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The South Indian Teacher

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Vol. XXX

JANUARY 1957

॥ उद्धरेदात्मनात्मानम् ॥—The Gita.

Raise yourself by your own efforts

CONTENTS

	Page
Elementary Education : Form, Contents and Efficiency —S. Jagannathan	1
A Humble Suggestion for Reorganisation of Secondary Education —S. J. Devasagayam	5
The Teacher (A Chemical Analysis)—G. M. Gnanapragasam	10
National Plan for Education—K. S. Ramaswamy Sastri	13
Post Basic Education Seminar—Gandhiniketan Ashram, T. Kallupatti	15
Examinations—Recommendations of the Seminar held at Bhopal in February, 1956—Cumulative Records	17
Teaching of Mathematics in Secondary Schools— Recommendation No. 43 of the XIX International Conference on Public Education, Geneva, 1956	20
UNESCO General Conference—Sir Ben Bowen Thomas's Speech	24
From Our Associations	26
Letter Box	28
Our Book Shelf	30
Editorial	34

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No. 1

ELEMENTARY EDUCATION : FORM, CONTENTS AND EFFICIENCY

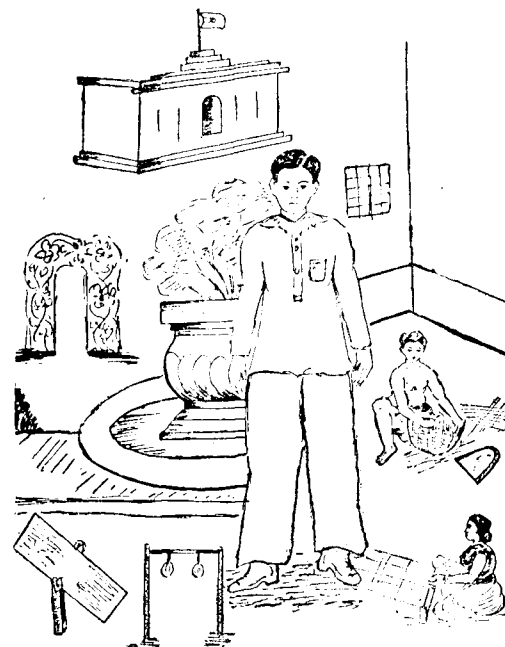
By

S. JAGANNATHAN,

Kindergarten Assistant, Teachers' College, Saidapet, (Retired).

I. THE FORM OF ELEMENTARY EDUCATION

the whole Human Personality. So with one voice I speak to you in the following words.



The Call of the Child.

Behold me! God, the Creator, has out of His greatest mercy endowed me with this human form which stands foremost in His creative art. Everything in the wonderful form is so thorough that all parts, limbs, and systems grow homogeneously resulting in the spontaneous development of

1. When you want to give a big classroom, lecture hall or demonstration theatre for my big brothers, in the High School, College and University classes, could you not give me a good and beautiful class room for learning my lessons?

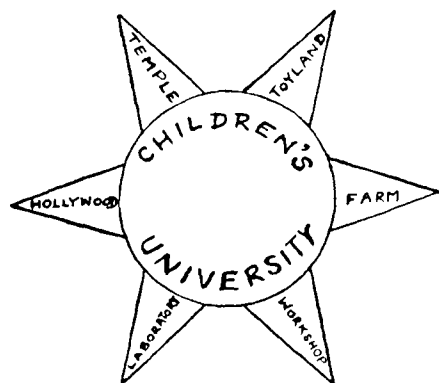
2. When you all proclaim the essential adjunct of a laboratory, and a workshop for my big brothers, could you not very kindly give me a good Brindavan garden and a craftshed?

3. When you all vehemently uphold the value of a library, a stage, a cinema hall and a theatre for my big brothers, do I not deserve at least an Assembly hall with a library, pictures and view masters?

4. When you speak very eloquently about the need for a vast playground, stadium, swimming pools and the like to my same big brothers, could you not find me one airy spacious playground?

If you all consider me still the sacred seed of the race, should not the seed sprout and blossom in good surroundings? Look at me! See how I use these places and school adjuncts for different purposes culminating in the

homogeneous development of this self, your own dear darling!



Six phases of the children's university.

1. *Toyland* : signifies well-equipped rooms for Nursery, Pre-school or First Class.

2. *Farm* : denotes a good-looking garden intended for beauty experiment and produce. It is a place for children's picnics and parties.

3. *Workshop* : denotes in particular a craftshed equipped with materials for the learning of 2 or 3 crafts.

4. *Laboratory* : stands for class rooms well-equipped with the proper aids for the imparting of knowledge of the Three R's.

5. *Hollywood* : in a humble sense connotes a playground and an open air theatre where the children enact the drama of life through their games, dramatics, and out-door club activities.

6. *Temple* : is a temple of learning which serves manifold purposes such as prayer hall, picture gallery, museum, place for discourses, indoor club activities and social adult education.

This form of the children's university also reveals to some extent the contents of the Elementary Education programme catering to the all-round development of the Health, Head, Hand and Heart of the child. The very conception of the child and the child's university must be stirring the soul and invigorating the heart.

Solution of the Problem—Some Suggestions.

There are some good signs appearing in the horizon which indicate that the requirements of the form are capable of being satisfactorily met. It is however necessary that the present schools should try to come up to this full stature.

1. One would very much welcome and appreciate it if the entire area round about the school should satisfy the needs of the university. Otherwise a philanthropic landlord here can give a free gift of his garden to the school, a landlord there can allow children to play in his uncultivated waste land, and another landlord or landlady could donate his or her old house for the use of a craftshed. This is only a second preference and a welcome alternative if all these several items cannot be obtained in and around one spot. Genuine and truthful use of these places for the specified school activities will certainly enhance the teachers' prestige and the parents' confidence in the teacher.

2. It will be a very magnanimous act on the part of a zamindar, a mirasdar or pannayar to found one such children's university in one of his own big villages.

3. It will be equally a generous gesture on the part of those well settled in cities and towns to donate a piece of their own land to the village university for any of the specified purposes as aforesaid.

4. A temple authority could help in solving this problem. (Good many children used to play in the outer prakarams in the good old days.)

5. The Bhoodan movement can very wisely assign some lands for the benefit of the children's university.

II. CONTENTS

The contents are not merely tables, chairs, benches and blackboards. The wall space itself could be converted into blackboards. No doubt certain

furniture of this type is necessary. I rather place high emphasis on the equipment of the school by way of tools of teaching and aids to learning. Only through experiences and experiencing alone could children learn about the outer world. These experiences must be felt directly, individually and personally. Then only will the impressions be longstanding and permanent. Right contents will form correct impressions. The complete equipment of a school cannot be done in a day. It must start, it must grow and must be growing and growing usefully and wisely.

1. The beginners' class room, play-way materials in language, number, equipment for activity, method for learning through direct experiencing by the eye, the hand and the ear must be prominent.

2. All other classes from 2 to 5 require the gradual extension of these materials to suit the age and contents of their equipment in craft, language, number, general knowledge, visual education, library reading, games, projects, practical work and garden work.

(a) I like that many of the articles are made in the locality with the help of local artisans.

(b) Some pictures, maps and charts will have to be purchased in good form, print and colour.

(c) The teacher's own initiative or that of the management to collect and gather these from various sources must be appreciated.

(d) Teachers' association centres could effectively maintain some costly materials such as view masters, etc. and keep them in circulation.

By all these means there will be the unconscious transfer of true knowledge by the seeing and handling of these several tools of learning of which the book is also one. Also the local people will really see from these contents that there is enough for children to learn and open their eyes as to how best they

could themselves improve the children's whole personality.

Direct suggestions.

The State, the Board or the Committee of management start with the annual grant of Rs. 50 on these 8 items, each item receiving at least Rs. 5 on an average.

1. Class I.
2. Language.
3. Number.
4. Craft.
5. Play.
6. Garden.
7. Library.
8. General knowledge (visual education)

If this system is continued for 5 years, the equipment and contents would have grown to the worth of Rs. 500 : Rs. 250 by the State and 250 by the Board of management and the school staff, by way of gifts of money, materials and labour. All these must be in the name of the school, well catalogued, used and kept in tact.

The Inspecting officers or their assistants will truthfully check these with the existing stock and certify.

These 40 years of my service with and for children has enabled me to bring out a list of my own materials for teaching and learning in the Elementary School. Some of these are gathered, collected, devised and made by my personal efforts. The list is not printed.

III. RAISE THE QUALITY OF ELEMENTARY EDUCATION

The form and contents though essential could never guarantee higher standards unless and until there is an entire change in the root cause. It has become quite fashionable to talk of deterioration in education while fall in standards is also perceptible in all other walks of life. So far as teaching is concerned I could certainly look as far back as 1903 when the children had regard and respect both for the teacher

and learning and the teacher certainly took pride in his profession and possessed a lot of self-confidence and contentment in him. Contentment is a golden pill. With contentment the heart grows wide and the soul soars high and there is enlightenment all round. Without contentment it will be a heartless and sullen education. A heartless education is an artless education too. As explorers and expounders of knowledge, this contentment and self-satisfaction bring us supreme pleasure. His dress too to a certain extent added dignity to the profession.

1. *The teachers of children's university*: It is a welcome suggestion that henceforth only Secondary Gr. Teachers should run children's university. But provision should be made to continue the present teachers till retirement and also to extend the existing concession to them to qualify themselves as Secondary Grade Teachers. Only Secondary Grade Teachers are to be class teachers. Women teachers of the same grade will teach classes 1, 2 and 3 in boys' schools and combined schools while they also look after handicraft, hand-sewing, music, drawing, kolam, embroidery and physical training for girls in the higher classes. Their scale of pay must be decent with a fixed house rent allowance. The sympathetic State is certainly helping all teachers in other respects such as education of children, medical treatment and pension facilities.

Craft, gardening, physical training and pre-school class teachers.

A short intensive course of training in these subjects to the existing Higher Elementary Teachers would solve the problem of finding well-trained teachers in the above subjects in the children's university.

The school consists of a number of children, teachers, parents with new and strange ideas behind creeping in their midst. Only when each member shows some levelling up, there will be all round levelling up.

2. Class strength :

(a) In order that each boy or girl should receive the teacher's attention,

the class strength must be limited to 25 in classes 1, 2 and 3 and 30 in classes 4 and 5.

(b) Since subjects other than the Three R's, require good planning, they must be taught by teachers specially trained in those.

(c) Whenever the strength of the school exceeds 250 there must be an extra teacher to attend to the growing demands on the school in the collection of statistics, attention to returns, correspondence, preservation, use and upkeep of the tools of learning, children's library and other matters of general interest including collection of fees, if any, and proper maintenance of accounts.

(d) When the strength exceeds 500, the head teacher must have a special assistant too to help him in his work besides a personal allowance.

3. Books too are tools of learning: If through poverty some children cannot afford to have books, I wish some text-books, exercise books, nature records are stocked in school for use by these children. The haves who buy books may be persuaded to leave their books at the end of the year for the use of these poor children. Donations and gifts may be allowed to be accepted. Reading books alone may be given for use at home. I would even suggest that a small token fee of one anna a year may be collected from all for the good maintenance of these books by way of binding and putting on fresh coverings. (To be continued)

TEACHERS' CONSTITUENCY

The electoral roll of the above constituency has been published. Teachers who do not find their names in the roll but are eligible to be included in the list are requested to address the Tahsildars concerned immediately for the inclusion of their names.

A HUMBLE SUGGESTION FOR REORGANISATION OF SECONDARY EDUCATION

By

S. J. DEVASAGAYAM, M.A., M.Ed.,

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At the outset let me quote the following from the Report of the Secondary Education Commission—Chapter XI—page 155 :—

"Thus all circumstances conspire to-day to put an undue and unnatural emphasis on examinations, specially the external examinations, and they have come to exercise a restricting influence over the entire field of Indian Education to such an extent as almost to nullify its real purpose. Many complained of the hampering effect of examinations. They said, and we generally agree with them, that the examinations to-day dictate the curriculum instead of following it, prevent any experimentation, hamper the proper treatment of subjects and sound methods of teaching, foster a dull uniformity rather than originality, encourage the average pupil to concentrate too rigidly upon too narrow a field and thus help him to develop wrong values in education."

After reading the above criticism any person will agree that (1) new and more efficient techniques of measuring and evaluating pupils' all-round progress should be discovered and utilized as early as possible and (2) the external Public Examination should be got rid of as quickly as possible and Teachers and Headmasters of Secondary Schools should undertake the entire responsibility for effective evaluation of school education.

Although the main objective of this article is to suggest a method of evaluation which is expected to produce greater satisfaction to all concerned, yet the opportunity is also utilized for making certain recommendations on a

few other important aspects of educational reconstruction in our country.

One of the main defects of our Secondary Education is the mad scramble for seats in Colleges soon after the publication of the "Eligibility List", without pausing to consider whether one has the ability and aptitude for University Education or not. The frustration which results on the failure to get admission in Colleges is at the bottom of many of our present nation-wide social and civic problems. How to develop a proper sense of value and judgment in our pupils so that only the right type of persons will try for the right type of career is the major challenge of our educational organisation. It is believed that if the Educational systems of our country are reorganised on the lines suggested below, much can be achieved in gaining the objective stated above. If once we start thinking that the main objective of school education is the preparation of our boys and girls for effective participation in Social and Civic life in the country and that it is not a preparation for University Education we may find ourselves on the right path of planning the right type of school education. In this connection let me again quote from the Report of the Secondary Education Commission—Chapter III—page 30.

"But as has been pointed out elsewhere, the integral unity of Secondary Education as well as the entire outlook of teachers and parents towards it has been seriously vitiated by the fact that they have been apt to regard it as mainly a stepping stone to the University. It has consequently been geared almost entirely to the passing of the

examination which will open the gateway to the University. This has inevitably resulted in many other important aims being ignored or side-tracked."

Reform of Secondary Education should take into consideration not only reform of Methods of Evaluation, but also many other aspects of education. The following aspects which are closely inter-connected must be given special consideration before other aspects are examined :—

- 1) Types of Secondary Schools we need.
- 2) Duration of Secondary Education.
- 3) Curriculum.
- 4) Methods of Evaluation.

Types of Secondary Schools We Need :

In the Madras State it is proposed to provide two main types of Schools namely (1) The Primary School and (2) The High School. Among High Schools we should have two types :—

- (1) The Academic High School (*The Citizen High School*) : These Citizen High Schools will train enlightened and good, democratic citizens who will understand their place in Society and be willing and able to exercise their rights and responsibilities. Those who complete this Citizen High School course will enter public life with or without further professional training.
- (2) The Technical High Schools : These High Schools will train skilled and efficient technicians who will man the various industrial and productive occupations.

Duration of Secondary Education :—

In Madras it is proposed that Primary Education should be for 7 years and that High School education should be for 4 years. In some of the other States of India school education is planned for a duration of 12 years.

The duration of 11 years or 12 years is largely based on the requirements of University education. Planning school education from the point of view of the needs of University education is the fundamental mistake which we have been making all these years. It is a well-known fact that only a tiny percentage of the boys and girls who appear for the Public Examination enter Colleges for further education. On the other hand a very large majority of them enter public life and start functioning as citizens. It is therefore wrong to subject this large majority of students to the unnecessary strains of a heavy and prolonged school course and to the undesirable frustrations of failure to cope with an External Public Examination. It is therefore suggested that after a Seven Year Course of Primary Education it is quite sufficient if we provide for a 3 year course in a Citizen High School or a 3 year course in a Technical High School. The fact that Primary Education will be Basic Education, should be sufficient guarantee that a good educational standard can be achieved with a three year High School education in continuation of a seven year Basic Education. Perhaps we may have to introduce the Teaching of English in Standard 5 of the Primary School in spite of it being Basic Education.

Curriculum :—

As regards Curriculum the suggestions given below refer to that of the Citizen High School and do not pertain to that of the Technical High School.

The Curriculum of the Citizen High School should be as below :— All subjects should be taught to all pupils.

Group A. Three languages :—

First Language (Tamil in Madras)
Second Language — Hindi
Third Language — English

Group B :

1. Social Studies
2. General Science
3. Elementary Mathematics.

Group C :

1. Craft
2. Physical Education
3. Religious or Moral Education.

Methods of Evaluation.

Although the responsibility for Evaluation should ultimately be undertaken by schools, yet for a transitional period of ten years, (five if possible), we should provide for a dual system of evaluation, namely Evaluation by Schools and Evaluation by an External Public Examination, as shown below :—

(1) *External Public Examination :* This examination will be available for all the six subjects under groups A and B of the curriculum suggested above. However, it will be sufficient if a pupil is compelled to submit to this examination in *one* language under group A and *one* subject under group B to be elected by the pupil himself.

(2) *The School Examination :* The schools will conduct their own School Final Examinations in all the six subjects under groups A and B of the Curriculum. The pupil will take the School Final Examination only in those subjects for which he does not appear at the Public Examination.

The schools will also measure and record, his attitudes, personality traits, skills and abilities and other such intangible outcomes of Education, in the Cumulative Record of each pupil.

The All India Seminar on the Teaching of Social Studies held at the Teachers' College, Saidapet thought that if Social Studies was not a Public Examination subject, the teaching of it would be neglected by Teachers. On the other hand the Science Seminar held at the Hindu High School, Madras is reported to have recommended that there should be no public examination for General Science. It is my humble opinion that it is a fundamental mistake if the decision whether a subject should be an examination or non-examination subject comes from the Educational Authorities. The decision should be left to the pupil. He alone should have the right to decide whe-

ther he will take a Public Examination in this subject or that. If this arrangement is accepted, no teacher will ever think of neglecting any subject in the curriculum. For under this arrangement all subjects will be Public Examination subjects as well as Non-Public Examination subjects at one and the same time from the Teacher's point of view.

The advantages of this dual system of evaluation during the transition period are many :—

- 1) The Public Examination will continue to serve as a motivating force for Teachers and Pupils.
- 2) The School examination will develop self-respect in the school staff and will also build up the necessary confidence for ultimately assuming the entire responsibility for evaluation.
- 3) In the beginning stages the Public Examination will also serve as a corrective measure for any defect which might creep into School Evaluation due to inexperience and imperfect techniques.
- 4) The ordinary pupil, who never intends to undergo University education, is given considerable relief from strain and the stamp of failure need not be inflicted on him.
- 5) Teachers will feel encouraged to try new methods of Teaching and also to make an attempt to evaluate the various non-intellectual achievements and growth of pupils.
- 6) The public will be trained step by step to put greater trust on Schools' integrity and ability to undertake complete responsibility for measuring and evaluating pupils' progress in all aspects of school education.
- 7) This is the only way by which Teachers can recover the status which is their due.

Under this dual system of Evaluation Certificate of a particular pupil will have the following entries :—

EXAMPLE.

Name of Pupil		School Final Examination
Subjects.	Marks or Grades	Examination.
1. Language 1	50%	Public Examination
2. Language 2	40%	} School Examination
3. Language 3	33%	
4. Social Studies	60%	Public Examination
5. General Science	55%	} School Examination
6. Ele. Mathematics	80%	
7. Craft	Grade B	} School Examination
8. Physical Education	Grade A	
Signed		Headmaster
Signed		Director of Public Instruction

Preparation for Reform :

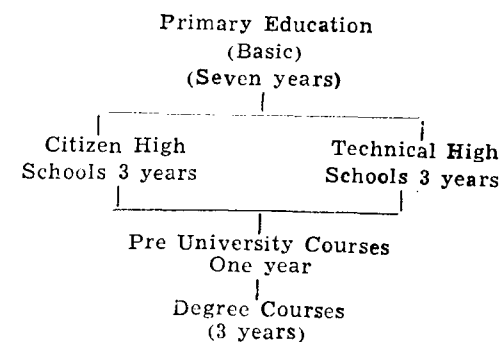
- 1) The Central Government should start at once three or four bureaus of Examination Research in the different linguistic areas of the country under the guidance of experts from England and the United States and other specialists who may be already available in the country.
- 2) Training Colleges should be financed to undertake research in techniques of Evaluation.
- 3) Inservice training in New Techniques of measuring and evaluating (a) Intellectual attainments (b) growth and development of attitudes, personality traits, skills, abilities etc., should be organised through Training Colleges for all Teachers.
- 4) Evaluation and Measurement in Education should be a compulsory subject of study for the B. T. Degree Examination.

University Education.

It may be pointed out that the scheme of Secondary Education envisaged in this article has completely neglected the needs of University education. It has already been stated that the requirements of University Education, which is available only for a very small percentage of pupils who appear for the External Public Examination, should not be permitted to vitiate our planning for an adequate system of school education which is mainly intended for training our future citizens. The Universities must be left severely alone to devise their own methods of selecting students for their Pre-University Courses.

Let us take the example of the pupil who appears for Public Examination in Language 1 and Social Studies. The College which admits him may do so on the basis of an entrance Examination in Language 3, General Science and Ele. Mathematics. In the long run the Universities will have to accept the verdict of the schools. Moreover, as there will be no "Eligibility List", it is hoped that only the right type of pupils will seek admission into colleges and therefore, the standards of University Education are not likely to be adversely affected.

The Structure of Education.



THE SOUTH INDIA TEACHERS' UNION

GOLDEN JUBILEE, MAY 1958.

Circular No. 1.

In connection with the celebrations of the Golden Jubilee of the South India Teachers' Union in May 1958, it is proposed to bring out a souvenir containing

1. History of the Union with list of Presidents and Secretaries from the start.
2. Messages.
3. List of District Teachers' Guilds and affiliated Teachers' Associations and Unions.
4. Reports of institutions.
5. List of Jubilee members.
6. Advertisements.

(Wherever possible half-tone blocks of important persons associated with the Union will be printed.)

Since it will take time, even starting from now, to collect the material and photographs for the souvenir, all interested in this organisation of teachers are requested to co-operate with the Jubilee Committee and make the celebrations a success.

The rates of fees for membership, reports of institutions and advertisements are as under :—

(i) Membership fees :

- Affiliated associations—Rs. 5 (including cost of souvenir).
Individual members—Rs. 3 (including cost of souvenir) or Re. 1 without souvenir.

(ii) Reports of educational institutions :

Matter for quarter page—Rs. 10.

Matter for half a page—Rs. 20 (including cost of a photo block).

Matter for full page—Rs. 40 (including cost of a photo block).

(NOTE.—The size of the report will be royal octavo).

(iii) Rates for advertisements :

Educational publishers and firms dealing in sports goods and other materials connected with school work will be charged the same rates as those given in item (ii) above.

Golden Jubilee Committee.

Madras,
15—11—1956.

THE TEACHER

(A Chemical Analysis)

By

G. M. GNANAPRAGASAM, B.A., B.Sc., B.T.,

Lecturer, Meston Training College, Madras-14.

History : It is not definitely known when the element Teacher was first discovered. But there is unrefutable evidence to show that this element was known to almost all the nations from very ancient times. In India it was in vogue long long ago in the Gurukulas and later it was much sought after in Taxila, Nalanda, Kancheepuram and Madurai.

Occurrence : The element occurs in nature in more or less crude form. Pure forms are commonly found in diverse educational Institutions.

Laboratory Method of Preparing the element in 'Pure Form' : The element is subjected to great mental stress and physical strain in the Brahma-Presses of Schools and Colleges, and is purified by filtration at the end of every year through Examinations. The final clear filtrate (and in a few cases the residue too) is, wherever necessary, calcined in the open hearth of Training Institutions for a year or two. The element is again filtered through the sieve of Governmental or University Examination, and the final clear filtrate is dubbed a full-fledged trained teacher.

Manufacture on a large scale : The element emerging with a completed Secondary School Leaving Certificate on being heated in the furnace of a High School, in case it cannot be absorbed in any other office or profession, is appointed by the government, without any calcination in the hearth of a Training Institution, as the sole-monarch of a single-teacher school.

Family : This element belongs to the family of "Homo-Sapiens" and is classified in the Periodical Table as a member of the group of elements which

follow the noblest of callings but the sorriest of vocations.

Physical properties :

- (1) An odorous solid of diverse tastes available in different shades of colour.
- (2) Opaque to ordinary light, but semi-transparent to X-rays.
- (3) Good conductor of heat and electricity.
- (4) Not soluble in water, but dissolves in acids and caustic alkalis.
- (5) Mood is likely to be affected sometimes with undesirable reactions with increase of temperature and humidity.
- (6) Specific Gravity is slightly greater than one.
- (7) Boiling Point is reached when the thermometer of student indiscipline reads a dangerously high mark.

Allotropic Modifications : Assumes two main allotrophic forms—the male and the female. The latter is likely to remain in single state, while the former usually passes into the stable married state.

Isotopes : Many isotopes of the element are found—for instance the higher grade, the secondary grade, the graduate, the lecturer and the professor. Their atomic numbers are respectively 30, 45, 85, 150 and 250.

Chemical properties :

- (1) Not combustible and does not support within the premises of

schools and colleges the combustion of cylindrical tubes filled with tobacco and lighted at one end.

- (2) Constantly takes in oxygen and gives off carbon-di-oxide and water vapour.
- (3) Reacts readily with students with exuberance. Usually the reaction is mild, but may be violent on occasions. The reaction is reciprocal.
- (4) Forbidden by government to combine actively with any kind of political element.
- (5) Possesses a strong affinity for celebrations, tea-parties and group-photos.
- (6) Highly active in nascent stage but likely to gradually decompose in the presence of old age, neglect and indifference.
- (7) Usually active, but the rate of activity is highly accelerated by catalysts like the visits of V.I.P's and the Inspection by the D.E.O.
- (8) Under the strong influence of rigour of curriculum develops high pressure in order to force the majority of pupils pass through the filter of Examination.
- (9) Turns the margins of the pupils' answer-scripts red.

Uses :

- (1) Passes on the Torch of Knowledge from one generation to another.
- (2) Preserves the culture and heritage of the past, makes men out of the children of the present, and moulds the citizens of the future.

(3) Educates, equips and turns out the statesmen, scientists, scholars, medicos and workers for the nation.

(4) Forms the axis on which the wheel of Education revolves.

Conclusion :

The Supreme Importance of this Element as the Pillar of Society has been acknowledged by the public, press, platform and the Prime Minister. But mere lip sympathy cannot serve to realise the project of exploiting this element to the full for raising the Standard of Education in this country. The schemes will bear fruits only if the Finance Ministries both at the Centre as well as in the States allot a decent sum of money for improving the status and conditions of the Teacher Element, instead of proposing niggardly token reliefs in this direction.

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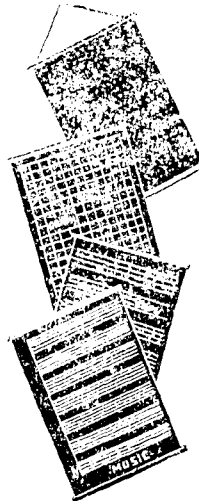
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NATIONAL PLAN FOR EDUCATION

K. S. RAMASWAMI SASTRI

The time is come when under article 45 of the Indian Constitution every child must have basic primary education. A period of ten years from 26th January 1950 has been provided for such a consummation. Also, there will soon come a time when every boy and every girl will get full secondary education which, in a civilised and refined society, will be necessary to develop all the forms of skill necessary in a modern progressive State. It is hence necessary that we should now concentrate not only on elementary education but also on secondary education.

But in all stages of education we must remember a great educational *mantram* or principle. "The school is for the human being; the human being is not for the school". Let us fit such secondary education to the different ages and aptitudes and abilities of the pupils. Let us not make it a procrustean bed which will by alternate amputation and hammering out destroy all life under the pretence of fitting the pupils for the schools.

Today we are under the tyranny of such phrases as basic education, fundamental education, the grammar school, the technical school, the modern secondary school, the multilateral school, etc. Children are of various types such as supernormal, normal and sub-normal. They have diverse capacities and aptitudes. We must give all children a chance and utilise for them and for the society the aptitudes of all. Today the system is teacher-ridden, inspector-ridden, examination-ridden, slogan-ridden. It is curriculum centred, or book-centred or word-centred or craft-centred, but not child-centred. We are befogged and bewildered by the I. Q. Some educational psychologists regard the child's mind as a tabula rasa. They belong to the theoretical school of philosophers. The educational psychologists of the biological school talk learnedly about inherited and congenial variations and are determinists in theory and practice. They say that a quart of milk cannot be poured into a pint

pot. But they forget that a child's brain is not a pot, but a growing organism. There is no doubt, the element of general ability but there is also the element of general impermeability. Mental tests are good but we must not make a fetish of them. Some gifts are inherited; some are acquired; gifts vary; and gifts are capable of enhancement. Some children have a literary bias and some have a practical bias. We must have record cards for each child in the elementary school. When he comes up for secondary education, we must be able to judge his aptitude and ability. While a basic common national culture is imparted to all the students, education should provide for the development of all potentialities including also artistic skill and spiritual experience which are unique and personal.

We may generally say that at the age of 11 plus we can find out to which type of secondary school the boy should go—a pre-university school or a technical school. There might be a multilateral school in a single campus and there must be provision for the transfer of a child from one school to another as the result of experiment and experience. Each type of school must have ample up-to-date equipment. Even in the so-called practical or technical schools, there must be a good general education; and even in the so-called pre-university school there should be a vocational bias though not intensive vocational technical instruction and training. Professor A. N. Whitehead says well: "There is no liberal education which is not in some sense technical and no technical education which is not in some sense liberal".

In England we have as historical legacies the public school, the grammar school, the technical school and the modern school. We need not imitate them but can make our own experiments suited to our national genius and to organise secondary education in our own way. Let our aims be "secondary education for all", and "secondary education suited to each child and to the national needs" which include both

academic and literary skill as well as technical and practical skill suited to modern and progressive and civilised and refined life in an age dominated by science and rationalism and democracy. We must have not only the black-coated professions but also technical capacities. Let us relate our educational scheme wisely to the individual child and to the society as a whole. Let us give ample and equal scope for the sciences and the humanities and the arts and the crafts by attending adequately to physical and mental and moral and aesthetic and spiritual education.

We have two sign-posts to guide us today in the road of modern education. They are Dr. S. Radhakrishnan's University Commission Report and Dr. A. Lakshmanaswami Mudaliar's Secondary Education Commission Report. There have been already many elementary education reports. The headmasters and the managements have made their representations. The Special Committee constituted by the Madras Legislature to examine the Government's White Paper on Education has offered its suggestions. The matter is simple though much discussion has confused the issues. The age five plus — which is now prevailing — may well continue for admission to the first elementary education class. Standards 1 to 5 are for such education. The students may then go to standards 6 and 7 and thence to the trade schools and the junior technical schools or to the lower secondary stage (Forms I to III). Forms IV to VI will be the scene of secondary education in multi-purpose schools devoted to academic education, agricultural education, technical education. Those who take to academic education will go to the Higher Secondary Course for one year which will take the place of the present pre-university course and which will lead to the three-year B.A. or B.Sc., degree course as well as to the pre-professional course. I do not see why there should be two grades of education in the high schools, as that will only complicate matters.

What we most urgently need today is refined and progressive education and culture. But what is refinement? What is progress? We cannot have refinement

without art and morality and religion and we cannot achieve progress without science and democracy and nationalism and internationalism. We must make our boys and girls responsible and happy citizens and not mere automata or slaves of autocracy. Discipline is indispensable but it must be due to an inner growth and not to any external command or pressure. Proper education alone is the key to a proper national life which alone can lead us to national greatness.

Nay, proper education is the key to international peace and amity and concord and world-brotherhood. The man of today is more selfish and pugilistic and bellicose and we need not boast about his refinement and civilisation. Mr. H. M. Jones says well in "Education and world-tragedy":

"During the first thirty years of the present century, European powers alone fought 74 wars, which lasted a total of 297 years; roughly the average war was four years long. One has to go back to the twelfth century to find a comparable record. In that unenlightened century the average war lasted only three years and a half. From the eleventh to the twelfth centuries war casualties totalled about 18 million. In the first three decades of the present century we have killed 33-1/3 per cent more human beings than were killed in the previous 800 years. But these figures do not include five other continents and they take us only to the rise of Hitler".

Since these words were written the great powers have perfected their nuclear weapons and have stockpiled A-Bombs and H-Bombs in large numbers. The aim of education hereafter must be to create an anti-nuclear weapon mentality all over the world, if civilisation and progress and refinement are not to perish from the face of the earth. It is not always wise to exchange old lamps for new. Why should we exchange culture for bombs? We have not yet secured freedom from fear and freedom from want. Education must bring those freedoms if it is to be the saviour of humanity. Let us never forget President Roosevelt's wise advice: "If civilisation is to survive, we must cultivate the science of human relationships."

POST BASIC EDUCATION SEMINAR

Gandhiniketan Ashram, T. Kallupatti.

FINDINGS OF THE SEMINAR HELD ON 30-11-1956 :—

1. The basic craft in Post Basic Education should be agriculture and cloth craft which was mastered at the basic stage will be practised at the Post Basic stage for self-sufficiency. A number of subsidiary crafts must be chosen from out of the following to contribute to the self-sufficiency.

List of crafts: Crafts relating to food and nutrition like oil pressing, gur making, dairy farming, bee keeping, etc., the use of onion, edible oils for soap-making, repair of implements involved in soap-making, carpentry and blacksmithy.

2. No distinction should be made between boys and girls or between urban and rural areas in regard to the choice of the main craft.

3. Post Basic Schools need not be made completely residential. However, the pupils should have lived in the school for at least a year. Even day scholars should remain in the school throughout the day and have their noon meals together at school.

FINDINGS OF THE SEMINAR HELD ON 1-12-1956 :—

1. The assessment will primarily be based on the aims and standard of attainments expected in the practical and theoretical aspects of the work in the Post Basic Course. It may be both internal and external, progress in all activities and subjects being assessed internally and such an assessment, assessed by an external assessment committee.

2. The internal assessment will be based on the daily and periodical records of the work done and actual development in skill, knowledge and attitudes and maintained by the school staff council and the pupils.

3. The external assessment will be done by an assessment board or com-

mittee consisting of the Commissioner for Government Examinations, representatives of the University of Madras and the Education Department, two basic education experts, a Headmaster of a Post Basic School, a Principal of a Post Graduate Basic Training College and a Principal of a Graduate training college. This board will closely study all the records of the teachers and of the pupils and the cumulative records and have such examinations as they choose, and see whether each pupil has progressed to the required standard.

4. The assessment in the school will be a continuous process and will take all aspects of the pupil's development and will be done jointly by the teachers and the pupils.

5. On the merit of the final assessment pupils who have had satisfactory progress should be made eligible for the University course and for Public Service.

6. Every student who completes the Post Basic Course will be awarded a suitable certificate by the Head of the School and he need not submit himself to an external assessment board, but those who want to be made eligible for Public Service or for University entrance should appear for external assessment and be assessed about their achievements.

7. The assessment to be made by the assessment committee should give 75 per cent of the marks (3/4 of the credit) to the internal assessment already made by the Staff Council and 25 per cent of the marks may be allotted by the Committee at its discretion.

8. A comparative study of the Post Basic Syllabus and the existing Secondary School Syllabus shows that they do not vary much in the total content, though the order and the sequence in which the subject matter is presented is different on account of the difference in methods of approach.

9. There was also a discussion on the prevailing system of Public External Examinations and Internal Assessments of Post Basic Education as in Bihar and Sevagram.

SUBSTANCE OF RESOLUTIONS

PASSED ON 2—12—1956 :—

1. This seminar places on record its considered feeling that as Post Basic Education is a natural sequence and development of the 8 year course of (Senior) Basic Stage, more Post Basic Schools must be opened by Government in the State in the next school year and these schools may be properly distributed in areas where Basic Education has sufficiently developed.

2. This seminar also feels that if Post Basic Education has to run on efficient lines, it would be necessary for Government to give proper guid-

ance and encouragement to these Post Basic Schools in order to build up correct standards of organisation of these schools. This provision may be made through a full time person who will bring to bear upon this work the experience available in Sevagram and other places in India in this field. A small advisory committee may be appointed to help him.

3. In view of the close and organic unity that exists between the objectives of Nai Talim and the Bhoodan Movement of Acharya Vinobaji, pupils and teachers of the Basic and Post Basic and Basic Training Schools should engage themselves in Bhoodan work for atleast 1½ months every year and this should be considered as part of the regular educational programme. So the scheme and programme of work in Basic Institutions as embodied in the scheme and Syllabuses may suitably be modified.

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EXAMINATIONS

Recommendations of the Seminar held at Bhopal in February, 1956.

(Continued from December Issue)

RECOMMENDATIONS ON CUMULATIVE RECORDS

(With reference to Problem No. 3)

1. The new approach to examination and evaluation requires the proper maintenance of school records. This Seminar endorses the recommendation of the Secondary Education Commission that a Cumulative Record be maintained for every pupil. Such a record will contain a continuous statement of his attainments at the successive stages of his education and a progressive evaluation of his interests, aptitudes and personality traits and of the social and practical activities in which he takes part.

This record will serve the following purposes :—

- (a) Assessment of the pupil's all-round progress in the school.
- (b) Guidance to the pupil in the choice of courses at the High School and the Higher Secondary stages and in the choice of a vocation on leaving the school.
- (c) Provision of data for the final assessment of the pupil's abilities and attainments in conjunction with his performance at the external examination.

2. It is recommended that a comprehensive form of Cumulative Record of the type given in Appendix VII of the Secondary Education Commission Report should be maintained by those schools which have the necessary skilled personnel for making the elaborate entries required by that form. As most schools do not have such trained personnel, a simpler Cumulative Record is suggested. This simpler Record will

contain items of factual information regarding the pupil, his parents and his home environment, his attainments in different subjects, his special interests and practical activities, a report of his health, and general observations on his character and personality.

It is recommended that a Cumulative Record, whether comprehensive or simple, be maintained for each pupil from as early a stage as possible, at least from the beginning of Class VI. This record will take due note of the pupil's performance in the periodical tests and his day-to-day work in school. Data for the Cumulative Record may be obtained in various ways and from different sources. Information regarding the pupil's scholastic attainments may be entered directly from the teachers' class-record books. A comprehensive progress report based on the Cumulative Record will be sent to the pupil's parents at the end of each year and will also be given to the pupil at the time of leaving the school. Such a report should contain an assessment of the pupil's all-round progress at a particular stage together with an evaluation of his special abilities, skills and interests and a constructive estimate of his character and personality.

3. It is felt that for the maintenance of Cumulative Records, whether comprehensive or simple, special training will have to be provided for the teachers. The State Departments of Education, with the help of the Training Colleges and the University Departments of Education and particularly the

Educational and Vocational Guidance Bureaus, wherever these have been established, should make the necessary arrangements for such training. For maintaining the comprehensive Cumulative Record, an intensive training of at least three months' duration should be given to trained teachers. For the other record a training course of at least six weeks is deemed necessary. It is suggested that wherever possible the Extension Service Departments of Training Colleges may organise training courses for this purpose.

It is also recommended that the State Departments of Education and the Education Departments of Universities should make adequate provision for such training in the regular syllabus for the training of teachers.

4. It is recommended that Cumulative Records should be used by all schools with a view to eliminating progressively the annual promotion examination. Promotion from class to class will ultimately be made on the strength of the Cumulative Records.

Approved by all the State-Governments :

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MASULIPATAM (S. India)

The Seminar hopes that at some date, in the not distant future, the final assessment of a pupil based on his all-round progress, as indicated in his Cumulative Record, may obviate the necessity of an external examination. It recommends that even at the present stage a few select schools, may be accorded the privilege of awarding the final certificate at the end of the School Course, without the necessity of presenting their pupils at the external examination. This privilege should not, however, preclude any candidate of such schools from appearing at the external examination, should he so desire. The selection of such schools should be made by the State Department of Education in consultation with the University, the Boards of Secondary and of Technical Education and the Public Services Commission of the State concerned.

5. It is also recommended that the State Boards of Education should take immediate steps to prepare and standardise achievement tests in the different school subjects. Wherever such achievement tests are available, schools should be required to use these as far as possible in assessing the performance of their pupils in various subjects.

6. The following procedure is suggested for making entries in the Cumulative Records.

- (i) Detailed records of the pupil's attainments, abilities and interests will be kept by the teachers concerned, from day to day and from week to week.
- (ii) These records will be considered and compared at a monthly meeting of the teachers. The class teacher will collect the data for the Cumulative Record at such meetings.

- (iii) The Cumulative Record will be filled in at the end of the year by the class teacher after due consultation with the other teachers and the head of the school.

It is expected that the State Departments of Education will take into consideration the time spent by the teachers in maintaining these records when they determine the total work-load of the teachers.

7. As long as the final external examination continues, the pupils who complete the school course and take the examination will get a certificate awarded by the examining authority. The form of the certificate should be so devised that it includes, besides the results of the public examination, the details of the school progress report based on the Cumulative Record.

The Seminar considered the question of giving weightage to the school records for determining the results of the candidates at the final examination. It does not accept the recommendation of the Secondary Education Commission in this respect. According to the Commission, a pass in six subjects should be deemed sufficient for the satisfactory completion of the certificate. A pass in four of these six subjects is to be decided on the basis of the pupil's performance at the public examination, while a pass in the other two subjects may be determined by the school records. This procedure has the following disadvantages :—

- (i) It does not give sufficient importance to the candidate's school record in every subject.
- (ii) There is a danger of the candidate relying on the external examination as at present for the pass in six subjects and neglecting school work.
- (iii) The benefit of the concession is given only to candidates who are weak in certain subjects.

If school records are to have any weightage at all, the benefit should be extended to all candidates uniformly. The school score in every subject should be considered for determining the final results of the candidates appearing in the external examination.

It is recommended that, as an initial measure, 20 per cent of the total number of marks in each subject should be allotted to the assessment of the candidate's performance as given in his school records.

The Seminar is of the firm opinion that State Boards of Education and other examining authorities should give effect to the above recommendation as early as possible. It also believes that the percentage earmarked for school performance should be successively increased in the future in the light of experience gained in this connection.

In view of the fact that the records of the school may not be very reliable and that without a proper supervision standards will vary from institution to institution, the Seminar recommends that practical methods of scaling the scores obtained in school records may be devised by research units attached to the Boards of Secondary Education. It is expected that, as the standards of the different schools get stabilised, this additional scaling work will be gradually diminished. The Seminar suggests that this modified form of final assessment based on the combination of an external examination and internal school records be first put into practice as a pilot project within a limited area in each State.

(to be continued)

TEACHING OF MATHEMATICS IN SECONDARY SCHOOLS

Recommendation No. 43 of the nineteenth International Conference on Public Education, Geneva, 1956. To the Ministers of Education

The International Conference on Public Education, convened in Geneva by the United Nations Educational, Scientific and Cultural Organization, and the International Bureau of Education, and having assembled on the ninth of July, nineteen hundred and fifty-six for its nineteenth session, adopts on the seventeenth of July, nineteen hundred and fifty-six the following Recommendation :

The Conference,

Considering that mathematics has always had undisputed cultural and practical value and an important role in scientific, technical and economic progress, and that the present situation in the mathematical field is without precedent,

Considering that mathematical training is a benefit and a privilege for every human being, whatever his race, sex, condition, and activities,

Considering that to ensure world progress and prosperity the general mathematical level must be raised in line with higher technical and scientific expansion,

Considering that the various civilizations have all played a part in the creation and development of mathematics,

Considering that psychology recognises that practically every human being is capable of a certain amount of mathematical activity, and that there is no reason to believe that girls are less able to study mathematics than boys,

Considering that the teaching of mathematics is becoming increasingly scientific and efficient,

Considering that Recommendation No. 31 concerning the Introduction to Mathematics in Primary Schools, adopted by the XIIIth International Conference on Public Education, needs to be extended,

Submits to the Ministries of Education of the several countries the following recommendation :

AIMS OF MATHEMATICS TEACHING

1. Throughout both general and vocational secondary education every possible endeavour should be made to achieve the aims of mathematics teaching bearing on intellectual capacity and the formation of character. These aims lead to the logical process in action (thinking, analysing, abstracting, schematizing, reasoning deductively, generalizing, specializing, applying, criticizing, etc.), to the qualities of rational thought and its expression (order, precision, clarity, concision, etc.), to observation, the concepts of space and number, intuition and imagination in the abstract field, attention and the power to concentrate, perseverance and the habit of ordered effort, and finally to the formation of the scientific outlook (objectivity, intellectual honesty, interest in research, etc.).

2. The operations of a practical order, the adaptation to the natural environment, and the need to understand the problems raised by technical, economic and social activities, make it more and more necessary to understand current mathematical processes (computation,

fundamental geometry, geometrical representation, equations, formulas, functions, tables and graphs). These fundamental ideas and means also play a part in an increasing number of professions.

3. Mathematics and the appropriate process of thought should be regarded as an essential part of the education of a modern person, even if his work is not of a scientific or technical nature. The teaching of mathematics, closely coordinated with that of other subjects, should lead pupils to understand the part played by mathematics in the scientific and philosophical conceptions of the modern world.

4. One of the main aims of the advanced course of mathematics in upper secondary classes should be preparation for scientific or technical studies at higher level, whose mathematical basis is steadily increasing.

PLACE GIVEN TO MATHEMATICS

5. Mathematics, a required subject in the various classes of the lower stage of secondary education, should have an adequate number of hours allotted to it.

6. In the upper stage of the science sections, ample time should be allotted to the mathematics course.

7. It is desirable that pupils with special aptitudes for the study of science should have the opportunity of following a more advanced syllabus and of working by themselves.

8. Instruction in mathematics of a cultural rather than a purely technical kind should be offered, at least as an option, in countries where in certain sections (arts sections, for example) mathematics is not a required subject.

9. In any marking scheme the weight given to mathematics should be proportional to the importance of the subject. Where mathematics is a required subject, and particularly in science sections, it should be considered as one of the main branches, especially for

class promotion and the award of leaving certificates.

SYLLABUSES

10. The mathematics syllabus of any particular section of a secondary school should conform to the general aims of mathematics teaching and the particular needs of the section.

11. Mathematics syllabuses should be kept up-to-date and adapted to the progress of science and the needs of technical activities and modern life, by discarding outdated questions. Special consideration should be given to the fact that some countries, in order to raise the level of upper secondary syllabuses, have introduced analytical geometry, infinitesimal calculus, statistics and probability, and attach increasing importance to the study of functions and vectors as well as to the applications of mathematics.

12. The difficulty and the extent of the subject matter to be taught should be related to the mental age corresponding to each class, and to the pupils' interests and needs. If it is desirable to teach more advanced work to gifted pupils, care should be taken not to discourage the less gifted pupils by imposing on them subject matter too complex for their intellectual ability.

13. It is desirable to draw up curricula so as to base the teaching of mathematics on functional topics which bring out the general notions while coordinating the separate branches.

14. In this connection, it is also desirable to determine, by careful experiment, to what extent the multifarious structure of modern mathematics can be made to enrich secondary education.

15. It is desirable that teachers should be given freedom to extend the scope of basic syllabuses by optional additions.

METHODS

16. Where instructions on methods are given, they should take the form of

advice and suggestions to bring teaching into line with advances in the psychology of intelligence and the teaching of mathematics, and with the nature and use of mathematics, a theoretical science with origins in the real world and effective power for action upon it.

17. Every effort should be made to stimulate and encourage pupils to learn mathematics by active participation in the development of the subject.

18. It is essential : (a) to awaken and maintain the pupils' interest in both mathematics and its applications ; (b) to pay attention to the pupils' own way of thinking in mathematics ; (c) to adapt teaching to the pupils' individual capacities and intellectual growth, and gradually to adapt it to the needs of their future activities.

19. It is essential : (a) to proceed as often as possible from the concrete to the abstract, especially in the lower classes, and whenever possible to make use of actual, figurative or imagined experimentation, in order to suggest definition or demonstration ; (b) to take into account that mathematical knowledge arises through the interiorisation of concrete activity and the development of operations ; (c) to make use of questions which have a practical origin, not only in order to emphasise the utility of mathematics, but also to motivate theoretical developments.

20. It is important : (a) to lead the pupils to formulate ideas and discover mathematical relations and properties for themselves, rather than impose on them ready-made adult thinking ; (b) to ensure the assimilation of ideas and operational processes before introducing formal generalisation ; (c) to convert into skills only those processes which have been fully assimilated.

21. It is essential ; (a) to give pupils experience of mathematical entities and relations first, and only then to introduce them to deductive reasoning ; (b) to extend deductive processes in mathematics gradually ; (c) to train pupils

to make up problems, to search for and utilize data, and to evaluate results ; (d) to develop the subject heuristically rather than to teach it dogmatically ; (e) to make pupils conscious of the structure of a hypothetical deductive theory in which, on the basis of postulates, the theorems are built up by demonstrations and new terms are introduced by definitions, so as to lead up to deductive logical treatment.

22. It is necessary : (a) to study the mistakes pupils make, and to see in them a means of understanding their thought processes in mathematics ; (b) to lead pupils to control and to correct their work themselves ; (c) to give pupils a sense of approximation, order of magnitude, and the reasonableness of results ; (d) to give preference to thought and reasoning rather than to mechanical drill and learning by heart, and to limit the use of memory to fixing fundamental results ; (e) to set examination papers which will call for mathematical skill rather than mere cramming.

23. It is important : (a) to encourage individual modes of expression, even if only approximate, and to improve them gradually ; (b) to lead pupils towards precision and exactitude through their need to communicate effectively with other persons and to clarify their thoughts ; (c) to foster individual research and initiative as much as team work ; (d) to increase the number of pupils interested in mathematics and to assist in developing their formation and knowledge, by organizing clubs, lectures, competitions and other activities of an optional nature, and by providing them with the necessary books and periodicals.

24. It is essential : (a) to emphasise the intrinsic unity of mathematics, to cease putting its various branches into watertight compartments, and to bring together the various ways of solving a problem ; (b) to indicate the main stages in the historical growth of the mathematical ideas and theories being studied.

25. It is essential : (a) to maintain the coordination of mathematics with the sciences which make use of mathematics ; (b) to utilize the requirements of mathematical thought in order to increase accuracy, clarity and concision of language ; (c) to keep the link intact between mathematics, on the one hand, and life and reality, on the other.

TEACHING MATERIALS

26. The evolution of the methodology of mathematics calls for the adaptation of textbooks. Besides textbooks giving a graded introduction to abstract ideas, the pupil should have access to books for revision where the subject matter is taken up again and organized on a higher level. Books of reference, supplementary material, popular handbooks, periodicals, etc., should be available in every class library. Such documentation should be adapted to the needs of the different sections and pay due heed to practical and technical needs, theoretical developments, and educational considerations.

27. Audio-visual aids, concrete mathematical models (from daily life, constructed by pupils or teachers, or manufactured by commercial firms), play an increasingly large part in teaching, and advantage should be taken of their use to enable pupils to acquire mathematical abstractions actively.

TEACHERS

28. In mathematics, perhaps even more than in other subjects, the role of the teachers is of prime importance. The recruitment, training and further training of mathematics teachers should be the object of special care on the part of the education authorities.

29. Teachers entrusted with the teaching of mathematics in secondary schools should have studied mathematics at a level considerably beyond that to which they will be required to teach. These studies should include not only theoretical mathematics but also some applied mathematics, an

outline of the history of mathematical thought, the methodology of mathematical science itself, and the study of elementary mathematics considered from a higher point of view.

30. Care should be taken to ensure that all pupils in the earlier years and the less-able pupils in the later years are taught by the best possible teachers.

31. Adequate professional and psychological training should be regarded as a necessary complement of the teacher's mathematical studies, and should be based on clear and mature understanding of the principles and objectives of humanistic education. It should give emphasis to the structural evolution of intelligence in relation to the development of mathematical thought. It should include the relations of the concrete and the abstract and give proper place to the methodology of models in mathematics teaching. The prospective teacher should be trained to observe and experiment in the teaching of mathematics. Above all, he should be interested in adolescents and their aspirations and thus enabled to act as their leader and guide.

32. Serving mathematics teachers should be in a position to keep abreast of modern developments in the theoretical mathematical sciences, important present-day applications of mathematics, and recent advances in the teaching of the subject. Steps should be taken to facilitate teachers' further training (lectures, vacation courses, seminars, workshops, practical courses, publications, etc.).

33. Suggestions from specialist inspectors and educational advisers, and the example of the work of experienced teachers, are excellent ways of improving the teaching.

34. In modern society secondary mathematics teachers should enjoy the esteem and standing to which their scientific studies and their vocation entitle them.

35. The adequate teaching of mathematics being an essential part of education in all countries, the teaching profession must attract sufficient qualified teachers in this subject. This is of special importance since an adequate supply of mathematics teachers governs the scientific, technical, economic and social development of all nations.

INTERNATIONAL COLLABORATION

36. Governments and international cultural and educational bodies such as UNESCO, the International Bureau of

Education, the International Commission on the Teaching of Mathematics, and the International Commission for the Study and Improvement of the Teaching of Mathematics, should promote by all means at their disposal (publications, lectures, meetings, exhibitions, travel and study abroad, etc.) the international exchange of ideas, work, research and results obtained in the teaching of mathematics, so that the youth of the whole world may benefit without delay from the experience and progress of teachers in all countries.

UNESCO GENERAL CONFERENCE

SIR BEN BOWEN THOMAS'S SPEECH

This conference commits us to strive to secure greater support for UNESCO's work within our own countries and, by co-operative means, in the world at large. My Government believes that the countries of the world are making great progress in the field of international education. The British delegation will reaffirm that with good planning and with hard work UNESCO has its own unique contribution to make here.

We shall vote for the extra \$1,000,000 for which the Director-General is asking. We hope that this appreciable but well-conceived increase in the budget will be accepted without much argument, so that delegates can have ample time to visualize the programme as a whole, to achieve good all-round proportions in the large and clear definitions in particular items.

GUIDING PRINCIPLES

For the future, what should be our guiding principles? At every UNESCO conference in the past, strong recommendations have been made that our programme should be concentrated into far fewer items. Surely it is good

advice. It is, indeed, on this occasion again, especially when we consider the large number of draft resolutions that are being so hurriedly submitted for our consideration. The United Kingdom delegation views them with much concern because we know that every item, however small, pleases somebody, and in international organizations it requires courage and unselfishness to resist proliferation in projects and to champion concentration in programmes.

We remain convinced that the reputation of this organization depends upon comparatively few projects nobly conceived, carefully planned, and successfully accomplished. It is better to do a few things well than to dabble with uncertainty in many.

In the realm of education we are convinced that the vital point in the whole system is the training of teachers. It is here that a good sum of money gives the greatest results. We are, therefore, glad to support the major project for the training of teachers in Latin America. We should also like to spend UNESCO's money by which teachers from other lands can be trained in the teacher training colleges

of member States, if they are prepared to provide places for them. Certainly, we in the United Kingdom would be prepared to play our part.

Second, we favour a major project in the field of cultural relations, and I congratulate the Director-General in bringing forward the new project for an exchange of information on the cultures of Asia and the rest of the world. The United Kingdom has given much thought to this, and our delegation are anxious to take a constructive part in discussing proposals for the implementation of this project.

Third, the world would be greatly impressed if UNESCO sponsored a scientific project that brought striking benefits to a large number of countries. Frankly, we see no point in spending UNESCO's money on such subjects as cancer, cell biology, and atomic energy. Other agencies with far more money than we can possibly have are working in these fields, and we cannot hope — indeed we should not seek — to compete with them.

On the other hand, the project of arid zone research has immense possibilities, and UNESCO can claim this field as its own. Let us then concentrate our resources upon the major project of arid zone research.

Fourth, can we feel satisfied that we all live up to the ideals of the constitution that we have accepted? Are we freeing the channels between nations for the passage of ideas, writings, broadcasts, artists, teachers? Indeed,

are we making the movement of ordinary tourists easier?

We say that we are pledged to intellectual freedom. What about our school books? How much effort are we making to see that our children are taught history according to the facts and that they are not indoctrinated with a political version or with a selection of them that is unwittingly or deliberately false?

Here are four lines of action consistent with our constitution. If we pursue them successfully they would bring us much credit with all member States.

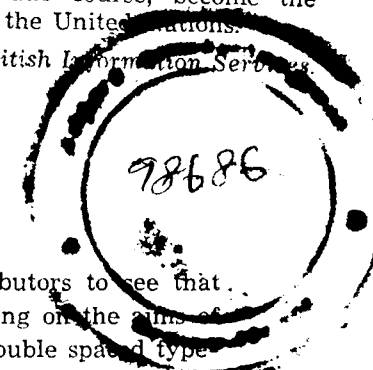
Mr. President, I wish to leave you in no doubt that the Government of the United Kingdom most earnestly desires to see UNESCO win a high place in the world and keep it. We have not yet achieved that aim. Mutual knowledge provides the means, but it is not the aim of life. The basis for firm and lasting friendships are found in those aims of life which we can accept as common.

The aims that the great teachers of religion and wisdom have insisted upon are these — that we should respect the rule of law, the dignity of the individual, the rights of the family, and a love of freedom and of justice. Let UNESCO pursue these general objectives without compromise within its own fields of education, science and culture; thereby we may, in due course, become the conscience of the United Nations.

—British Information Services

TO OUR CONTRIBUTORS

We make an earnest appeal to our contributors to see that articles sent for publication have a direct bearing on the aims of our journal and do not exceed three pages of double spaced type written foolscap size paper. If articles are lengthy they may be divided into convenient parts for publication in more than one issue of the journal.



FROM OUR ASSOCIATIONS

TANJORE

The meeting of the Councils of the Guild was held on 22nd December 1956 at 2 p.m. in the Umamaheswara High School, Tanjore. Sri J. G. Koil Pillai, the President of the Guild presided over the meeting.

After prayer by Sri S. Ramiah, Sri T. K. V. Rajagopala Iyer, Secretary of the Tanjore Town Secondary Teachers' Association welcomed the Guild Councils.

It was resolved to appeal to the Government to extend the pension benefit very soon to all categories of teachers and also to the Non-Teaching Staff of Schools, and also to appeal to the Government to cancel the clause relating to non-consideration of service prior to any resignation for reasons already represented to Government by the President of the S.I.T.U.

The following resolutions among others were taken up for consideration and passed unanimously :—

1. Resolved to request the Government to extend the pension scheme without any delay to all remaining categories of teachers in Secondary Schools.

(2) Resolved to request the Government to extend the pension scheme to the non-teaching staff of Secondary Schools also.

(3) This meeting of the Guild do feel deeply agitated over the continued insecurity of tenure of teachers under aided managements and strongly urges upon the Government to take immediate steps to revise the form of agreement with a view to assuring better security for them.

(4) This meeting of the Council do urge on the Government to pass a G.O. forbidding aided managements from inflicting major punishments on teachers without prior sanction of the Director of Public Instruction, pending revision of the form of agreement.

(5) The Guild prays that the Government be pleased to withdraw the order stipulating the minimum number of pupils taking Sanskrit in Schools for employing Sanskrit teachers in Secondary Schools as it adversely affects the study of Sanskrit.

(6) Resolved to request the Government to grant full fee concession to the children of all teachers in Secondary Schools.

With a vote of thanks proposed by the Secretary of the Guild, Sri K. M. Sundaram, to the Tanjore Town Secondary Schools' Teachers' Association for playing the host and entertaining the Councils with Tea, the meeting terminated.

TIRUNELVELI

The Half-yearly Conference of the Tirunelveli District Teachers' Guild was held in the premises of the Ramaseshier High School, Pattamadai on the 5th of January 1957. Sri P. T. Thanu Pillai, M.P., presided.

Sri K. G. Ramasamy Iyengar, M.A., L.T., Headmaster, Ramaseshier High School, Pattamadai, welcomed the delegates.

The Conference was opened by Sri G. Suriyanarayana Iyer, President, Panchayat Board, Pattamadai who suggested that temple funds might be used for educational purposes.

Sri P. T. Thanu Pillai, M.P., observed that every child could and should learn four languages during the primary stage of education. He exhorted the teachers to be fearless and express their opinion on matters educational without fear or favour as they were the most competent persons. He said that the teacher should be paid a decent living wage and should be kept above want. He was of opinion that ladies should be placed in charge of elementary education. We wanted the teachers to inspire excellent qualities in the minds of young children by their own example.

Sri T. S. Ramanathier, B.A., B.L., advocate, Tenkasi, unveiled the portrait of Sri E. H. Parameswaran.

Sri M. Raja Ayyar, Headmaster, Raja's High School, Ramnad speaking on Educational Planning pleaded for a proper co-ordination in the matter of educational planning between the Central and the State Governments, the Government and the department, and the department and the profession.

Sri N. Lakshmana Perumal Naidu, B.A., Deputy Collector, Cheranmahadevi, addressed the gathering on "Kamban and Kalvi" and appealed to the teachers to develop a taste for literature.

Sri N. Venkatachalam Iyengar proposed a vote of thanks.

The General Body meeting of the Guild commenced at 2-30 p.m. under the presidentship of Sri S. Natarajan, Headmaster, Hindu High School, Viravanallur. The president appealed to the teachers to stand loyally by the Guild and the S.I.T.U. He pleaded for a revision of the agreement between the teacher and the management so as to ensure a greater security of tenure for the teacher.

Sri V. Antonyswami appealed to the teachers to be Guild-minded.

There was a discussion on the report of the Legislature Committee on White Paper on Education.

The following resolutions among others were passed at the General Body meeting :—

1. This Conference requests the Government to revise the scales of pay of all categories of teachers in accordance with the recommendations of the S.I.T.U.

2. This Conference while thanking the Government for exempting children of teachers working in elementary schools from payment of school fees up to Form VI, resolves to request the Government to extend the same privi-

lege to children of all grades of teachers working in Secondary schools also.

3. This conference requests the government to grant House Rent allowance to teachers also.

4. This conference requests the government to extend the pension scheme to graduate teachers and first grade Tamil Pandits also.

5. This conference requests the D. P. I. Madras to permit B.Sc's to handle English in High School forms and also permit the trained graduates to teach the subjects in which they have been trained in High School classes irrespective of whether they have studied that subject or those subjects in the degree course or not.

6. This conference feels that the present form of the agreement between the teachers and managements in aided institutions does not give sufficient protection to teachers and therefore, represents to the government to modify the agreement in such a way that all major punishments such as suspension, termination of service etc., should be done with the prior approval of the D.P.I.

7. It also represents to the government to modify the terms of agreement so as to ensure greater security of tenure for the teacher.

8. This conference requests the government to grant pension to teachers who retired even before the 1st April 1955.

9. This conference requests the government to make it obligatory on the part of all the managements to retain the services of teachers until they complete the age of 60.

10. This conference requests the government to extend the pension scheme to clerical staff serving in recognised educational institutions.

Sri P. R. Mahadevan, Secretary, proposed a vote of thanks. The Teachers' Association, Ramaseshier High School, Pattamadai, was 'at home' to the delegates.

LETTER BOX

I

SPREAD OF LITERACY AND
PROMOTING READING HABIT.

Sir,

With a little imagination and sympathy, our leaders can make our country quite prosperous :

First and foremost, literacy must increase and the reading habit must grow among the masses ; if Education and Culture spread largely and rapidly, the people would be in a position to give their best to the country.

Let me draw an analogy: " Lord Siva offered the reward of a sweet mango to His Two Sons : He said that whoever goes round the world and returns first, can receive the mango. Sri Subramanya began actually to go round the world on His peacock ; the shrewd Sri Vinayaka simply, and with all devotion, went round His Divine Parents in the shortest possible time and, as going round God, is going round the world, He was declared to be the winner of the mango." *Similarly, the easiest way of making our country prosperous is to ensure the rapid spread of literacy by a quick increase in the reading habit.*

Our Government will not deny this. But let us see what the actual situation is.

The heavy postal rates, the complete close of Post Offices on Sundays, the railway freight charges, most of the railway stations being far off from villages, the high cost of paper, Sales Tax on books, the frequent changes in the syllabuses, — all these very effectively prevent the spread of literacy.

The following table will illustrate the very heavy cost of postage that acts as a great preventive to the spread of books in this country :

1. Postage on a book priced 4 annas and weighing 5 tolas :

Post card ordering for the book	..	0	0	9
Bookpost Postage	..	0	1	0
Compulsory Registration	..	0	8	0
Compulsory V. P. Fee	..	0	1	0
V.P. Money order commission		0	2	0
Total	..	0	12	9

Thus, the price of the book is 4 annas and postage for it is Re. 0-12-9. Thus, a book of four annas will cost the villager Re. 1-0-9 when it reaches him.

2. On a book priced 8 annas and weighing 10 tolas, the postage is Re. 0-13-9. (So total cost will be Re. 1-5-9).
3. On a book priced Re. 1 and weighing 40 tolas, the postage is Re. 1-3-9. (So total cost will be Rs. 2-3-9).

The revenue the Government would get by way of increased postal rates or railway freight charges or sales tax on books is like a drop in the ocean, when compared with the crores of rupees being spent on the various projects of the Second Five Year Plan.

In the larger interests of the country and the future, the Government should be generous enough to give up this revenue from books. This revenue is insignificant for Government, but large enough for the village consumers. Mere talking on the platform that literacy must spread and that reading habit must grow, will not do ; *there is no magic in these words.* Our leaders must be practical and show their zeal in action.

Indeed, it is regrettable that when the Hon'ble Minister for Communications wants to increase the postal rates,

he consults none and it is done without any delay, but when a strong case is put before him for a reduction in the bookpost rates, a Committee has to go into the question and it will take months before it can submit its report.

Is this Democracy in working ?

SAY OUR LEADERS :

" THE MASSES MUST BE READERS
AND BE LEARNED ;
BOOKS MUST BE THEIR FEEDERS
TO FILL THEIR HEAD. "

SAY OUR MASSES :

" A BOOK MAY COST FOUR ANNAS
POSTAGE THRICE AS MUCH ;
BETTER WE BUY BANANAS,
AND BOOKS NOT TOUCH. "

More important is that our people must realise the value of *Time*. It is the most precious gift given us by God and one is accountable for every second thereof to its *Trustee viz., God*. So, let us not waste *Time*. First, let our leaders realise this and cut the closing of all public utility services, e.g., let Post Offices resume work even on Sundays.

V. KRISHNASWAMI SARMA.
Madras, April 25, 1956.

II

POSTAL RATES FOR
BOOK PACKETS

Sir,

Percentage of literacy in this poor country must increase. Reading habit among our people must grow. For this, there must be a free flow of books, especially low-priced ones.

2. Let us see what it costs a villager to get down — from far off towns — a book by V.P.P. Book-Post. Let us imagine that the book is priced 4 annas and see how much extra it costs him by way of postage :

- | | | | | |
|---|----|---|---|---|
| 1. Post-card ordering for the book | .. | 0 | 0 | 9 |
| 2. Book-Post postage (imagining the weight of book to be 5 tolas) | .. | 0 | 1 | 0 |
| 3. Compulsory V. P. fee | .. | 0 | 1 | 0 |
| 4. Compulsory registration | | 0 | 8 | 0 |
| 5. V. P. money order commission | .. | 0 | 2 | 0 |

Total postal charges alone 0 12 9

Note :—So, price of the book + V.P. Postage is Re. 1-0-9.

3. When the postal rates were increased by our " popular " Government, it was done overnight. When representations were made to them that the book-post rates are killing the spread of literacy and all that, for the past many months, a Committee has been asked to go into the question !

4. The Deputy Minister told the Rajya Sabha on 17-12-1956 that the " Book Rate " Committee has recommended that " Books " should be charged at the rate of 9 pies for the first five tolas and 3 pies for every additional 2½ tolas and that these recommendations are still under the " consideration " of the Government.

5. I should point out in this connection that the rates that the Committee has recommended are not new ones ; they were in vogue till all of a sudden the rates were raised.

6. It should also be pointed out that, in addition to ordinary book-post rates, the compulsory rates cited in items 3 to 5 in para 2 above are also preventing, very effectively, the free flow of books.

7. In short, if really the Government are in sympathy with the man in the village who would like to get down books by post, they must not only reduce the ordinary postal rates to a level lower than the ones recommended by the " Book Rate " Committee, but they should (1) abolish the V. P. fee altogether, (2) charge a nominal fee of 2 as. for registration of the V. P. Book-

Packet and (3) also reduce the V. P. Money Order Commission, at least on V. P. Book-Packets.

8. Will this Golden Era when lakhs and lakhs of book-packets will travel far and wide down on this country?

9. Another injustice: The benign Government of India cries from house-tops, from cinema-houses and through Newspapers that their exchanges will be 12 Naye Paise for every 2 annas. But, look at the Special Post Office Act (Central Act 54 of 1956) — This says that their inland covers will cost 13 Naye Paise in the place of the present 2 annas ones, for one tola weight. Similarly, postcards which cost us 9 pies will cost 5 Naye Paise according

to the above mentioned Act. Thus, even in the heart of hearts, the Hon'ble Minister has not got the intention to show any mercy to the man in the street, to save very whom to-day, the Ministry is said to be functioning.

10. The Railway Department too is not lagging behind: even at the present day, the poor pay 3 annas for a distance whose fare in actual calculation comes to, say 2 annas and 2 pies — i.e., Re. 0-2-2. For you and me, in daily life, we must treat Re. 0-2-2 as 2 annas and one cannot say what will happen to the poor men when they exchange the Rs. a. p. into Naye Paise in regard to Railway Fares.

GOD SAVE US ALL!

V. KRISHNASWAMI SARMA.

OUR BOOKSHELF

Aids and Tests in the Teaching of English as a second language: by W. P. P. Somaratne with a foreword by J. L. Green. (Oxford University Press. Price (boards) Rs. 2-12-0. Also available Limp Rs. 2-4-0).

The book lays emphasis on the part played by aids and tests in the Teaching of English as a second language. It consists of 28 sub-sections on aids and 8 on tests. The main emphasis is on practice. Most of the aids have been correlated and integrated, as far as possible, with class-room lessons. It is a handy book neatly bound with suitable illustrations. The printing is on feather weight paper.

1. *Golden guide to Social Studies* (Tamil) — Price Rs. 3-12-0.
2. *Golden Guide to General Science* (Tamil) — Price Rs. 2-12-0.
3. *Lifco's Book of Letters* (English) — Price Re. 1-14-0.
4. *Good English* — Price Re. 1-4-0.
5. *History of Indian Freedom* (English), 1857 to 1950 — Price Re. 1-0-0.
6. *English Teacher* — English — Telugu — Price Rs. 3-0-0.

Of these books Nos. 1, 2, 3, 4 and 5 will be very useful for pupils of S.S.L.C. classes and are already very popular among the student population. No. 6 will be greatly appreciated by those Telugu speaking adults who wish to learn English.

1. *The coming of the poet Bana.*
2. *The miracle of love.*
3. *The streets of gold.*
4. *The Charnamrit.*
5. *The defence of Ahmednagar.*
6. *The escape from Agra.*

(By C. H. G. Moorhouse. Oxford University Press. Price 8 As. each).

These little books each of about 16 pages have been written specially for school children and are illustrated. They tell of important events in Indian History likely to be of interest to adolescent pupils studying in Forms IV and V of secondary schools.

These books are brought out under the general title "Scenes from Indian History" edited by E. Lucia Turnbull. Cheapness of the books and smallness of their size are bound to make such books very popular. School libraries as also general libraries will do well to stock several copies of each of these

books so that a large number of readers may be benefited.

New Plan Supplementary Readers :

Grade I. Book 3. Little stories for children by Mary Connor. — Price 6 as.

Grade II Book 2. Faithful Dog and other stories — by M. K. Ramamurthy. — Price 8 annas.

Grade II Book 3. More Tales of Old by P. R. Subramania Iyer — Price 8 as.

Grade III. Book 1, Two Brothers and other stories — by M. G. Subbiah — Price 10 annas.

Grade IV Book 2. Stories of Vikramaditya—by Rajambal Govindarajan and C. S. Venkateswaran. — Price 12 as.

Grade IV Book 3. Dickens Great Expectations: by Mary Connor — Price 12 annas.

(Published by Orient Longmans Private Limited).

Based on the vocabulary of New Plan Readers I to IV, these supplementary readers may be prescribed for non-detailed reading in Forms II to V. The printing, illustrations and binding of the books are very satisfactory considering their cheapness in cost.

Training for Teaching in India and England: by D'Souza and Chatterjee. (Orient Longmans Private Ltd. Price Rs. 6-8-0. Cloth bound 336 pp., printed on glazed paper)

The book is divided into two sections, the first dealing with England and the second dealing with India by the respective authors. Very useful to all those interested in Education and in the training of teachers. Libraries of training institutions will find the book a very useful addition.

The Life they chose: by E. F. Dodd. (Macmillan & Co., Ltd. Price 15 annas).

The six stories in this book of 92 pp., are all told in simple English within a limited vocabulary for the benefit of students of school going age.

Only by actually going through the book will readers realise how easy and understandable the language and style are. The stories centre round six characters of different vocations and illustrate effectively how the early inner

ambitions of young men persist and develop in later lives inspite of adverse circumstances. Questions on comprehension are given chapter-war at the end of the book.

Education and Psychology — A research quarterly, Vol. III, No. 4 — Guidance Number. (Education and Psychology, Delhi-6. Price Rs. 3/-).

The present number is devoted entirely to guidance of pupils in secondary schools and the articles in it contributed by experts in the field relating to research and practices in the countries of Soviet Russia, U.S.A., Great Britain, and India are all interesting and well worth reading.

Life Pilgrimage: Monthly journal of the mass education centre, Masulipatam. Vol. I, Nos. 1, 2, 3 and 4. Editor: K. G. Babu Rao, M.A., B.L.; Annual subscription Re. 1-4-0. Single copy 2 As.

The contents are both in English and Telugu. As the Editor himself says, "It is a personal paper. Its mission is to the individual. It has a message to the reader — the message of Indian civilization, of poise and serenity, health and longevity to each man, of peace and plenty, prosperity and security for each land".

List of publications received and thankfully acknowledged:—

1. The Triplicane Hindu High School Magazine, November '56: (Contains among other contributions, an account of the Masters' tour to Rajasthan and Saurashtra with photos, and an account of the Teachers' Camp at Tirupathi.)
2. Presidential Address of Sri S. S. Aiyer, Principal, D. S. High School, Sion, Bombay, at the Bombay State Headmasters' Conference, 23, 24th December 1956.
3. Central Institute of Education — Studies in Education and Psychology — The Multipurpose school — Publication No. 15 — by Prof. A. N. Basu.

C. R.

 List of textbooks approved for Class Use by the
Madras Text Book Committee.

ENGLISH READERS

COOPER'S ENGLISH COURSE, BOOK I. Adapted and revised
by Rev. D. Thambusami. (Form I.)

MARTIN'S REFORM METHOD LITERARY READERS,
BOOK II. (Form V.)

MARTIN'S NEW STUDY READER III. (Form III.)

„ NEW STUDY READER IV. (Form IV.)

„ NEW STUDY READER V. (Form V.)

ENGLISH GRAMMAR AND COMPOSITION

TURNER'S SENIOR COURSE OF ENGLISH. (Forms V & VI.)

WREN'S BEGINNER'S ENGLISH GRAMMAR. (Class V.)

„ FIRST LESSONS IN ENGLISH GRAMMAR. (Class V.)

WREN & MARTIN'S FINAL COURSE OF GRAMMAR AND
COMPOSITION. (Forms V & VI.)

WREN'S ELEMENTARY GRAMMAR ON MODERN LINES.
(Form III.)

MARTIN'S JUNIOR ENGLISH COURSE. (Form IV.)

WREN'S PROGRESSIVE ENGLISH COMPOSITION. (Form IV.)

WREN & MARTIN'S HIGH SCHOOL ENGLISH GRAMMAR
AND COMPOSITION. (Forms IV to VI.)

WREN'S HIGH SCHOOL ENGLISH GRAMMAR. (Higher Forms.)

SUPPLEMENTARY READERS

(For Non-detailed Study)

BARLOW'S NAGANATHAN AT SCHOOL. (Forms V & VI.)

COCKS'S TALES & LEGENDS OF ANCIENT INDIA. (Form IV.)

COCKS'S TALES & LEGENDS OF ANCIENT BURMA.
(Forms IV & V.)

(Continued on opposite page)

SUPPLEMENTARY READERS—(Contd.)

(For Non-detailed Study)

CORLEY'S PRIDE AND PREJUDICE. (Forms V & VI.)

FESTING'S PICTURE STORY-BOOK OF INDIAN HISTORY.
(Forms IV & V.)

MARTIN'S SPOKEN ENGLISH PRIMER II. (Form I.)

„ SPOKEN ENGLISH PRIMER III. (Form II.)

„ SPOKEN ENGLISH READER I. (Form III.)

„ SPOKEN ENGLISH READER II. (Form IV.)

„ SPOKEN ENGLISH READER III. (Form V.)

ROW & WREN'S WORK, WEALTH AND WAGES. (Forms V & VI.)

SMITH'S GULLIVER'S TRAVELS. (Forms V & VI.)

„ ROBINSON CRUSOE. (Forms V & VI.)

TOMLINSON'S LORNA DOONE. (Forms V & VI.)

TURNER'S SIX SHORT PLAYS. (Forms V & VI.)

ROW & WREN'S

WORK, WEALTH AND WAGES

Pages, 103.

Second Edition.

Price, As. 12.

“The book reads like a story”.....and would make “a very instructive supplementary Reader in Class X or XI of our High Schools” observes the *Education of Pakistan* in its issue for December, 1951.

 The following are the translations of the above book :—

SHRAM, SAMPATHI AUR MAZDOORI

(HINDI) Price, As. 14.

VALAI, SELVAM, KOOLI

(TAMIL) Price, As. 12.

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

Sole Selling-Agents for South India :—

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

THE JOURNAL IN ITS THIRTIETH YEAR

After completing 29 years of service in the cause of education and teachers, we are now entering on the 30th year. We pray to the Almighty to be pleased to bless us with ever increasing capacity and resources to be of service to the community in general and the teachers in particular.

THE COUNCIL FOR SECONDARY EDUCATION AND ITS PROGRAMME FOR 1957-58 :

The All India Council for Secondary Education had its fourth meeting at Baroda, when it considered several important proposals for strengthening secondary education. Apart from the programme of Seminars for Class-room teachers in teaching of the various subjects, it also considered and approved a proposal for assisting schools in the establishment of Science Clubs with a view to strengthening science teaching in our secondary schools and developing scientific attitude and scientific talent in our pupils. Most of our schools are having Science Clubs. What is now needed is a study of the possible lines of development to provide greater encouragement to the students to participate in the activities of these Science Clubs. These activities should not be merely of organising lectures on scientific topics, but must provide opportunities for the students to take up specific problems for investigation in a scientific manner. Also these activities must give great scope for initiative and enterprise on the part of the youngsters.

Another important decision of the Council is to encourage worthwhile projects in our schools. Too often secondary schools get engrossed in the requirements of the external examination, and forget the main purpose of education. Teachers often say that the rigidity of the school programme makes it difficult for them to try out experiments which in their opinion would produce better results in providing adequate learning and experiences for the students. The Council considered these handicaps and felt that schools which have the necessary vision and

the capacity to try out such programme could be given assistance and encouragement and wherever necessary they should be given special facilities for developing into first rate schools whose programmes will be accepted by the public and whose certificates will be accepted as giving a true picture of their students. This will be a great adventure in secondary education and we hope that the Council will evolve the criteria for selecting schools to be entrusted with such freedom. The experience of those institutions will be of great help in stimulating new techniques and programmes for our secondary schools. We shall be watching with considerable interest the efforts of the Council in building up dynamic secondary schools.

LANGUAGES IN SECONDARY SCHOOLS :

The Central Advisory Board at its meeting held in January, 1957 took some important decisions in respect of the languages to be studied at the secondary stage. It was brought to the notice of the Board which they recorded with great appreciation that the consensus of opinion was for the compulsory study of three languages. The Chairman of the Board, Maulana Abul Kalam Azad, in his presidential address specifically referred to the need for the study of three languages in our Secondary Schools at this period and mentioned that the regional language, the national language or a modern Indian language where the national language happens to be the regional language and English should be studied by all the pupils. The Board also recorded with satisfaction that a majority of the States had expressed their view in favour of the second formula evolved by the Board at its earlier meeting in 1956. The Board has given a directive to the Ministry of Education to determine the national policy in respect of the study of languages in secondary schools on these lines and enforce it with such modifications as local or regional needs may require. In this connection, it is a happy feature to note that the Madras Government in its

finalised proposal for reorganisation of Secondary Education has also provided for three languages as compulsory subjects of study in our secondary schools. We do hope that in the implementation of this decision importance will be given to the study of the national language as students from Madras should not be handicapped for a lack of knowledge of this language in their after life, for the trend of events clearly indicates that sooner or later a national language has to be adopted in this country and all evidence points out that Hindi would be their language. It is, therefore, necessary that ample facilities should be provided in all our secondary schools for the teaching of Hindi and that too at a fairly high standard so that our pupils may be equipped to take their place in national life.

It is sometimes argued that the study of three languages would be a great strain upon the young pupils of the secondary schools. In making that assumption, people take it for granted that all children of the age group 14 to 17 would be in our secondary schools. Actually it is only a small percentage and usually less than 25% of the pupils who complete the senior basic stage of education that enter High Schools. Even though these pupils are not there by virtue of their special ability, by a process of natural selection, only those who are capable are coming to the secondary schools and as such this study of three languages cannot be a strain to them. Also experience of young people indicate that they are keen on learning languages and if suitable methods are adopted the study of these languages will not be a burden but on the other hand it will be a great pleasure. What we need is a faith in our young pupil and not a concern about making their work very easy.

THE MADRAS UNIVERSITY CENTENARY CELEBRATIONS :

The Madras University celebrated the Centenary from the 28th of January to 31st. His Highness the Maharaja of Mysore inaugurated the celebrations. In his speech he paid a glowing tribute to the Madras University whose contribution in spreading

the light of learning and wisdom is of no mean order. During the last hundred years it has produced great scientists, politicians, scholars, diplomats, engineers and doctors rendering useful services to the country. On the 29th, at a special convocation, Hon'y. Degrees were conferred on eleven distinguished persons. Sir S. Radhakrishnan in his address at the Centenary Convocation called upon the universities to lay stress on the students' study of the spiritual traditions of the land. On the 31st Pandit Jawaharlal Nehru, our Prime Minister, laid the foundation stone of the centenary building. This function was preceded by a special convocation at which the Hon'y. Degree of Dr. of Laws was conferred on the Prime Minister. In his stimulating address the Prime Minister declared that it was for the university to give a lead to our thinking and to irrigate the minds of the people, so that they might come out and take part in the adventure of building a new India in which all were engaged. Sir S. Radhakrishnan paid a glowing tribute to the disinterested service and notable contribution rendered by Dr. A. L. Mudaliar, Vice-Chancellor of the Madras University, in the field of education. Dr. Mudaliar has been ably directing the destinies of our University for over 15 years. By his character, ability, vision, patriotism and drive he has contributed not a little to the achievements of India. The high standard of efficiency maintained by the University and the esteem with which it is regarded elsewhere are in no small measure due to the leadership of Dr. A. L. Mudaliar. The alumni of the University are proud of their Vice-Chancellor and the achievements of their university which has entered upon its second century of useful service.

The exhibition in the Engineering College, Guindy, is a part of the Centenary Celebrations. The exhibits are very instructive and they give an idea of the tremendous advance made in the field of science and technology. We have no doubt students and teachers will be amply rewarded by visiting this highly educative, interesting, unique exhibition.

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THE S. I. T. U. BUILDING FUND

The following contributions have been received and acknowledged with thanks :—

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The Secretary, Teachers' Association, Board High School, Negamam, Coimbatore	25 0	Srimathi Saraswathi Srinivasan, Vice-President, the S.I.T.U., Madras	10 0
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The Secretary, Teachers' Association, A.G. Jain High School, Madras	9 12	Sri S. Balakrishna Joshi (to wards puja in connection with the Laying of the Foundation for the building)	5 0
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THE SOUTH INDIA TEACHERS' UNION,
MADRAS-28.

Appeal for Golden Jubilee Building Fund

We wish to remind our brother and sister teachers that the Golden Jubilee of the South India Teachers' Union is to be celebrated in 1958. The Executive Board of the S. I. T. U. resolved to put up a building which will stand as a symbol of its great traditions, high reputation and disinterested service to teachers. The estimated cost of the building is Rs. 40,000.

The foundation of the new building was laid on 10th February, 1957. We have, for the present, taken up the construction of the ground floor with a verandah costing about Rs. 15,000.

The money so far received from teachers and affiliated Teachers' Associations is small but we have ventured on the construction having faith in the loyalty of the members. The completion of the construction awaits your generous and prompt response.

The building has to be completed by the end of May 1957.

We fervently appeal to all Teachers, Teachers' Associations, Educationists and those interested in the work of the Union to contribute quickly and generously to the Building Fund.

All remittances may be made to the Secretary, the South India Teachers' Union, Raja Annamalaipuram, Madras-28. Cheques may be drawn in favour of the South India Teachers' Union.

C. RANGANATHA
AIYENGAR,

Convener,

S.I.T.U. Building Committee.

T. P. SRINIVASAVARADAN,
President.

V. ARUNAJATAI,
Secretary.

11th Feb. 1957.

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