrishnan	387
News and Notes	389
From Our Associations	392
Our Letter Box	395
Our Bookshelf	396
S. I. T. U Benevolent Fund	398
S. I. T. U. Propaganda	398
S. I. T. U. Protection Fund, Ltd.	400
Editorial	402

ANNUAL SUBSCRIPTION

Inland Rs. 5

Foreign Sh. 10

Single Copy As. 8

POSTAGE EXTRA

520, HIGH ROAD, TRIPPLICANE, MADRAS 5.

The South India Teachers' Union and The S.I.T.U. Protection Fund, Ltd. request the honour of your presence on Friday, the 23rd September, 1955 at 5 p.m. at the opening of their new premises at Vannanpet Street, (South of the Annamalaipuram Post Office) Brodies Road, Mylapore.

HIS EXCELLENCY SHRI SRI PRAKASA, the Governor of Madras, has kindly agreed to preside and inaugurate the S.I.T.U. Colony.

THE HON'BLE SRI K. KAMARAJ NADAR, the Chief Minister of Madras, has agreed to open the New Buildings.

DR. A. LAKSHMANASWAMY MUDALIAR, Vice-Chancellor, Madras University, has agreed to open the "Sabhesan Hall".

THE REV. D. THAMBUSAMI, President, The Madras Teachers' Guild, has agreed to open the S. K. Yegnanarayana Aiyar Memorial Library and Reading Room.

THE SOUTH INDIAN TEACHER

Vol. XXVIII

SEPTEMBER 1955

No. 9

THE MADRAS SYLLABUS IN ENGLISH FOR SECONDARY SCHOOLS

By

J. C. ROLLO,

Retired Director of Education, Madras

30 SEP 1955

MADRAS



DR. AMARANATHA JHA

The care and skill devoted to the making of this Syllabus have not been in vain. Those who prepare textbooks and those who teach have profited, and will continue to profit (even if, as I hope, this Syllabus is abandoned), by its systematic analysis. It will always be a useful document for reference. I fear, however, that it substitutes for a living language the parts obtained by analysis. The jargon of the trade is significant: "graded structures," "integration," "diagnostic," and so on: worst of all "extensive (presumably non-intensive) reading." The pedagogic has superseded the human. A language is not a series of "structures": it is expression—which, from the very beginning, should be natural. When the children made their first steps in learning to understand and speak their own language, this was not done by its presentation structure by structure. It was spoken to and around them, and they answered, or tried to express themselves on their own. What they heard and what they said was *language*. Their parents, in talking to them, did not first define and "drill" certain primary uses! Now, no one can deny that the teaching of a foreign language, not heard around one, presents a somewhat different problem. Nevertheless, I think we

have carried the distinction too far, and theorised too much about the teaching of English as a foreign language. It is, after all, a *human* language, it should be made from the first a vital and natural way of speech and not made, as by the Syllabus far more "foreign" than it need be.

An analogy, somewhat imperfect, may suggest what I mean. In teaching a person to swim, almost the first thing we say is, "Trust yourself to the water." In tennis coaching we don't say, "Be sure you get the ball over the net and into court." We teach stroke-making from the start, and do not care if at first the stroke is wide of the mark. Correction and practice will remedy this. It must, in some degree, be so with language. If we are determined to use a rigid system of structure-sequence, always regarding this structure as "basis" and that as superstructure, we are violating the language and the mind, and teach cramping motions which mean frustration. *Method* should not mean this.

Rigid: the Syllabus is, indeed rigid. We are told that "authors" (too honorific term) may, on conditions, use their own schemes. But this freedom is nominal, and I gathered that, at the beginning, a meeting of "authors"



was told that they *must* stick to the Syllabus. The way the *Guide* puts it is significant of the new authoritarianism (italics mine): "Authors and teachers are *free* to change the order of the structures if they wish or to make additions, but they *must* have a reason for every change they make" (irrational though their nature be), "and it *must* be a reason which observes the principles of grading. Authors *must* state in a preface to their books the changes they have made." This freedom has found but little appreciation among those "authors" and teachers who profoundly disagree with the pattern of the Syllabus. And the better the writer or teacher the more he resents his strait-jacket.

One or two examples must suffice to illustrate this criticism of the Syllabus. Here is a remarkable passage from the *Guide*. "This scheme of grading differs from almost every previous scheme of English language teaching, and certainly from the methods with which most of us are familiar, in that commands and questions are introduced later than we are accustomed to teach them. Most of us begin by saying, 'Stand,' 'Sit,' or 'What is this?' In this scheme, the pupils are not taught questions until Structure 37, and commands do not appear until the beginning of the second year. There are various reasons for this change. We need to remember two things. Firstly, *commands and questions are language forms used mostly by the teacher.*" (Italics mine.) "Secondly, the graded structures are arranged in the order in which the pupils are to learn to use them. Pupils do not need to learn to use commands very urgently. It is, indeed, better that they should learn to use the future tense as a polite request before they learn the imperative. The imperative, moreover, introduces a new kind of structure, a sentence without a subject. It is better for the pupil to be well grounded in the use of the sentence form, with a subject before he meets this comparatively rare form. If we stop to consider a little, we shall

realize how rarely the command is used in every day speech in comparison with the statement forms."

One is rather taken aback by the complacency of these remarks. Apparently, no one has ever before "stopped to consider", even "a little." But the overwhelming thing is the resolute remoteness of all this from truth and nature. Questions and commands, we are told, must be postponed for two reasons. (1) Because these forms are "used mostly by the teacher"! Let us "stop to consider" a little. Why, the question is *the very language* of the child. Ask any parent, any teacher, any one in whose presence children talk naturally. The child simply *breathes* questions. And when he is not asking questions, he is apt to be issuing commands! "Come here," "please tell me," "don't go away." All day long, this goes on in their own language. Why are we so determined to prevent this immediate naturalness in their use of English, and how *can* we use as argument a statement so fantastic? But in (2) we have the real reason: the order in which the pupils *are to learn* the graded structures. Questions mean inversion; commands (requests, of course, are included all the time) are sentences without subjects.—One could not find a more precise illustration of the preference of a pre-fabricated syllabus to the natural and therefore effective learning of a language. Structure built on structure, children *are to learn* in that way, in the pedagogue's way, not in their own human way. The question and command forms, presented and practised at the very beginning, present no difficulty: they become an instinctive part of expression in the language—and it begins to *feel* like a language.

Incidentally, one wonders at the suggestion that since the children *are* not yet to learn the imperative, they should learn instead to use the future "as a polite request." I can't see the politeness in it! "You will now stand up" is the most dominant of

orders. And what a strange idea to teach children to use this indirect, out-of-the-way form, which certainly is the teacher's prerogative and could never be used except by some sort of overlord! To such shifts is one reduced when trying to impose a syllabus upon a language. Rather comically, six shifts (called "conventions") are suggested to help the poor teachers to introduce statements while avoiding questions, as legislated. Why all this trouble, to prevent the simple and natural ways of speech and learning?

Another example. Incredible as it may seem, the word *can* is deferred to well on in the *fourth year*! No idea is more *primitive*, more insistent in its demand for use, than that of *can*; and for its expression *that word* is needed from very near the start. In writing lessons, one finds it impossible to do without the idea, and I well remember my struggles to express it by means of *be able to*—sometimes with inevitably artificial result. An artificial syllabus makes us, the writers and teachers, and the children, artificial too. Then I found that *be able to* is itself deferred to the latter part of the third year! Why? Because that's where the infinitive is allowed to come in: never an infinitive—not even *I want to*—till well on in the third year! Have these planners no sense of the necessities of language—those necessities which arise from the very nature of thought and its utterance and must condition and guide the process of learning?

Can also supplies an instance of the pitfalls awaiting the categorial reformer. *Guide*, p. 7: "When *see* and *hear* are used of actions taking place at the time of speaking they are normally used with the verb *can*; *I can see a man in the boat*.....not *I see a man in the boat*.....When this is realized, the very common question and answer, *What do you see in the picture?* *I see a boy in the picture*, are seen to be unidiomatic and should be avoided.... *I see* may of course be used without *can* in its habitual sense, e.g., Every day

I see a beggar at the school gate." Now, it is good to draw attention to the idiomatic *can see, can hear*; but it is by no means true that *I see, I hear* (and the corresponding questions) are, except in the habitual sense, unidiomatic. They are no less idiomatic than the *can sentences*, and their constant use in speech and writing well justifies their use in the despised Readers of the past. Moreover, *I see* and *I can see* (etc.) are *not* identical in meaning.

The mental distortion produced by overmuch theorising is illustrated in this passage from the Syllabus. "The habitual present conveys the meaning of actions done in the past, present and future. These tenses, must therefore be taught before the Habitual Present." This perfectly characteristic statement might serve as a brief *reductio ad absurdum* of the Syllabus.—Are the *parts* thus prior in nature to the *whole*? Suppose we say, 'We go to school every day.' Undoubtedly this has reference to past and future as well as present. But it has no relation whatever to *statements* about past and future. Those times may indeed be present in consciousness, but not separate *predication* regarding them, and it is completely artificial to delay the habitual present till knowledge of past and future predication has been gained. *Present* means *present*, whether momentary or extended, and even in the continuous, or the repetitive, since the feeling is that of *presentness*. This tense should be taught very early—especially as it is the cardinal form of the verb, and prior, in grammar and in thought, to the past and present forms.

Since writing these notes, I have again been looking into the delightful *Oxford English Course for Malaya*, prepared by the very F. G. French whose book, *The Teaching of English Abroad*, is recommended in the Syllabus. I was much interested to find in those Readers confirmation of the above criticisms. Questions and commands are introduced at once; *can* is introduced early; and the habitual

present is given priority to the past and future.

The use of grammar books is discouraged by the Syllabus, for to say, "There is no need for a separate grammar book" is a specific discouragement. This is not new: it is indeed an outworn policy. When I came out to Madras in 1912, people were already mourning the degeneration in knowledge of the language due to the cessation of systematic, and no doubt rather painful, study of the grammar. I think it was in 1910 that a similar change took place in the general schools in England, and the disastrous effect has gradually been recognised, so that now we are returning to grammar and grammar books forsaking the easy, downward way. Now, the Syllabus fully realizes the need for this systematic study, and indeed insists that every lesson should be designed towards this end—even in the fifth and sixth years. By that time, incidentally, pupils taught on a more natural system might well be expected to be fit for a better sort of *English Reader* than one composed of such painfully concocted lessons as the model given on page 10 of the IV—VI Syllabus. It is considered, however by the Syllabus that this special designing of lessons, and the insertion of elaborate grammatical notes, will fully serve the purpose. I am sure that all of us who have prepared Readers have faithfully followed this plan—but I have little doubt as to the teachers' verdict on it. It seems to me impossible to give, through a large number of separate and unrelated notes, a coherent knowledge of the language. It seems a pity—but really there is no escape from the grammar book, in which the prime rules of the language are set forth in due order and relation, and illustrated more fully than can possibly be done in a Reader. English is too difficult for patchwork treatment. But while

the grammar book is needed for study, it is needed even more, if possible, for reference. Constant reference to grammatical rules is necessary to the pupil, if what he has learnt is to be confirmed, as rule, in his mind, and error seen for what it is. How on earth is he to refer to the scores of scattered passages in his present and earlier Readers? He needs, for reference, a single, well-ordered book. And in grammatical revision the grammar book might well be considered indispensable.—Finally, even in the fifth and sixth forms, "pupils should NOT BE EXPECTED (capitals not mine) to know many of the grammatical terms." The vagueness of this vigorous prohibition has meant a quandary for us all. In any case, there is refusal to abandon that easy way. It is for the teachers and the future planners to decide which definitive terms are necessary to definition.

There is prescription even of *vocabulary* (with certain small and precise numerical concessions). I do not, personally, believe in this, but certainly a list of *suggested* words would be most useful, if sensibly and carefully compiled (and if some one corrected the proofs). To the present vocabulary (I refer to the first thousand words) the term *slovenly* cannot be denied. What is one to make of a first-list which includes *hate* but not *love*, *father* but not *mother*, *wine* but not *milk*, *nephew* but not *niece*, *bottom* but not *top*, *allow* but not *let*, *warm* but not *cool*, *remain* but not *stay*?... Complete rewriting is necessary—and suggestion, not prescription.

It seems necessary to devise a new syllabus, from a very different point of view. I hope that in the preparation of this the experience and wisdom of the best teachers will play at least as great a part as the theories of the "expert". He too is needed, but he must not be given a free hand, or regarded with undue reverence.

Editor's note—We invite readers' comments on this critical study of the syllabus.

MENTAL ADJUSTMENT OF AN INDIAN TEACHER

By

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

Assistant District Inspector of Schools, Delhi State, Delhi.

In spite of determined efforts to dislodge him from the pedestal of honour that he has been occupying since times immemorial, the teacher remains the *sine-qua-non* of the educative process. Education without a teacher—howsoever ex-cathedra attitude the word may depict—is simply inconceivable. The indispensability of a teacher can be explained by the fact that in addition to his teaching duties—that can easily be performed by the modern mechanical devices such as the Radio and the Television—he is called upon to shoulder a far more important responsibility i.e. to exert the right kind of influence through his personality on the personality of the children under his care. It is, however, regrettable that this aspect of a teacher's duties is often neglected with the consequent pernicious effect on the children. It is in this context that the question of the mental adjustment of a teacher comes to the forefront, because only a well adjusted teacher can exert a wholesome influence on the children.

This being the state of affairs, it may safely be stated that a neglect of the mental adjustment of teachers is in fact a neglect of the mental adjustment of the future citizens of the country. It

should not need a Whitehead to remind us that "the waste in a teacher's workshop is the lives of men" and this waste can brought to a minimum if, inter-alia, a correct appraisal of a teacher's mental state is made and remedies suggested to improve upon it.

Degree of Adjustment.—How far is an average Indian teacher adjusted to his job? Is he continuing into the profession because of a mental satisfaction or is it because all the other avenues are closed to him? To say in brief, is he contented with his job? Obviously there can be no categorical answer to this question because there can be no scientific measure to gauge the attitude of the teachers correctly. But still it is not difficult to have a fairly correct idea of the mental working of an average teacher.

A study into the social and economic conditions of women primary teachers in Bombay city and suburbs was conducted by Shm. Sharda Maneekar*; Asstt. Deputy Educational Inspectress of Schools, Bombay Suburban District, Bombay. Her respondents were 232 women Primary teachers. The following is an analysis of the causes that motivated teachers to take up teaching.

TABLE I

Reasons	Un-married.	Married.	Widows.	Total.
1. To earn a living ..	2	14	20	36
2. Economic necessity ..	23	47	27	97
3. Economic help ..	4	5	—	9
4. Love of teaching and economic help ..	36	10	1	47
5. Noble profession, love for children, and love of teaching ..	2	4	2	8
6. For spread of education and social work ..	4	6	—	10 etc. etc.

* Sharda Maneekar—A Critical Study of Social and Economic Conditions of Women Primary Teachers in Bombay and Suburbs—*Indian Journal of Educational Research*, Dec. 1950, Bombay, pp. 69-91.

A perusal of the above table brings home the fact that economic necessity is looming large over the minds of teacher-respondents and it is not unnatural since the respondents are women only. What is, however, disheartening is that the so called nobility of profession, love for children and love of teaching have not appealed to the teacher's minds. The observation sounds dichotomous since love for children springs eternally in the women's heart and the only explanation that can be offered is that extreme financial stringency with little *quid-pro-quo* in the profession has relegated this noble urge to the background in the hearts of the "daughters of the Eve". It would not be a far fetched inference that the presence of an unsatisfied urge (that has obscured their vision to the perception of higher motives in their professional life) means lack of proper adjustment in their profession on the part of the teachers under reference.

The writer of this article also tried to gauge the attitude of Delhi School teachers towards the socio-economic aspects of their lives. The responses to a questionnaire were received from 185 teachers—both men and women. The teachers were requested to express their opinion on a 5-point scale ranging from 'strongly agree' through 'undecided' to 'strongly disagree'. Numerical values were assigned to these 5 points and Composite Scores were obtained, which were later on converted into Percentage Scores. The findings, which are tabulated below, make an interesting reading:—

TABLE II

[The Statements in the table are ranked in order of importance.]

	Percentage Scores Given by:—				
	General N=185	Men N=120	Women N=65	Refugees N=103	Non- Refugees N=82
1. The teachers' status is lower than that of doctors, engineers etc.	85.9	90.4	76.1	90.1	86.9
2. The parents offer very little co-operation to teachers ..	85.6	83.5	85.3	87.1	83.5
3. Teachers should be invited to social functions of the state ..	86.6	88.3	83.3	83.4	77.7
4. The teachers have a very hard lot in India ..	83.8	83.7	83.8	83.8	83.8
5. The teachers' low status hinders their proper adjustment in life.	81.3	81.6	80.7	74.5	83.5
6. The present Indian Society fully recognises the importance of teachers ..	36.3	33.9	41.5	33.8	39.6

A perusal of the above analysis would clearly reveal that the teachers under reference have a standing grievance against the society that it does not accord the same status to them as it does to people in other professions having the same academic and other qualifications. The fourth statement in the series is categorical and the higher percentage given to it by all categories of teachers clearly brings to lime-light the existence of an unenviable state of affairs that has overtaken this noble profession. The last statement was inserted with a view to probing the minds of the teachers to the fullest extent regarding their attitude towards the society and thereby to gauge their adjustment or otherwise in the social structure of the country. The very low percentage scores given to it by all is a clear index of the dissatisfaction that the teachers in general have against what may aptly be called the 'step-motherly' behaviour of the society.

In the light of these revelations coupled with the day-to-day strikes, protest meetings and angry resolutions on the part of the teachers to get a better living wage and a higher social status than hitherto has been their lot, it may safely be concluded that the Indian teachers, in general, are not well adjusted to their circumstances in which they have been placed. This assertion is corroborated by the fact that teaching profession is adopted by a majority of people (excepting a few honourable exceptions) as a last resort and not unoften as a stepping stone towards other professions. Even those who stay on, continue to do as mal-adjusted persons, who cannot be expected to put in their best to the betterment of the children under their care. This sorry state of affairs, with all its pernicious implications and consequences, calls for an immediate action by the authorities—that-be, so that as already stated the silent but incalculable 'waste in the teachers' workshop' may be brought to a minimum.

Causes of Maladjustment.—What are the causes of lack of adjustment of teachers? The analysis of the causes of maladjustment of teachers is very essential because it is only in the light of that knowledge that remedies can be suggested to improve the state of affairs.

(1) *Professional Causes.*—In spite of the prevailing notion of an easy life of the teacher, it is certain that teaching involves physical and mental strain. The teacher has not unoften to undergo a kind of mental and nervous upheaval, when faced with an unwarranted situation in the class. It is not uncommon to see this 'idol of the pupils' fretting and fuming in the class with the resultant physical mental and emotional commotion. The recent cases of violent student-indiscipline have also added much to the teacher's difficulties. Fatigue and monotony are also indispensable aftermaths of teaching. In some cases the pendulum swings to the other extreme in that the work of the teachers offers no mental challenge and the result is dullness and mental inertia.

There is another aspect of a teacher's life, which quite often militates against his proper adjustment, it relates to his relations with the school authorities. The school authorities include, *inter-alia*, the inspecting staff of the Departments of Education. Sometimes the headmasters have a domineering attitude and the teachers are forced to bow down to the dictates of the educational administrators much against their will.

The school management and especially the managers also sometimes contribute much to the mental imbalance of the teachers. Very few managers have any knowledge of the principles of education and only a microscopic minority have an enlightened attitude and as a result of this, they cannot appreciate the difficulties of the teachers. They have their own sense of values and a standard of judgment which is more commercial and less educational. The

result is that the teachers find it difficult to accept their orders, which not unoften run counter to the accepted principles of education. The only outcome of this unenviable state of affairs is perennial dissatisfaction and maladjustment on the part of the teachers.

It would not be an exaggeration to say that the inspecting authorities of the Departments of Education also do not always prove helpful to the teachers in their difficulties. Most of them have a wrong notion of school inspection, which is never considered as complete, unless and until, the inspector has found fault with the working of the teachers. This also has an adverse effect on the mental equilibrium of the teachers.

(2) *Social Causes*.—The next category of causes that contribute to the maladjustment of the teachers may be classified under social causes. The Society in general all the world over and especially in India has persistently refused to offer a square deal to the teachers. In spite of the best efforts of the various Commissions and Committees—both Government and private sponsored—the fact remains that the teachers are treated in a way, which is not befitting the noble task entrusted to them. Not that verbal eulogy is wanting. There is more than enough of it; but when the question of adopting some practical measures to ameliorate the condition of the teachers comes, the society refuses to budge an inch. This apathy is the worst contributory factor in making the teachers maladjusted people, who cannot be expected to put in their best to serve the Nation.

There is another aspect of the relations of the teachers with the society. This relates to the taboos associated with the teaching profession, e.g. the teachers are expected to lead a simple life, to have a simple dress and to move about in the "approved" social circle. Of late determined efforts have been

made to curb the political activities of the teachers. All this shows that the society expects the teachers to be ideal men and women in all respects—in fact to lead the lives of the hermits of the "good old days", who shunned all worldly pleasures. These attempts at idealization of the teaching profession backed by no real attempt to accord a good social and economic status to the teachers places them in a state of disillusionment thus causing permanent injury to their mental health.

(3) *Economic Causes*.—The Economic condition of the teachers has not improved since Milton wrote "Teaching is the noblest of professions and the sorriest of trades". If this Miltonian expression is read with the observation made by the Secondary Education Commission in 1953, the lamentable state of affairs can be clearly perceived. The Commission says: " . . . During our visit, we were painfully impressed by the fact that the social status, the salaries, and the general service conditions of teachers are far from satisfactory. In fact our general impression is that on the whole their position is even worse than it was in the past *". The remarks call for no further comments.

It may be argued that the teachers supplement their incomes by private coaching. But it may safely be said that nothing militates so much against the proper adjustment of a teacher as does the going from door to door that private coaching involves. The treatment meted out to teachers at the homes of the students is not always desirable and this develops an inferiority complex among the teachers.

The perennial financial troubles that the teachers as a class are forced to undergo develops a sense of frustration, despair and inferiority leading to various personality maladjustments among the teachers as a social group.

Conclusion.—It would be readily agreed that the teachers as a class in India cannot be said to be well adjusted persons. There is no untruth in the saying that nobody can be termed as fully adjusted individual, because complete adjustment is a figment of imagination. But still efforts should be made to help one adjust as far as possible. A perusal of the causes enumerated above would reveal that most of the causes are extraneous i.e. they lie beyond the control of the teacher.

It may be said as a word of warning that the society can ignore the just demands of the teachers only at its peril. Even at the cost of repetition it may be stated that a maladjusted and disgruntled teacher cannot hope to

develop a well adjusted and contented child. It is in the interests of the society as a whole that a fair deal should be assured to the teachers. A contented teacher is an asset to any nation and who can deny that, at this critical juncture, the Indian Nation needs that asset to a much greater degree? There can be no better conclusion to this discussion than to reproduce the conviction of the Secondary Education Commission, who sound a prophetic warning in the following words: " . . . If the teachers' present mood of discontent and frustration is to be removed and education is to become a nation-building activity, it is absolutely necessary to improve their social status and their conditions of service . . . " * Let us hope that the warning will be heeded to!

* Ibid, p. 164.

187

S. I. T. U. PUBLICATIONS LTD., 520, HIGH ROAD, TRIPPLICANE, MADRAS-5.

This Company, organised by the South India Teachers' Union and registered under the Indian Companies Act, has brought out the following publications in Tamil containing very useful reading material for students in our secondary schools and also for the public libraries:—

1. **Pudumaikanda Periyorgal**: A collection of six radio talks by eminent teachers about six scientific inventors to school children—Useful for students of I and II Forms in our Secondary Schools and Standards V and VI in our Higher Elementary Schools and for Public Libraries. 52 pp. with illustrations.

Price Re. 0 12 0

(For ten copies purchased at a time a discount of 16 2/3% is allowed.)

2. **Bharat—Nam Nadu**: by Sri V. Natarajan, Retired Divisional Inspector of Schools. Useful for students of High School Classes and for Teachers handling Social Studies and also to the public to know how they are governed and what are their rights and responsibilities. Will be a very useful addition to all Libraries. 160 pp. with many illustrations.

Price Re. 1 8 0

(For five copies purchased at a time a discount of 16 2/3% is allowed.)

3. **Mudiyavan Virundu**: A publication of the Madras Library Association (with selling rights to us). Contains many useful essays by eminent persons on important topics. Will be a good and useful addition to all Schools and Public Libraries. 384 pp.

Price Rs. 5 0 0

(20% discount is allowed to all institutions ordering for the book.)

S. NATARAJAN,

Secretary.

* Report of Secondary Education Commission, Govt. of India, Ministry of Education; New Delhi, 1953—p. 163.

IN THE LUMINOUS PRESENCE OF HELEN KELLER

By

S. SIVASUBRAMANIAM,
Municipal High School, Ootacamund.

On Monday 28—3—1955, Miss Helen Keller and her companion Miss Polly Thomson had a Press Conference at the Raj Bhavan, Ootacamund. As a Teacher-Journalist, I had the pleasure of being one among the privileged group of pressmen.

The story of Helen Keller's heroic conquest of her afflictions has often been told and each time it is told—it has inspired us afresh with the indomitable power of the human will. The report of our interview, would, I hope, give a new understanding of a remarkable human being. Miss Keller's message to the children specially, is of particular significance to us, teachers.

It was a moving sight to see Miss Thomson leading Miss Keller into the room. Soon we found that Miss Thomson in her way is as extraordinary a person as Helen. To be in their presence was to be in the presence of greatness and to feel genuinely humble. Awed and subdued, for a considerable time we found our tongues tied and hesitated to start any chatter of ours. And it was Miss Thomson who broke the ice.

With eyes laughing and dimples on the cheeks smiling, she says: "Helen, have you seen such a bashful group of 'boys' ever before?" They burst into laughter. What vitality and what inexhaustible buoyancy both of them have! How that one word 'seen' dispelled our initial embarrassment and made us immediately start and carry on our conversation as with a 'normal' person. Thus started our interview. It was more an informal conversation than a formal Press Conference.

Question: How do you find your stay in Ooty?

Miss Helen Keller: I have had a beautiful week in Ooty. I cannot be too grateful to His Excellency for the arrangements he has so kindly made for our stay here. This stay has also helped me a lot in catching my tasks I have been drinking in the beauty of the air; I have breathed in the fragrance of the garden and lawns, and put my arms round the great trees It has also been a great fun feeding the ravens.

Miss Polly Thomson: The first day, we found some ravens here on the lawns outside and gave some crumbs of bread. That has become a regular daily routine for the whole week. Miss Keller simply loves the ravens crowding round her and picking up the bread crumbs from her hand

Q.: like the gentle St. Francis of Assisi! As you know, we Hindus believe in rebirth. The affection that Miss Keller bears for our country and the love she has kindled in our people really makes us think that she must have been an Indian in her previous birth!

H.K.: Perhaps!

Q.: We hear of ever so many modern appliances that

IN THE LUMINOUS PRESENCE OF HELEN KELLER 371

would help the deaf. Has Miss Keller not tried any of them?

P.T.: She has really been a ready guinea pig for every such new invention.

H.K.: Yet still I remain as deaf as a post.

(This was spoken not in a mood of self-pity. On the contrary, one should have been there to believe the joyous humour with which she uttered this remark.)

Then Miss Thomson told us their programme for the remaining part of their stay in India. They would be in Calcutta for about ten days, then visit Kashmir and be back again in Delhi. Whilst in Delhi, Miss Keller was to receive the Doctorate Degree of the Delhi University. Here, Miss Thomson explained that Helen usually does not relish receiving Honorary Degrees.)

P.T.: Helen, can you tell these 'boys' why you generally refuse to receive these Degrees?

H.K.: Because, I feel that, the only way, I can wear any honour as a jewel without blushing is to march side by side with my brothers and sisters on the way to the goal of peace.

Q.: Miss Keller, what is your opinion about the probability of a Third War engulfing our World?

H.K.: I am hoping against hope that the clouds of war will clear leaving the sky smiling and awaiting the sunrise of common human endeavour.

Q.: You have now travelled over many lands. Could you tell us which country you like most?

H.K.: I like each country for a different reason. Whichever land I was in, I have felt the warm throb of humanity in the people around me and in myself.

Q.: Which have you found as the most striking place so far as you have travelled in India?

H.K.: I cannot really tell. I can only say that wherever I went the love of the people and their dearness have overwhelmed me.

Q.: We have heard that Philosophy is one of your very favourite subjects. Why is it so?

H.K.: Philosophy gives me wings to fly far above the world of my limited sense experience.

Q.: We have also heard that you have had spiritual experiences. How far do you find such experiences helpful?

H.K.: The spiritual experiences have helped me to see the world more perfectly and to look forward to a new day in which my difficulties will drop from me and I shall move on to activities beyond anything that I have ever dreamed.

Q.: May we take this opportunity to request you to give a message to the children of our Town?

H.K.: Please thank them affectionately for the lovely flowers they have sent me. (The reference is to the bouquets presented to "The two Big Ladies from the Little Children of Ooty"). Tell them that the flowers are among the few things that I can enjoy to the full. I can feel the loveliness of their blossom, their leaves and their stems. Tell them

always to be smiling with the fragrance of the sweet peas like the butterfly wings. Tell them I hope they'll study hard in the school. Whatever they really want to do, they can succeed if they stick at it long enough. Tell them to remember that they are the children of a great and growing country, full of noble ideals and potencies.

Q.: What are your views about the Unity of Religions?

H.K.: True Religion is but what cometh of the love of doing good and attaining wisdom, and I feel that unites mankind constantly.

Q.: Can we have an idea about Miss Keller's daily routine?

P.T.: There is nothing extraordinary in her daily routine. Everyday in the morning, Helen would read at least for fifteen minutes her Braille Bible. Tell them, Helen, your favourite part of the Bible.

H.K.: I am fond of reading St. John and The Prophets again and again.

P.T.: We have the breakfast sitting together on the bed. After the morning ablutions, we dress ourselves up. In all these things, Helen is completely independent. She doesn't want to be helped. Lunch would be at twelve. Then we usually have a stroll for about fifteen minutes. The major part of the day we will be busy with our work. Helen, with her books and I, with the quite large volume of correspondence. When at work, Helen usually sits on the floor in the Japanese way. Her book about her

"teacher" Anne Sullivan is due to be published any day now. Take it from me, it will be a great book. More than a biography, it is really an elegy, in prose.

Q.: Speaking of Anne Sullivan, we have heard about the thrilling and almost 'superhuman' methods she adopted, to develop Helen's mind. We have heard how she enabled Helen to meet experiences of every sort. We have heard how she would be made to stand in the wind and rain for hours so that she may grasp those words

P.T.: Once she even allowed an Elephant to lift her coiled up in his trunk! I, for one, could never have braved that!



Talking with fingers.

Q.: It also seems that Helen was actually put in the cage of a lion so that she might "know" the wild animal.

P.T.: It happened when Helen was twelve. They were visiting Alexander Graham Bell, the scientist of repute. Anne Sullivan heard, that Circus people were in camp in the neighbourhood. At once, she decided to begin her 'lessons' about the wild animals. Naturally Mr. Bell would not allow the experiment. To him it was too

risky. Yet thanks to her 'teacher', Helen one day found herself in the cage of the prize lion of the zoo.

H.K.: When I approached the lion, he got up and began to walk back and forth. I felt his graceful form from his long tail to his mouth with the yawning jaws by which I would have been torn to pieces had the encounter taken in a jungle. I felt his beautiful flowing mane and even felt the queer noises in the throat—of course the lion had been well-fed before-hand!



...Have you ever seen such 'bashful' men?...

Q.: Miss Keller, don't you ever feel sorry that you are handicapped by the lack of the two all important senses?

H.K.: My limitations do make me happy, because I believe through them, God is using me for the purpose of doing good to humanity, which I shall some day understand and be contented.

P.T.: I do feel that Helen has been sacrificed with some definite end in view. She was born in President Adam's family with all material comforts at her disposal. At birth she had all the five senses as all

of us. Yet at the age of nineteen months she had to become deaf and blind

The faltering tones which she spoke these poignant words stirred us all. Reluctantly we left their presence, our minds recalling the words of Van Wyck Brooks, distinguished American Critic and literary historian.

"About Helen Keller, William James uttered the last word when he wrote, 'The sum of it is that you are a blessing'—a verdict that has been ratified in hundreds of hospitals throughout the world where she has all but raised the dead. Some day the story will be told of the miracles she has performed, or what could have passed for miracles in less case-hardened ages, when the blind have opened inward eyes and really seen life for the first time after Helen Keller has walked and talked with them."

Approved by all the State-Governments

EDUCATIONAL INDIA

Edited by

Prof. M. VENKATARANGAIYA, 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)

ASSESSMENT

By

K. M. PODDAR, M.A., DIP-IN-ED.,
Headmaster, Ram Mohan Roy Seminary, Patna-4.

Assessment as a part of the secondary school examination has been introduced in Bihar. It is intended to remove the defects of the present day school examinations. Some educationists maintain that the present day examination leads to unintelligent cramming, puts a great strain and pressure on the pupil. It is inimical to original thinking and is never a real index of the achievements of the pupil. Students do not pay sufficient attention to their studies throughout the year but exert themselves to the utmost just before the examination. They reproduce in the examination what they memorise and remember little after the examination. Thus there is no real assimilation and learning does not become a permanent possession.

Further the examination is subjective or unreliable. Studies conducted by eminent educationists have revealed that the marks awarded by different examiners to the same answer books differ widely.

We have so long tested the academic attainments of the pupil, i.e. the amount of knowledge acquired by him. Here also we test mainly the memory. The capacity to apply the knowledge to the practical needs of life is not tested. The examination is little concerned with the social, emotional, moral and physical development of the child.

It is being gradually realised that we should evaluate the whole child, i.e. the all round development of the child as an individual and also as a member of society. His basic skills and ability, understanding and information, intellectual, social and emotional traits, industry, steadiness, interests and attitudes and ideals should be evaluated. But this can not be done by a formal examination.

School assessment encourages regularity of work. It gives the teacher greater control over the pupils and promotes discipline. It establishes closer contact between the teacher and the pupils. It counteracts the vagaries of the external examination and is a

surer test of the achievements of the pupils. Assessment should, therefore, play a vital part in the school. To make it effective, conditions for its satisfactory working should be created and difficulties removed.

For proper evaluation of the whole personality of the pupil we should give him scope for a variety of activities and maintain records of them. Records of physical, social, moral and emotional achievements through different activities such as games, sports, physical exercise, school panchayat, students' council, class room activities, monitorship, agriculture, gardening, assemblies, school lunch, scouting, N.C.C., camping, outing, debates, magazines, drama, music etc. should be maintained in proper forms. To give the pupil proper guidance and individual assistance it is necessary for us to know him as thoroughly as possible—his home, environment, social and economical conditions, health, his inhibitions, interests, aptitudes, ambitions etc. The different qualities displayed by him, such as co-operation, friendliness, integrity, leadership, responsibility, original thinking, initiative, persistence, self-confidence, emotional control etc. should be carefully observed and noted.

In assessment reliance is placed on the teacher; lapses in the beginning will gradually diminish. Trust will beget trust. Suitable checks should, however, be devised and steps should be taken to bring about uniformity of standard in different schools as far as practicable.

Maintaining records of all the achievements of the pupils entails a heavy burden on the teachers. Already the number of teachers in a school is insufficient. The introduction of assessment has added to the difficulty. After school and tuition work, the teacher is left with little energy to do justice to his work. The effective remedy is to give the teacher a living wage and ban private tuition except in very exceptional cases.

A WRITTEN TEST : A REVIEW

By

B. M. K. SINHA,
Registrar, Bihar University.

The system of examination has been subjected to numerous experiments and the members of the University Education Commission have reported that "for nearly half a century, the examination has been recognised as one of the worst features of Indian education". In spite of these experiments and in spite of the categorical denunciation of the system by expert bodies, it has persisted upto today and it has not been replaced by any other system which may be accepted even by the majority of the educationists as distinctly superior to the present system. Experiments are interesting; and discussions are enlivening and stimulating. But the venture of advocating, much less supplanting the present written test has, so far, been only half-hearted and hesitant.

Let us try to find out what it is that we really want. Clarity and precision of the objective is a condition precedent to the exactness or accuracy of the *modus operandi*. Suppose we have a machine before us and we wish to evaluate it. But what is it we wish to evaluate? Its shape? Its size? Its make? Its style? Or we wish to evaluate it for its capacity to carry weight? Or we wish to evaluate it for its capacity to carry weight uphill? Or we wish to evaluate it as a yield for scrap iron? The engine, therefore may be adjudged good, bad, ugly, useful, useless in accordance with the objective we aim at.

Now a youngman comes to us. We confront him with a set of questions printed on a piece of paper. He is expected to answer these questions on an answer-book within a limited period of time. The examiners are expected to evaluate the answers given and the examiners do it. So far there is no

difficulty. The difficulty arises when we start scrutinising the marks the examiners have given—whether they should have given 20 or 40 or 60 out of a total of one hundred marks. Although there is ample evidence on record to show that while one examiner allots 30 marks to an examinee, another examiner allots 60 marks to the same examinee on the same answers. In other words, an examinee is a third-class student in the estimation of one examiner, whereas the student is a first-class student in the estimation of another examiner. This certainly provides room for serious thinking. Three explanations can be offered for this state of affairs—(1) There has been vagary in marking due to carelessness on the part of the examiners; or (2) There has been no clear understanding of the standard on the part of the examiners, or (3) There has been dishonesty on the part of the examiners, presuming all the time that the examiners are competent. Ruling the third explanation, i.e. of dishonesty, out of consideration, if the causes leading to the first two explanations, viz., carelessness and lack of clear understanding of the standard, are eliminated, there should be no real reason why a student should be adjudged for the same standard a third-rate student by one examiner and a first-rate student by another examiner. This kind of wide divergence in marking, I believe, may be avoided with a strictly conscientious marking by expert examiners. The proposition that the same answer-book has been marked by the same examiner differently at different periods of time is a proposition which is more in the nature of a quiz or a cross-examination by a hostile-critic or a questioning and cross-questioning by Military officers in a concentration camp than an attempt at a practical solution of the problem.

Tm 21, K/30

NBS-2A-2

Under severe methods of examination the same person has answered to a question differently every time the question has been repeated to him with the result that an obvious fact has appeared in a garbled fashion, for no other reason than that the same question has been put to him again and again. Repetition has a knack of creating a state of coma or a temporary suspension of reason and naturally the response may be far from normal.

The real difficulty arises when the difference in marking ranges from 10 to 15 out of a total of 100. This difference however, is bound to occur so long as examinations will be carried on by a highly sentient and sensitive machine like a human being. An examiner has his mood, pleasant or unpleasant; he has his feeling either of tiredness or freshness; he may be wide awake at the time of examining the answer-books or may lapse momentarily into a state of mental indolence. It is this condition of the mind of the examiner which has been pounced upon by the critics and branded as the subjective element; and the whole effort in the present times is directed towards the eradication of this subjective element.

This is one aspect of the question. Another aspect of the question is that an examinee himself may not be in a proper frame of mind at the time of examination. In spite of his best efforts at concentration, his first reaction to the questions set may be irritating, uncomfortable or unfavourable. The crowded atmosphere of the examination room may not be congenial to his temperament. The neighbour sitting beside him may have habits or mannerisms which may disturb his equanimity. So it is sometimes likely that a student may be a good student intellectually, but he is not good as an examinee, even as a candidate may be a good candidate intrinsically, but he does not fare well at interviews, for his personality has not that resilience which is needed on such occasions.

These difficulties are real difficulties and we cannot minimise their importance so long as we aim at mechanical exactness in calculating results. This attitude of mind, I must confess, is born of a new consciousness, Zeit-geist, as it is called which looks with suspicion upon everything which is not machine-like, exact to a point rigid and flawless.

In order to remedy the defect pointed out above, in the examination system, various methods have been suggested. One method is the Intelligence-Test so largely employed in the recruitment to the Military services. This test will give you nothing more than how a certain individual reacts to a certain given situation, whether his intellect is alive or dormant at a particular moment and whether he keeps his eyes and ears open. Another method is what is called the Psychological Test. By this test an attempt is made to determine the taste or bent of the mind of the individual. As demands of the various professions of life are different, each and every individual may not be found suited to each and every profession. Thus this test is designed to gauge the direction of an individual's inner urges. Another test is what is termed Achievement Test. This is designed to test the actual store of knowledge of or to sound the amount of actual experience or skill acquired by an individual. There is still another test, viz., the Personality Test. Here an attempt is made to discover whether a person has initiative, has an instinct for leadership or has an imagination which creates, organises and gives shape to things. All these tests are held through the medium of writing or oral discussion or both.

Two things, however, are evident from the facts stated above. The first is that each test is designed to find out a particular aspect of an individual and not to give a sum-total of his entire personality. The second thing and which is of more importance, is that decisions are arrived at, in each case, by individual examiners on the basis

of the data recorded by them on paper. It is also a known fact that decisions arrived at by experts have been varied and divergent providing the adage that experts never agree. The inferences drawn by psychologists and psychiatrists have also been widely remote from one another even to the extent of being contradictory in good many cases. Where then is the safety from the monster "Subjective Element"?

The educationists, therefore, have advocated the use of what is known as 'Objective Test', in which a student has only to make a mark, write a number, or a letter or a few words. This test saves time, money and personnel, it is granted. This method has another advantage too. It does not require any preparation on the part of the student. "Preparation is what a student is born with or the use of his mind upto the time of testing".

There are, however, two important provisos to this objective method of testing. The one variable involved is whether the answer given by the student is correct or incorrect. Another important factor is that the result will be the same provided the student is well and normal.

Where is the exactness then which we have been striving for? True, the monster of 'Subjective Element' is kept at a distance, but his shadow still looms large on the figure of the examinee with the added disadvantage that the result secured is neither exact nor comprehensive.

Let us for a while forget the present and go back to the ancient times when students used to get their training in Ashramas by living in the family of their Gurus. The students left their Ashramas after a stay of 10 to 15 years with no written certificates or diplomas, but only with the blessings of their Gurus. In those days, no certificate or diploma was given, because no certificate or diploma was needed. The merit acquired during the course of their

stay was the only weapon with which they had to face the world and they succeeded or failed even as the external forces of the world or the inner forces from within permitted them. Trained and brought up by the same Guru and in the same Ashram atmosphere, Krishna became one of the greatest Statesmen and Philosophers for all times to come, whereas Sudama did not succeed even in making both ends meet. If ever a formal certificate were to be issued by the Guru, perhaps Krishna and Sudama would have got away with the same certificate.

We may also in this connection visualise the cases of Hitler or Gandhi or Einstein. It is not possible to believe that if these persons were packed to America and subjected to the most rigorous mechanical objective tests, the results would have shown clearly that Hitler would one day dominate half the world, or Gandhi would one day break the backbone of War or Einstein would knock out even the axioms of Mathematics and reveal altogether new truths. All psychological-intelligence aptitude-achievement tests would have revealed, if anything at all, that they were persons possessing fearless courage, indomitable will and penetrating intelligence. But many others with infinitely much less to their credit would give evidence of the same traits of courage, will and intelligence.

Therefore, it seems to me that our aim of achieving exactness in our measurement of intelligence or aptitude or personality is a vain attempt and a mis-application of our energy. It is a result, as I have stated before, of a characteristically modernistic outlook which expects to find everything streamlined, as if set in a straight, rigid mould.

If, on the one hand, Science is teaching us to be accurate and exact to a fault, Science is revealing to us depths which were unknown and undreamt of before. Science tells us, in definite terms, that a man is not what he looks

or says, the real man lies hidden in his subconscious and unconscious states. If this is so, where is that expression or utterance which will betray the real man? Thoughts, actions, feelings, emerge as a reaction to peculiar stimuli in definite circumstances. The circumstances of an examination are not the same as the circumstances in which professional life is led or the circumstances which beset a man in the different other spheres or moments of life. The results therefore, obtained at an examination, whatsoever might be the method of examination, will not be a measure with which to judge the man in the different circumstances of life.

Let us now revert to the problem facing us—the system of present-day examination. I do not subscribe to the view of the University Education Commission—the view quoted above, that 'the examination has been recognised as one of the worst features of Indian education'. In the wake of numerous experiments carried on in America, it has become customary, even fashionable, to condemn the present-day system of education. If it has been as bad as it has been said to be, it might have failed India completely and our classification of graduates as indicated on the certificates awarded by the University, would have landed the country in a morass and bewilderment. But it has not done so. Our best University graduates have proved to be best statesmen, best administrators, best judges and best educationists. I do not claim infallibility for our system, nor do I believe in the infallibility of any other system. There must always remain in a human being something which is undecipherable, incalculable and unpredictable. This being so, our present-day system gives comparatively a fair indication of the type and amount of intelligences which a student possesses. Let it be understood clearly that our tests are not designed to gauge the aptitude or the personality of the student. It is designed merely to test the intellectual attainment of a person at a certain stage. We impart

knowledge and we test him for the amount of knowledge he has gained. The question is whether we are able to know what he knows. I think that we do so definitely and fairly correctly, provided an examiner knows his job and does his job conscientiously. Even the results of the objective tests are reliable, as was stated above, if the student is well and normal and if the examiners' readings and inferences are correct. According to the present-day system of written examination coupled with *viva voce* tests in some cases, a student takes the examination in normal circumstances. The courses of study, time, atmosphere are all well known to him. He is not confronted with anything strange or bizarre; and when he sets his mind to the questions, his reactions are familiar. His mind starts moving. If his mind is of a low type, he puts down on paper what he has crammed. If his mind is better organised, it collects information from various sources, co-relates them and puts them on paper as a co-ordinated whole. If the student's mind is still better organised, it collects facts suffuses them with imagination, endows them with a proper form and presents them with the freshness of a new creation to the examiner. An expert examiner has, therefore, ample material before him for knowing the candidate by his answer.

It, therefore, appears to me that there is nothing wrong with the present system, except for the fact that we make a fetish of the actual marks secured. We make a distinction between a student who secures 45 marks and one who secures 55 marks. It is likely that the one with the higher marks is a less capable student than the one who secured the lower marks. This difference in marking may be due to less favourable reaction in the given time on the part of the candidate or may be due to less favourable impression he may have made on the examiner. Therefore, in the ultimate evaluation, we may not take into account the actual marks secured by a candidate, but the

type or quality of mind he reveals, i.e. to say, if he is intellectually a first-rate student, a second-rate student or a third-rate student. If we try to form our judgment on this basis, we shall be fairly correct in our estimate of the intellectual attainments of a student, making allowance even for a certain amount of subjectivity on the part of the examiner.

The present-day system of examination is also sound on another ground. Call whatsoever you like, our present-day education is still liberal education with emphasis on knowledge and intellectual culture. We do not train students for a particular vocation in life, but we train them for life in general. We send them out with a

measure of intellectual strength and it is for them to chalk-out a line of action for themselves according to the circumstances of life. Even today, the military and the police, the state for all high administrative and political jobs, the big industrialists do not rely on the University certificate and diplomas for employment, they hold their own special tests for selection of candidates. They accept the University tests only so far as they indicate standards of intellectual attainments of students. So far as this purpose is concerned, the written test, as carried on in the present times, is still the best test, provided we do not base our estimate on the actual marks secured by a student, but we judge him by the quality of his mind as indicated by the examination results.

MACMILLAN'S STANDARD HIGH SCHOOL ATLAS—Rs. 2-4-0

This Atlas is intended for the students of Secondary Schools and will be an aid to History, Geography and Social Studies. It contains 54 maps and charts in colour and there is also an index of 8 pages.
Size Demy 4to.

Available in different editions
(English, Tamil, Telugu, Kanarese etc.).

MACMILLAN & COMPANY LTD.

(Incorporated in England)

6, Patullo Road, Mount Road, Madras 2.

1. CAN EUCLID'S PARALLEL POSTULATE BE PROVED?

By

U. P. SHENOI, B.A., L.T., Manipal.

There has been for centuries a good deal of controversy about the so-called Euclid's parallel postulate being taken as a proposition requiring to be proved or something incapable of proof and hence requiring to be taken as an axiom. The controversy is of great importance to fundamental mathematics, for without it either as a provable proposition or as an unprovable axiom, the whole structure of theoretical geometry would collapse, and hence the keenness and the long-standing nature of the controversy. Reputed mathematicians of the recent past as well as of the long past have made attempts—unsuccessful attempts—to prove Euclid's parallel postulate. These attempts make quite an interesting history. For, an attempt was made by one mathematician to prove it and a so-called proof was put forth, which a later mathematician showed to contain some logical flaws, and which was replaced by another mathematician's proof. This proof was in turn shown to have flaws and was followed by another proof which claimed to be flawless, and so on—all proofs suffering the same fate of being incapable of standing rigorous logic, so much so that it appears that modern mathematicians have come to the conclusion that Euclid's parallel postulate is incapable of proof, and all hope of proving it has been given up.

In the following lines one more attempt to prove Euclid's parallel postulate is made. This 'proof' may contain flaws and suffer the same fate as its predecessors. But the present writer's friends having told him that his 'proof' is all right, it is published only to provoke specialist readers to discover the hidden flaws, if any.

Euclid's parallel postulate says that if when two straight lines are cut by a transversal a pair of interior angles on the same side of the transversal are

together less than two right angles, the two straight lines meet when produced on the same side of the transversal at the angles. This appears rather like a proposition to be proved than an axiom to be accepted as true without proof. That is why the past mathematicians were averse to taking it as an axiom and were induced to try to prove it. That is also why Euclid's parallel postulate has been replaced in modern theoretical geometry by Playfair's axiom which seems to possess more attributes of a true axiom, for Playfair's axiom says that through a given point there is only one straight line parallel to a given straight line. To some mathematicians even this looked a proposition. The two are so related that if one is proved, the other can be deduced as a corollary.

The present 'proof' of Euclid's parallel postulate depends on two propositions. One is the proposition of congruency of two triangles such that two sides of the one are respectively equal to two sides of the other and the angles included by these sides are equal. This proposition can be easily proved by first principles, and how this can be done need not be explained here, as the proposition is proved that way in every text-book of theoretical geometry. The other proposition is one that states that when a side of a triangle is produced the exterior angle so formed is greater than an interior opposite angle. This proposition can be easily deduced from the first, and this is done by a method of proof that is given in some text-books, and is clear from the accompanying figure 1 and notes.

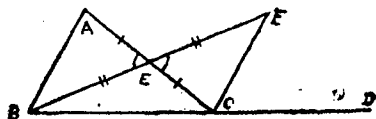


Fig. 1

It is easy to see by the congruency proposition referred to above that $\triangle ECF \equiv \triangle EAB \therefore \angle ECF = \angle EAB \therefore \angle ACD > \angle ACF$ and so $> \angle BAC$

Now for the proof of Euclid's parallel postulate. See figure 2.

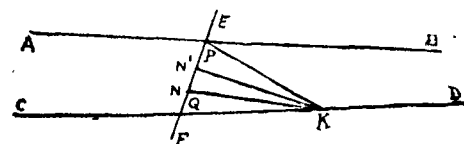


Fig. 2.

Let AB, CD be two straight lines and transversal EF cut AB, CD respectively at P, Q so that $\angle QPB + \angle PQD < 2$ right angles. It is required to prove that AB, CD meet when produced towards B, D.

Proof:—Suppose AB, CD do not meet when produced towards B, D

$\therefore \angle BPQ + \angle PQD < 2$ rt. angles (data)
and $\angle BPQ + \angle EPB = 2$ rt. angles,

$\therefore \angle PQD < \angle EPB$

Now if K is a point in QD,

$\angle KQE < \angle EPB$ (proved)

and $\angle KPE > \angle EPB$ ($\because$ AB, CD do not meet when produced towards B, D)

Again if KN is any straight line that cuts QP between Q and P at N and if KN' is any straight line that cuts NP between N and P at N' it is easy to see (by the exterior angle interior angle proposition) that $\angle KNE > \angle KQE$ and $\angle KN'E > \angle KNE$

Thus when N moves along QP from Q to P, $\angle KNE$ gets continuously greater and N moves from a position where $\angle KNE < \angle EPB$ to one where $\angle KNE > \angle EPB$. Therefore there is a point L in QP between Q and P such that $\angle KLE = \angle EPB$.

Again if K' is a point in KD (see figure 3)

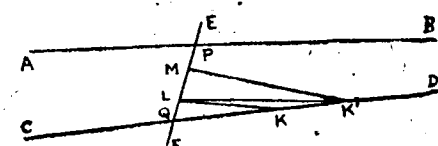


Fig. 3.

it can be proved as before that $\angle K'LE < \angle KLE$ i.e., $< \angle EPB$ and $\angle K'PE > \angle EPB$ ($\because$ AB, CD do not meet when produced towards B, D) and if K'M is any straight line that cuts LP between L and P at M it can be proved as before that as M moves from L to P along LP, $\angle K'ME$ gets continuously greater and moves from a position where $\angle K'ME < \angle EPB$ to one where $\angle K'ME > \angle EPB$.

Therefore there is a point L' (see figure 4).

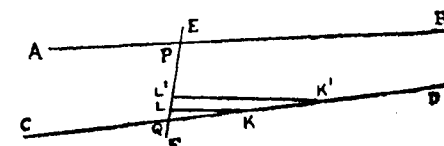


Fig. 4.

in LP between L and P such that $\angle K'L'E = \angle EPB$.

Thus it is clear that when K moves along KD away from K with $\angle KLE$ always equal to $\angle EPB$, L moves along QP towards P. Now KD being an infinite straight line, there is no limit to the position of K in KD, while LP being a finite straight line there is a limit to the position of L in LP. So for a certain position of K in KD, L must reach P. Since $\angle KLE$ is always equal to $\angle EPB$, KL falls along PB, when L reaches P; that is to say PB, QD meet at K.

This is contrary to our supposition. So it is wrong to suppose that PB, QD do not meet when produced towards B, D.

Hence Euclid's parallel postulate is proved.

II. IMPROVING ENGLISH COMPOSITION

By

S. V. KRISHNAMACHARI, B.A., LITT., B.ED.,
(Retired) Asst., The R.B.C.C.C.'s H.H. School, Trivelloor.

The value of being able to write clearly and correctly cannot be over estimated. A pupil may know a great deal, but if, in his English paper, he cannot present his knowledge in an acceptable manner, he will labour under a serious handicap. He may be able to talk at length on the subject but if he is not able in the examination, to put his thoughts down in idiomatic grammatical language, he is bound to be awarded less than 'pass marks'. His written work is of the utmost consequence all the while that he is appearing for school, college and University tests. And, later on, too, in several walks of life, a man is often judged by the English he writes.

While the acquisition of this skill is so important, what is the usual contribution of the school? It does not seem to guarantee steady and certain progress. Often there is no appreciable difference in the performance of pupils from week to week, month to month or year to year. Pupils in the school final class are often found to make the same kinds of mistakes as the children in the first form do. Years of instruction, in many cases, have not helped to eliminate types of mistakes which were common at the beginner's stage. The pupils in the Matriculation class use bigger words, to be sure, and write a great deal more and in a more involved style, but the same variety of mistakes persist. Maturity has not meant greater mastery. They have outgrown nothing. Here then is the problem; how to ensure noticeable improvements in pupils' composition work during the months and years that they are at school? This article deals with one line of attack which might well be part of a comprehensive campaign.

The improvement of written English should involve first of all a survey of

the abilities of the class. Without a realisation of the weak points of the pupils no remedial measures are possible. No one who has gone through a set of high school exercises or a bundle of examination papers could have failed to notice that our pupils need yet to cultivate accuracy, fertility of thought and freedom in the use of language. On analysis the defects of most pupils in composition might fall under the broad heads:

1. Grammatical errors.
2. Spelling mistakes.
3. Punctuation lapses.
4. Lack of ideas.
5. Incoherent presentation of ideas.
6. Weakness in beginning and ending.
7. Inadequate vocabulary.

Closer and more detailed analysis will supply the sub-heads and then the teacher will have a fairly exhaustive and classified list of common failings.

Each of the items mentioned above will involve special planning and special attack if improvement is to be evident in pupils' work. One of the big mistakes commonly made is to expect "better English" and "general improvements" without paying attention to specific defects and specific requirements. This unfortunate expectation is probably the outcome of faith in the "Transferability of Training". Now it is being increasingly recognised that all learning is specific. This means so far as our subject is concerned that the constituent parts of each of the skills or abilities must be considered individually and be planned for particularly, or no progress will be possible. That is to say, it is not enough to deal with them in their usual context; they may have to be treated separately to guarantee unflinching accuracy.

While the enumerated defects can be noticed in most sets of exercises, the largest number of glaring mistakes are likely to be grammatical, irrespective of the class; the most striking, the most upsetting and therefore the most lamentable, are the irregularities in grammar. Not that the others are excusable or to be perpetuated, but that these are considered heinous and therefore heavily penalised. If then, the errors likely to be most prejudicial to the pupils' interests are eradicated, first of all, the improvement will be appreciable. Instead of a wholesale attack on all and sundry, with indifferent results, it would seem the path of wisdom first to deal with those errors which are most damaging. When these dreadful ones have become tabooed and almost impossible, the other types of failure might be taken in hand for more leisurely but not less lively treatment.

GRAMMAR

For an effective programme of improvement it is necessary for the teacher to know not only what mistakes are committed by the class but which pupils commit what mistakes. It is found worth while for this purpose to enter the outstanding errors of each composition exercise in a tabular form with the names vertically on the left and the types of mistakes horizontally on the top. By a look at the vertical columns the teacher is able to notice the frequency of each kind of error in his class, and a glance at the horizontal columns reveals the types of mistakes which are favoured by particular pupils. The object of this detailed tabulation is to discover what might be called "The popularity of errors". The revelations made thus possible will enable the teacher to decide to deal with the pupils concerned either individually or in groups. It may also show that not every conceivable grammatical error is to be found in the scrutinised exercises. Some will be found repeated again and again and others hardly recurring at all. Those errors which are fairly common,

often repeated, are the ones which should be given most urgent and careful attention, for, when these types have been exterminated, the number of lapses will be comparatively few and less disastrous.

In this connection, the statistical survey of errors made some years ago in the high schools of some American city [described in Gregory, B.C.—Better Schools, Pp. 213 and ff. (Macmillan)] is encouraging and enlightening. It was found that there are six elementary considerations of grammar to which if concentrated attention should be given, 80 per cent of the errors would be cleared up. The composition exercises of all the classes of all the schools were collected on a set day. These were corrected on the same basis, no allowance being made for youth. The errors were to be classified on the basis of a list of 44 types of possible errors supplied to the examiners. The examination of 2,807 compositions revealed 8,481 errors. The tabulation showed the number of errors of each kind for each class and for all the classes. The percentage of each error in a given class and the percentage of errors of each kind for all the classes taken together were found out. From this the persistence of the same types in all the different classes became evident. It was also discovered that for 16 kinds of errors which most people were supposed to make in writing at one time or another—there was no percentage at all: the errors being so few. The investigation showed further the following distribution of classified errors for the whole group:

	Per cent.
Excessive use of connectives.	16
Superfluous words	.. 15
Errors in tense	.. 18
Relation of subject and predicate	.. 14
Antecedent of the pronoun	.. 8
Possessive of the noun	.. 4
Misuse of preposition	.. 5
	—

Total 80 per cent, leaving 20 per cent of errors scattered variously through 15 other considerations. A small number of types were responsible for a large number of mistakes. From this the indications for a syllabus in grammar were deduced which gave prime importance to conjunctions, subject and predicate, perfect and imperfect present tenses of verb, relative pronoun in relation to antecedent, possessive nouns and prepositions, for it was felt that if these six elementary considerations of grammar were properly emphasised the vast majority of errors would disappear once for all, and that when that is done, there will be time and energy left to devote to other consequential matters connected with composition work.

SELECTION OF POINTS

There is room and urgent need for such carefully conducted investigations in India also; many facts of which we are now blissfully ignorant can only thus be brought to light. When it is known what types are common, the teacher is in a position to wage concentrated warfare against them until they are absolutely extirpated. And if in each class, a certain number of types were to be eliminated, much useful work could be done in the upper classes. Instead of that, we jumble all kinds of irrelevant considerations in grammar with those that are relevant. We ignore nothing. This means that we waste precious time on matter that leads nowhere and we prevent the child's concentrating and drilling on points that he does need to master. In every class we find ourselves fighting the same demons. Why not pick out the common errors of childhood, concentrate on them, teach the grammar that pertains to them and annihilate them? It can easily be done. This would revolutionise our purposeless grammar work. Now is it absolutely necessary to teach all the other facts of grammar in order to teach these vital and urgent matter. Grammatical principles are best taught when too much is not attempted. Proper selec-

tion of material and adequate emphasis are more important than the amount of ground covered. Grammar was made for the child, and not the child for grammar!

As with grammar so with spelling, so with punctuation, so with the use of capitals, so with everything else that matters in composition. Only in isolation can the enemy be tackled successfully. Even the six types of errors quoted above will prove too large a number if the teacher tries to teach them all at once. To correct everything is pedagogically unsound and psychologically wasteful. It is far better tactics to grapple with one type of error until that is disposed of than to distribute pupils' attention over many points. Of errors too it might be said, 'united, they stand; divided they fall.' The secret of improving composition work, as for improving anything else, lies in Analysis and Concentration.

ENGLISH COMPOSITION

1. The Drill—Sentences; (A classified group of Drill-sentences).
2. The drill-sheets of exercises of individual pupils.
3. The outstanding error table: (The eradication table of errors or the table of common errors or the pupils' popular error-Map.)

Composition:—Framing a sentence—Three processes—(1) the recall of correct sounds; (2) the recall of correct vocabulary; and (3) the recall of correct syntactical constructions.

(1) & (2) best secured by practice in oral work. (Developing the power of 'automatism'—the fusion of linguistic symbols with the things symbolised.) Pupil to practise grammatical forms—Composition work diagnosing grammatical defects. A practical and useful method of remedy.

Use the drill-sentences to eliminate the errors, grouping and classification—

Collection of the drill—Exercises, making a 'Map' of each pupil, building up gradually a diagnosis of his grammatical errors.

Sentence—word order; It without antecedent;

Adjective for Adverb: *Remedy*:—Homoeopathic doses of drills formed from the drill—sentences collected. Don't give general drills to the whole class. Each pupil treated separately as he should be—(nature of drills calling for a choice of constructions one of which being the right one. "He loses all his money in gambling?"

Choose the correct form:—He (loses—looses) all his money in gambling.—Drill exercises in ink on ordinary paper. At the top designate the type of work required to be done.

Spelling—changing Y into I; semi-colon with series of clauses. Filling of the drill sheets into a box-letter-file. The letters of the alphabet denoting some general phase of the work.

Adjectives and Adverbs:—

1. Adjectives for Adverbs.
 2. Most, mostly and almost.
 3. Comp. and Superl.
 4. Article after, ' ' kind of and sort of
1. Careless placing of modifiers.
 2. Parallel construction.
 3. Participial phrases.

C. Conjunctions.

1. Which and Where
2. Then and So
3. And and who
4. Like and As.

Map.

A2: Confuses adjectives with adverbs.

B1: Careless in the placing of modifiers.

C3: Uses And for Who.

Give the pupil the particular drill-sheet containing drill sentences under these indices.

Models.

1. We could (easy, easily) go there in a car.
 2. I have seen (most, mostly, almost) every thing.
 3. Rama and Krishna are both clever, but Rama is the (cleverer, cleverest).
 4. It was difficult to determine what (kind of, kind of a) store it was.
1. They ate their tiffin sitting on the banks of the Godavari which consisted of chuppatis and curds.
 2. The origin of the festival is that there was once a terrible demon and we celebrate his death as a result of his cruelty.
 3. Having few letters from me I suppose you think I have forgotten you.
1. I advanced to the room from (which, where) the noise seemed to come.
 2. Of course, there was no rain, so he had to use water from the well.
 3. I met my friend and who asked me to go with him to his place.
 4. His book is (like, as) that of mine.

Subjects from the text-book; or written about in the mother-tongue.

Composition: presenting one's knowledge in an acceptable manner. (In idiomatic grammatical language.) Written work of the utmost consequence; Man often judged by the English he writes; Pupils in the school final class are often found to make the same kinds of mistakes as the children do in the first form; Maturity has not meant greater mastery; How to ensure noticeable improvement in pupils' composition at school; A survey of the abilities of the

class, week points, remedial measures. Pupils need to cultivate accuracy, fertility of thought and freedom in the use of language.

Defects.

1. Grammatical errors.
2. Spelling mistakes.
3. Punctuation lapses.
4. Lack of ideas.
5. In-coherent presentation of ideas.
6. Weakness in beginning and ending.
7. Inadequate vocabulary.

Each Spl. planning and spl. attack for improvement; glaring mistakes to be eradicated first; no wholesale attack on all and sundry (indifferent results). Errors most serious, to be attended to, first.

The outstanding errors of each exercise in tabular form with the names vertically on the left and the types of mistakes horizontally on the top; A look at the Vertical column the frequency of each type of error; A glance at the horizontal columns, types of mistakes favoured by the particular pupil.

To discover the 'Popularity of Errors' pupils to be dealt with in groups or individually; Error often repeated given the most urgent and careful attention.

44 types of Errors. 16 types for all the different classes (Common).

Classified errors.

1. Excessive use of connectives.
 2. Superfluous words.
 3. Errors in Tense.
 4. Relation of Subject and Predicate.
 5. Antecedent of the pronoun.
 6. Possessive of the noun.
 7. Mis-use of preposition.
- (A syllabus in Grammar.)
- a. Conjunctions.
 - b. Subject and Predicate.
 - c. Perfect, imperfect and present tenses of verb.
 - d. Relative pronoun in relation to antecedent.

- e. Possessive Nouns.
- f. Prepositions.

Tr.: To extirpate absolutely in each class a certain number of types. *Don't waste precious time on matter.* Pick out the common errors; teach the Grammar that pertains to them (revolutionize the usual purposeless Grammar work). Proper selection; adequate emphasis, not the amount of ground covered that is important. Grammar made for the child, not the child for grammar.

As with Grammar so with,

1. Spelling.
2. Punctuation.
3. Capitalisation.

Tackle the demons only in isolation. One type of error—Pupils' attention; Analyse and Concentrate:—

Symbols.

IV Form

- A:—Spelling—Sp.
Capital—C.
Punctuation—P.
Syllabification—Sy.
- B:—Concord:—Subj. & F.V.—C.C. 1.
N & Adj.—C.C. 2.
N & Pro.—C.C. 3.
Rel. Pro. & Ante—C.C. 4.
- Superfluous words—Sup.

- Lapses—
Word-usage—Wr.
Articles—Ar.
Recast the sentence—re.
Tense—t 1.
Voice—t 2.
Mood—t 3.
Possessive (Pronouns)—Pos.
Prepositions—Pr.
Verbals—V.
Conjunctions—J.
Adverb—Adv.

- C:—Paragraphing—pra.
(Unity—The subject sentence.)
Idiom—id.
Lack of Ideas—ld.
Incoherent
Presentation of Ideas
Poor expression or lack of proper words to express thoughts.

Word order in sentence-build (1) (2) (3).

A VISIT TO THE MUSEUM*

By

T. M. RAMAKRISHNAN,

Student, Sri Ramakrishna Mission High School, (North Branch), Madras-17.

"My days among the dead are past
Around me I behold
Wherever the casual eyes are cast
The mighty minds of old."

These lines which I learnt two years ago as a student of IV Form flashed through my mind as I entered the gates of the grand red building in Pantheon Road, "The Madras Government Museum". The great arch-ways of stone and the great guns which I saw in the compound, took my mind back to the days when the stone masons toiled on those ornamented pillars and the guns poured out fire and shot against the enemies.

Looking at the old building with the semi-circular theatre and "Connemara Public Library" I was impressed with the strength and beauty of the structure which contained a collection of some thousands of the greatest brains of the whole world.

The entrance to the Museum is in the new buildings. There is a wicket to admit visitors one by one. Passing through it I entered a broad passage, mildly lit from windows on top, the walls bearing rock carved specimens of Chalukya age. The passage led into a hall which contained handsome stone images from all parts of the country, with a tablet at the foot, which gave the name of the image and probable date of its making. There also were several stones bearing inscriptions in different ancient and modern languages such as Prakrit, Naga, Brahmi, Tamil, Canarese and Malayalam.

The case containing coins of the various periods from the early Cholas to the East India Company and Moghul kings, was an interesting collection.

When I entered the hall containing the instruments and weapons used by the people of ancient India, I made a mental comparison of the kind of life they must have led with that of the modern times. The crude stone axes and spear-heads would require great physical strength and practice. At the same time they could never cause as great a damage as modern bombs and machine guns.

The cowries and shells used as ornaments by our early fore-fathers are in great contrast to the modern jewels; but they were cheap. The little girl decked in those shells and beads must have looked quite as handsome as the modern maids in jewellery made of gold and precious stones. There are also house-hold articles such as pottery and metal vessels.

The Buddha images in special poses display a great deal of skill in symmetry of carving. The floral decorations cut in stones, brought from stupas, are extremely clever and I wondered what instruments the old time sculptors must have used to work such accurate details.

The big statue of Indra dating to second century, appears nearly eight feet. The figure of Kali brought from Anantapur district is a great work of art. I stood several minutes looking at the wonderful wood work showing a Raja's Durbar. The king is on the throne, the ministers of the state and

*In the year 1954 an essay competition on this subject was conducted by the Government Museum, Madras in commemoration of its Centenary Celebration. This essay was considered by the judges as the best out of thirty essays sent by the students of VI Form of the High Schools

of the Madras State. The prize was endowed by Dr. B. Sunder Raj, retired Director of Fisheries, who was connected with the Madras Museum for a short time as the Officer-in-charge of its zoological Section.

the commanders of the army, each on his own special seat according to his rank, the man brought before the court for trial and the armed guards at the gate, all figures are cleverly done with special attention to details.

When I came down I gaped with open mouthed wonder at the skeleton of the great whale supported from the roof. Turning to the right I saw the skeleton of a huge elephant and the skeleton of a man with a horse.

The heavy tusks from Coimbatore and the works of art with ivory were very interesting. On a table top, I saw a very clever representation of how elephants are caught. The holes dug in the earth and covered with straw and bamboos, the trapped elephant tied to the pillars with ropes, all were shown in models of clay. There are also some photos of elephants and their uses on the walls.

At the entrance to the hall containing the Zoological specimens, there is a fine dissection of a cat mounted and preserved in formalin. Inside, lined in rows on the walls are tall glass jars containing the snakes of India, preserved in formalin. At the foot of the jars is a card giving the name and stating if the snake is poisonous. There is a big black scorpion with two stings.

Inside huge glass cases, there are some stuffed birds with their nests, eggs and nestlings. In one case there is a plaster model of a chunam frog. There are also some other plaster models, all of them looking extremely natural. The peacock with spread tail, looks very much alive and the flying squirrel with just half its body shown outside the hole in the tree trunk, looks so real that my younger brother believed me when I told him that he must be careful lest it should jump on him and bite him.

If only an imitation of the places in the forests where the foxes, bears, and deer live should have been produced, people feel afraid of entering the section of stuffed animals. They look so life-like.

The Botany section begins with the skeleton of a sandal wood tree. I got the smell of sandal wood tree, when I neared the tree.

The different kinds of plants are pressed flat and preserved in twenty-five chests of drawers each of which has two or more specimens under a glass. There are also coloured pictures of plants. The plant products such as ropes, carpets, and clothes form an interesting collection.

The metal works and musical instruments are in a different building. There is a great collection of Indian musical instruments such as Veenas, Tamburs, Nathaswarams and different kinds of drums. I was very much attracted by the "Palluvankudam" which I had seen performed by a batch of boys from Tirunelveli as an accompaniment to Kattabomman's story.

In the entrance to the metal section are the huge marvellous bells of China and Burma. I have never seen such huge bells in my little life. There is a wonderful collection of arms, swords, spears and guns. The iron cages in which prisoners were locked up and other instruments of torture are also found here.

Recently there has come a rare collection of bird's eggs. It consists of the eggs of thirty-five species of Indian birds such as the Whistling Thrush, Blue Jay, Crow-pheasant and Woodpecker as well as those rarer species, such as the "Seesee Partridge, Stone Curlew, Indian Courser, and the Little Ringed Plover. This collection is the gift of Mrs. S. D. Ingles of Kenilworth, Coonoor. This is kept at the entrance to the Museum.

As I left the Museum I could not help being proud of our mother-country whose ancient greatness I was made aware of by the rare exhibits.

I do not think that I have had a more instructive day in my little life, all by myself.

NEWS AND NOTES

PERAMBUR, MADRAS.

The Founder's Day of Rao Bahadur Calavala Cunnan Chetty's High School was celebrated on Tuesday, 9th August in all solemnity befitting the occasion.

The students assembled in the morning and listened to the tributes paid to the Donor, late Rao Bahadur Calavala Cunnan Chetty by the Headmaster Sri K. Hanumantha Row, Sri V. D. Arjuna Mudaliar, Senior Tamil Pandit and Sri S. V. Guruswamy Sastrulu, Senior Telugu Pandit. They narrated the history of the institution from the time it was a small Anglo-Vernacular School managed by a committee of local enthusiasts. In 1915 the school was about to close down for want of funds when Dewan Bahadur Calavala Ramajunjam Chetty took up the Management of the school. After a few years, to the misfortune of the school, the Dewan Bahadur died. The school underwent a period of uncertainty. The students withdrew from the school. Several teachers left owing to insecurity. Just then the late Rao Bahadur Calavala Cunnan Chetty stepped in and shouldered the responsibility of running the institution. But misfortune seemed to dog the institution since Cunnan Chetty also died a year after taking up the management. Anyhow the late Rao Bahadur was not for allowing the school to succumb to the vagaries of Dame Fortune. Hence he created a Trust and appointed executors who have been managing the Trust all these years and running the educational institutions at Perambur, Trivellore and Chintadripet.

After the speeches there was a Pooja and Sweets were distributed to the children. The Correspondent of the School, Sri C. Ethiraj, B.COM., was present right through and interested himself in all the arrangements.

Thus ended the morning function.

A Public Meeting was held in the evening in the School Hall under the Presidentship of Janab M. J. Jamal

Mohideen Saheb, a leading merchant of the locality. Sri C. Ethiraj, B.COM., Correspondent of the institution, welcomed the guests.

The Correspondent, welcoming the guests said that the celebrations this year were in some respects a departure from that of previous years in that all the children had an opportunity to gather together and hear something about the life of the great founder of the school. The distribution of sweets among all the children present was another novel feature of this year's celebrations. He introduced the President of the evening as a great benefactor and philanthropist, the founder of the Jamalia College, Trichy and a leader of many trade delegations to other countries.

The President in his opening remarks conveyed his thanks to the Management and the Staff for the honour done him in inviting to preside over the function. He traced his family's connection with the School and said that over a hundred boys from the Jamalia had so far studied in this school and paid tributes to the efficient management and the hardworking staff. He said that the staff have set an example of plain living and high thinking and have made a deep impression on the students that have gone out of the school.

The Annual Report was then read by Sri K. Hanumantha Row, Headmaster of the school.

Sri J. Govindaswami, B.COM., a member of the Board of Management, delivered the Commemoration Address. He also informed the gathering that the Management is getting ready with plans for the construction of "a magnanimous and imposing structure befitting the name of the school." He also appealed to the Government to revise the provisions of the Grant-in-aid Code and give liberal grants to the Aided Institutions. He also assured the staff that the management would sympathetically consider their legitimate grievances and redress them, if any.

Verses in memory of the Founder in Telugu, Tamil and Hindi were read by the students.

After the distribution of prizes, the President in his concluding remarks paid compliments to the staff for the good record of S.S.L.C. results.

Sri R. Alavandar Iyengar proposed a vote of thanks.

SRIRANGAM.

The Annual Meeting of The Teachers' Association, The High School for Boys, Srirangam, was held on 6—8—1955 in the school premises with Sri K. Parthasarathy Iyengar, M.A., L.T., Assistant Headmaster, in the Chair.

The office bearers for the year 1955-56 were elected.

ANNUAL REPORT FOR THE YEAR 1954-55.

Our Association owes much to our highly esteemed Headmaster and Patron; and the President and the Secretary are indebted to all the members of the Association for their hearty co-operation in building up our Reserves and in making the activities of the Association lively and successful.

For the first time, the Management of our school kindly contributed a sum of Rs. 35/- (really a handsome amount) enabling us to participate in the Karur Tournament for Teachers, and has assured us to extend the same or even more financial help for such tournaments for teachers.

The Teachers' Charter Day was celebrated very successfully, to the admiration of our Guild herself, on 7—8—1955, under the auspices of the Guild. About 300 members attended and took the pledge. We gave a very nice "At Home" to all present.

About twenty members of our Association joined the school excursion to Coimbatore and Mettur Dam, and our Association gave a sum of Rs. 50/- as Travelling Allowance for those who took part in it.

Sri S. Natarajan, President, South India Teachers' Union, was garlanded

and greeted on 12—3—1955 on his way to the U.K. at Trichy Junction Railway Station by Sri A. K. Rangarajan and Sri S. K. Vasudevan on behalf of our Association.

In spite of the fact that our Association has withdrawn her encouragement to those who usually attend the All-India Educational Conferences, Sri A. J. Ramaswamy Iyer attended the Conference, which was held at Patna in December, 1954, and took part in its proceedings.

Last but not the least, it was a unique feature that our Annual Social was celebrated in our usual grand manner within Rs. 100/- the credit being due to the sincere co-operation of all the members.

JALAKANTAPURAM (SALEM DISTRICT).

The ninth Independence Day was celebrated on the 15th of August 1955 in a fitting manner in the new Board High School ground which was bedecked with flags and adorned with festoons.

There was a large gathering of the public, officials, teachers and students. Sri T. G. Palaniswami Chettiar, President, Building Committee, presided over the function and Dr. E. Earu Chettiar, L.M.P., Medical Officer, Jalakantapuram inspected the A.C.C. Cadets, hoisted the National Flag and took the salute.

Speeches were made by Sri P. Balakrishnan, B.A., B.T., and Vidwan Sri V. Basuviah, Tamil Pandit who spoke on the importance of the function.

In his concluding speech Sri T. G. Palaniswami Chettiar stressed the importance of discipline, diligence and the duties of the pupils to the country, the school and the public. He laid special emphasis on the training of the students on military lines as was demonstrated by the A.C.C. Cadets.

Vidwan Sri V. Basuviah proposed a vote of thanks and the function came to a close with the National Anthem sung by Soundappan of V Form A.C.C. Cadets.

ELAPULLI

It was a tragedy of education in India today that when there was an acute shortage of trained teachers, that able-bodied, eminently qualified and experienced teachers should have to retire and their services should be lost to education simply because they had attained the age of 55, said Prof. E. N. Subrahmanyam, Vice-President of the S.I.T.U. at a largely attended farewell function on August 28 organised by friends and old students in honour of Sri E. Padmanabhan Unni, Headmaster, A. P. Board High School, Elapulli, who retired on August 23 after 32 years of service.

Prof. Subrahmanyam was unveiling a portrait of Sri E. P. Unni, presented to the school by the Teachers' Association. Sri E. K. L. Sastri, Secretary, requesting Prof. Subrahmanyam to unveil the portrait, observed that as Vice-President of the S.I.T.U. and as President of the Parents' and Old Boys'

Association of the School, he was the best-fitted person to do it.

After paying a warm tribute to Sri E. P. Unni, Prof. E. N. Subrahmanyam deplored that he had to retire on attaining 55 years though he was full of vigour both mentally and physically. He urged the need for raising the age of retirement to sixty. He said that the Madras University insisted that in colleges affiliated to it, a teacher who attained 55 in the course of the academic year should be retained till the end of the year and that should be the practice in secondary schools under all agencies.

Dr. V. I. Mannadiar of Vadasseri presided over the function. A farewell address was presented to Sri Unni and a number of speakers paid tributes to his services. Sri Unni replied suitably.

The Association also observed the Teachers' Day on August 7, when Prof. Subrahmanyam explained the Cuddalore Conference resolutions relating to salary scales and age of retirement.

S.I.T.U. PROPAGANDA AT KURNOOL

Sri K. N. Pasupathi, B.A., L.T., addressed a meeting of the Teachers' Association, Municipal High School, Kurnool, on 24—8—55, on "Teachers and Insurance" with special reference to the S.I.T.U. Protection Fund, and urged all teachers to enlist themselves as members of the Fund by taking in it the maximum number of units they were eligible for.

From 20—8—55 to 27—8—55, Mr. K. N. Pasupathi carried out a programme of intense publicity regarding the Fund by meeting individual teachers of the above High School and taking proposals from them.

Subscribe for

SUNSHINE

BEST MONTHLY MAGAZINE PUBLISHED
IN ENGLISH

**What Every Home, School and
College Must Have**

Edited by

Dr. G. S. KRISHNAYYA, M.A.,
(Madras), M.A., Ph.D. (Columbia)

Highly praised by Education Ministers,
Directors and Parents.

AGENTS WANTED EVERYWHERE

Rates of Subscription :

Monthly 0-8-0 Annually 5-8-0

Please write to :—

The Manager, SUNSHINE, POONA-5.

FROM OUR ASSOCIATIONS

TIRUCHIRAPALLI

An ordinary meeting of the Tiruchirapalli District Teachers' Guild was held in the Bishop Heber High School, Teppakulam, on 30-7-1955, with Sri M. P. H. Albert, M.A., L.T., president in the chair. Sri G. Krishnamurti, M.L.C., spoke on "Education in the Second Five-Year Plan". He pointed out how money spent on Education would be the soundest capital investment for the nation and how every rupee spent on raising the salary of teachers would be the best way to spread real education in the country. He also showed how some of the proposed ways of spending the allotment for education in the draft plan could be bettered to fulfil this object.

The General Body then passed a resolution regretting the order of the Director of Public Instruction, (calling on Managements to take action against teachers in schools whose averages go below the state average at the S.S.L.C. Public Examination), since these teachers alone cannot be held responsible for the poor performance of the pupils and since many other factors beyond their control are also often responsible for such poor results. By another resolution the Guild requested the Secretary to the Board of Secondary Education to send models of the English papers to be given at the S.S.L.C., Public Examination in 1957, according to the syllabus introduced in Form IV in June 1954. The Guild resolved to observe August 7th, as Teachers' Charter Day. After Mr. Clement explained the proceedings of the Conference of Presidents and Secretaries of Guilds, the Town Secretary R. Bhuvarahan, proposed a vote of thanks.

TELLICHERRY

Proceedings of the meeting of the Executive Committee held at 10-30 a.m. on 2-7-1955 at B. E. M. P. High School, Tellicherry.

Nine members were present. In the absence of the President, Sri K. Karunakaran, a Vice-President, Sri K. Krishnan Nambiar presided.

The minutes of the last meeting were read by Sri M. K. Govindan Nambiar.

Statement of accounts were not considered as the secretary had gone to attend a meeting of the Executive Board of the S. I. T. U. held at Madras.

RESOLUTIONS

1. Resolved to request the authorities to maintain the *status quo* with regard to the proposal of changing the academic year from June-May to January-December in view of the fact, that the change if introduced in one or more states, will create many difficulties until the change is made on an all India basis.
2. Resolved to request the Government to extend the scheme of pension to all teachers working in high schools irrespective of grades.
3. Resolved to request the Government to fix the age of retirement at 60 to teachers working in all schools irrespective of the agency of management. The present system of appointment of teachers for every year after superannuation at 55 should close away forthwith.
4. Resolved to confirm the affiliation of the Teachers' Associations of Mattanur High School, Municipal High School (Cannanore) and Koodali High School.
5. The Secretary of the guild is requested to contact by post all Teachers' Associations under the jurisdiction of the guild, once again, requesting them to get affiliated to the guild.

COURTALLAM :

Resolutions passed at the General Body meeting of the Tirunelveli District Teachers' Guild, at Courtallam on 3-9-55.

(1) This Conference resolves to request the Government to disburse the grants at least quarterly to the managements of all High Schools to enable them to pay the staff regularly.

(2) This Conference requests the managements of schools, the District Educational Officers of Tirunelveli East and West and the Director of Public Instruction to take necessary steps for the speedy closure of Provident Fund Accounts of retired teachers.

(3) This Conference requests the Government to fix the maximum strength of each section or a form of a High School at 35.

(4) Resolved to request the managing authorities of schools and colleges of all categories to treat absence of teachers attending conference and meetings of the District Teachers' Guild as on other duty.

() Resolved to request the Government to take over the management of all elementary schools.

(6) Resolved to request the Government to fix the minimum number of working days for a Basic Training School as 200 as in the case of elementary schools with boarding.

MAYURAM :

A meeting of the Executive Board of the Tanjore District Teachers' Guild was held at 10 a.m. on August 20, 1955 in the Municipal High School, Mayuram, Sri M. K. Natarajan, the President presiding. The following members were present.

Sri M. K. Natarajan, Sri R. Mahadevan, Sri S. Subbarama Ayyar, Sri K. Varadarajan, Sri G. Jayanathan, Sri A.

Balraj, President, Ammapet Teachers' Union, was co-opted. Rev. Fr. A. V. Fernandez and Sri A. V. Tyagaraja Sastri sent letters regretting their inability to attend.

The Annual Report and the Audited Statement of Accounts for the year 1954-55 were passed. Mr. R. V. Subramanyam, Assistant, K. H. School, Tanjore, was appointed as the Assistant Secretary at Tanjore. The resolutions for the conference were considered.

The Annual Conference of the Tanjore Teachers' Guild commenced at 11 a.m. on Saturday, August 20, 1955, in the Municipal High School, Mayuram. A large number of delegates attended.

Messages were received from Sri N. D. Sundaravadivelu, Director of Public Instruction, Madras, Sri V. T. Titus, Divisional Inspector of Schools, Coimbatore, and Sri M. Rajah Ayyar, President, Ramnad District Teachers' Guild.

After the introduction of the members, Sri S. Seshagiri Ayyar, Headmaster, Municipal High School, Mayuram, welcomed the gathering.

Sri T. P. Srinivasavaradan, Secretary, South India Teachers' Union, inaugurated the Conference. Sri S. Raghavachariar, Headmaster, Town High School, Kumbakonam, spoke on "Languages in the New Set-Up," and Sri K. M. Sundaram, Headmaster, Umamaheswara High School, Tanjore, on "Recruitment of Teachers and their Service Conditions." Sri G. Krishnamurthy, M.L.C., addressed the members on teachers' problems and the need for strengthening the organisation.

The Secretary presented the Annual Report and the Audited Statement of Accounts for the year 1954-55 and these were adopted after some discussion. He also gave a report of the Special meeting of the Presidents and the Secretaries of District Teachers' Guilds held at Coimbatore in July last and appealed to the members to give financial support to the S. I. T. U.

ELECTION OF OFFICE-BEARERS FOR 1955-56.

The following were elected :—

Sri M. K. Natarajan, National High School, Mayuram,—*President*.

„ R. Mahadevan, Municipal High School, Mayuram,—*Secretary*.

„ R. Subramanya Ayyar, National High School, Nagapattinam

„ N. S. Venkateswaran, Sholapandi
Vice-Presidents.

„ A. V. Thyagaraja Sastri, National High School, Mannargudi—
Representative of the Guild in the S.I.T.U.

„ S. Subbarama Ayyar, Board High School, Ayyampet.

„ K. Varadarajan, Board High School, Ayyampet.

„ T. Balakrishnan, Board High School, Tiruvarur.
—*Representatives from Local Body Schools*.

„ G. Jayanathan, Aided Elementary Teachers' Union, Nagapattinam.
—*Assistant Secretary for Elementary Education*.

„ A. Balraj, Board High School, Ammapet.

Janab S. Saliha, Municipal Elementary School, Yanaiyadi, Kumbakonam.

—*Representatives from Local Body Elementary Schools*.

Sri K. Samuel, Western Elementary School, Mannargudi.

„ Ramamirtham, Ghoudia Higher Elementary School, Nagore.

—*Representatives from Aided Elementary Schools*.

„ T. Subramania Ayyar, Findlay High School, Mannargudi.

„ S. Srinivasan, K. H. School, Tanjore.

„ K. V. Rajagopalan, Town High School, Kumbakonam.

—*Representatives from Aided Secondary Schools*.

RESOLUTIONS

Resolutions were passed requesting the Government of Madras: (1) to grant pension to all categories of teachers, (2) to fix the age of retirement at 60, (3) to fix uniform scales of pay for teachers under all managements, (4) to enhance the scales of salaries of teachers as reiterated by the State Education Conference held at Cuddalore in May 1955, (5) to give free education to the children of teachers at all stages, (6) to extend all the privileges as per Madras Leave Rules, 1933, to all teachers, (7) to make provision for housing accommodation for teachers in the second five-year plan, (8) and to provincialise the posts of headmasters of high schools.

(9) The Conference viewed with grave concern the growing insecurity of tenure of teachers in aided secondary schools in the district and urged the Government to make suitable modifications in the contract between teachers and managements so as to secure greater security of tenure for teachers.

OUR LETTER BOX

Sir,

I regret to report that Vidwan Sri C. Venkatramana Sarma, Senior Telugu Pandit, Municipal High School, Kurnool, passed away on 20-7-1955, hardly a few months after his superannuation, leaving behind his widow to bemoan the loss. He was 55. He held two units in the S.I.T.U. Protection Fund. It is a pity he had not taken more units in it and provided for his dependent adequately. His case must serve as an eye-opener to teachers in general, and induce them to go in for the maximum number of units for which they are eligible.

KURNOOL, K. N. PASUPATHI.
3rd August, 1955.

HINDI IN B.T. COURSE.

Sir,

After a long struggle, India attained freedom. With the advent of independence, it was quite natural that one of the major Indian Languages should take the place of English; and by common consent it was decided by the Constituent Assembly that this honour should go to Hindi, a language spoken and understood by about half the population of this huge sub-continent of ours. It was, therefore, in the fitness of things that steps had to be taken to popularise the language among the youth of the country. Naturally, Hindi should find a prominent place in the curriculum of the High School course; and the teaching of the language should be entrusted to trained teachers such as L.Ts. and B.Ts., etc. These teachers have been responsible for popularising English among our boys and girls by scientific methods of teaching the language. The same category of teachers may now be entrusted with the teaching of Hindi also, in addition to Hindi Pracharak Trained Pandits, in High Schools. To

this end, 'the methods of teaching Hindi' should find a place in the B.T. syllabus of the Universities of non-Hindi speaking areas such as Madras, Bengal etc.

With this laudable object in view, the University of Bombay has decided to include the methods of teaching Hindi in its B.T. Course. Why should not the other Universities also follow this noble and practical example?

Methods of teaching should be different from the methods of teaching the mother-tongue or regional languages such as Tamil, Telugu etc. Hindi is not the mother-tongue of the pupils in South India. Hence, so far as teaching methods are concerned, Hindi should not be classed with Tamil, Telugu etc., under the title 'Modern Indian Languages'. It is not as though Hindi is not a modern Indian language, it is something more than that. It is the official language of the Indian Union; and it is the language which has to take the place of English in due course. The jurisdiction of South Indian Universities is over non-Hindi areas and therefore Hindi is to be taught to students who are mostly non-Hindi speaking persons.

Will the South Indian Universities, include the 'Hindi Methods' in B.T. Course and thus accelerate the pace of Hindi Prachar in South India and equip our youth with a working knowledge of Hindi, which is going to play a great role in the new administrative set-up of our country, in the near future? This programme may be included in the Educational Re-Organisation of the Second Five-Year Plan by providing for a special subsidy to such Training Colleges which offer Hindi Methods also in the B.T. Course.

S. R. SASTRI, M.A., B.O.L.

T-nagar, Madras,
28th July, 1955.

OUR BOOKSHELF

McKee Reading Scheme—Book 4—Up and Away :

Pupils' Book—Price 4 sh.

Teachers' Book—Price 7 sh. 6 d.

McKee Reading Scheme—Book 5—On We Go :

Pupils' Book—Price 4 sh.

Teachers' Book—Price 7 sh. 6 d.

(Publishers: Thomas Nelson & Sons, Edinburgh, c/o Messrs. Essco, Ltd., Mount Road, Madras-2.)

These books are planned after the model of the books 1 to 3 which we reviewed in our earlier issue.

The Panther Library :

Adventure Bound : by Capt. W. E. Johns.

Joey and the Mail Robbers : by R. Martin.

Tas and the Postal Rocket : by E. C. Elliott.

Tas and the Space Machine : by E. C. Elliott.

(Thomas Nelson & Sons, Edinburgh, c/o Essco, Ltd., Mount Road, Madras-2. Price 2 sh. 4 d. each.)

A very interesting set of reading books with vocabulary based on the readers 1 to 5.

The get up, illustrations and binding can only be called as excellent.

My Music Guide—Book 3: by Edmund Priestly and John Grayson. (Thomas Nelson & Sons, Edinburgh, c/o Essco, Ltd., Mount Road, Madras-2. Price 2 sh. 6 d.)

This is the third in the series of class music books for primary and secondary schools (English and European Schools). The purpose of this completely new approach music reading is to develop through active participation and appreciation, a taste for and an understanding of music. Music reading is progressively developed from first principles to more advanced stage in the later books, songs, instrumental themes and devices are used for practice and lead naturally to the words of some of the great composers.

The course provides carefully selected examples from fourteen of the world's great composers for reading practice. Short biographies are followed by suggestions for concerts.

C.P

THE SOUTH INDIA TEACHERS' UNION

The receipt of the undermentioned titles is acknowledged with thanks :—

Gift by the United States Information Service, Madras-2.

1. A short History of American Life—Nelson Blake.
2. General Education in a Free Society—By a Committee.
3. Men and Movements in American Philosophy—Joseph L. Blau.
4. American Family in the 20th Century—John Sirjamaki.
5. Plant Diseases—The Year-Book of Agriculture, 1953.
6. Modern Science and Modern Man—James B. Conant.
7. The Social System—Parsons, Talcott.
8. The Method of Sociology—F. W. Znaniecki.
9. Social Theories of Jacksonian Democracy—
10. Thomas Paine—American Heritage Series.
11. Ford, the times, the man, the company—Allan Nevins.
12. The United States of America, A History—Henry B. Parkes.
13. The American Way—Shepard Clough.
14. Essentials of American Government—Ogg and Ray.
15. The Jeffersonian Heritage—Malone, Dumas.
16. The News in America—Frank Luther Mott.
17. American Capitalism—Galbraith, John.
18. Man's Vast Future—A. Powell Davies.
19. American Labour Unions—Florence Peterson.
20. Epic of America—James T. Adams.
21. The Spirit of St. Louis—Charles A. Lindbergh.
22. Built in the U.S.A.—Arthur Drexler.
23. Making Good Communities Better—Sanders, Irwin T.
24. The New Slavery—Baldwin, Roger.
25. Revolution and Tradition in American Art—Baur, J.

26. American Approach to Foreign Policy—Perkins, Dexter.

27. How Russia is Ruled—Merle Fainsod.

28. The Future of the West—J. G. DeBeus.

29. Challenge in Eastern Europe—C. E. Black.

30. Rural Reconstruction in Action—Harold B. Allen.

31. The Yearling—Rawlings, Marjorie.

32. Peoples of the Soviet Far East—Walter Kolarz.

33. Miracle in the Hills—Sloop, Mary T.

34. Big Business—A New Era—Lilienthal, David.

35. From Lenin to Malenkov—Hugh Seton-Watson.

36. A Century of Conflict—Stefan T. Possony.

37. Report on the Atom—Gordon Dean.

38. The Big Change—Frederick Lewis Allen.

39. Communism vs. International Law—Ann Van Wynen Thomas.

40. We Too, Can Prosper—Graham Hutton.

Gift by the National Foundation for Educational Research in England and Wales, London.

1. A list of Researches in Education and Educational Psychology.
2. The Allocation of Primary School Leavers to Courses of Secondary Education.
3. A Survey of Rewards and Punishments in Schools.
4. The Educability of Cerebral Palsied Children.
5. A second list of Researches in Education and Educational Psychology.
6. Secondary School Entrance Examinations.
7. Lists of Researches in Education and Educational Psychology—Supplement I.
8. Pupils' School Records.

THE S. I. T. U. BENEVOLENT FUND

Serial subscription number of members who have renewed their subscription for the year 1954-55 :—

Board High School, Kannamangalam, North Arcot.

No. 2413.

Suburban High School, Coimbatore.

Nos. 1967-1991.

No. 53. Mr. N. Krishnamachari.

Serial subscription number of members who have renewed their subscription for the year 1955-56 :—

Board High School, Kannamangalam, North Arcot.

Nos. 694, 2413-2418, 2420, 2422, 2424, 2432, 2783-2785.

S.A.T. High School, Manjeshwar, South Kanara.

Nos. 987-996, 998-1001.

The High School, Gopalamudram, Tirunelveli.

Nos. 1676-1684, 1686, 2775-2781.

St. Gabriel's Secondary Training School, Madras-1.

No. 1.

The serial subscription number of members who have commenced their subscription from 1955-56 :—

Board High School, Kannamangalam.

3222. Sri K. Ramamurthi.

3223. „ R. Kannan.

3224. „ S. Balasubramanian.

3225. „ P. M. Munivelu.

3226. „ N. Kannan.

3227. „ M. Radhakrishnan.

Donations.

The following donations are hereby acknowledged with thanks :—

	Rs	A.
1. Sri C. Raghunathan ..	1	0
2. „ V. R. Ranganatha Mudaliar ..	0	5
3. „ V. Natarajan ..	0	5
4. Srimathi Kamakshi Natarajan ..	0	5
5. „ C. R. Maragatham ..	0	5
6. Sri V. S. Rathnasabhapathy ..	0	5
7. „ K. S. Krishnamurthi ..	0	10
8. „ V. Krishnaswamy Iyer ..	0	5
Total ..	3	8

THE S. I. T. U. PROPAGANDA

Messrs. C. Ranganatha Aiyengar, M.A., L.T. and K. S. Chengalroya Iyer, Hony. Publicity Officers, S.I.T.U. Protection Fund, Ltd., Madras, visited the following educational institutions and addressed the teachers' meetings on the benefit of the S.I.T.U. Protection Fund scheme and the other activities of the S.I.T.U. from the 15th August to 8th September 1955 both days inclusive :—

1. M.D.T. Hindu College High School, Tirunelveli.
2. Municipal Girls High School, Meenakshipuram.
3. Schaffter High School, Tirunelveli.
4. Sri Manthiramurthi High School, Tirunelveli.
5. K.G.S. Boys High School, Srivakuntam.

6. Hindu High School, Alwartirunagari.
7. St. Xavier's High School, Palayamkottai.
8. Tilak Vidyalaya High School, Kallidaikurichi.
9. Thirthapathi High School, Ambasamudram.
10. Municipal High School, Pettai, Tirunelveli.
11. St. John's High School, Palayamkottai.
12. Board High School, Tiruchendur.
13. Thiru Arul High School, Kula-sekharapatnam.
14. P.M. Higher Ely. School, Kula-sekharapatnam.
15. Margoschis High School, Nazareth.
16. Board High School, Nanguneri.
17. Ramaseshier High School, Pattamadai.
18. The High School, Gopalamudram.
19. Chattram High School, Kadayam.
20. Board High School, Tenkasi.
21. R.P. High School, Illanji.
22. Board High School, Kadayannallur.
23. Seena Vana High School, Tuticorin.
24. Velayutham Pillai, Higher Ely. School, Tuticorin.
25. S.A.V. Keelur Ely. School, Tuticorin.
26. St. Francis Xavier High School, Tuticorin.
27. S.A.V. High School, Tuticorin.
28. Subbiah Vidyalayam Boys' High School, Tuticorin.
29. P.M. Ornella Middle School, Tuticorin.
30. P.M. Ornella Ely. Boys School, Tuticorin.
31. P.M. Ornella Ely. Girls' School, Tuticorin.
32. Caldwell High School, Tuticorin.
33. V.O.C. College, Tuticorin.
34. Subbiah Vidyalayam Girls' High School, Tuticorin.
35. Municipal Higher Ely. School, Tuticorin.
36. Karapettai Nadar High School, Tuticorin.
37. V.O.C. Teachers' Training College, Tuticorin, Mangalagiri Citizenship Training Camp.

On the 27th August 1955, under the auspices of the Tirunelveli District Teachers' Guild a meeting of all teachers of high, middle and elementary schools and colleges were held in the Hindu College Hall at which Messrs. C. Ranganatha Aiyengar and K. S. Chengalroya Iyer spoke on the benefits of the S.I.T.U. Protection Fund scheme and on the Housing scheme for teachers.

On the 2nd September, 1955 night at Courtallam, Mr. K. S. Chengalroya Iyer attended the Executive Committee meeting of the Tirunelveli District Teachers' Guild.

On the 3rd September 1955 Mr. C. Ranganatha Aiyengar presided over the Quarterly Conference of the Tirunelveli District Teachers' Guild. About 200 delegates attended the Conference.

Mr. K. Krishna Iyer of Tuticorin accompanied the Hony. Publicity Officers during their visits to educational institutions in Tuticorin.

The President and the Secretary of the Tirunelveli District Teachers' Guild arranged the tour programme in the District.

The Hony. Publicity Officers thank all those who made their tour in the district successful.

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

Particulars of Policies issued during the month of July 1955

S. No.	Pol. No.	Name and Address.
1.	10482	Sri S. Joseph, Singaram Pillai High School, Villiwakkam (Chingleput Dt.)
2.	10483	" V. J. Phillips, St. Mary's High School, Madras.
3.	10484	" B. V. S. Chalapathi Rao, V. R. High School, Nellore.
4.	10485	" C. N. Meenakshisundaram, Dr. G. M. T. T. V. High School, Madras-1.
5.	10486	" S. Swaminathan, Govindu Naicker's Secondary School, Madras-1.
6.	10487	" S. Viswanathan, Town High School, Kumbakonam, Tanjore District.
7.	10488	" V. Krishnamoorthy, U. D. V. High School, Teppakulam, Trichy.
8.	10489	" T. Hasanabba, Rosario High School, Mangalore.
9.	10490	" R. Narayana Sarma, Board High School, Kannamangalam, North Arcot Dt.
10.	10491	" S. Parthasarathy Sarma, The Littleflower High School, Salem.
11.	10492	" R. Krishna Sastry, Sri Sivaswamy Iyer High School, Tirukkattupally (Tanjore Dt.)
12.	10493	" S. Dasaratharaman, Sri Sivaswamy Iyer High School, Tirukkattupally (Tanjore Dt.)
13.	10494	" V. R. Vadamalai, Pachaiyappa's High School, Madras-1.
14.	10495	" N. Krishnan, Municipal High School, Dindigul, (Madura Dt.)
15.	10496	" K. Muthukumarasami, D. R. Secondary School, Kanchipuram (Chingleput Dt.)
16.	10497	" N. Narayanan, D. R. Secondary School, Kanchipuram, (Chingleput Dt.)
17.	10498	" K. Sudalaimuthu Nadar, St. Francis Xavier's High School, Tuticorin (Tinnevelly Dt.)
18.	10499	" K. Jesudasan, St. Francis Xavier's High School, Tuticorin (Tinnevelly Dt.)
19.	10500	" K. Lakshmanan, St. Francis Xavier's High School, Tuticorin (Tinnevelly Dt.)
20.	10501	" G. Govindakrishnan, Nanjappa High School, Tiruppur (Coimbatore Dt.)
21.	10502	" T. K. Soumiyanarayanan, Board High School, Walajabad (Chingleput Dt.)
22.	10503	" C. Krishnamoorthy, P. S. High School, Mylapore, Madras-4.
23.	10504	" S. Venkataraman, P. S. High School, Mylapore, Madras-4.
24.	10505	" L. Ganapathy, Rajah's High School, Ramnad.
25.	10506	" S. Mohamed Yacob, Rajah's High School, Ramnad.
26.	10507	" O. Thirumulu, Board Ele. School, Reddiyur (Salem Dt.)
27.	10508	" V. Panchapikesan, Board High School, Tiruvarur (Tanjore Dt.)
28.	10509	Sri P. N. Ramaswamy, Kalyanasundaram High School, Tanjore.
29.	10510	" K. M. Philip, Board High School, Manantoddy (Malabar Dt.)
30.	10511	" M. Ragava Variar, Board Hr. Ele. School, Manantoddy.
31.	10512	" M. Samuel, N. S. V. V. High School, Pattiveeranpatti (Madura Dt.)
32.	10513	" S. Marimuthu, Vivekananda Hr. Ele. School, Mathalamparai, Tenkasi P.O. (Tinnevelly Dt.)
33.	10514	Srimathi Kamalam Gurumanickam, Dalston Ele. School, Mannargudi P.O. (Tanjore Dt.)
34.	10515	Sri R. Krishna Rao, Municipal High School, Mayuram (Tanjore Dt.)
35.	10516	" M. Srinivasan, Sri Ramakrishna Mission High School, (North Branch) Madras-17.
36.	10517	" C. K. Rama Rao, Board High School, Alandurai (Coimbatore Dt.)
37.	10518	" R. Balasubramanian, A. C. High School, Pallatur (Ramnad Dt.)
38.	10519	" T. Anandan, Board Hr. Ele. School, Vayittri (Malabar Dt.)
39.	10520	" G. Rajagopalan, Board High School, Rasipuram (Salem Dt.)
40.	10521	" R. B. Srinivasan, Board High School, Rasipuram (Salem Dt.)
41.	10522	" G. Sivasankaran, Board High School, Rasipuram (Salem Dt.)
42.	10523	" S. Seshagiri Rao, Board High School, Rasipuram (Salem Dt.)
43.	10524	" S. G. Subramanian, Mariappa Hr. Ele. Dharma Vidya-sala, Naduveerpatty (Tinnevelly Dt.)
44.	10525	" G. Govindan, Vivekananda Vidyasalai, M. Kumarettipuram (Tinnevelly Dt.)
45.	10526	" V. Gopalan, Madura College High School, Madurai.
46.	10527	" D. Loganathan, Board High School, Pernamallur (North Arcot Dt.)
47.	10528	" G. Padmanabhan, Board High School, Pernamallur (North Arcot Dt.)
48.	10529	" H. Mohanakrishnan, P. S. High School, Mylapore, Madras-4.
49.	10530	" V. Arunachalam, P. S. High School, Mylapore, Madras-4.
50.	10531	" R. Bashyam, Hindu High School, Triplicane, Madras-5.
51.	10532	" S. Pichumani, Hindu High School, Triplicane, Madras-5.
52.	10533	" K. Gopalachary, Hindu High School, Triplicane, Madras-5.

EDITORIAL

DR. AMARANATHA JHA

We deeply regret to have to record the demise of Dr. Amaranatha Jha on September 2, 1955. The shock of the news can be better imagined than described, when we realise that the letter he wrote to our President arrived just at the moment he breathed his last. Though of indifferent health for the past two years, he had been attending to his normal work with his usual alertness and punctuality. His death at this time has created a void which would be very difficult to fill.

Born of a family of great scholars, he lived a life true to the traditions of that family shedding light and culture all around him. As Vice-Chancellor of the Allahabad and Banaras Universities, as President of the Inter-University Board, as Chairman of the Public Services Commissions of Uttar Pradesh and later of Bihar, as President of the Hindi Sahitya Sammelan, as President of the All-India Adult Education Association and last but not least, as President of the All-India Federation of Educational Associations, he has rendered yeoman service to the country. We as teachers owe him a deep debt of gratitude for his tireless efforts in raising the status of teachers, in his advocacy for better emoluments for teachers and for his wise leadership. Under his stewardship the All-India Federation of Educational Associations has gained great strength and reputation and recognition. At a time when he was actively considering further steps to be taken to get the professional status of the Association enhanced, death has snatched him away and we are left without a leader.

Dr. Jha was a versatile man. His essays in English literature won him the admiration of western scholars. His Sanskrit scholarship enabled him to command the respect of his fellow countrymen, and above all his genial temperament and his refined tastes won him the appellation "the most perfect man." In recognition of his valuable

services and of his great qualities of head and heart, the President of India conferred upon him last year the title of 'Padma Vibhushan'.

Dr. Jha is no more. But his spirit of service, of which he was a shining example, may, we hope, will inspire the teachers of this country so that they may help to fulfil his cherished desire

PUBLICATION OF SCHOOL TEXT BOOKS

A few days ago, the Minister for Agriculture of our State was reported to have stated that the Government were considering the publication of text books for elementary schools and of supplying them free to poor and needy children in our schools. The Andhra State, we understand, has already appointed a committee to advise the government on the question of that government preparing and publishing books for elementary schools. It is a good thing that governments propose to supply free of cost books to poor children. Books are tools of learning and it is very necessary that good books printed in attractive style and colourful pictures are made available in plenty to children in elementary schools to create and foster in them the love of books. But the question we should ask is whether such a thing would become possible only if government should undertake publications of text books. There is a fallacy that if books are published by government they would be cheap and they would be good. From experience of governments that have ventured in this field in India and elsewhere, we are constrained to remark that the quality of education and the progress of education in our elementary schools will be greatly impaired if not imperilled, if government should, undertake such a venture.

For one thing the keen competition that now exists among publishers to bring out books that would meet with

the approval of school authorities, will be absent if publication of text books should become a monopoly. Secondly, authors are constantly keeping themselves in touch with schools and are alive to new trends and situations, so much so, there is a continuous improvement in the quality of the reading material and in the approach to the curriculum. This has helped to bring about great improvement in our text books, in the matter of content, presentation, and illustration, etc. Such improvements are very necessary, and especially now, when as a young democracy we are forging ahead. The monopoly in text book publication will kill this advance. The advocates of State Publications of text books are obsessed with the idea of the cheapness of production and of the enormous profits that the States would have. We would like to point out that the two are incompatible. The idea of cheapness of government publications is generally a myth, as government's overhead charges are heavier, and secondly in the matter of text books the cheapness must not be at the expense of quality. If enormous profits are expected, the books have necessarily to be sold at a much higher price than they actually cost. If the profit motive is there, then in the absence of competition and in the absence of any stimuli for progress, the books would become costly in price and so poor in quality that the country will have to pay dearly in precious years of the school going children being wasted.

The present machinery by which government have powers to dictate to publishers conditions which they should satisfy for the approval of their books is quite a satisfactory arrangement and gives to government the opportunity to ensure that good text books are available to our children. They have also power to regulate the prices of these text books and, if they use it properly, they would help to check unwarranted increase in prices and if government want additional revenues, they may, as a condition of approval, require the publishers to give them a royalty of one or two percent. We suggest that the

money so obtained could be used as a fund for helping poor children to get books free and for encouraging the publication of reading material other than text books. For the need of our primary schools is not so much good text books now, but good books for additional reading. Government have a duty to provide these and we trust that the Madras Government will not pursue the suggestion made by its Minister for Agriculture, of publishing text books for elementary schools, but we commend to them strongly the idea of preparing suitable books for the libraries in elementary and secondary schools.

TEACHERS AND MINISTERIAL PRONOUNCEMENTS.

Ministers of our government have been speaking with a certain measure of sympathy in respect of teachers and of the need for improving their salaries and service conditions. These statements filled the teachers with a measure of hope and created in them great expectations that in the second Five-Year Plan their salaries would be raised. But we get alarming news, and we wish they are not true, that in applying the axe in regard to the expenditure on education so as to fit in with the possible allotment that might really become available, the teachers' salaries are coming up for drastic cuts. It is true that any programme of expansion in the field of education would involve increase in teachers' salaries amounting for almost the whole of the recurring expenditure; but a policy whereby teachers' salaries are allowed to be sub-standard, we like to point out, is not only shortsighted, but suicidal to the interests of education. It is an admitted fact that teachers' salaries are very low and that those who have taken to teaching suffer from conditions that militate against their giving their best. Those who could take to teaching are deterred from doing so by the bleak and dreary prospect of a life of penury and hardship. If

the government really believe in education, then they should regard it as their primary duty to see to it that teachers' salaries are comparable to those paid to other employees of similar qualifications and responsibilities. We trust that in the final shape of the Second Five-Year Plan this question will be tackled in the proper way and teachers will find something to sustain them in their efforts at doing their part in the development of the nation.

It is, however, disheartening when we read certain responsible Ministers of State, (happily these ministers are not in charge of education) say that teachers should be happy at the measures they are taking to make education free to all children up to the Third Form and even extend it to the Sixth Form. Yes, teachers will be happy if education is made free, if it is made universal, and if books and slates could be supplied free to them and if free food could be given to them as also a good supply of nourishing milk.

These amenities are very necessary and our teachers will keep on pressing the government to provide such amenities. But it is cruel to tell the teachers that their salary business should wait till all these amenities are provided. While we agree with the minister who said on the floor of the Legislative Council that the children are to be the real beneficiaries, we wish to ask of what avail are all these benefits if the children are to be taught and cared for by teachers, ill-paid and ill-equipped. The children have a right to expect to have good teachers, happy, contented and enthusiastic and it is the State's responsibility to give them that kind of teacher.

TEACHERS' EDUCATIONAL TOUR

We congratulate the teachers of the Hindu High School, Triplicane, Madras, on their team work and organisation which has resulted in their undertaking a second tour to North India on an educational and cultural mission. We commend their example to other groups of teachers. Co-operation would remove all obstacles and contribute substantially to one's improvement.

1, King George Avenue, Patna-1.

September 1, 1955.

My dear Natarajan,

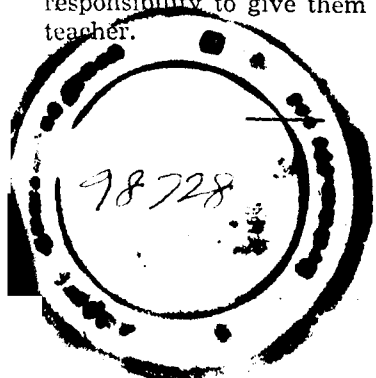
Thank you for your letter. I shall stay in Madras at Raj Bhavan and shall be glad to attend the function of inauguration of the Building, if it is fixed on September 24.

I am still physically rather weak and do not feel attracted by the prospect of having to address a public meeting. If it is, however, a gathering of teachers only, I shall be glad to meet them on the 21st.

Yours sincerely

Ammanath
(A. Jha.)

Shri S. Natarajan, B.A.L.T.,
President, The South India Teachers
520, High Road, Triplicane, Madras-5



31
Tm-21, N30
N55-28-9

Now available in One Volume

THE SHORTER OXFORD ENGLISH DICTIONARY

on Historical Principles

Prepared by WILLIAM LITTLE, H. W. FOWLER and JESSIE COULSON
Revised and edited by C. T. ONIONS.

This is a new impression, with a completely revised and reset Addenda, printed on thinner paper and bound in one volume only.

'The second best dictionary (the *Oxford English Dictionary* being first), both etymologically and otherwise,'
—*The Spectator*

Demy 4to, 2540 pp., bound in blue buckram

105s

For the School Library

THE USE AND ABUSE OF ENGLISH

By H. A. PASSE

Ready October

Rs 3

ENGLISH ERRORS IN INDIAN SCHOOLS

By T. L. H. SMITH PEARSE

As 13

A GUIDE TO PATTERNS AND USAGE IN ENGLISH

By A. S. HORNBY

8s 6d

THE PROGRESSIVE ENGLISH DICTIONARY

AN ENGLISH-READER'S DICTIONARY

By A. S. HORNBY & E. C. PARNWELL

Rs 3

Rs 4

OXFORD JUNIOR ENCYCLOPAEDIA (Vol. VIII. Engineering)

Edited by F. M. S. HARMAR-BROWN,
F. J. M. LAVER, SIR ALEXANDER GIBB AND
PARTNERS, A. M. WOOD

30s

THE PROGRESSIVE SCHOOL

By W. M. RYBURN.
Card cover Rs 4

Teaching in India Series

Cloth Boards

Rs 4-12

A HISTORY OF SOUTH INDIA

By K. A. NILAKANTA SASTRI

Rs 12

OXFORD UNIVERSITY PRESS

THE

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

No. of Policies over 5000

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 நூலகம்,
எழும்பூர், சென்னை-600 008.**

தவனைத்தாள்.

பே. எண் :

ப. எண் :

[illegible]

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