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Raise yourself by your own efforts

27 JAN 1956

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RAJA ANNAMALAIPURAM, MADRAS—28.

THE SOUTH INDIAN TEACHER

Vol. XXVIII

DECEMBER 1955

No. 12

THE ORGANISATION OF SECONDARY EDUCATION

A STATEMENT FROM THE JOINT COMMITTEE OF THE FOUR
SECONDARY ASSOCIATIONS

Equal educational opportunity for all the fullest development of every child along the lines of his own abilities and as a member of society—would hardly be called in question by any educational thinker or group of thinkers. Yet the interpretations of this aim, and the proposed means of achieving it, have in recent years become so divergent and contradictory that we have thought it well to reconsider where we stand with reference to secondary education in particular and to attempt a brief statement of what we believe to be the best way of organising such education. This implies neither a partisan defence of existing schemes nor a partisan attack on new ones, although both old and new conceptions must come under consideration.

Equal educational opportunity for all children is an aspiration which we accept in its fullest sense. But equal opportunity is not the same thing as identical opportunity. It is the task of education to understand the enormous variety of abilities and needs which differentiate child from child, and to create and maintain a system whereby their abilities shall be developed and their needs met. It is on the other hand emphatically not the task of education to create a specific pattern of society, much less to form the basis for a political system: and once it attempts to make this its task, it is involved in an

essential confusion of aims. The danger of all large-scale planning for human affairs is that theory may take control, organisation become all important, and the human individual, for whom ostensibly the planning was undertaken, become only a unit in a vast total sum. The development of education should be an organic growth. Its history in this country has been until now such a growth, marked by certain periods of rapid and decisive progress and others when the pace was slower. The last half-century, and particularly the last 10 years, has been a period of progress, which has not yet had time to reach completion and show results.

Meanwhile new ideas are in circulation and new influences at work. This is a good thing; but the exploration of these new ideas demands patient and varied experiment under the most careful controls that can be devised, so that reliable evidence of the relative success of a variety of approaches may be available; nor, until such evidence is established, should existing schools of proved value be sacrificed. To launch an untried new scheme on a wholesale scale is both unscientific and extraordinarily dangerous. We do not regard existing systems and methods as sacrosanct simply because they do exist; but we are equally concerned that what is of proved value should not be discarded, that what is in process of prov-



ing its value should be allowed to do so, and that a theoretical reconstruction of education should not be hastily imposed upon our country.

Criticism of the existing organisation of secondary education has been focussed mainly on two aspects: the difficulty of assigning children at the age of 11 to one or another type of education, with the anxieties and disappointments involved; and the fear that the grammar schools carry advantages, not only intellectual but also personal, social and material, which are denied to children in other schools and which make them schools for an "elite". These are serious criticisms. They raise problems which demand an answer. That answer lies, to one school of thought, in the abolition of the grammar school and all other separate types of secondary school, and their replacement by the comprehensive school, in which without preliminary selection, all children within a given area shall be educated in one institution. To us the answer lies rather in the retention of both grammar and modern schools and their development side by side—a development including, for the grammar schools, an ample provision of places in all localities instead of the unequal distribution that now exists; for the modern schools such an improvement of standards in building, staffing, variety of course, and amenities of every kind as will make them not an undesirable alternative, as they too often seem to reluctant parents, but a genuinely parallel form of education; and for both types of school a greatly increased freedom and elasticity in transfer from one to the other, so that selection at the age of 11 need not be irrevocable.

Education experience has proved that if a school is to be successful—that is to provide the best possible training for every one of its pupils—it must have a clearly defined aim and character. Experience has shown also that the school of moderate size can do more for its individual pupils than the very large school both by personal knowledge and understanding of each child and

through the consciousness each child can have of being a member of the community; and this is equally true of any type of school. The comprehensive school, to be really comprehensive, must usually be very large, and its aims must be widened to include provision for every degree of ability from the academically gifted to those who are only just educable, and for the vast variety that lies between; to the believer in a school life adapted to the individual child both these developments must seem extremely dangerous. The size of such a community alone must make it very difficult for a child to acquire a sense of having a real and responsible place in it; and this is especially true of the slower, shyer or less able children, who in such a school have little chance of making a place for themselves or of finding opportunities of learning leadership among their fellows.

It is true that the difficulties of preliminary selection are avoided by non-selective entry; but if individual ability is to be provided for, there must still be internal selection and consequent division within the school, with no less serious effects. In fact current developments indicate that a high degree of division into separate groups is being imposed on the comprehensive schools by the needs of administration, staffing, and even transport, so that the hoped-for advantages to the slower children in sharing the life and studies of the more gifted may well be illusory, while the abler minority lose the stimulus of a school planned to meet their needs and stretch their abilities. These abler children may also be exposed to the attraction of early leaving, where this is normal for so many in the school. Again, in staffing, the difficulties inherent in a school of large size and multiple aim are evident. Where the majority of pupils will leave at 15 or 16 after a general course of education, the majority of the staff will be engaged in teaching them and should be suitably qualified to do so. Specially qualified staff, suited to the needs of advanced Sixth Form work,

may not readily choose to teach in comprehensive schools. They may not be the best teachers for the non-academic children, and if they are reserved mainly for the teaching of the more academic groups the division within the comprehensive school will be yet further accentuated.

Lastly, the claim that the comprehensive school will abolish social differences is open to two serious doubts. The local character of such schools will mean that children, instead of meeting others from a variety of social backgrounds, will be grouped throughout their school life in the stratum of their own immediate locality. And if, as is very probable, more and more parents choose to send their children to direct grant, independent and private schools, the social wedge may well be driven deeper than before.

The present broad classification of secondary schools as grammar, technical and modern need not be, and in practice is not, a rigid classification. There has already been much adaptation of the system and much experiment in the combining of different types of work in one school. This kind of experiment should continue and expand, and should be dictated by the particular circumstances and needs of particular schools and localities. Much technical work, for example, is successfully done by both grammar and modern schools. Modern schools, as need arises, are providing for more academic groups of pupils. Grammar schools are frequently required to cater for non-academic groups, and do so with success. In some places, especially in rural areas, the most appropriate form of secondary school may well be one which includes all abilities, or some form of the "bilateral" school. These are proper developments, free and organic in character, and they should have every encouragement to continue and extend.

The secondary modern school, as now conceived, is a recent development which is still making its history and has in many cases already establi-

shed its quality. It has almost unlimited possibilities, and requires time and scope to work them out—which indeed is being done with vigour and imagination. Its special task, second to none in importance, is the education of children whose intellectual ability is only moderate, and whose need is for a school which will develop their powers and personalities on their own lines, untrammelled by the presence of other elements and by the comparisons which they inevitably bring. Such schools, like all others, need a definite aim, all the more so because they are non-selective and deal with a very great variety of children. How best to secure this is a question to which various answers are offered, each of which may be valid in its appropriate setting. The incentive of examinations may be one of these answers. Another is the development of an abundant variety of cultural and practical courses, individually adapted to local conditions. Further, such a school needs gifted teachers, convinced of its possibilities and trained for its service, and it emphatically needs the encouragement of better buildings, better amenities, and smaller classes, to raise it to a deserved esteem. But, given these, it remains true that more can be done for the real education and happiness of the child of less ability in a school planned for his particular needs than in a comprehensive school where he will invariably be overshadowed by others.

The secondary technical school also, while its work may in individual cases overlap that of the grammar as of the modern school, has a separate function to perform, and is performing it with increasing variety and usefulness. Providing a training in which technical ability is recognised and cultivated as an integral part of a general education, and adapting itself, as it should, to local needs and conditions, it can occupy for both boys and girls of practical intelligence a place of value in the national system.

The grammar school has its own peculiar responsibility. It is fulfilling

the great national duty of educating the nation's most intellectually able children to the limit of their ability, no matter what their social or financial status may be. It not only offers a full training for those who will remain until the age of 18 and go on to the Universities or the professions, but it provides at the same time for the many children of good ability who will leave at 16 or 17, and—a matter of great importance—it is able in the process to stimulate many to go further in their education who, in an atmosphere lacking this stimulus, would have left early and with their powers undeveloped. This is possible because the aim of the school is clearly defined, the staff closely identified with this aim, and the size of the school commensurate with its fulfilment. The contribution of the grammar school is one which the country cannot afford to lose and we are convinced that it can best be preserved by maintaining its character while making it accessible to all who are able to profit by such a form of education. In all its varieties, the grammar school is rendering a service which cannot without grave loss be diluted or dispensed with. It not only

carries the weight of English educational tradition, but is full of vitality to-day.

The existing system of education is not perfect, and it is right that experiment in new types of school should continue; but while such experiment continues and evidence of its results is gradually assembled, it is most important that we should preserve and develop what we have. The conception of the child as an individual, requiring in every case a society adapted to his special needs, underlies all that we believe about the planning of secondary education. No child is more valuable than another, but all are different. That is why schools must keep their variety; and in so keeping it, while equalising advantages and simplifying transfer from school to school, lies, we believe, the best hope of doing full justice to every one of our country's children.

—A. M. A. Oct. 1955.

—*Journal of the Incorporated Association of Assistant Masters in Secondary Schools*—Octr. 1955.

THE SOUTH INDIA TEACHERS' UNION

Diary for the month of November 1955.

- 4—11—1955 South Indian Teacher—October 1955—posted.
- 6—11—1955 Journal Committee meeting held.
- 19—11—1955 Executive Board meeting held.
- " Sri S. Natarajan was felicitated.
- " Sri S. Natarajan was nominated for the presidentship of the State Educational Conference.
- " Notices were sent to all affiliated associations to observe "Education Demands Day" on the 28th November 1955.
- 20—11—1955 A deputation of the Union waited on the Education Minister and requested him to pass early orders granting compensation for loss of fee income and also in regard to pension scheme.
- 23—11—1955 Circulars were sent to all affiliated associations in regard to waiving of Rule 9-A-e this year alone in regard to election of President to the State Educational Conference.
- 28—11—1955 Education Demands Day was observed throughout the State.

VOCATIONAL GUIDANCE

School-leavers under 18 years old.

About half a million young persons aged fifteen to eighteen have been entering employment yearly. This is a very small proportion (a little over 2 per cent.) of the working population and reflects the low birth rates between 1930 and 1940. After 1940 the birth rate rose reaching a peak in 1947 and the numbers entering employment during the next 7 years will tend to rise and may reach three quarters of a million in 1963. About half of these young persons at present go into manufacturing industry and about one-fifth into distribution and commerce. Some of these young persons may have a clear idea of what they want to do when they leave school; others simply do not know. In all cases, however, the Youth Employment Service can give the boy or girl expert vocational guidance and help in getting a suitable job.

A few Local Education Authorities in England and Wales had set up bureaux for helping young people into suitable work before 1909, but in general the provision of a vocational guidance service dates from that time. Following the Labour Exchanges Act of 1909, a national employment service was established for young persons as well as adults. In 1910 there was passed the Education (Choice of Employment) Act, giving Local Authorities permissive powers to provide a vocational guidance service for young persons. Thus from the first there has been a division of responsibility for juvenile employment between Local Education Authorities and the Employment Exchanges. At the end of the second world war the position was as follows:—

There were two methods of a youth employment service in England and Wales. About a third of the total number of Local Education Authorities,

under permissive powers granted by the Unemployment Insurance Act of 1935, had established schemes for whose local administration they were wholly responsible. In the remaining areas of England and Wales and in Scotland, a youth employment service was provided by the Labour Exchanges with the aid of Local Juvenile Advisory Committees including representatives of the Education Authority, Employers, Trade Unions and Youth Organizations. The Ministry of Labour and National Service was the authority nationally responsible for the employment of young persons.

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This dual system did not provide a uniform or integrated national service. Nevertheless the INCE Committee on the Juvenile Employment Service which was set up to advise the Minister of Labour in 1945 recommended that the dual system should be continued, and that the service provided should be generally co-ordinated and controlled by a Central Youth Employment Executive, staffed by officers appointed from the Ministries of Labour and Education and the Scottish Education Department, and responsible to the Minister of Labour. The Committee also recommended that a National Youth Employment Council, representing associations of local authorities, teachers, employers, workers and other interests, should be set up to advise the Minister on general policy.

These recommendations were given statutory effect by the Employment and Training Act, 1948, and local education authorities, including education authorities in Scotland, were given powers to submit to the Minister of Labour for his approval schemes for operating the Youth Employment Service in their areas, provided they did so within six months of the passing of the Act. About two-thirds of the local education authorities chose to exercise these powers.

Britain is therefore now covered by a network of Youth Employment Offices run by either the Ministry of Labour or Local Education Authorities in conformity with standards laid down by the Minister of Labour. The main functions of Youth Employment Officers are to give talks to groups of school-children in their last school-year, advise individual boys and girls about suitable careers, find them suitable jobs, and generally keep an eye on their progress in employment. In order to perform these functions successfully Youth Employment Officers need to keep in close contact both with schools and with employers.

Youth Employment Offices are supplied by schools with reports on the health, ability, educational attainments, and aptitudes of all pupils who leave school at the statutory minimum age. At the same time, they are kept in touch with local and national employment opportunities by their personal contacts with employers, by advice from local Youth Employment Committees and by guidance, information and literature from the Central Youth Employment Executive. Careers booklets designed for reading by young people and special careers notes for teachers in schools with a substantial number of pupils over 15 are also published and distributed by the Central Youth Employment Executive.

The first careers talk to schoolchildren is a broad and impartial view of employment opportunities, designed to rouse their interest and to set them thinking. Later, specialist talks may be given to selected groups and trips to factories and other work-places arranged.

The school-leaver's individual interview by the Youth Employment Officer usually takes place at school, though in some cases it may be held at the Youth Employment Office. A teacher is often present at the interview and parents are also invited to attend. The Officer, guided by the information

obtained about the young person from the school report and the interview, recommends careers suited to the young person's interests and talents and, where necessary, tries to dissuade him or her from entering dead-end or unsuitable occupations.

Boys and girls are free to choose their jobs for themselves, but many naturally turn to the Youth Employment Officer for help. In giving this help, the interest of the young persons concerned, and the need to find them jobs which accord with their preferences and abilities and which have sufficiently good prospects of advancement, are considered of more importance than the immediate manpower needs of particular sections of industry.

If a boy or girl has a special aptitude for a skilled occupation and cannot find near home an opportunity for training in employment for it, he or she may be eligible for an allowance from the Ministry of Labour to cover the extra expense of training away from home. In this case the Youth Employment Officer can arrange a job and lodgings in another town. The actual amount of the allowance depends upon the rate of wages and the costs of board and lodging etc. Any contribution which the employer may be prepared to make is taken into account, and if the parents' income is more than a certain amount they are required to contribute according to their means.

Youth Employment Officers keep in touch with young workers during their early days of employment in various ways. The chief method is that of the "Open Evening", to which young workers are invited at regular intervals to discuss any employment problems.

Careers Advice—Men and Women aged 18 and over.

The demand for guidance from adults contemplating a career in the professions and the higher appointments in industry and commerce is met by the

Careers Advice Service of the Ministry of Labour and National Service Appointments Department. Advice about training or prospects in one of the professions or in business management is given by the offices of the Appointments Service, i.e., the Technical and Scientific Register (for specialists and technicians) in London, and 3 Appointments Offices (in London, Manchester and Glasgow); and by the main employment exchanges in Birmingham, Bristol, Cardiff, Leeds, Newcastle-on-Tyne and Nottingham. Pamphlets on careers for men and women are produced as part of the advisory service. The Careers Advice Service is particularly valuable to young graduates and to young men and women who have just finished a period of service with the armed forces.

Enquiries for factual information can readily be answered from the Ministry's publications dealing with careers in the professions and in business management. Where, however, detailed advice and help is sought on the choice of a career, a comprehensive interview is given under the system known as P.T.D. (People, Things and Ideas). The basic conception of this system is that all jobs are

concerned with relationships to: (a) "People" e.g., managing, advising, persuading, instructing or mixing with people; (b) "Things" e.g., designing, constructing, handling or dealing with concrete materials; (c) "Ideas" e.g., planning, solving problems or framing policy; and occupations and jobs are analysed on this basis in the Appointments Department. The aim of the interview is to assess the capabilities of the candidate for relationships with People, Things and Ideas, so that he may be matched with a career or job for which he is suitable. The thoroughness of the interviewing methods is intended to avoid the danger of purely intuitive judgments.

Advice may sometimes be only of a general nature but often, particularly in the case of young adults seeking an opening in industry, it will amount to practical help on getting a suitable trainee post. A list of such posts is kept by the Service at all Appointments offices.

Guidance about Nursing, Midwifery, Physiotherapy, Radiography, and Medical Laboratory Technology is given at the Nursing Appointments Offices of the Ministry.

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

Details of Death Claim Payments made during October & November 1955

No.	Pol. No.	Name & address of deceased	Claim Amt. paid	Amt. paid by member	Date of receipt of claim papers	Date of payment
1	1509	Sri T. Srinivasagopalan, Sqn. Leader, The Indian Air Force, Agra.	Rs. 1,430	Rs. 826	11-10-55	16-10-55
2	6077	Sri V. Venkataraman, P. S. High School, Mylapore.	1,067	168	25-10-55	31-10-55
3	7250	do	504	32	"	"

CRAFT IN SCHOOL CURRICULUM

Attitude of School and Society towards craft

By

K. L. GANDHI,
Assistant Dist. Inspector of Schools,
New Delhi.

In India the origin of craft can be traced to very olden days. Not only our people; but the people the world over, must have received training in craft only next to the training in the use of arms, as both were equally essential for man's survival. As a result of the prevalent system of Education, our people adopted quite a strange or rather an indifferent attitude towards craft education. This education came to be regarded suitable only for mentally poor or economically backward individuals. The school was very careful in keeping craft outside its curriculum! Whatever name or fame our people got in craftsmanship was not due to systematic and organised efforts of the school but to thousands of artists and craftsmen who blossomed in various parts of this land. Uptill very recent times, cultural and craft education were regarded as two opposite sides of the same coin and one could see only one side of it at a time—of course most of the people desired to see the former. The end of the princely regime and the general poverty and the inability of the people of this country to pay adequately for the skill of the craftsman also gave a severe blow to the progress of craft.

Luckily with the change of times the values are changing and the people are getting inclined towards craft education. The Government of India have recognised the Basic Plan of Education which centres round a craft. Very recently a team has been sent to Japan to get training in Bamboo-Craft. Many craft centres are being opened in all parts of the Country. The planners of the second five-year plan intend

making a special provision for encouraging craft. All this goes to show the changing trend of our people.

INTRODUCTION OF CRAFT IN SCHOOL CURRICULUM

Most of us will agree that craft education like every other kind of education, should be imparted in a scientific and a systematized way at school for it is in this way that the benefit of craft education can be extended to all and the psychological needs of the child can also be met with. At present craft is the monopoly of a few families and the skill is passed on from generation to generation within a limited circle. Unless craft is brought within the purview of the school activities, it would not be possible to give equal opportunities to all for this type of education or to improve its standard. It may be argued by some, that schools will not be able to meet the cost of such an education, but it is not so, for such an education, if properly organised, is cheaper than the so-called cultural education.

AIM OF CRAFT EDUCATION

The aim of craft education is four-fold: firstly to enable every one to appreciate the beauty around and develop the aesthetic sense of the child; secondly, to enable those to earn a living who want to take craft as a profession; thirdly to train the hand and the eye in harmony; and fourthly to develop a sense of dignity of labour in the child. It should never be the aim of craft education to pay for the salaries of the teachers or other expen-

diture incurred by the school on the teaching of various other subjects as proclaimed by the protagonists of Basic Education. Any income derived from craft products prepared in the school may be welcomed, but if 'self-sufficiency' is regarded as an aim of craft education, it might lead to undesirable commercialisation, forced child labour and neglect of proper and all round education.

CRAFT AT VARIOUS STAGES OF EDUCATION

Although the importance of such an education for every body cannot be over-emphasized, yet it will have to be granted that as every child is not mentally or temperamentally suited for cultural education so also every one is not suited for craft education too. Therefore, at each terminus stage, we shall have to decide the standard and type of craft to be prescribed for the child. At the primary stage, every child is supposed to take up craft. In the beginning he will start with pasting of his collections in the album, making models out of paper and cardboard, making models of clay and painting them etc. Towards the end of primary stage, he can be introduced to crafts like basket making, spinning, etc. The educator should not interfere too much with the work of the children of this age group, but only encourage them to display their creative faculties and train them in the use of tools. He should carefully study the aptitude of the child. At the end of the primary stage, the child would be of age 11+.

If he can benefit by further craft and cultural education, he should go to Junior Basic or middle school where he will study one craft in addition to the existing school subjects. Of course, we shall have to increase the working hours of the schools by about one hour and it should not be difficult to do so as our schools are already underworked. Those children whose I.Q. is low and cannot benefit by going to middle or Senior basic schools will go to Trade schools where they will receive one year training. They will be guided by the vocational guides in the selection

of the craft. These schools will turn out semi-skilled workers. To fulfil the demand of the constitution, for two years more, these semi-skilled workers will attend continuation classes once or twice a week, when they will be of age 14+.

Those children who are sent to middle or senior basic schools, will complete that stage at the age of 14+. Those who can benefit by cultural and craft education, will go to Technical high schools, those who can benefit only by craft education will go to Industrial schools and those who cannot benefit much by craft education, but can contribute to the field of art, science and research will go to high or higher secondary schools where craft will be pursued only as a hobby. Industrial schools besides receiving children from Senior Basic or Middle schools, may receive some students from Trade schools as well. These schools like the trade schools will devote 75 to 80% of their time to vocational education and the rest to liberal education but the length of industrial school courses will be two years instead of one year. Industrial schools should enable the boys to take up craft as a profession after one year's apprenticeship.

Technical high schools will devote about two and a half hours to craft education and the students here will take up two crafts as alternatives to two other subjects, the standard of the remaining subjects being the same as that in the secondary schools where craft is pursued as a hobby. Both from the technical high schools and industrial schools, suitable students will go to pre-professional (one year course), polytechnic (three year degree course) and post-graduate classes (two year course). Even if at the end of technical high school stage it is discovered that a student has made a wrong choice or has lately developed greater aptitude for cultural education, he may attend one year pre-University class and then go in for a degree and a post-graduate course in cultural education.

The following diagram will illustrate the organizational pattern recommended above :—

Age	General Education	Craft Education	
22+	Two years Post-graduate course in Arts, Science, etc.	Two years Post-graduate course in Engineering, Agriculture, etc.	
20+	Three years Degree course in Arts, Science, etc.	Three years polytechnic course.	
17+	Multipurpose or higher Secondary schools.	One year pre-university course.	One year pre-professional course
16+		High schools.	Technical High schools
14+	Senior Basic or Middle schools.	One year apprenticeship	
		Industrial schools.	
11+	Junior Basic or Primary schools.	Continuation classes.	
		Trade schools	
6+	Kindergarten, Nursery and pre-basic schools.	..	

SELECTION OF CRAFT

Schools higher than primary or junior basic will select any two of the following crafts :—Agriculture, wood work, metal work, spinning and weaving, hosiery, laundry, cutting and tailoring, leather work, fabric printing, pottery, pictures and charts, stage craft, Kashmir art, sculpture, book craft, commerce, etc.

While making selection for the craft the school should keep in view the environments, age, ability and aptitude of the child.

When two or more crafts are introduced, they should preferably be inter-related. This will reduce the expenditure on equipment and teachers besides giving an integrated knowledge

to the students. A few inter-related crafts are suggested below :—

1. Wood work, canning, and light metal work.
2. Book craft including lettering, binding, illustration.
3. Weaving and spinning, rug making, tailoring, hosiery, fabric printing and embroidery.
4. Stage craft including scenery, costume making, model theatre, puppets, etc.
5. Painting with bias of sculpture.
6. Modelling, carving and pottery.

SELECTION OF TEACHERS

To do all this we shall require suitable and competent teachers. As far as possible, teachers should be so selected that they can teach the above combinations efficiently. In the beginning the schools will, of course, experience difficulty in finding out proper craft teachers. There is no dearth of craft hands, who can impart manual skill to the students ; but there is real scarcity of such teachers, who can do all that is expected of teachers. So in the beginning, these schools will have to rest content with the best available craft teachers but in a few years' time, better people will come into the field. Craft education cannot be ignored on the plea that most of the craftsmen are illiterate and that the education of the young child cannot be entrusted to such persons ; of course still better way will be to ask a batch of teachers who are inclined towards practical arts to undergo such a training and then impart the same methodically to the children.

UTILITY OF CRAFT EDUCATION

1. Craft education, if properly imparted, will reduce the heavy burden on land.

2. Some of the people believe that encouragement of craft would mean retarding the progress of big industries but it should be clearly understood that even if we go at breakneck speed with big industries, they will hardly be able to absorb 20% of men in the course of the next few years. So from the point of view of providing employment to many, craft must supplement big industries. It will also have to be accepted that certain things can be produced cheaper through handicrafts rather than through big industries. More over it is felt that people who have had training of the hand and the eye by going through a craft training do better at a machine as compared to those who have had no such training before.

3. Our finances do not permit of establishing too many big industries, howsoever much we may like to do so. Besides, a farmer or any other worker during the period of seasonal unemployment, will benefit more by pursuing a craft at home rather than by going away from home and finding a part time work in a factory.

4. Our people do not know the proper use of leisure. If such a training is given they will learn to make a proper use of leisure, besides adding something to their income.

5. Machines produce quantity and if we want to encourage the production of quality articles, we shall have to encourage handicraft. Moreover, it is only in this way that individual tastes can be catered to.

6. Machines mean mechanical repetition of only one of the processes which go to make the finished product. This does not give any mental satisfaction to the workers. On the contrary, craft gives mental satisfaction because one works to the finish.

7. Although our fair sex are fortunately coming out of "Purdah" yet a majority is still confined to the four walls of the home. For such ladies craft can be a good source of earning livelihood.

CREATING PUBLIC OPINION IN FAVOUR OF CRAFT EDUCATION

Although our people are realizing the need for such an education yet much more remains to be done by them. For this purpose, exhibition of good work of the schools, broadcasts, discussions, illustrated pamphlets and leaflets, photographs and articles in the press and cinema slides concerning craft education will go a long way to convince the people that to live intelligently cultural education is necessary ; at the same time to work efficiently, vocational education is indispensable.

ELEMENTARY EDUCATION COMMITTEE'S REPORT

By

R. SRINIVASA IYENGAR,
Srinivasa Tutorial, Coimbatore.

A special officer has been appointed by the Madras Government to study the report of the Committee on elementary education presided by Dr. Alagappa Chettiar and submit recommendations for their implementation, by the beginning of the school-year. The Committee are satisfied, to a certain extent, with the present position, and do not suggest drastic changes. I propose to consider certain issues relating to elementary education.

The teaching profession has been agitating for some years for the nationalisation of elementary education. The Education Minister expected guidance on this matter from the Committee. Speaking on the floor of the legislature in March 1955, he said, "Education should not be allowed to be exploited by private enterprise for commercial purposes. I have an open mind on this question. If the Committee recommends that nationalisation is necessary, Government will not hesitate to take steps for the purpose even if it involved very heavy financial obligations." Surprisingly enough, the Committee has entirely ignored this question and scrupulously avoided even using the term. Several teachers' organisations have submitted memoranda, stressing the necessity and importance of nationalisation in this sphere of elementary education. The Committee has recommended the establishment of regional boards for running schools now run by district boards and panchayats. Regional boards are not likely to succeed where the district educational councils have failed in the past. The Committee believes that private enterprise can play its part in the progress and expansion of elementary education and that the constitution of the managing com-

mittees of schools is the only thing that has to be insisted upon. Private enterprise is indispensable in the spheres of secondary and university education; but to pin faith on private effort in the field of elementary education means only that the State abdicates its primary responsibility to carry out the Directive Principles of the Constitution. The State should take the fullest responsibility to establish universal free and compulsory elementary education.

The Education Minister expected valuable guidance from the Committee regarding the future of basic education. The Minister strongly opined that basic education should not centre entirely on spinning, and that agriculture should be adopted as the basic craft throughout the State. One, therefore, expected an unbiased discussion and definite lead on what basic education exactly means in theory and in practice, how far basic schools have achieved the objectives laid down, and how far basic education will be helpful to the implementation of section 45 of the Constitution. Excepting for the minute of dissent, the majority report throws no light on these issues which have been baffling educationists. The Committee's report avoids the use of the term "Agriculture" and has recommended as the basic craft "Gardening" in most of the schools. The Committee's suggestion to include pottery, mat-weaving, palm-leaf work, fibre-work creates a doubt as to whether the Committee means education through craft or education and craft. It is regrettable that the Committee even toured outside the State to consult Sri Vinobha Bhave and yet did not give a correct lead to the Government.

A very reactionary proposal of the Committee is to make the teaching of English compulsory for all the pupils of the standards VI to VIII. The study of English is at present optional. It is one thing to suggest that elementary school pupils who wish to study English should be given facilities to study English in their schools. But the compulsory study of English on the part of pupils will cause serious hardship and militate against the main aim of elementary education. The Government will, I hope, set aside this recommendation.

The Committee's suggestion to remove in the matter of administration, separate basic education officers is welcome.

The Committee was expected to state whether a three-hour school day is enough or a five-hour school-day is necessary to do full justice to the curriculum. The duration of the school-day can be settled, only after determining the content of education. It is a pity that no constructive suggestions have been made with regard to the syllabuses and curricula of studies.

It would be helpful if the special officer studies also the Parulekar Committee's report, before finalising his recommendations; for the latter report throws exhaustive suggestions for improving the quality and the content of education.

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ALTERNATIVE ORDER OF STRUCTURES

FORM IV

By

F. W. BILLOWS

Conditions (Present Time).

1. I wish I were the President ; if I were I should live in Delhi.
I wish our cat were an elephant ; if it were I should ride it to school.
I wish you could come home with me ; if you could you would see our cat.
I wish we ate sweets all day ; my mother says that if I ate sweets all day I should have bad teeth.
If we drank dirty water we should get ill.
If you sat down we could begin the lesson.
If you gave that boy an anna he would give you some sweets.

Conditions (Past Time).

2. If I had known about it, I would have told you.
If the monsoon had been good, there would be more water.
She said that if she had known about it, she would have told us.

'as if', 'as though'.

3. That smells as if it's bad.
The cat looks as if it has hit something.
She looks as if she is ill.
He speaks as if he were ill.
He spoke as if he were ill.
He did it as though he liked it.

'unless'.

4. I won't go unless he comes.
He does not do it unless we ask him to.
He would not do it unless he had an order on paper.
He would not have told you unless he had seen it himself.

'in case'.

5. I will take my umbrella in case it rains.
Learn this in case there is a question about it in the examination.
Write it down in case you (should) forget.
He wrote it down in case he should forget.

'although'.

6. I have just got a letter from him although he only left yesterday.
I seldom see him although he lives next door.
I was not ill although I drank dirty water.

'either...or'.

7. Give me either the red book or the blue one.
Either he or his brother will come.
I shall come either on Wednesday or on Thursday.

'neither...nor'.

8. I want to take neither the green nor the yellow book.
Neither he nor his brother has come.
He came neither on Monday nor on Tuesday, but on Friday.

ALTERNATIVE ORDER OF STRUCTURES

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'goes'.

9. Milk goes sour if you keep it too long.
An egg goes bad after a time.
My hair is going grey.
The ice-cream will go liquid if you take it out of the ice-box.
That poor old man has gone blind.

'such' .. (adj. and noun) .. 'that'.

10. His cold was so bad that he had to stay in bed.
He had such a bad cold that he had to stay in bed.
This is such a small envelope that we can't get the letter into it.
There is such a lot of fruit in the garden that we can't possibly eat it all.
This is such a sour orange that I can't eat it.
The story was so sad that they cried.
It was such a sad story that they cried.

'to get some one to do something'.

11. I shall get the gardener to plant some trees in my garden.
I want to get the tailor to make me a suit of clothes.
I got some men to help me push the car.
Did you get anybody to take away all that rubbish?

Passive Voice, Simple Present.

12. The sky is covered with clouds.
This table is covered with chalk dust.
This paper is torn.
The chair is broken.

Passive, Present Continuous.

13. Some pieces of paper are being blown along by the wind.
You are being given an English lesson.
This yellow book is being pushed along the table.
I am pushing it ; it is being pushed by me.
What language is being spoken now ? English is.
Whose shoes are being mended now ? Mine are.

'necessary'.

14. If we must have something, it is necessary to have it.
If I must have something, it is necessary for me to have it.
Books are necessary for us to learn English.
A pen or a pencil is necessary, if we want to write.
A hospital is necessary in every town.

'If necessary'.

15. If necessary use a dictionary.
If necessary boil the water.

'If I were you'.

16. If I were you, I should not do that.
If I were you, I should post that letter at the main post office ; then you can be sure it will go to night.
If I were he, I should not wait any longer.

Conditions implying circumstances dependent on consent.

17. If you would be good enough to move I could open the window.
If you would kindly hold this book, I should be able to find a pencil.
If it would be quite convenient, I will call and see you to-morrow.

Offers, threats or promises by the speaker on behalf of himself or others.

18. I will open that box for you, if you like.
We will go together, when you like.
If you make so much noise you shall wait until last.
You shall go to the cinema, if you are good children.
The messenger shall wait for an answer.
They shall all have some chocolate if they do their work well.

Continuous Tenses of the Verb 'to be'.

19. You are being very successful, I hear.
Now Gopal, you are just being a nuisance.
He was being very kind to some poor children when I saw him last week.
I thought he was being rather quiet, and then I saw that he was making a paper boat.

'Fairly' and 'rather'.

20. He did fairly well in his examinations last year.
This exercise is rather bad, Gopal.
We're rather late, let us hurry.
The train is fairly fast ; it gets there in one hour, the expresses take fifty minutes.
You have given me rather a lot ; I don't think I can eat so much.

Passive of Past Continuous.

21. He was being pushed along in a cart when I saw him.
I was just being given a cup of tea when the dog jumped on my back.

Passive of Simple Past.

22. I was taken into a large room and shown several bags.
They were given books as prizes by the headmaster.
They were told where to get off by the conductor of the bus.

Passive of Present Perfect.

23. Nobody has been seen in the library this week.
You have been warned that if you don't work hard you won't pass your examination.
Three boys have been spoken to by their teacher.

Passive of Past Perfect.

24. He had already been helped to the side of the road before the police came.
The book had been printed before anyone saw the mistake.

Passive of Past Future.

25. He told me that he would be sent to Delhi for a conference.
They told me that I should not be needed any longer.

Passive of Perfect Conditional.

26. The murderer would have been caught if the police had been quicker.
Nothing would have been known if you had not said anything.
* He said the work would not have been finished if we had not helped. (* The Past Future Perfect.)

Passive Infinitive.

27. He wants to be taken home.
I did not like to be helped.
They have not ever asked to be shown how to do it.

'To have something done.'

28. (a) I have my hair cut when it gets too long.
He had his shoes mended at that little shop.
I shall have my coat cleaned next week.
Don't have your house painted until after the monsoon.
Will you have this newspaper brought to my home?

'To get something done'.

28. (b) * I get my hair cut, when it gets too long.
He got his shoes mended at that little shop etc.
[* The meaning is exactly the same as 28 (a).]

'let'.

29. My teacher is letting me help him.
My sister has let me wear her sari.
I shall let you have your pen to-morrow.
Their teacher let them go early yesterday.

'to make somebody do something'.

30. The teacher is making the boys pick up their books.
My mother makes my sister help her with her work.
This teacher made him do the work again.
Krishnan has made me drop the book.

must (inevitability).

31. The book must be in my room. It may be on the shelf or it may be in the drawer, but it must be somewhere.
I must have left my book at home.
He said that he must have left his book at home.

'Dare not'.

32. I dare not tell him ; no one dare tell him.
They came to the door, but they dare not come in *
* also they did not.
You dare not jump off that high wall, dare you ? No, I dare not.
I don't know whether I dare do it.
I dare say he has seen it.

'would rather'.

33. I would rather you came next Monday than to-day.
I would rather you had chosen mangoes than oranges.
He would rather have kept his coat on than taken it off.

'had better'.

34. You had better tell your father at once.
He had better bring his bag with him when he comes.
They'd better not be late.

Verbal Nouns.

35. The correcting of mistakes is very important.
The reading of poetry is difficult.
I want to learn reading and writing.
I shall speak to him about his drawing.

Gerunds.

36. His eating chocolate in class must stop.
He has stopped writing letters to his old friends.
My shoes want mending.
I am surprised at his going home so early.
Is there any objection to my smoking?
Finish doing your work before you go home.

'to mind'.

37. I don't mind cats, but my sister does not like them at all.
He does not mind making us wait.
I hope you don't mind going home with us.
I hope you don't mind my going home with you.

Adverbial Clause of Cause 'as'.

38. As I had not seen him for some time, I had forgotten what he looked like.
As you are here, you had better stay.
As he had already given me his work, he did not stay after the lesson.

Participles.

39. Seeing me he ran away.
Taking careful aim the boy threw the brick.
The boy, taking careful aim, threw the brick.
The weather being warm, I took off my coat.
Having shown him how to open the box, I let him open it.
Having been told about the house, I knew it when I saw it.
On arriving in port, we went ashore.
As the exercise was badly written, it was difficult to read.
The exercise being badly written was difficult to read.
Being short of money he tried to get some from his friends.

'so that'.

40. I have put it here, so that I can see it when I want it.
Show me your book, so that I can see what you have done.
He gave me the key so that I could get into the house.
I will show you his photograph so that you will know him when you see him.

'as long as'.

41. (a) (Duration).
As long as you stay in this class you will have to work.
Stay here as long as you like.
As long as I am here you may stay.

41. (b) (Condition).

As long as you bring the book back to-morrow you may have it.
I don't mind how you do it, as long as you do it quickly.

'might' (reproach).

42. You might tell me what you have been doing, you might have told me you had already done it before I started on all this work.

'may', 'might' (purpose).

43. I am working now, so that I may finish early.
She finished her work quickly so that she might go early.

'should' (ought).

44. You should always do your home-work carefully.
They should come to me, if they want somebody to help them.
He should never mind coming to me for help.

'keep' (idiomatic uses of).

45. He always keeps me waiting.
I'm sorry I'm late, I hoped I did not keep you waiting.
He kept us all waiting when he came last Tuesday.
He won't keep me waiting; I shall go home if he does not come on time.

'lest'.

46. He ran lest he should be late.
They were running lest they should be late (negative of No. 40).
Tom will run lest he should be late.

'prevent'.

47. He prevented my coming, working etc.
He prevented me from coming, working etc.

'I wonder' (I ask myself).

48. I wonder what he is doing.
I wonder why he does not go to school by bus.
They were wondering what that strange thing was.
I wonder what we shall be doing this time next year.

'It' (Impersonal).

49. It is certain that two and two make four.
It is said that more deaths are caused by mosquitoes than by war.
It happened that the Chief Minister was there.
It would be better if you told your father at once.

'It' (Impersonal) for shifting emphasis.

50. I saw Govind in the play-ground before school.
It was I who saw Govind in the play-ground before school.
It was Govind that I saw in the play-ground before school.
It was in the play-ground that I saw Govind before school.
It was before school that I saw Govind in the play-ground.

'Could you?' * (equivalent of please).

51. A. Could you help me clean the black board?
 Could you move up a bit to let me pass?
 Could anyone hold this book for me?
 Could you be a little quieter?
 (* Could is used mostly in this way and in conditions; rarely as the past of 'can'.)

'will you' (equivalent of please).

- B. Will you kindly shut the door?
 Will you pass me your books?
 Will you each take one piece of paper?

'the more...the'

52. The more you have, the more you want.
 The harder you work, the sooner you will finish.
 The nearer we get the farther it seems to be.

Conditions, Inversion of Subject and Finite.

53. Had I known I should never have gone there.
 Had I taken his temperature I should have known that he had fever.
 Were I alone I should be afraid to go.
 Were he living in our neighbourhood I should see him more often.

Conditions, 'Unlikely'.

54. If I were to go to bed early (and I have absolutely no intention of doing so) I should not sleep well or
 Were I to go to bed early, I should not sleep well.
 If Parliament were to pass a law forbidding the playing of radios, how quiet the streets would be.)

Adverbial Phrase of Manner 'in...way'.

55. He was behaving very strangely; he was behaving in a very strange way.
 In what way do you want these lists arranged?
 Why don't you do it (in) this way.
 I did it in a quite different way.
 You ought to do it my way.

Conditions implying fortuitous circumstances.

56. If you should (happen to) meet him, tell him all about it.
 Should you (happen to) meet him to-morrow, would you mind telling him all about it?
 If I should (happen to) find it later, I will let you have it.
 Should I (happen to) find it later, I will let you have it.
 If I should not happen to be there in time, please start without me.

Infinitive after the verb 'to be' meaning 'it has been arranged or settled that'.

57. You are to do that first.
 He's to go home as soon as his work's finished.
 I'm to see him to-morrow.
 * Tell him that he is to come and see me before going home.
 (* There it is almost equivalent to 'must'.)
 We found that we were to sleep in the same room.
 Tell him he is not to ask for any more.

In the note on page 3 of the Syllabus in English for Secondary Schools, it was pointed out that authors should feel free to work out their own schemes if they wished. Because it was found that authors did not in fact feel really confident enough to work out their own schemes, even when they found the prescribed order of structures strange and difficult to work into the kind of lesson they were accustomed to, an alternative order of structures is here given, as an example of what is meant.

An important idea behind this order of structures is that nobody can learn any speech form at the first meeting with it: we learn speech forms by first having opportunities to hear them correctly used, then by responding, perhaps only in action at first, but gradually in words. We come very slowly to an independent use of language, through getting experience of speech forms in association with action. That is to say, we should not expect our pupils to reproduce all we say to them at first, nor even be impatient for them to speak; we must respect the incubation period, which is different for every pupil and every class, and remember that it is often the pupil who is least impatient to speak who learns the form best. On the other hand, we need to encourage them to launch out into the language as quickly as possible in some way, and respond, if only in a limited way, to speech stimuli, as soon as they feel they can. Most language fatigue and despondency comes from pupils having been constantly pressed by impatient teachers to do more than they were ready to do, and to use their reasoning powers to think out what is not a matter of reasoning, but of experience and skill. To learn language forms effectively we need to associate the whole personality in the task; to harmonize the whole personality, and not just use the mind in isolation, we need to move the body, at first, in association with the new language forms. This gives great importance to the Imperative in the early stages; it is the simplest form of the verb, it is easy to isolate, we expect at first only recognition and a wordless response; gradually we build round the verb all its associations of time and situation and only then do we require use of the verb by the pupil. The imperative need not be taught to the pupil in such a way that he can use it, until he has learnt to respond to it and is thoroughly used to hearing it, recognising it and responding to it. It is the same with questions, we should not ask questions at first that require an answer to be improvised, the answer should at first be in the nature of a simple response. For example, holding up a book, we say "Is this a book?"; the answer we should require is "Yes, it is", or "No, it is not"; and the experience of the language is developed, though nothing but a developing awareness is required yet of the pupil, when we ask: "Is this book blue?" and the answer is again "Yes, it is" or "No, it is not." The same principle is applied when we teach the simple or General Present Tense: the pupil needs to get used to the new idea, or rather instinct, of generality and concentrate on what the teacher is saying without worrying too much about his own response; his response needs to be correct but easy to make, not laboured. So we ask: "Do we speak English in our English lessons?" and the answer is "Yes, we do." "Does your mother speak Tamil?" "Yes, she does." "Does she speak English?", "No, she doesn't." "Who speaks English here?" "We all do." "Who teaches?" "You do." "Who learns?" "We, the pupils, do," and so on, until the form has become thoroughly familiar and response is instinctive; only then do we ask the question "What language do you speak at home?" for the answer "We speak Tamil," or "Do you learn English or French at school?" for the answer: "We learn English". It is the same in learning the past tense; the pupils will hear first the form with "did": "Did we come to school yester-

If we respect the incubation period, recognize that we learn our own language in years of, at first inattentive, but gradually more attentive listening with silent responses, followed by years of fluent, but not always correct speaking; we shall see that our pupils have plenty of opportunity to hear, then to listen to, and, finally, to use the language as naturally and fluently as possible, and all this before they ever begin to read or write. To ensure this, it is a good plan even when we have begun reading and writing to have the spear-point of our work several lessons ahead of the main body of the reading and writing. Suppose we are reading lesson four in book two, for example: we shall be working on the material in lesson six for about 15 to 20 minutes of the lesson, in question and answer and discussion; we shall spend 5 or 10 minutes introducing some of the new speech form in lesson seven and a few minutes in referring to lesson five; the rest of the period we shall devote to reading lesson four, or we shall give a dictation from lesson three. We shall not expect anything in lesson seven to be remembered consciously after the lesson, we shall only expect the material in lesson six to be provisionally or passively known; well enough for accurate response, but not yet for active use; lesson five will be lying fallow, sinking into the subconscious mind, with just a few reminders of it; while lesson four will be being consolidated and brought into full consciousness with question and answer and drill as well as being rendered permanent by the association with the written word. Anything that is still weak in lesson three will be strengthened by being brought into the context of lesson four.

The teacher must always be quite clear in his mind what the essential structures are which are being introduced in a particular lesson, and concentrate on them ; it is comparatively unimportant what the subject of the lesson is, so long as it is within the capacity of the pupils to apprehend it ; a visit to the zoo, a journey by train, Robinson Crusoe ; these are all only opportunities to teach and practise the essential structures that can be used to deal with a visit to the zoo, a journey by train, or Robinson Crusoe.

The power of association is so strong that we must be very careful to use only the words that are appropriate to a particular action or situation ; if we permit a makeshift because the correct form has not yet been learnt, we either ensure that the makeshift is learnt, or we have to see that our pupil forgets it later and substitutes the correct form. This is a waste of effort and, besides that, gives the pupil the sub-conscious feeling that what he is learning, is not the real language and therefore need not be learnt very completely, or gives him that uneasy feeling that what he knows is not current and will not be

The colours are given early—bright, unmistakable colours must be chosen, of course—because they are the easiest adjectives to perceive, because all children take delight in bright colour, pure colour, and also because most children in South India already know the English names for the colours, before they begin learning English at school. Besides this they give the opportunity of revising the first nouns learnt, and the answers: "Yes, it is," "No, it is not," without being tiresome. One need not repeat the question and answer "Is this a book?" "Yes, it is," or "No, it is not", to the point where everyone is sick of it, if one knows that the forms "Is this book green?" "Yes, it is" or "No, it is not," will ensure that the words "book" etc. are not forgotten and that the response is practised, and that a little later "Is this fan turning?" "Yes, it is" or "No, it is not" will develop the experience of these fundamental forms further. Then, when they can respond correctly to the questions "Is this fan turning?" and "Which fan is turning, this one or that one?" they can return in their reading to the questions. "Is this pencil red" and "which pencil is red, this one or that one?" or "which pencil is in my pocket, the red one or the green one?" In this way they learn to concentrate and listen for slight variations, but they are not called upon to reflect. They should not, in fact, be given the opportunity to reflect, because successful language learning depends on acquiring the trick of watching for signs and jumping ahead of the conscious, rational part of the mind, learning to accompany certain actions with certain speech forms, which bear a similar relation to the actions as the foam does to a wave. Language is not primarily a knowledge subject so much as an activity depending on the acquiring of certain habits or skills. We learn a skill best if we concentrate not on the action itself, the movements of the limbs, but on the end of the action; if we are learning to row, for example, we do best if we concentrate on the impact our oar makes on the water, and we learn to get the feel of a successful stroke as if we had nerves at the end of the oar; we can only do that by a great deal of practice, the trainer watching carefully to draw attention to and praise successful strokes. It is the same with language; we learn best if we concentrate on what we have to express and the effect of our words on others, not on the words themselves. If we say: "Take this book to the blackboard and hold it up for the class to see", we should not expect the pupils to take the sentence apart in their minds, but to perceive it as a whole, the pattern being repeated in later lessons: "Take this picture to the window and hold it to the light" or "Take this flower to Govind and hold it for him to smell," until the pattern is well enough known to be analysed with profit. Such sentences should not be said too slowly, because they are being said to the sub-conscious rather than to the conscious mind, and the sub-conscious mind does not need to analyse.

This method of working will be seen in the introducing of Indirect Speech, as begun in structure No. 29 of the 2nd year. "Go to the door, Raja ; I'm telling you to go to the door. Now tell Govind to go to the blackboard," or in No. 30 "What is this ?" I'm asking what this is. Tell me what this is. what is it, Govind ? . . . Now you tell me what it is Raja, etc." or "Are you hungry, Gopal ? . . . Ask Hamid if he's hungry." At this stage no pupil is asked to use Indirect Speech, he is only expected to respond to Indirect

Speech with Direct Speech, his ear gets used to hearing it and his sub-conscious mind takes it up, but his conscious mind should not analyse the pattern yet, and he should, above all, not reflect on the fact that subject and verb are not inverted in Indirect Questions. The skilful teacher will introduce indirect speech forms into his oral work in this way much earlier than they are indicated in the list of structures, even earlier than would be ensured by being three lessons ahead orally of the point reached in the book; he must know what he is doing, however, and the use must be restricted to such necessary class-room expressions as: "Open your book, Govind, and tell Raja to open his" or "Ask Raja what colour his book is" or "Tell me if my book is open or shut". But the skilled teacher will know how to postpone this sort of thing, if he finds he has tried it too early and that it causes confusion.

On the principle that normal, uninhibited speech should be reached as soon as possible, so that the maximum experience of using the language should be given to the pupils before they finish their course, the aim in this order of structures has been to introduce most of the important speech forms in the first three years, so that the fourth may be a year of consolidation. Words such as "can" and "must" "because" "why", etc., can easily be introduced in the first year, and they will be used so much in day to day conversation that they will not need much conscious revision. Any word really needed in the particular class-room or the particular school should be introduced as soon as it is needed; that is, as soon as the lack of it would inhibit normal, natural speech. The teacher **SHOULD NOT WAIT UNTIL THE POINT WHERE THE WORD COMES IN THE BOOK**. The book and the syllabus are a handy generalization, but no compiler of a syllabus or a book can fore-see all the needs of a particular class or locality. **THE SYLLABUS AND THE TEXT-BOOK ARE MEANT TO HELP, NOT FETTER THE TEACHER.**

The text-book should be written with a clear conception of the grammatical structure of the language in mind; the exercises should be designed to give skill in use of the language and should give plenty of opportunity for getting experience with the chief structural patterns of the language; but the pupil himself need not have a logical or conscious knowledge of grammar or its terminology until revision of his knowledge at the fourth or fifth year makes it convenient. By this stage he has enough experience in the language to find such work interesting and so to reach a real apprehension of the problems involved.

Home work should throughout consist of easy exercises or memory work, requiring concentration but no original thought. As much copying should be done as possible, especially copying from the blackboard. Pupils should be trained from the start to keep language note-books to supplement the text-book. The maintenance of a fair-copy note-book will help to ensure that enough copying is done. Copying need not be drudgery, above all it should not have to be hurried. We must remember that the acquiring of skill in writing depends on a good deal of writing being done; correct spelling can also only be learnt effectively through copying correct spelling and associating the sound with the form of the words. It is very tiring for a child to have to struggle with problems of language and expression and at the same time with the shape of the words on paper and the control of the pen when it still has not enough skill in writing to write without effort. If we keep the difficulties apart, the problems of language and expression in oral work associated with things and action, and problems of writing and the control of the hand for the equally necessary stages of consolidation and revision, we shall

avoid that diffusion of energy and confusion that results when a pupil meets too many difficulties at once. It is obvious that only complete sentences should be written; if exercises are given that require a word to be inserted in an otherwise complete sentence, the complete sentence must be written out, because the purpose of the exercise is not only to test comprehension and help towards free expression, but also to drive home—and give practice or exercise in the passing through the mind and recording of—correct and complete pieces of language; besides this the actual physical formation of the words can only be learnt in such a way that they are instinctively written correctly, if they are repeatedly written unfailingly correctly with little or no possibility of error.

It should not be necessary to include much Indian background material in the text-book, because that is the work of the teacher; he should interpret every item in the book, however, foreign it may seem at first sight, in terms of the background of the pupils. One of the reasons for learning a foreign language is to get outside the local atmosphere and cultivate a wider experience and a deeper imagination and insight by way of the foreign language than can be cultivated in the home-town and the mother tongue. English must be used from as near the start as possible, as an instrument with which to get in touch with the whole world—not only the English-speaking countries—and to deal with problems of Commonwealth and World Citizenship. But this does not mean that the home background is to be forgotten; it only means that it must be genuine and real, no paper Govind or Gopal or Sita must take the place of the real ones in the class; the children must never be allowed to lose the habit of direct perception and contemplation of real things, and substitute for it the second-hand experience of the book. No paper palm-tree should stand between them and the real ones across the playground. Guidance can be given to the teacher as to how to relate the material of the book to the experience and living conditions of the pupils, but as conditions vary from town to town, from district to district, and even from school to school, the actual details of what is to be done must be left to the individual teacher. Skill in doing this is—or can be—learnt in the training colleges and schools.

It is important to remember that no order of structures can be said to be right and others wrong. This has been prepared as an example of one practical teacher's experience in teaching actual classes and is a record of what he can do, no more.

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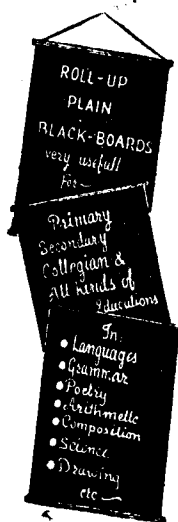
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THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

A meeting of the Executive Board of the South India Teachers' Union was held at 11 a.m. on Saturday the 19th November 1955, in the office of the Union with Sri S. Natarajan, President of the Union, in the chair.

MEMBERS PRESENT

Messrs. C. M. Fazalur Rahman (North Arcot), R. Munuswamy Mudaliar (North Arcot), V. Antoniswamy (Ramnad), A. Ramayya (Madurai), A. K. Appu (Central Malabar), A. T. Doraiswamy Iyengar (Chingleput), K. M. Ramaswami (Coimbatore), P. R. Swaminathan (Joint Secretary), S. Subba Rao (Salem), G. Srinivasachari (Madras), C. Ranganatha Aiyengar (Journal Secretary), S. D. Krishnamurthi Rao (Secretary, Protection Fund), E. H. Parameswaran (South Malabar), P. R. Subramaniam (South Malabar), S. Natarajan (President), T. P. Srinivasavaradan (Secretary), V. Arunajatai (Madras), A. M. Kannappa Mudaliar (Vice-President), S. P. Athisayam Samuel (Tirunelveli), R. Bhuvarahan (Tiruchirapalli) and L. Mariapragasam (Treasurer).

Letters regretting inability to attend the meeting were received from the following members :

Sri M. N. Kini (Central Malabar), Sri A. S. B. Philip (Tirunelveli), Sri R. Mahadevan (Tanjore), Sri A. V. Thyagaraja Sastri (Tanjore), Sri E. N. Subramaniam (Vice-President), Sri K. Karunakaran (North Malabar), Smt. A. V. Malathi (North Malabar), Sri P. S. Venkatakrishna Rao (South Kanara) and Sri N. J. Rengasamy Iyengar (Ramnad).

1. Minutes of the last meeting were taken as read and approved and recorded.

2. The Secretary then made the following statement.

i. The Government Memorandum on Provident Fund-cum-Insurance-cum-Pension scheme for certain categories of teachers proposed by Government was sent for obtaining the views of the Union. After obtaining the views of the Guilds by circulation, a reply was sent to enhance the minimum amount of assurance, to include all categories of teachers and to give option to the teacher to select either the Postal Insurance Fund or the S.I.T.U. Protection Fund, Ltd.

ii. The Chingleput District Teachers' Guild had invited the Union to hold the 46th Madras State Educational Conference in Chingleput and the Secretary accepted the same on behalf of the Executive Board.

iii. The deputation to the Minister proposed at the Coimbatore meeting has not yet materialised.

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iv. Pension Day was observed on the 29th July and the Teachers' Charter Day was observed on the 7th August 1955 throughout the State.

v. The Council of the A.I.F.E.A. resolved to observe the 28th November 1955 as "Education Demands' Day" throughout the country. Circulars have been sent to all the District Guilds to communicate to all the affiliated associations to observe that day. Relative literature was sent.

vi. The new buildings were inaugurated by His Excellency the Governor on the 23rd September 1955 and the office moved into the same on the 5th October 1955.

vii. Representation was made to the Director of Public Instruction and the Deputy Director with regard to the case of Mr. V. Sarangapani Naidu, Ex-headmaster, K. H. School, Tanjore and the affairs of Vishnupuram School.

viii. Education Week was celebrated and reports are coming in.

Then Sri S. Natarajan expressed his grateful thanks to the members of the Board for the trust and the confidence they had in him and for their willing co-operation for a period of over 25 years. The Union had been doing good work both in the field of education and for the profession. If today the Union commanded the respect and support of the teaching profession and the public, it was largely due to the high ideals it set before itself and to the continuation of the policies laid down by the previous presidents, notably Sri S. K. Yegnanarayana Iyer and Sri M. S. Sabhesan. The members of the teaching profession in the State of Madras realised fully that what they did should be consistent with the dignity of the profession. There had been all along a spirit of co-operation among the members of the Board and it was that spirit that enabled the Union to carry on its work. He said that the Union Ministry of Education was anxious that the spirit envisaged

in the Secondary Education Commission Report should go right into the schools so that the teachers might catch the spirit and work out successfully the recommendations of the Commission. To enable the teachers to fully imbibe that spirit he suggested organisation by the S.I.T.U. of seminars of teachers as those of the headmasters. Drawing the attention of the Board to the scheme of house-building for lower income groups, he suggested that District Teachers' Guilds should take up that question in right earnest and find out by what method the teachers would be enabled to have houses of their own.

The Board then considered the representation made by some members that on account of no compensation being paid to the aided secondary schools for the loss of fee income on account of fee concessions granted to poor children under Rule 92 M.E.R., many managements had either not paid salaries to their staff or were finding it difficult to pay. It was resolved that Messrs. E. H. Parameswaran, K. M. Ramaswamy Goundar, C. M. Fazalur Rahman, G. Srinivasachari, S. Natarajan and T. P. Srinivasavaradan should see the Minister for Education and apprise him of the actual situation.

When the Executive Board was called upon to suggest names for the Presidentship of the ensuing Conference as per Rule 9-A (e), it unanimously felt that the ensuing State Educational Conference should have Sri S. Natarajan as its President. It therefore, resolved to seek the approval of the affiliated teachers' associations, as a special case, to waive Rule 9-A (e) which requires the Board to suggest six names for the Presidentship of the Conference and invite the affiliated associations to vote for one only amongst the six. The Executive Board was also of opinion that this should not be taken as a precedent for future years. The Secretary was asked to communicate the above to the affiliated associations on or before 1st December 1955.

It was also suggested that a circular might be issued to all the affiliated associations to contribute not less than one rupee to augment the resources of the Union, as recommended at the Conference of the Presidents and the Secretaries of the District Teachers' Guilds and Members of the Working Committee held at Coimbatore.

The topics chosen for discussion at the ensuing State Educational Conference were (1) Report of the Secondary Education Reorganisation Implementation Committee, (2) Report of the Elementary Education Reform Committee and (3) Pre-University Course.

There would be four sectional conferences :

1. Secondary Education section ;
2. University Education section ;
3. Basic and Primary Education section ; and
4. Administration and Teacher Training section.

Then the following members were elected as representatives of the Union on the Council of the All-India Federation of Educational Associations :

1. Sri C. M. Fazalur Rahman.
2. Sri T. P. Srinivasavaradan.
3. Sri C. Ranganatha Aiyengar.
4. Sri E. H. Parameswaran.
5. Sri R. Munuswamy Mudaliar.

The Board resolved to recommend to the General Body the following amendments to the Union Rules :

Under Rule 3. Membership Fee :
Clause I. Affiliation Fee.
For the existing sub-clause (a) read as follows :—

(a) District Teachers' Guilds :—

The affiliation fee of a District Teachers' Guild shall be made up as under :—

- (i) Subject to a minimum of Rs. 50 and a maximum of Rs. 200, an amount calculated at the rate of four annas per member on the rolls of its affiliated associations other than Taluk or Municipal or Range Elementary Teachers' Unions, as on the 30th June of the year preceding ;
- (ii) A sum calculated at the rate of rupee one per 50 members on its Elementary School Teachers' Unions (whether Centre, Range or Taluk ; and
- (iii) A sum calculated at annas four per individual member on its rolls in the previous official year.

A sub-committee consisting of Sri E. H. Parameswaran, Sri K. M. Ramaswamy Gounder and Sri T. P. Srinivasavaradan was formed to consider the following points and suggest suitable

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amendments to the Rules, if deemed necessary :—

- (a) *Election of Office-bearers.*—Nominations to the various offices to be called for sufficiently early, and the system of postal voting to be adopted by the affiliated associations.
- (b) Relaxation of the residential qualification of the president.
- (c) The Executive Board should suggest not more than six names for the Presidentship of the State Educational Conference, instead of "it shall suggest six names".

The Working Committee should consider the recommendations of the above sub-committee and then forward the same to the District Teachers' Guilds for their opinions.

The Board then considered the recommendations of the Elementary Education Reorganisation Committee. It regretted that the Committee had not gone fully into the question of financing elementary education in order to fulfil the directive principle of the Constitution. The Board was of the opinion that the Centre should bear a part of the expenditure in giving free universal education to children up to 14. The Board also felt that the entire cost of the midday meal scheme should be met by the State instead of the public being required to find 50% of the cost. While heartily approving the recommendations that all future efforts at providing elementary education should be the responsibility of the Regional Boards, the Executive felt that the guarantee provided in the Constitution for minority and special interests should be fulfilled.

The Board felt that the Committee could have made more specific recommendations in regard to improving the salary and status of teachers, as this was a question referred to them for specific recommendation. The Board also expressed the view that there should be no external examinations at the end of the integrated elementary education course.

The Report of the Housing Sub-Committee was presented to the Board by Sri C. Ranganatha Aiyengar. The Board resolved to send copies of the Report to the District Teachers' Guilds for their opinions.

The Board accepted the resignation by Sri S. Natarajan of his office of Presidentship of the Union, as he was no more a resident of Madras. The Board placed on record its appreciation of the good and valuable services he did for a long period and wished him success in his new office and in the new sphere of work.

In the vacancy caused by the resignation of Sri S. Natarajan, Sri T. P. Srinivasavaradan was unanimously elected President. For the office of the Secretary, Sri V. Arunajatai and Sri L. Mariapragasam were duly proposed and seconded. Sri V. Arunajatai was declared elected by a majority of votes.

With a vote of thanks the meeting terminated.

V. ARUNAJATAI,
Secretary.

Madras-28,
28th November, 1955.

THE S. I. T. U. HOUSING COMMITTEE

RECOMMENDATIONS

Managements :

It shall be obligatory on every management to provide quarters for teachers working in the institutions under them. These quarters should, as far as possible, be located near the schools so that the services of teachers may be available for extra-curricular activities. Care should also be taken that teachers are not taken away from the residential part of the locality and prevented from exercising healthy influence on the society. The finance required for construction of quarters including acquisition of sites has to be met by the government granting half the cost free and the other half as loan carrying reasonable rate of interest. This loan and the interest thereon should be repaid by the managements in 20 or 25 years on monthly hire purchase instalment basis, such instalments being recovered from the occupants of the houses as rent. The designs of the houses should be such as to enable the teachers live respectably and the cost of construction sufficiently low, so that the rents on the houses may not exceed Rs. 30, Rs. 20 and Rs. 10 for the three types of houses A, B and C respectively.

Alternatively, the managements of educational institutions may become members of the house construction society in their respective localities and get the required houses built by the society. The managements should guarantee to recover from the occupants the monthly instalments of hire purchase.

In places like rural and semi-urban areas where houses are easily available but are not in a fit condition for occupation, managements may take on lease houses and have them repaired and let them out to teachers in their employ. The rents charged should be just sufficient to cover the annual repair charges and the lease rent payable to the owners of the houses.

Teachers :

Most teachers are not in a position to deposit initially money either for the purchase of sites or for meeting part of the construction of the house. So the co-operative scheme is not attractive to them. The S.I.T.U. should come to the aid of the teacher members. A scheme of insurance to cover the cost of the house should be devised by the S.I.T.U. Protection Fund. The interest on the amount invested on the houses may be recovered as monthly rents along with which should also be paid premia on the policies covering the cost of the houses. Or, the S.I.T.U. Protection Fund may purchase the sites required by a group of teachers, have the houses built as per the plans approved by the teachers and hand them over to the teachers on hire purchase instalment basis.

Individual teachers who can buy sites of their own may become members of the nearest house building co-operative society and build their own houses out of loans obtained from the society. The house and site will be under mortgage to the society for a period of 20 or 25 years or earlier, till the loan is discharged by monthly instalments of principal and interest on outstanding loan.

The above recommendations were considered by the Executive Board of the S.I.T.U. at its meeting held on 19th November, 1955. It was resolved to circulate copies of the same to the District Teachers' Guilds for their opinions. Such opinions may be expressed in the form of resolutions and communicated to the office of the S.I.T.U. before the 31st January, 1956.

T. P. SRINIVASAVARADAN,
President.

20th November, 1955.

NEWS AND NOTES

GURUSAMIPALAYAM

A meeting of the Teachers' Association of Sengunthar Mahajana High School was held to celebrate the Education Demands Day as suggested by the S.I.T.U. Mr. G. Krishnan, B.A., Chairman, Municipality, Rasipudam, presided over the meeting. Mr. M. K. Ramamurthi, M.A., B.Ed., Headmaster delivered a speech on State and the Schools. Mr. G. Krishnan delivered a speech on "Education Demands and 2nd Five-Year plan". Two resolutions were passed.

Resolution 1:

The members of Sengunthar Mahajana High School Teachers Association, in the meeting assembled respectfully appeal to the Government to issue quarterly Grants to the Schools to compensate the loss of Fee Income consequent on the introduction of the G.O. granting full fee remission to children of persons having an annual income of less than Rs. 1,200 as the delay in implementing the promise of the Minister in this respect causes severe strain on the Managements to pay the Teachers on due dates, and as it is feared the position may deteriorate if the compensation is further delayed.

The members of the Teachers Association further respectfully wish to represent that the Government should take immediate steps to allay the apprehension recently caused by certain reports that the Schools are not likely to get full compensation of fee income in respect of children of persons having an annual income of less than Rs. 1,200.

Unanimously passed.

Resolution 2:

The meeting of the Teachers Association, Sengunthar Mahajana High School, Gurusamipalayam, Salem District, appeals to the Planning Com-

mission that necessary action may kindly be taken immediately, on the memorandum submitted by All-India Federation of Educational Associations to raise the allotment in 2nd Five-Year Plan towards the Education.

Unanimously passed.

KULASEKHARAPATNAM

The Elementary School Teachers' Association, Kulasekharapatnam, at its meeting held on 19th November, 1955 under the presidentship of Sri P. Irungovel Pillai, Junior Deputy Inspector of Schools, Tiruchendur Range, passed unanimously a condolence resolution on the demise of Sri P. Senthilarumugam Pillai, a well known educationalist of this place on 17th November, 1955. As a mark of respect, the members stood in silence for two minutes.

Sri P. Senthilarumugam Pillai was the manager of Pandarasivan Memorial Higher Elementary School, Kulasekharapatnam, for about 45 years, run in his father's name. He took so much interest in the school that the Education Department appreciated the school as one of the best schools in the State. Owing to ill-health, at the beginning of 1955, he transferred the management of the school to his son-in-law Sri K. V. Subbiah Pillai, B.A.

He was a great patriot!

He was a real friend of teachers. He treated his teachers as members of his family. He paid them a living wage even when the Government assessed low teaching grant to teachers. Never he failed to pay the teachers before the fourth of every month. He paid dearness allowance to teachers even before the Government decided to pay the same to teachers.

He was highly religious. Thevaram and Thiruvachagam were taught to the

pupils of his school. He was highly charitable. He was a real disciple of Mahatma Gandhi.

SASTRY MEMORIAL VOLUME
An Appeal

There has been an irreparable loss to the country in the untimely death of Dr. N. S. N. Sastry. Dr. Sastry has contributed much to the advancement of psychological consciousness and research in India. *Education & Psychology* is planning to bring out a special memorial number. The number will contain reminiscences of late Dr. Sastry, critical papers on his works, short summaries of his contributions, Dr. Sastry's papers which have not yet been published and other papers of high standard. The number will be edited by a special Committee consisting of the following:—

Editors:

Dr. S. C. Mitra,
Professor of Psychology, Calcutta University.

Dr. N. V. Banerjee,
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Dr. B. Kuppuswamy,
Professor of Psychology, Mysore University.

Associate Editors:

Shri S. K. Ramchandra Rao,
Asst. Professor of Psychology,
All-India Institute of Mental
Health, Bangalore.

Shri Uday Pareek,
Education & Psychology,
Hauz Kazi, Delhi-6.

Papers and other material for publication for this volume are invited. The Editorial Committee will be obliged if other significant materials (e.g. Dr. Sastry's letters) are also sent. All such material should be sent to Shri Uday Pareek, so as to reach him not later than the end of January 1956.

As the publication of this number will involve considerable expenses, a special "Sastry Memorial Number Fund" is being created. All those who are interested are requested to contribute liberally to this fund to make the number a success. It is, however, suggested that the contribution may not be less than Rs. 10 (or Rs. 5 in the case of students). All such contributions (cash or cheque) should be sent in the name of Shri J. M. Ojha, *Education & Psychology*, Hauz Kazi, Delhi-6 and should bear reference to this fund. Shri Ojha will act as the treasurer for this fund.

PUTHANAMPATTI

An ordinary meeting of the English Council of the school was held on 30th November, 1955 with the Headmaster Vidwan Sri S. Somasundaram, M.A., L.T., in the chair. The Headmaster initiated a discussion on "A few points regarding the correction of English composition exercises". The headmaster observed: "In the teaching of English written work is as important as oral work. Oral work followed by written work makes knowledge permanent. Hence writing of composition exercises is very important in our list of works". The president then requested the members to participate in the discussion.

Sri S. Durairaj, B.A., B.T., next speaking, made the following observations: With regard to VI Form since the number of pupils is limited, the work of correcting composition exercises is comparatively easy. Nevertheless, some boys who do well in oral work go wrong in writing. Boys tend to spell words as they pronounce them. Hence correct teaching of pronunciation is very necessary. It is always good to correct mistakes having the concerned pupils by the side. The pupils should be encouraged to read books. It is very necessary to see that all mistakes are corrected by the pupils.

Speaking next, Sri U. R. Krishna Iyer, B.A., L.T., said that in his class he followed a system whereby the class was divided into squads and every day

a squad was asked to come to class one hour earlier; individual attention was paid to each member of the squad and that the boys corrected the mistakes in the presence and under the immediate supervision of the teacher.

Sri C. Venkatachalapathi, B.Sc., who spoke next complained that he had practically no time to pay individual attention to his pupils in III Form since he had to attend to so much work in the higher forms.

Sri P. Sanjeevi speaking next, said that plenty of oral work before written work was important. Pupils must be thoroughly drilled in language patterns and vocabulary and the pupils made to use these language structures and vocabulary in expressing their ideas. With regard to spelling, the division of words into syllables was a good plan. As to correction, it was useless rewriting the whole piece once; it would be better to make the boys write the particular sentence wherein lay an important language structure, three or four times.

Sri N. Narayanaswami said that in his class he divided the class into squads each with a brilliant boy as its leader. The leaders regularly gave dictation exercises to the squad and corrected them. This method Sri N. Narayanasamy claimed was quite successful. With regard to free composition, he said, that before writing a free composition, the pupils were given simple questions on the topic and they prepared answers for them. The answers put together would make paragraphs.

Sri S. Durairaj differed from Sri N. Narayanasamy with regard to the squad leader system and expressed the view that they could not rely much on the leaders despite their brilliance. In his opinion, it was not advisable to entrust pupils with any work with regard to the teaching of English. He suggested a kind of tutorial system by which weak pupils received special attention during out of school-hours.

With regard to special classes on Saturdays he suggested that instead of teaching three subjects, English should be taken up and 2 hours be exclusively devoted to it.

The president in his concluding remarks observed that if the present syllabus was followed in letter and spirit, the six periods allotted to English would be quite sufficient. If necessary, time must be found out during out of school hours for extra coaching. With regard to spelling and pronunciation he said that it was not advisable to leave the entire responsibility to leaders even though they might be of some help to the teacher. Continuing, he said that in lower forms, free composition should not be attempted and that language patterns and new words should be well drilled. The aim should be to minimize difficulty of language structure and vocabulary. In IV Form, free composition might be attempted based on language pattern and vocabulary already learnt and on familiar matter. In correcting composition exercises, teachers should carefully look over the previous pages and make sure that mistakes had been duly corrected and before returning the note books, all the common errors should be pointed out and explained on the black board. Apart from making the pupils realize their errors and correct them, this procedure would give the teacher an opportunity to see where his teaching had been defective.

PROPAGANDA

Sri K. S. Chengalroya Iyer, Honorary Publicity Officer, S.I.T.U. Protection Fund, Ltd., visited Board High School, Hosur, Salem District, on 1st November, 1955 and Board High School, Denkanikota, on 2nd November 1955 and talked to the teachers about the Protection Fund. About fifteen members joined the Fund from both the schools.

FROM OUR ASSOCIATIONS

COONDAPOOR

The South Kanara District Educational Conference was held on 23rd October, 1955 at Coondapoor in the premises of the Board High School, Coondapoor and St. Mary's Higher Elementary School, Coondapoor. The delegates from all over the district attended the conference.

Rev. Fr. James Coelho, S.J., the President of the South Kanara District Teachers' Guild, after hoisting a National Flag at St. Mary's Hr. Ele. School, presided over the delegates' session. More than 300 delegates have participated in the discussion. Sri K. Subraya Ural, B.A., L.T., General Secretary of the Reception Committee welcomed the delegates. 26 resolutions were discussed and passed.

The open session of the conference began at 3 p.m. in the Board High School premises in a beautiful pandal specially constructed for the occasion. Sri A. B. Shetty, Hon'ble Minister for Health, Government of Madras, was good enough to inaugurate the conference and Sri B. Vaikunta Baliga, B.A., B.L., M.L.A., presided over the conference. The welcome address was delivered by Sri Y. Manjaya Shetty, B.A., LL.B., M.L.A., Chairman of the Reception Committee. Then Sri P. S. Venkatakrishna Rao, M.A., L.T., Secretary of the South Kanara District Teachers' Guild read out all the resolutions passed in the morning's session. Afterwards there was a presidential address. Then the General Secretary of the Guild proposed a vote of thanks.

At 9 p.m. there was a variety entertainment inclusive of a fine drama 'Undadi-Gunda' in Kannada.

TIRUVADAMARUDUR

A meeting of the Executive Board of the Tanjore District Teachers' Guild was held on 19th November, 1955 in the Adhinam High School, Tiruvadamarudur. Sri M. K. Natarajan, the

President, presided. Eleven members were present. The accounts for the period June to October 1955 were read and passed. The President and the Secretary of the Guild were requested to see the plot at the Theosophical Society, Tanjore and explore the possibility of putting up a building for the Guild. The resolutions to be placed before the Guild Councils were considered.

A meeting of the Guild Councils (Elementary and Secondary Education) was held at 2-30 p.m. in the Adhinam High School, Tiruvadamarudur. Sri M. K. Natarajan, the President of the Guild, presided. Sri S. Sivasamba Aiyar, President, Teachers' Association of the Adhinam High School, welcomed the gathering.

35 members were present from High Schools and 6 members were present from Elementary Schools.

After the introduction of the members there was a discussion on the working of the high school associations and the elementary school unions.

The following resolutions were passed:—

1. Resolved to request the Government of Madras to expedite the sanction of the fee income foregone by elementary schools in respect of occupational communities and Vanniakula Kshatriyas (Criminal tribes).

2. Resolved to request the Government of Madras to amend the existing rules regarding the bifurcation of standards in elementary schools managed by local bodies so that a standard or section having an average attendance of over 35 may be bifurcated within a month of the necessary strength having been reached.

3. Resolved to request the Government of Madras to sanction payment of the fee income foregone on account

of G.O. No. 926 of 1955 in quarterly instalments.

4. Resolved to request the Director of Public Instruction, Madras to pass early orders on the appeal of (i) Sri V. Sarangapani Naidu, former Headmaster of K. H. S. Tanjore and (2) the teachers of George High School, Vishnupuram.

5. Resolved to request the Government of Madras to implement the pension scheme for teachers at an early date.

The following programme of lecturers was then gone through.

Sri N. S. Venkateswaran, (Solapandi) spoke on the report of the Elementary Education Committee. Sri P. Chinnaswami of Kumbakonam and Sri G. Jayanathan of Nagapattinam participated in the discussion. Sri S. Balasubramanian of Nagapattinam delivered a lecture on Citizenship Training in Practice in Schools. Sri M. A. Rajagopala Iyengar of Tiruvadamardur spoke about the advantages of becoming members of the S.I.T.U. Protection Fund and appealed to teachers to join the Fund.

Sri G. Jayanathan, Assistant Secretary of the Guild, proposed the vote of thanks.

TELLICHERRY

At a meeting of the Executive Committee of the North Malabar District Teachers' Guild held on 4th December, 1955 at Temple Gate, the following resolution was passed:

"Resolved to send the suggestions of the Committee regarding the Alagappa Committee Report on Elementary Education to the Minister for Education, Director of Public Instruction, South India Teachers' Union, Dr. Alagappa Chettiyar and M.L.As. and M.L.Cs."

Suggestions:

The Alagappa Committee has failed to note the following points:—

1. The Committee has failed to recommend provisions for the implementation of the directive principles of the Constitution, that is compulsory education up to the age of 14 by 1960.

2. It has failed again to recommend to the Government for the integration of the Elementary education as a whole instead of the present compartmental divisions as Higher Elementary, Senior Basic and Middle School.

3. The recommendations of the Committee are conspicuous by the absence of the central theme that is the pivot of the question of teachers' status regarding the scale of pay, service conditions and other amenities.

4. The Committee has failed to define the functions of regional boards which is to take up the administration and control of all the Elementary Schools under the jurisdiction of the Board itself.

5. The Committee's recommendation, that no reduction of the working days is necessary, does not accord with the climatic and local conditions of Malabar and the general principles of education in special. In view of this, the excess of the number of working days, including the association meeting days, over 200 in the year is not conducive to the health and general well-being of the children.

6. The re-organisation of the text book committee should be based on the general principles of education, that it should be constituted with members of experienced teachers in the field and of other educational experts.

7. The inclusion of English in the V class is welcome. While it is welcome, Hindi is to be included in the syllabus as a compulsory subject from VI standard.

COYALMANNAM

The half-yearly conferences of the South Malabar District Teachers' Guild was held on 24-10-1955 in the High School, Coyalmannam. Sri E. H. Parameswaran, M.L.C., presided.

Mr. C. P. Sarma, the correspondent of the school, welcomed the gathering.

In his presidential address, Sri E. H. Parameswaran analysed the Madras Government's draft plan of education under the Second Five-Year Plan. He pointed out that the Madras Government seemed afraid even to aim high. The increase in salaries regarding which both the Central and State Ministries had given high hopes had fallen so short of expectations that teachers felt pained and frustrated. The whole plan showed evidence of lack of vision and courage. Government seemed afraid even to aspire.

Then he appealed to the teachers to strengthen the S.I.T.U. and to help

themselves by joining the Protection Fund.

Many resolutions were passed regarding salary scales and allowances, etc.

Inter-school literary and arts competitions were held and prizes were awarded.

Messrs. B. G. Paul & Co.'s annual prize of Gold Medal for the best performance in the S.S.L.C. Examination was awarded this year to Mr. T. K. Vaidyanathan of Board High School, Kumaranallur.

Mr. C. P. Sarma was host to the delegates and the competing pupils.

LETTER BOX

HINDI TEST FOR TEACHERS

Sir,

It is reported that the Andhra Government has decided to give extra increments to Telugu Pandits who pass 'Bhasha Praveen' title, if they pass Sanskrit Test i.e. Vidya Praveen title. This will give a great fillip to Sanskrit studies in the State.

A similar procedure may be adopted in the matter of Hindi also. Our leaders and educationists urge that our youth should be equipped with working knowledge of Hindi, which is going to play a great part in the administration set up of our country. For this purpose

we want army of Hindi-knowing Teachers.

To solve the teachers' problem, the Madras and the Andhra Governments may announce an extra 2 or 3 increments to the bona-fide teachers—B.A., L.Ts. and Secondary Grade Teachers—if they pass Hindi Test at least 'Visharad' Degree examination of the Dakshina Bharat Hindi Prachar Sabha, Madras. This will give an impetus to the Hindi movement without compulsion. This may be included in the Second Five-Year Plan.

S. R. SASTRI.

4, Hindi Prachar Sabha,
T. Nagar, Madras,
8th November, 1955.

REPORTS OF EDUCATION WEEK CELEBRATIONS

SRIVAIKUNTAM

A public meeting was held on the 5th November, 1955 in the premises of the Kumaragurupara Swamigal Boys' High School, Srivaikuntam when Sri V. Jagannatha Iyengar, B.A., B.L., District Munsif, presided. The meeting was organised by all the teachers of the locality. A large number of parents and officials graced the occasion.

Sri S. N. Athinathan, welcoming the gathering, explained the scheme of reorientation of education at all stages—the Elementary, the Secondary and the University.

Sri P. Rengachariar, B.A., B.L., Vakil, addressed the gathering at length on 'Education and the Responsibility of the State'.

Sri S. V. Purushothama Iyengar, B.A., L.T., gave an address on "Educational Pattern, the Teacher and the State".

The President, in his concluding remarks, said that text-books for the various classes should be uniform throughout the State.

Sri K. R. Appalachari, M.A., L.T., Principal, V.O.C. Training College, Tuticorin, presiding, a public meeting was held on the 6th November.

Srimathi Manoranjitham Paulraj, B.A., B.T., Headmistress of the Adi Kumaragurupara Swamigal Girls' High School, Srivaikuntam, welcomed the gathering.

The President, in his introductory speech said that Government proposed to convert at least 25 High Schools into multi-purpose schools every year during the Second Plan period. He appealed to the teachers to co-operate with the Government in effecting their policies.

Sri L. Chockalingam Pillai, B.A., Sub-Registrar, Srivaikuntam, picturesquely

and humorously described the miserable condition the teachers are in and compared it to the lot of the N.G.Os. He strongly expressed himself in favour of Education being a separate and independent branch of the Government like the Executive, the Judiciary and the Legislature.

Dr. N. S. Parameswaran, L.M.P., spoke briefly on 'Education and the Moral and Spiritual Basis'.

Sri S. N. Adinathan, B.A., L.T., Headmaster of the Boys' High School, addressed the gathering on 'Education and the Responsibilities of the Teacher'.

The President, in his concluding remarks, acquainted the parents with the problems confronting the teaching profession and appealed to them to co-operate with the school authorities in moulding sound personalities of the students entrusted to their care.

There were entertainments and exhibition.

KAVERIPAUK

The members of the Teachers' Association of Board High School, Kaveripauk celebrated the "Education Week" under the chairmanship of Sri S. Sundaramoorthy Mudaliar, B.A., L.T., Headmaster of the school. Janab Syed Yacoob Sahib, B.A., L.T., Deputy Panchayat Officer of Kaveripauk, delivered his address on "The Importance of Education—Moral and Spiritual Basis" in the curriculum. Many teachers also spoke.

KANCHEEPURAM

Under the auspices of the Kancheepuram Teachers' Association, the Week was inaugurated on 3rd November, 1955 at 5 p.m., in the Centenary Hall of the Pachaiyappa's High School, Kancheepuram by Thiru C. N. Annadurai, M.A. Sri M. R. Srinivasaraghavan,

B.A., L.T., the President of the Association, welcomed the gathering.

In the course of the Inauguration Address Thiru C. N. Annadurai, M.A., reminded the teachers of their duties and responsibilities. He asked them to be ahead of their times and make the pupils learn the truth and develop a critical attitude towards the knowledge they obtained.

On 4th November, 1955 physical demonstrations were held in the play grounds of the various schools. A large number of pupils participated in the activities.

The Scout Association held a rally of Boy Scouts and Girl Guides in the playgrounds of the Sri Somasundara Kanya Vidhyalaya (Girls' High School). A variety of programme was gone through and the pupils showed a real interest in their activities.

On Saturday 5th November, 1955, Educational Exhibitions were organised in (1) Pachaiyappa's High School; (2) Municipal High School; and (4) Sri Somasundara Kanya Vidyalaya.

TRIVELLORE

Under the joint auspices of the Teachers' Associations of the Goudie High School and R.B.C.C.C. Hindu High School, Trivellore, the Education Week was celebrated at the latter school on the 5th November, 1955. After tea a meeting was held which was presided over by Sri A. S. Johnson, M.A., L.T., Headmaster & Correspondent, St. Columba's High School, Chingleput & President of the Chingleput District Teachers' Guild and Sri T. E. Santhanam, B.A., B.T., Headmaster, Ramakrishna High School, Chingleput & Secretary of the Chingleput District Teachers' Guild, delivered a lecture on "Education and Second Five-Year Plan".

Sri D. J. Arulanandam, B.A., L.T., Headmaster, Goudie High School, Trivellore, welcomed the guests. The

President in his speech explained the aim and purpose of the Education Week and also the salient features of the Second Five-Year Plan.

Later Sri T. E. Santhanam, B.A., B.T., delivered his speech pointing out the 8 objectives of the second Five-Year Plan.

RAJAPALAYAM

The Education Week was celebrated on 25th November, 1955 in the premises of the Board High School, Rajapalayam under the auspices of the Education Week Committee. Sri S. Thiruchittambalam, B.A., L.T., Headmaster of the Board High School and Chairman of the Committee in his welcome address expressed his appreciation of the enthusiastic co-operation of the Elementary and Secondary Schools of the city and also said that it was a happy augury for the changes contemplated by the Government in the field of education that a large number of parents and leading persons have come to take part in the celebration.

Sri T. S. Sankarier, M.E.D., in his presidential address dwelt on the high ideals with which teachers have to approach the boys and girls entrusted to their charge as the future builders of our land.

Sri A. K. Paranthamanar, M.A., Professor in Tamil, Thiyagarajar College, Mathurai, laid stress on the vast changes contemplated in the Second Five-Year Plan in the field of education, especially the revised set up in the course of collegiate education.

PATTAMADAI

Under the auspices of the Masters' Association of the Ramaseshwar High School, Pattamadai, the Twenty-fifth South Indian Education Week was celebrated on the 2nd and 3rd November, 1955 in the School. There was a large gathering of teachers and the public present. The Meeting on the 2nd was presided over by Sri K. G.

Ramaswamy Ayyangar, M.A., L.T., Headmaster and President of the Association. Sri P. N. Kasthuriengan, Assistant of the School, gave a talk on Education-Moral and Spiritual Basis. Sri L. Subbier, another Assistant of the same school, addressed the gathering in Tamil on Education and the Second Five-Year Plan. Sri S. Somasundaram Ayyar, B.A., L.T., addressed on Schools and Character Training.

Sri P. S. Sivaswamy Iyer, B.A., L.T., Retired Divisional Inspector of Schools, Travancore State, presided over the meeting on the 3rd November. There was an eloquent, interesting and instructive address by Sri S. Anthony Pitchai, M.Ed., Professor of Education, Saint Xavier's Training College, Palayamcottai on Education and the Responsibility of the Teaching Profession.

SRIRANGAM

The Teachers' Association, The Girls' High School, Srirangam, celebrated the Education Week on 28th November, 1955.

The Headmistress, Srimathi Lakshmi S. Mani, B.A., B.T., welcomed the speaker, Mr. Joseph Chinnappa, M.A., Lecturer in English, St. Joseph's College, Tiruchirappalli. Sri A. Ramachandra Iyer, B.A., L.T., Assistant of the same school recounted to the audience the significance of the Week. He said that the week was intended to make the parent-public realise the valuable work done by the teachers at school and to maintain direct contact between the teachers and the parents.

The speaker Mr. Joseph Chinnappa, spoke on "Why Education?". He dwelt at length on the real import of education and advised the pupils to get real education—strengthening of the body and the mind.

ELAPULLY

Presiding over the 25th South Indian Education Week Celebrations, held under the auspices of the Teachers' Association of the A.P. Board High School, Elapulli, Prof. E. N. Subrahmanyam, Vice-President of the S.I.T.U., explained the aims and objects of the Week and exhorted the teachers to stand united under the banner of the S.I.T.U.

Referring to the S.R.C. Report, Prof. Subrahmanyam observed that one aspect of the reorganisation which had failed to attract the attention of the protagonists of the Kerala State was the educational aspect. Even at a modest estimate there must be about 2,000 Malayalee students in the various Colleges in Madras City alone. There will be hundreds of others in the Colleges in Trichy, Madurai etc. He expressed the hope that the facilities now available for these students in the constituent and affiliated Colleges of the University of Madras, particularly in the professional Colleges, would be continued even after the formation of the Kerala State.

Mr. T. K. Subrahmanya Aiyar, Headmaster, in offering welcome to the President and speakers, observed that the hopes of a fair deal for the teaching profession had all been shattered.

The Teachers' Association held a meeting on November 28 to observe the 'Education Demands Day' when a resolution supporting the memorandum submitted to the Planning Commission by the Council of the A.I.F.E.A. was adopted. Prof. E. N. Subrahmanyam who presided said that the provision of only Rs. 120 crores by the Centre and of Rs. 15 crores by Madras for education during the period of the Second Five-Year Plan was pitifully inadequate.

PUTHANAMPATTI

Under the auspices of the Teachers' Association, Nehru High School, Education Week was celebrated on the 3rd and 4th November, 1955 in the school premises. On the 3rd November, 1955, Sri V. R. Krishna Iyer, B.A., L.T., Social Studies Asst., presided over the meeting and Sri S. Durairaj, B.A., B.T., spoke on

Education and the Responsibility of the Teacher. The speaker quoted from Nannool and defined the term "teacher" and brought out how a good teacher should equip himself fully before entering the class and how he should effectively discharge his duties. On 4th November, 1955, Sri C. Vengatachalapathy, B.Sc., presided over the meeting and Sri P. Sanjeevi, addressed the meeting. In the course of his address the president pointed out the potential capacities of human beings and how a good and responsible teacher can carefully mould the character of the young pupils.

The speaker Sri P. Sanjeevi spoke on Education and the Responsibility of Home. The speaker, in the course of his address emphasised the vital need for proper and congenial atmosphere for the pupils both in the home and the school. The responsibility of the parents, the speaker said, in imparting good education to their pupils is as great as that of the teacher.

METTUPALAYAM

On 9th November, 1955, over 2,500 children went round the main streets in a procession, singing songs and educational slogans. At 10 a.m., the Educational Exhibition was opened by Sri M. N. Lingiah, Municipal Chairman, who explained the usefulness of an exhibition of this type. In the evening a public meeting was held under the presidentship of Dr. M. Aramvalathan. The President and Messrs. C. Padmanabhan, the D.E.O. of Coimbatore, K. Venkatachalam, Headmaster of the Vidyalaya and S. V. Ranganathan, lecturer, Teachers' College spoke on the need for parental co-operation, the scope for improvement in the teaching methods and the urgency for a thorough reorganisation of the education system. Earlier, Sri M. Duraiswamy, M.A., M.Ed., Headmaster of the Mahajana High School, welcomed the gathering and the distinguished guests and spoke on the main objects of celebrating Education Week.

On the 10th, a public meeting was held with Sri E. H. Parameswaran, in the chair. The president strongly criticised the apathy of the Government in educational matters and pleaded for a liberal allotment to implement the recommendations of the secondary education commission. He also stressed on the need to improve the scales of salary offered to teachers of all grades. Sri V. T. Titus, Divisional Inspector of Schools, spoke on the share of society in the spread of educational activities. Sri M. J. Sargunam, and Sri S. Narasimhan, spoke on the progress the western countries have made in the field of education.

ALATHUR

Under the auspices of the Education Week Committee, Alathur Firka, the Education Week was inaugurated on 31-10-1955 at the N. E. High School, Alathur, by Sri E. H. Parameswaran, Sri P. P. Ananthanarayana Iyer presiding.

Sri N. Krishnan, Headmaster, welcomed the gathering. Sri S. Vaidyanathan, Secretary of the Teachers' Association, spoke on the S.I.T.U. and the Education Week.

The President observed that deterioration in academic standards and a certain non-challenge regarding moral values were the problems in education today and he pleaded for effective moral education.

Mr. Parameswaran spoke on the Madras Government's Draft Second Five-Year Plan.

The Week was celebrated on 1-11-1955 at C. A. High School, Ayakad and on 2-11-1955 at M.N.K.M. High School, Chittalamcheri. Many teachers spoke on the different aspects of the central theme. There were folk dances and folk songs by the pupils.

TIRUPPARAITHURAI

The Education Week was celebrated on 30-10-1955 at the Vivekananda Vidyavanam High School. Mr. S. Aru-

muga Mudaliar, Principal of the Vivekananda Training College, presided. Mr. R. Ramakrishnan, Headmaster, welcomed the gathering. Many teachers of the high school and B.T. students of the training college took part and made speeches on the different aspects of the Central Theme of the Week.

SIVAKASI

The Week was celebrated in the S.H.N.V. High School, for five days from 31-10-1955 to 4-11-1955. The Week was inaugurated by Sri P. S. R. Shenbagamurthi, Manager of the School. Speeches were made by many teachers on the different aspects of the central theme suggested. Many distinguished prominent persons of the locality also took part in the functions.

OUR BOOKSHELF

New Education: Vol. VII, No. 1 (June 1955). Published under the authority of the Director of Public Instruction, Madras. Annual subscription Rs. 4.

This issue marks the seventh year on the life of the journal. Among the articles, two are particularly interesting from the point of view of the classroom teacher, viz., Enriching the curriculum in mathematics and classification of pupils for secondary or vocational education.

Vol. VII, No. 2. (September 1955).

This issue has a variety of articles, viz.,

- (1) The problem of liquidating illiteracy.
- (2) Elementary Education in the Madras State during the past 150 years.
- (3) Report of the Headmasters' Seminar, Coimbatore.
- (4) Exhibition and seminar on a study of American books,

GANDHINAGAR, MADRAS

The Parents' Day of the Education Week was celebrated in the Gandhinagar School on the 4th November 1955. Captain Seshadrinathan and Sri V. S. Rathnasabhapathy both addressed the audience consisting of parents and pupils, on the new and dynamic methods of teaching and on the need for allowing children freedom of play and action by parents and teachers under proper guidance.

Earlier parents visited the school and saw their children at work in the classes. Sri S. Bhanusekharan, Headmaster, welcomed the parents and Sri V. Natarajan, Correspondent, proposed a vote of thanks.

besides the usual features. It contains an appeal re. the celebration of the Centenary of the Teachers' College, Saidapet.

English Language Teaching: Vol. IX, No. 4. (July-September 1955), Annual subscription Rs. 3. Published four times a year. British Council. Available from Orient Longmans, Ltd., Madras-2.

The present issue has articles on Analytical criticism in Library study, Phonetic transcription, personal pronouns ending in self or selves, and English spelling. The usual common features as Question Box, Correspondence, Book Reviews and Shorter Notices are found in this issue.

It may be pointed out here that this journal is intended for all those interested in the teaching of language and for students of philology. This publication is a special effort by the British Council in response to the suggestions of numerous teachers of English lessons. The Council has considerable

experience in the teaching of English as a foreign language and expert attention is given to the selection of materials for the journal.

India—Democracy and Education: by Josselyn Hennessy. Printed on feather-weight paper and amply illustrated on art paper. Size 10" x 6". 338 pp. Cloth bound. (Orient Longmans, Ltd. Price Rs. 15.)

In this book the author makes a study of the educational activities of the Birla Education Trust in Pilani and elsewhere in every detail against the general background of Indian Education. This background is pictured by him after visits to institutions and after studying newspaper reports and the Report of the Radhakrishnan University Commission.

It looks as it were that the author would like the readers realise that the many ills and defects prevalent in Indian education as at present could be solved by the system existing in the institutions of the Birla Education Trust. All glory to these institutions!

Mira (East and West): Vol. 14, No. 1—November 1955. Annual subscription Rs. 5.

The five articles in this issue, viz. The culture of India, Hsuan-Tsang, Pilgrim-Scholar, the ancient story of Sri Rama, the invisible power, and the Light of Compassion, are all of the highest conception and are meant to raise one's spiritual life and outlook. Modern life needs to be enriched by a study of such articles. An attractive colour photo of Guru Nanak appears on the frontispiece.

Deepak Supplementary Readers.

Four Fairy Stories: by B. M. Chester. Price As. 8. A supplementary reader for Form III.

Six Story-Tellers and some of their tales: by E. F. Dodd. Price As. 12. A supplementary reader for Form IV.

The Magic Rickshaw: by E. F. Dodd. Price As. 8. A supplementary reader for Form III.

(Oxford University Press.)

List of publications received and acknowledged with thanks:—

- (1) Extension services at the Central Institute of Education.
- (2) News Letter—Department of Extension Service, No. 1 (November 1955).
- (3) UNESCO Chronicle, Vol. I, Nos. 1 and 2 (July & August 1955).
- (4) Hindu High School Magazine, November 1955. (Special feature: Tour to the Himalayas).
- (5) South Asia Social Science Abstracts, 1953.
- (6) Social Science Bibliography—India, 1953.
- (7) Annual Report of the Travancore-Cochin Private Secondary Teachers' Association, 1954-55.
- (8) Regional Seminar of Headmasters and Educational Inspectors—Sept.-Oct. 1955—A brief report (Ministry of Education, Government of India).
- (9) Proceedings of the Short Training Course in Educational and Vocational Guidance (May 9 to June 16, 1955). (Ministry of Education).
- (10) Bombay Headmasters' Association—Annual Report, 1954-55.
- (11) National Foundation for Educational Research in England and Wales—9th Annual Report, 1954-55.

C.R.

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| 10825 | Sri S. Velayutham, Pettai Municipal High School, Tinnevely. |
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| 10836 | „ S. Subbiah, Hindu Ele. School, Ayyakottayur. |
| 10837 | Smt. S. Mariammal, Hr. Ele. School, Ayan Bommiapuram P.O. |
| 10838 | Sri P. Arumainayagam, B. Ele. School, Vadamalaisamudram. |
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| 10840 | Sri R. Arumugam, H. Ele. School, Sakkammal Puram. |
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| 10863 | „ S. Subramania Iyer, Ele. School, Meenakshipuram. |
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| 10865 | „ T. Muthuswamy, M.H. Hr. Ele. School, Kadalgudi. |
| 10866 | „ M. Sethuramalingam Pillai, M.H. Hr. Ele. School, Kadalgudi. |
| 10867 | „ S. A. M. Madasamy, M.H. Hr. Ele. School, Kadalgudi. |
| 10868 | „ V. S. Kasivisvanathan, M.H. Hr. Ele. School, Kadalgudi. |
| 10869 | „ M. Murugaiah, M.H. Hr. Ele. School, Kadalgudi. |
| 10870 | „ G. Muthuswamy, G. Ele. School, Idaichiyoorani. |
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| 10875 | „ P. M. Kuttalingam, R.P. High School, Ilanji. |
| 10878 | „ U. Kumarasamy, I.C.I. B.H. School, Tenkasi. |
| 10880 | „ M. S. Pichiah, Thirthapathi High School, Ambasamudram. |
| 10883 | „ N. Subramanian, B.H. School, Radhapuram. |
| 10898 | „ J. Abraham, B.H. School, Radhapuram. |
| 10901 | „ A. Victor Balraj, Margoschis High School, Nazareth. |
| 10902 | „ G. Jacob, Margoschis High School, Nazareth. |
| 10903 | „ J. Israel, Margoschis High School, Nazareth. |
| 10904 | „ M. J. Samuel, Margoschis High School, Nazareth. |
| 10905 | „ N. Narayanan, Margoschis High School, Nazareth. |
| 10906 | „ T. N. Subramanian, Margoschis High School, Nazareth. |
| 10921 | „ K. Abdulmajid, Bd. Ele. School, Vadamalapuram. |
| 10922 | „ T. Gopalasamy, B.H. School, Vilathikulam. |
| 10928 | „ S. John Peter, P.M. Hr. Ele. School, Kulasekarapatnam. |
| 10929 | Mrs. S. Margaret, R.C. Ele. School, Kombadi. |
| 10930 | Sri M.K. Samuel Raj, T.D.T.A. Ele. School, Vadakur. |
| 10942 | „ M. Ponniah, Govt. Basic School, Sankaraperi. |
| 10980 | „ T. F. Corera, Xavier's Central Ele. School, Tuticorin. |
| 10981 | „ M. Padmanabhan, V.O.C. College, Tuticorin. |

Pol. No.

Name and address.

- 10982 Smt. A. Isabella Joseph, Ele. School, Polnaicken Pettai, Tuticorin.
 10983 " T. Annal, Ele. School, Polnaicken Pettai, Tuticorin.
 10984 " S. Yesudial Kamalam, Ele. School, Polnaicken Pettai, Tuticorin.
 10985 " A. Maragathavalli, Ele. School, Polnaicken Pettai, Tuticorin.
 10986 " E. Suganthai Thangammal, Ele. School, Polnaicken Pettai, Tuticorin.
 10988 Sri M. Abdul Rahim, Ele. School, Vikramasingapuram.

MALABAR DISTRICT 38.

- 10842 Sri K. Cherukutty, A.E. School, Kollengode.
 10844 " V. Narayanan Nair, Ele. School, Kappad.
 10854 " K. K. Sankaran Nair, Bd. Hr. Ele. School, Manantoddy.
 10855 " N. V. Balannambiar, Bd. High School, Manantoddy.
 10856 Smt. P. L. Kochurosa, St. Joseph's H.E.S., Kallady.
 10857 " M. P. Kochurosa, St. Joseph's H.E.S., Kallady.
 10858 Sri M. Joseph, St. Joseph's H.E.S., Kallady.
 10859 Smt. K. V. Jose, St. Joseph's H.E.S., Kallady.
 10860 " P. T. Caherine, St. Catherine H. Ele. School, Payampalle.
 10861 " K. S. Mary, St. Catherine H. Ele. School, Payampalle.
 10882 Sri N. K. John, St. Thomas M.B. School, Erimayur.
 10892 " P. P. Appu, St. Joseph's Boys High School, Tellicherry.
 10893 " M. Sreedharam, B.H.S., Manantoddy.
 10894 " U. Chinnappan, B.H.S., Manantoddy.
 10917 " R. Velukutti Nair, Raja's Trg. School, Kollengode.
 10918 " M. P. Krishnakutti Nair, Raja's Trg. School, Kollengode.
 10919 " K. K. Padmanabhan Nambiar, Bd. Hr. Ele. School, Kanniyambette.
 10920 " P. R. Balakrishnan, Bd. Ele. School, Paringattery. Manantoddy.
 10933 Smt. P. Lakshmi, St. Peter's Hr. Ele. School, Chalil.
 10943 Sri P. Gangadharan Nair, Rajah's High School, Kollengode.
 10944 " P. R. Eswaran Embrandri, Bd. H.E. School, Manantoddy.
 10945 " P. V. Ananthakrishna Iyer, Seetharama High School, Kunisseri.
 10946 " M. Kumaran, Seetharama High School, Kunisseri.
 10947 " K. R. Hariharan, Seetharama High School, Kunisseri.
 10948 " K. V. Kalyanaraman, Seetharama High School, Kunisseri.
 10949 " A. Ramanathan, Seetharama High School, Kunisseri.
 10950 " K. Kailasam, Seetharama High School, Kunisseri.
 10951 " M. K. Narayanakutty, Seetharama High School, Kunisseri.
 10952 " T. V. Krishna Nambudiri, Seetharama High School, Kunisseri.
 10953 Smt. K. Rathnavalli, Seetharama High School, Kunisseri.
 10954 Sri P. Narayanan Nair, Koothala Aided School, Kunisseri.
 10955 " A. Velayudha Menon, M.N.K.M. High School, Chinttalancherry.
 10973 " M. K. Kesavan Nair, Gopinath Ele. School, Pazhathara.
 10974 " K. Appukuttan, Gopinath Ele. School, Pazhathara.
 10975 " A. Nanikutty, Aided Ele. School, Perinkulam.
 10991 " E. Narayanan Nambiar, Bd. Ele. School, Arathutara.
 10992 " N. Gopalan, Navodayam Ele. School, Kammanna.
 10993 " P. Kunnikkannan, Basic School, Manantoddy.

MADRAS 38.

- 10802 Sri V. Ramakrishna Sarma, P.S. High School, Mylapore.
 10803 " P. Bhashyam, P.S. High School, Mylapore.

Pol. No.

Name and address.

- 10804 Sri E. S. Ranganathan, B.G. Primary School, Triplicane.
 10805 " R. Muthukrishnan, Madras Progressive Union High School, Madras-1.
 10806 " J. Santhanakrishnan, P.S. High School, Mylapore.
 10807 Smt. S. Sundaravalli, Sama Rao Ele. School, Triplicane.
 10808 " S. Saroja, Sama Rao Ele. School, Triplicane.
 10809 " S. Padma, Sama Rao Ele. School, Triplicane.
 10810 Miss. N. Bhargavi, Sama Rao, Ele. School, Triplicane.
 10811 Smt. R. Mathuravalli, Sama Rao Ele. School, Triplicane.
 10812 " K. S. Vijayam, Avvai Home School, Adyar.
 10813 " M. Tharabai, Avvai Home School, Adyar.
 10814 " R. Meenakshi, Avvai Home School, Adyar.
 10815 " C. Thayee, Avvai Home School, Adyar.
 10816 " N. Pattu, Avvai Home School, Adyar.
 10817 " P. S. Dakshyani, Avvai Home School, Adyar.
 10818 " S. Visalakshi, Avvai Home School, Adyar.
 10819 " R. Tharabai, Avvai Home School, Adyar.
 10820 " V. Raja Bai, Avvai Home School, Adyar.
 10821 " R. Dharmambal, Avvai Home School, Adyar.
 10822 " N. Selvanayaki, Avvai Home School, Adyar.
 10823 " R. Rukkumani, Avvai Home School, Adyar.
 10824 " T. E. Jayammal, Avvai Home School, Triplicane.
 10848 Sri V. K. Srinivasan, Hindu High School, Triplicane.
 10849 " Babulal M. Patel, Jain Vidyalaya, T. Nagar.
 10850 " M. Srinivasan, T.T.V. High School, Madras-1.
 10851 " R. Doraisamy, Vidyodaya Girls' High School, T. Nagar.
 10852 " R. Doraisamy, Vidyodaya Girls' High School, T. Nagar.
 10853 " I. A. Ponnian, St. Paul's High School, Vepery.
 10899 " N. S. Venkatesan, Kellett High School, Triplicane.
 10900 Smt. B. Suseela Devi, Sama Rao Ele. School, Triplicane.
 10924 Sri G. Subbarayan, Radhakrishna Ele. School, Pudupakkam.
 10957 " G. J. A. Augustine, St. Paul's High School, Vepery.
 10958 " E. Paul Augustine, St. Paul's High School, Vepery.
 10959 " D. John Jeyaraj, St. Paul's High School, Vepery.
 10960 " R. Mayandi, St. Paul's High School, Vepery.
 10961 " J. George, St. Paul's High School, Vepery.
 10962 " S. Arul Chelliah, St. Paul's High School, Vepery.

SALEM DISTRICT 21.

- 10847 Smt. S. Sundarambal, K. Mpl. Ele. School, Salem.
 10891 Sri K. Narasimba Chetti, Bd. Ele. School, T. Ganikkarahalli.
 10907 " G. Ramachandra Chetty, Bd. High School, Denkanikottah.
 10908 " S. R. Sankaranarayanan, Bd. High School, Denkanikottah.
 10909 " P. Thirupathi, Bd. High School, Denkanikottah.
 10910 " K. Gundu Rao, Bd. High School, Denkanikottah.
 10911 " K. I. Kammaruddin, Bd. High School, Denkanikottah.
 10912 " R. Sivaraman, Bd. High School, Dharmapuri.
 10925 " P. A. Rajagopal, Bd. High School, Dharmapuri.
 10926 " A. Srinivasan, Bd. High School, Dharmapuri.
 10927 " P. Sankarapandian, Bd. High School, Dharmapuri.
 10932 " K. Muniswamy, Bd. Ele. School, Venkatampatti.
 10963 " N. Nanjunda Reddy, Board High School, Hosur.
 10964 " S. Venkataramiah, Board High School, Hosur.

Pol. No.	Name and address.
10965	Smt. Y. D. Soubhagyam, Board High School, Hosur.
10966	Sri K. Sathyanarayana Sarma, Board High School, Hosur.
10967	Smt. M. Ranjitha Mary, Board High School, Hosur.
10968	Sri K. S. Subramanya Iyer, Board High School, Hosur.
10969	„ J. P. Albert Victor, Board High School, Hosur.
10970	„ V. N. Venkatasubramanyam, Board High School, Hosur.
10971	Smt. N. Rajamma, Board High School, Hosur.
NORTH ARCOT 15.	
10886	Sri K. Varadarajan, Board Middle School, Odugathur.
10895	„ B. Ramakrishnan, Board High School, Wandiwash.
10896	„ N. S. Ethirajulu, Board High School, Wandiwash.
10897	„ D. Shanmugam, Board High School, Wandiwash.
10913	„ K. Nageswara Iyer, Islamiah High School, Melvisharam.
10923	„ P. Ramaswamy, Aided Ele. School, Nambedu.
10935	„ C. M. Fazlur Rahman, Islamiah High School, Pernambut.
10936	„ P. Abdur Rahman Sahib, Islamiah High School, Melvisharam.
10937	„ Md. Abdul Azeez Sahib, Islamiah High School, Melvisharam.
10938	„ Md. Abdullah Basha, Islamiah High School, Melvisharam.
10977	„ M. A. Maujid, Islamiah High School, Vaniyambadi.
10978	„ P. Muneer Ahmed, Islamiah High School, Vaniyambadi.
10979	„ P. Abdul Zaleel, Islamiah High School, Vaniyambadi.
10989	„ C. K. Ranganathan, A.H.S. High School, Arcot.
10990	„ K. P. Velayudham, A.H.S. High School, Arcot.
TANJORE DISTRICT 7.	
10832	Sri V. Subramanian, S.S. High School, Thirukattupalli.
10833	„ K. Balasubramanian, S.S. High School, Thirukattupalli.
10834	„ V. Murugesan, S.S. High School, Thirukattupalli.
10835	„ K. Vaidyanathan, B.E.S., Koopachikottai.
10916	Smt. Dulcie Kamala, Dalston Ele. School, Mannargudi.
10939	Sri R. Govindaswamy Pillai, New Bridge School, Kumbakonam.
10956	„ A. Ramamoorthy, New Bridge School, Kumbakonam.
TRICHY DISTRICT 6.	
10829	Sri N. Krishnankutty, U.D.V. Ele. School, Teppakulam.
10830	„ K. Srinivasan, U.D.V. High School, Teppakulam.
10831	„ G. Varadarajan, U.D.V. High School, Teppakulam.
10915	„ B. M. Rajasekaran, Bishop Heber High School, Puthur.
10931	„ M. R. Prahladan, S.B. Govt. High School, Pudukottai.
10976	„ S. G. Doraiswamy, Bishop Heber High School, Puthur.
MATHURAI DISTRICT 4.	
10846	Sri M. S. Washburn, M.H. School, Shenoinagar.
10879	„ K. Dhanushkodi, N.S.V.V. Sala Ele. School, Pattiveeranpatti.
10881	„ G. V. Subramanian, Madura College, Madurai.
10914	„ Seenichamy, N.S.V.V. High School, Pattiveeranpatti.
SOUTH ARCOT 2.	
10940	Sri S. Thiagarajan, Municipal High School, Villupuram.
10941	„ K. Balasubramanian, Municipal High School, Villupuram.

Pol. No.	Name and address.
COIMBATORE DISTRICT 2.	
10876	Sri K. Pappal, Bd. Hr. Ele. School, Bhavani.
10877	Smt. V. Meenakshi, Bd. Hr. Ele. School, Bhavani.
RAMNAD DISTRICT 2.	
10884	Sri M. Ponnusamy, Bd. High School, Thiruthangal.
10987	„ M. Sanjeevi, Hindu Ele. School, Uchinatham.
CHINGLEPUT DISTRICT 1.	
10972	Sri R. Venkatarayachary, Hindu High School, Madurantakam.
ANDHRA STATE 4.	
10887	Sri B. Ramanna, Bd. Ele. Single School, Thummalakonda, Cuddapah.
10888	„ Meenaketan Dass, Aided Ele. School, Neelakantapuram, Srikakulam.
10889	„ P. Anjaiah, Board High School, Hiramandalam, Srikakulam.
10890	„ T. Veeravadhanulu, Board High School, Hiramandalam, Srikakulam.
BOMBAY STATE 1.	
10844	Sri Vidya Sant, S.I.E.S. High School, Matunga, Bombay-19.

AN APPEAL TO OUR READERS, TEACHERS AND TEACHERS' ASSOCIATIONS

You may be aware of the terrible havoc caused by floods and cyclone in the districts of Tanjore, Trichy, Ramnad and Madurai. It is our duty to contribute our mite, however humble it may be, to the relief of the suffering people there. Please send in your contributions to the local relief committees or to us. We shall collect and forward the same.

submitted an appeal to him to grant advance salaries to teachers in aided institutions as is being done in the case of employees under the Government and the local bodies.

The Triplicane Hindu High School Masters' Association has donated Rs. 51 to the Relief Fund.

The President of the S.I.T.U. saw the Minister for Finance and Education and

—Editor.

EDITORIAL

The Cyclone Havoc

The southern districts of Tanjore and beyond are reported to have suffered seriously from the recent heavy rains and cyclone. Though the damage may not compare in intensity with the one caused three years ago, yet the damage caused to buildings has been beyond expectation. Many schools and colleges are reported to have suffered heavy loss due to collapse of roofings. We extend our sympathies to the authorities of the institutions and trust that both philanthopists and the Government authorities will come to their aid speedily in restoring normal working. The Alagappa College and Hostel and some other buildings are reported to have suffered considerable damage and what is more, costly laboratory equipment and library and furniture have been destroyed. One can easily understand what effect this loss will have on the working of these institutions. We also trust that the Central Government will promptly render financial assistance to the authorities of the Alagappa College.

The Teachers' College, Saidapet.

We learn that the Saidapet Teachers' College, the premier Teachers' Training Institution, is completing a hundred years of its life with December this year. There is no gainsaying the fact that this college has turned out during this period thousands of teachers for the needs of schools and colleges in South India and Ceylon. The centenary is to be celebrated, we are told, in a fitting manner in the month of February 1956 when there will also be an educational exhibition. Publishers of books, educational organisations, firms dealing in the supply of equipment for educational institutions, and teachers may get into touch with the Principal, Teachers' College, Saidapet, Madras-15, regarding further information relating to the exhibition.

We hope the souvenir to be brought out on the occasion will be an interesting and valuable one. There are many teachers, retired and serving, who have gone out of the portals of this institution. These may be approached by the Souvenir Committee to contribute short articles by way of reminiscences during their training in the college. We believe that the college maintains a register of teachers, brought up-to-date, who have been trained in the college during this period and who are now living. A press notice calling for articles to the souvenir from those that have been trainees in this college will perhaps be of great use in the preparation of the souvenir.

Ourselves

With this issue the South Indian Teacher completes 28 years of useful service in the cause of education and the teaching profession. It has been voicing forth the opinion of the South India Teachers' Union unambiguously and has upheld the dignity of the teaching profession in the State of Madras. We are deeply grateful to all those that have helped to keep this journal going and be of service. We are receiving many periodicals in exchange for our own. We offer our thanks to the publishers for this means of exchange of educational thought and ideas both in theory and practice. We solicit the continuance of the patronage of our readers and advertising firms in an increasing measure.

Fee Concessions and Compensation

The Government in their G.O. No. 926, Education, dated 19th May, 1955 directed that with effect from 1955-56 all poor children whose parents' or guardians' income does not exceed Rs. 1,200 per year should be exempted from the payment of school fees up to and inclusive of Form III. They have definitely committed themselves that

the fee income lost by the managements would be made good in full.

As a result of representations made by the South India Teachers' Union and other organisations the Government issued the G.O. No. 1904, Education, dated 28th November, 1955 sanctioning advance payment for the fee income foregone by managements. This G.O. has been published in the November 1955 issue of the South Indian Teacher. In the G.O. it is stated that the compensation will be paid at the managements' rates during the current year, pending fixation of standard rates of compensation. This has given rise to a legitimate fear on the part of the managements.

All these years the compensation for the fees foregone, either under rule 92, M.E.R. or 32, Grant-in-aid code or under concession to children of N.G.O's and teachers has been paid at the managements' rates. Why suddenly the Government have changed their stand is not understood.

It should be remembered that only aid is given to the managements and the entire responsibility, both financial and administrative, for efficiently running the schools is thrown upon the managements. If within the last seven years the managements have been forced to levy fees higher than the standard rates, it is because of compelling factors over which they have had no control. Firstly, the salary scales of all grades of teachers were revised in 1947. As a result of this revision, the establishment charges rose by nearly 40% in most cases. Secondly, the cost of living has risen to a great extent. This has resulted in the increase in the cost of necessary articles and equipment required for schools. Dearness allowance has been given to the employees.

The Government are aware that only aid is given to Aided Secondary Schools in accordance with the grant-in-aid code. They have not taken that

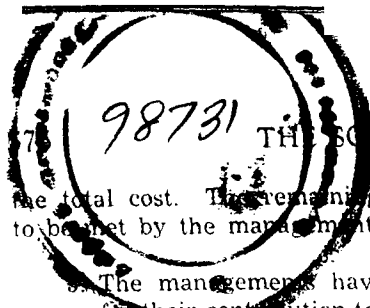
amount of financial responsibility in the case of secondary schools as they have done in the case of elementary schools. Only aid to the extent indicated below is given in the following cases:—

1. The amount of grant that is paid now is two-thirds of the net cost i.e. two-thirds of the excess of the approved recurring expenditure over the income from tuition fees reckoned at standard rates, the number of instalments being eight. A good number of items of expenditure which singularly bring out the special features of certain institutions and which are essential for maintaining the efficiency of, and making improvements to the institutions are not taken as approved ones, even though the managements in the case of certain items, have been incurring them for a number of years. This method of assessment of grant throws upon the managements the responsibility to find money to meet their share of the expenditure, viz., one-third of the net cost and the entire unapproved expenditure.

2. Only 50% of the expenditure on dearness allowance is given by the Government. The Managements have to find money for paying the remaining 50%. At present the dearness allowance bill alone comes to 25 to 30 per cent of the total salary bill.

3. The items of expenditure which are not approved but which are essential are (a) charges connected with school day celebrations, (b) subscription to periodicals and magazines, (c) payment of gratuity and pension, (d) full pay given to teachers on sick leave, (e) Insurance of buildings, (f) Travelling allowances to teachers who go to attend refresher courses, (g) prize distribution charges and incidental expenses on the printing of invitation cards and training pupils for entertainment.

4. Grants for furniture, books and appliances are limited only to 50% of



THE SOUTH INDIAN TEACHER

the total cost. The remaining 50% is to be met by the managements.

5. The managements have to find money for their contribution to the Provident Fund scheme of the teachers.

6. Building grant is limited to 50% of the total cost, subject to a maximum of Rs. 35,000. The rest is to be met by the Management.

7. Only 50 per cent of the expenditure incurred on scholarships and fee-remissions under rule 32 of the Grant-in-aid Code is given by the Government. The Managements have to meet the rest.

From the above, it will be quite clear, that the managements have not only to meet their share of the approved expenditure, but also to meet entirely the unapproved ones which are highly essential for the well-being of the Institutions.

Most of the Managements have only one source of income i.e. fees. Placed as they are, the managements have necessarily to levy fees higher than the standard ones to meet the normal and future expenses, so that the institutions may be run efficiently. The Government have all along recognized this. If there is any surplus—it is most inappropriate to term it as profit—that is intended to meet future expenditure such as construction of a building, and purchasing furniture, library and appliances. It is only by creating surpluses each year for a period of years that big capital expenses can be met. Further as time scales of salaries for teachers and clerical staff have been introduced, expenditure will go on increasing year after year. In the beginning there may be surpluses, but later on all these will be absorbed in most cases.

If for any reason, for purposes of compensation, the Government were to fix rates lower than the rates of fees now in force, it would produce financial instability, resulting in drastic cuts in

the salaries of teachers, stopping of payment of increment, gratuity and pension and in purchasing at least necessary equipment to maintain the efficiency of the institution. As the Government do not shoulder the entire financial responsibility, it is but fair and just that the managements, the members of which are all honorary workers, may be expected to be fair and just not only to themselves but to the public also. The managements are fully aware of the possible reactions of the people when there is any arbitrary increase in the school fees.

Only when there is absolute necessity, increase in the fees is made.

The Government cannot in the very nature of things fix one rate of compensation to one kind of fee concession and another to other kinds of fee concessions and fee remissions.

There are four kinds of fee concessions and fee remissions.

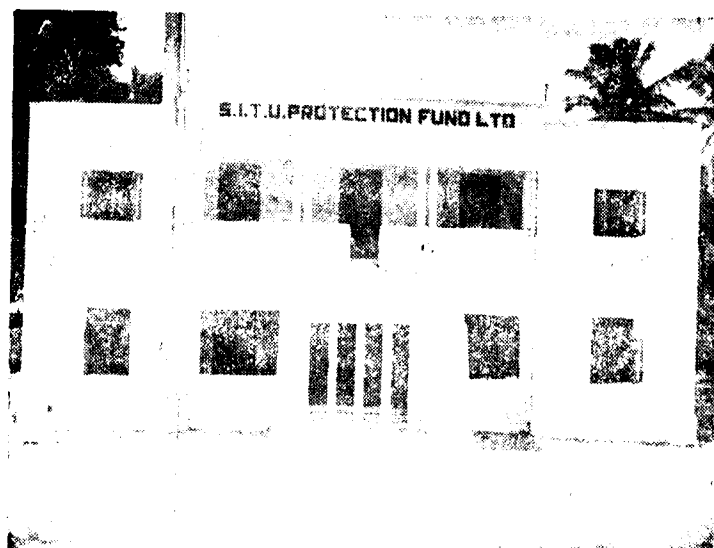
- (i) Fee concessions granted to pupils of backward communities as per Rule 92 M.E.R. in Forms IV to VI.
- (ii) Fee concessions granted in accordance with G.O. No. 926, Education, dated 19th May, 1955.
- (iii) Scholarships and fee remissions awarded under Rule 32 of the Grant-in-aid Code.
- (iv) Fee concessions granted to the children of N.G.Os. and teachers.

If the rates of compensation should be lower than the rates of fees that the managements are levying, then the fall in the total income would be so considerable as to make it difficult for the managements to run their institutions without effecting drastic cuts in all items of expenditure, including the salaries of teachers.

21.11.30

28.12

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Look at the Beautiful Buildings of S. I. T. U. Protection Fund Office.

By your unstinted loyalty during the last 28 years you have helped in this achievement.

You are a teacher. You should certainly feel that you can still continue to contribute to this co-operative and mutual enterprise of helping ourselves by our own joint efforts.

Thousands of Teachers still remain to become our Policy-holders. By their co-operation, the Fund can still further extend its service to the members of the teaching profession. There is **STRENGTH** in **UNITED EFFORTS**.

For particulars apply to the Secretary:

**RAJA ANNAMALAIPURAM,
MADRAS-28.**

தமிழ்நாடு ஆவணக்காப்பக நூலகம்,
எழும்பூர், சென்னை-600 008.

தவணைத்தாள்.

பு. எண் :

செ. எண் :

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