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No. 2

॥ उद्धरेदात्मनात्मानम् ॥—The Gita

Raise yourself by your own efforts

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THE SOUTH INDIAN TEACHER

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No. 2

EDUCATION IN INDIA

DR. V. N. SHARMA

Education in India, unlike education in other lands, is unique in itself; for it is as old as India's history, as old as Indian philosophy, Religion and culture. All through the ages of Indian history, Indian education centred itself not in the cities and royal palaces, but in the countryside and in the beautiful and enchanting forests. Here in these peaceful and divinely calm surroundings, the great schools and universities known in Indian literature as Ashramas, Sanghas and Parishads grew up and the fundamental principles of Indian culture, were developed.

According to ancient Indian teachers, education is the drawing out of inborn capacities and powers. It is recognised that science and art should go together in order to bring out and develop the best and the most characteristic gifts of the individual. There must be ordered freedom and mutual loving service through which alone the individual can realise his own personality and also the divinity of others.

In ancient times, it was brought to the notice of the parents by the teachers, that a child's education began right in the womb of the mother and went on till the individual leaves his earthly body. So it was recognised that the home is the first school of the child, and the mother the first teacher, and all the members young and old his comrades. When the child reached the age of seven that type of institution which was necessary for his development,—physical and spiritual—was chosen. In whichever institution he happened to study, the period between the ages of

seven and fourteen was devoted specially for training the memory and the emotions. At the same time the bodily growth of the child was promoted through breathing exercises. Real mental study began at the age of fourteen, and the person was expected to be with the teacher till he completed his twenty-first year. During that time he was given a type of training through which he could select his avocation for life, and facilities were given for specialised education. The children were made, as the first step in emotional training, to take part in the daily ceremonies and the worship at home and in the school. A real direction was given in the matter of intellectual education only when the child had complete control over his physical body and his emotions and had attained complete rhythm and harmony in his physical and emotional life.

Indian tradition insisted that the teacher should know the student whom he taught, his instincts and tendencies and his past life.

We see from different authoritative literature of old that the teacher of ancient times was a savant well versed in all the sciences. He was deeply versed in both secular and superphysical knowledge. All teachers as a rule were philosophers and psychologists and they gained through their own personal life the capacity to foresee the future of the student and assist him to develop his special gifts of mind, heart and spirit. The office of teacher was thought to be so holy that parents had no fear or anxiety in entrusting their children to

him for years. The teacher was the father, mother and everything to his student.

According to the Chandogya Upanishad the following is the list of subjects for study in ancient India :

- I. The Vedas, Epics and Mythology.
- II. Rituals, Grammar.
- III. Mathematics, Physics, Chronology, Astronomy.
- IV. Technology.
- V. Logic, Polity and other sciences relating to the study of Veda.
- VI. Dancing, Singing, Music, Architecture, Painting and Sculpture.

Another ancient text-book gives a list of 64 subjects which must be learnt by a man or woman fit for house-hold life and for enjoying all the pleasures of life. Usually in all schools and universities, as we see from the ancient books, the following subjects had a high place in addition to the subjects mentioned above :

Jurisprudence, Archaeology, Dramaturgy, Poetics, Fine Arts, Metaphysics, Methodology, Banking, Astrology, Medicine, Botany, Nursing, Engineering, Eugenics, Epistemology, Ethnology, Calligraphy, Industrial Arts, Mechanical Arts, Military Arts, Town-Planning, Iconography, Cattle Breeding, Ceramic Arts, Coir Work, Dietetics, Chess, Metallurgy and Mineralogy.

There is evidence to show that these subjects were taught ever since the Vedic times either in the house of a teacher who conducted a school in a village or town, or by the teachers who lived in the forest homes of learning. These teachers either in the town or in the forest homes formed family groups (Gurukula), lived with their wives and children, not pursuing wealth or fame or material advancement like ordinary householders. The students who came from the various parts of India served them like their own sons. The Universities were always located during this period at a distance from the noisy and luxurious capitals. They provided the purest form of physical, intellectual and

moral culture. In the calm of these sylvan retreats were developed the Indian systems of philosophy, and the several branches of literature.

As time passed on the forest was no longer used as the centre of higher culture. As we see during the Buddhist period (from 500 B.C. to 700 A.C.) the Indian universities were built amid scenes of natural beauty, "surrounded by lovely gardens, fragrant with blossoms and shady trees". "At times the site of an insignificant village or town was selected because of its natural beauty". Takshasila, the famous university known during the Buddhist period was visited by students and scholars not only from India but also from other parts of the world. The other universities mentioned as having functioned during this time were Jatavana, Nalanda, Benares, Amravati, Ujjayani. It is said that Alexander was one of the visitors to these universities, and he was so surprised at the scholarship of the teachers at these places that, when he went home, he sent a number of scholars from his country to visit these Universities. Hiouwen Chwang (629 to 645 A.C.) spoke very highly of its teachers and the subjects taught. It is said that in one courtyard in the Vikramasila university there were 8,000 young men studying at the feet of their teachers. Kalidasa speaks of Kanva as Kulapathi—head of the university, who fed and taught 10,000 students. Even old people were allowed to remain as pupils of this famous teacher, giving their time to meditation and profound philosophical study. Nowadawipa (600 to 1200 A.C.) was also one of the famous universities during the Middle Ages.

They held a kind of celebration when the students finished their studies with the teacher at the university. After the ceremonial part, the teacher exhorted the graduates, as an Upanishad says, to "Speak the truth; follow the prescribed conduct; be not heedless about the solemn recitation of scriptures; offer the gift liked by the teacher, and take care that the line of his race was not

broken." He was enjoined to pay attention to truth; to pay heed to the performance of duty; to be careful about what was proper and good; and about the study and imparting of the Vedas; and about the offering to Gods. "Let your mother be a god to you; let your father be treated like a god; let your preceptor receive divine honour; let your guests receive from you hospitality like a god." Those acts alone that were irreproachable were to be performed.

Both girls and elderly women went through a similar ceremony, before they left their institutions for good. Having gone through the ceremony the scholars made a pilgrimage visiting holy centres, towns and villages and capitals of royalties, before they settled down.

There was not much change in the text of this ceremony during the Buddhist times. The same culture continued without interruption during the times when Mohammedans ruled India (1200 to 1700 A.C.). Schools and universities took a new form during this period preserving the old tradition and assimilating at the same time the culture and outlook which Mohammedan rulers brought from Arabia and Persia. The study of Hindu Scriptures was introduced into Mohammedan schools and the study of Islamic Scriptures into Hindu schools. And this was not disturbed till 1800 A.C. when Britain started directing the destiny of the country.

In the earliest stages of Indian Education, Sanscrit was the medium of instruction in all schools and universities. Later on Pali became the common language, and all the subjects were taught in that language along with Sanscrit. Then came a great movement to utilise the local languages of the country, which developed wonderful literature upholding ancient traditions.

There was no difficulty in getting the necessary funds to maintain these institutions during all these periods. Villages and towns usually set apart a portion of their income for maintaining the school and the University. The Kings of the land, even though many forms of government came into exis-

tence and many foreigners ruled the country for centuries, never forgot their duty towards these institutions. They always gave money and donated rich lands as their contribution for the uninterrupted maintenance of these institutions.

It is also said that there were no illiterates in the country. We see from many records that the temples and many local organisations arranged for educating the people staying at home. Both villagers and townspeople, young and old, enjoyed all through the ages the benefits of education.

For some years during the earlier part of the British rule, the old pattern of education remained undisturbed. But the new rulers had quite a different idea of the education that the people whom they began to rule, should have. So the British government interfered with the structure of India's educational system, disturbed the whole pattern by centralising education which was for thousands of years in the hands of the people, free from the interference of any monarch or ruler.

Lord Macaulay should be mentioned here as the first promoter of British education in India. His despatch issued in 1833 marked a new era in education in India. He brought about a new system of education on the pattern of English Universities, emphasising that education should be directed to produce clerks and accountants whom the British government needed for its day-to-day administrative work, and funds from the government were spent only on those institutions that were approved by the government and carried out their instructions. The other British administrators who came after Macaulay followed his steps and made education the monopoly of the government and closed the door to private enterprise. In spite of this there was a movement from the people who had been trained under the British system to revive the old traditions while the rich experience gained by the progressive institutions in the west was also sought to be utilised.

Rammohan Roy in the early nineteenth century took the initiative in the matter and leaders from other parts of India, such as Bengal, Bombay, Madras, Punjab supported this new movement and gave all possible moral strength to Rammohan Roy and his workers. The Arya Samaj, a religious organisation having for its object the revival of the ancient culture of India started many institutions on the banks of the Ganges and other places in the hope of reviving ancient education under modern conditions. The Ramakrishna Mission is another pioneer organisation which tried to revive Indian ideals in modern Indian life under the inspiration of Vivekananda. Rabindranath Tagore was yet another outstanding pioneer who started Shantiniketan in Bengal. Gandhi's part in this new renaissance cannot be over-looked. His principles and aims of education have been worked out successfully in his Ashramas, in Sabarmathi and Sevagram, and they have now become a mighty force in modern education. There have been noble souls among the Christian Missionaries who gave their blessings to the revival of education on ancient lines.

When India attained the status of an independent Republic in 1947, there were universities in all the provinces of India with a large number of colleges attached to them. Every town and most of the bigger villages now have schools, primary, middle and high. There are also many technical institutions for all types of vocational and professional education. The number of the schools of all types which in 1920-21 were 180,380 with 7,820,000 students, reached during 1951-52 the figure of 289,692 with 26,056,000 students. Attention has also been paid in these recent years to giving equal facilities to women along with men in all vocational and professional lines. As per the Five-Year Plan initiated by the present government, India will be in a position by the end of 1960 to tell the rest of the world that she does not lag behind in any way in the various spheres of education. For, the present policy of

the government is to make education free and compulsory to the children of the country, irrespective of caste, creed and sex, and give them such facilities as can help them to pass through the school or university which they desire to choose, in any field of higher knowledge. Thus India will soon reach a stage when she can revive her ancient ideals of education, taking the rich experience from other countries and thus uphold the eternal spirit in man for which she has lived and worked from time immemorial.

"Let all be happy,
Let all be free
From fear and anxiety,
Let there be peace,
Let there be solidarity
and security among all,
among animate
and inanimate,
Peace, peace, peace to all."

India goes forward to achieve her life's mission with this ancient prayer of her ancestors.

BOOKS SUGGESTED :

For ancient Indian education

Altekar, A.S. Education in Ancient India. Benares 1934.

Das, Santhosh Kumar. The Educational System of the Ancient Indians. Calcutta 1930.

Keay, F.K. Ancient Indian Education. London 1918.

Law, N.N. Promotion of Learning in India : During Muhammeden Rule. London 1916.

Radha Kumud Mukherjee. Ancient Indian Education.

Modern Education

Basu, Anath Nath. Education in Modern India. Calcutta 12.

Narullah & Naik. History of Education in India during British Period, Macmillan, London.

Indian Education. Annual reports issued by the Government of India, Delhi.

Report of the Indian Universities Commission. Issued by the Government of India, New Delhi in 1951.

ELEMENTARY EDUCATION : FORM, CONTENTS AND EFFICIENCY

S. JAGANNATHAN, Saidapet

(Continued from January 1957 issue)

I would even suggest that poor children are given two sets of dress each year besides midday meals.

personal and public health could be given in these morning talks and during excursions.

If no child should be denied learning, it follows therefore he should not be denied the tools of learning. Elementary education should be free to all, especially to the havenots in the society and the have's should contribute to the village community welfare at least in so far as their children's university is concerned. A fee of one anna per head could be collected and from the collections the school could start some equipment for handwork, craft, gardening and play. Donations could be received and accounted for. I can now very well look back on the small library which the children of my class built up by realising Re. 1-6-0 from eleven children, subscribing two annas each. This dates 35 years back. A wise teacher with an initiative could collect all children's stories from different magazines and compile a good number of picture books.

IV. REDUCE THE NUMBER OF SUBJECTS

i. History and civics : No text book is necessary. Let language books contain 2 or 3 lessons in history and civics from class 3 onwards.

ii. Historical stories could be given in assembly classes which must form part of the beginning of every school day.

iii. Some knowledge of civic duties, civic consciousness, civic organisations, governmental organisation, rules of

iv. Gardening and nature study must be based on actual work in a garden and actual observation of surroundings, garden, farm, zoo, river, hill, sun, moon and stars. No text book is necessary. Teaching gardening through reading a book seems to be as ludicrous as teaching physical education and physical training through reading. Only actual digging, sowing, observing, recording will give the right experiences. A well-planned record book will lead to the learning of nature study and geographical facts. Geography of the locality, the State and the country, seems to be more essential than a book with lessons on Canada, Brazil and Congo. Only on the basis of direct experiences of the near could new experiences of a far off place be projected in the mind. Ideas of far off places could be given through pictorial books and pictorial charts, assembly talks and organised fortnightly or monthly discourses with plenty of visual education materials.

V. STUDY PROJECTS ROUND TOPICS OF INTEREST TO CHILDREN

Each class could take up one topic a term. The following are a few suggestions :

Toy home, school-shop, village shandy, the field, the village garden, pet animals, the post office, school calendar, temple festival, Navarathri, railway journey, conveyances, monsoon, a bridge, a brick kiln, house building, the zoo, a cup of tea, the school maga-

zine, library, Vana Mahotsavam, birth-days of great men. In all these topics the present dissection of knowledge into subjects will disappear and unity of knowledge round these projects will be achieved. A number of activities spring up round these and creative work relating to social studies, drawing, language and quantitative knowledge can be encouraged. (For elaborate treatment of some of these topics back numbers of Balar Kalvi journal may be referred to.)

It would be highly useful to publish a guide book to the teachers on the above subject of study projects and activity units round life topics. In the scheme of correlation, the children will have ample scope for widening their general knowledge relating to social studies (history, geography, civics and hygiene), nature study, etc. Excursion will be indispensable for all these.

VI. CRAFT WORK

Emphasis should be made more on the learning aspect of a craft and training through a course of handwork. Care should be bestowed on the suitability of the craft chosen and the need of the locality.

There must be provision in the school for learning one or more pieces of handwork. Spinning, palm leaf work, mat weaving, clay work, toy making, fret work, drawing, painting, coir making, leaf preservation, stitching leaf cups, etc.

By going through a full course, for example palm leaf work, the following will be attempted: Rattle, mat, basket, fan, variety of palm leaf toys, pansu-pari containers, money purses, bunch rattle, reeds, mats, screens.

Paper work: paper hangings, paper mats, paper fans, flowers, paper making, albums, marbling paper, envelopes, cardboard models, letter pads, letter tray, simple binding work.

Coir work: Chains, rope, mat, mattresses.

Toy making with odd materials: Screens in bamboo splints; khus-khus reeds, fret-work and ply-wood toys, toys in waste cotton and waste cloth.

VII. CRAFT TEACHERS — IMMEDIATE SOLUTION

Twenty-eight years ago when we wanted to make palm leaf toys and mats, we got a member of the Korava Community to teach us the art of making them. Incidentally we appreciated their skill, quickness of hand movements, and dexterity of fingers. On a number of occasions we had to resort to the help of a potter to burn the clay models and colour them. There is a magnanimous and magnetic meeting of hearts in a spirit of equality and in a sympathetic spirit of give and take. It is a more sublime and subtle way of raising the stature of such men. It is also a very safe ground for the transfer of the learning and the absorption of the light of learning from the one who has it to the one who stands in dire need of it. Certainly these people will be satisfied with the little we give them for all their willing labours. It is also good to get some of our needed materials through these men who will feel glad and proud to oblige us in procuring them. By taking these local artisans as our equals for school purposes, much of dissatisfaction, discontent, jealousy and other complexes will slowly disappear. This way of utilising the services of local artisans till craft teachers become available through refresher courses and special training is earnestly commended for serious consideration.

VIII. ADOPTION OF SOME SCHOOL ACTIVITIES

i. "Do it, do it well, do it thoroughly well" should be the motto in the organisation of school activities. The older children should get a free hand in self-management in these items, e.g., Flag hoisting, decoration, cleanliness of surroundings, seating arrangement on

days of festivals and celebrations. It may be left to the children also to celebrate some of their social festivals.

ii. Election of monitors, group leaders, etc., will be a very good way of demonstrating in school what their parents and elders do in life. Thus slowly and steadily the good features of the basic plan will be introduced.

iii. High school teachers and headmasters can take part in the activities. There will be a healthy and enlightening intercourse between the brothers of the profession and brothers of the school community. There will be a greater possibility of learning through visual education aids, maps, pictures, charts, films, etc. The children's school will rise in the estimation of others and will be really earning for itself the title of "Children's University".

IX. SPREAD OVER THE COURSE OF TEACHING LANGUAGE

Our children are adepts in the learning of three or more languages. This is necessitated by a natural desire for free intercourse with neighbours and others speaking different tongues. The utility aspect of different languages is another consideration. I can look back with pride on the days when children of primary classes learnt, spoke, read and wrote English quite well and understood the neighbour's language (Telugu, Kannada, Marathi, or Urdu as the case might be). Now-a-days the same aim is maintained. But I would like that the strain of learning three languages in one and the same year is lessened. The first language is continued from the elementary school. When the children come to First Form they have to read English and Hindi. In addition, in place of part II of regional language they are allowed to learn Sanskrit. I would suggest that the children start English in class V, begin Hindi in Form I, and those learning Sanskrit will do so in Form II as in olden years, thus the learning of these languages will be distributed. The children will have a

grounding in one or two languages before they commence learning the third and fourth languages in subsequent years. This would certainly lessen the strain and our aim too will be easily fulfilled.

X. TEACHERS' MEETINGS, DAILY RECORDS, AND PROGRESS REPORTS.

During their monthly meetings teachers and headmasters should exchange ideas on the following:—

1. Review of work done classwise by the class teachers of the several schools in the range, the nature of Tests adopted at the end of the sessions, the nature of follow up work at home, issue and return of reference books from the Range Library, picture books, visual education materials, and other aids to teaching and correlation scheme round activity units.

2. The headmasters should discuss the several activities of the school as a whole such as, adoption of approbriate books, approximate progress for each session, maintenance of daily or weekly records of work and progress reports of children. Instead of the usual record sheets or progress report sheets, a progress record book for each child for whole elementary course of 4 or 5 years may be adopted. There need be any regimentation at all here each school may be left to follow its own plan, conforming to some broad principles. A discussion of these will enlighten the rest and give opportunity for improvement. They must all air their views coming up to a standard of attainment in each class as outlined in the Teachers' Handbook.

3. Interchange of ideas at centre meetings will also be helpful. In change of children's visits to schools nearby may be a welcome feature. The subtle influence of emulation will be felt. Brotherhood and cordiality will be strengthened. The very act of moving from one place to another will be rejuvenating children.

4. The presiding officers will certainly render all help to the enquiring teachers and headmasters to speed up the quality of education. They can give guidance on maintaining monthly calendars, nature calendars, record of current events, children's magazines and school diary. Lots of new ideas will spring forth from those intercourses from those who really dedicate their entire life to the cause of children's education.

XI. COMPILING ONE'S OWN PRAYER BOOK ; VERSES AND SONGS

I think that a sincere prayer whether silent or loud is a call of the child to the divine. It is an outburst of the heart to Him and is like a garland and offering to Him. Saint Thirugnana-sambandar poured out his heart's con-

tent to the Divine in his very early years. I would very much like every child to maintain his own prayer book compiled and illustrated by himself. A teacher with a liberal and tolerant attitude can certainly help each child to make his garland of songs and prayers and offer it to the unseen. This can certainly be done outside school and in consultation with the parents. The children could read, memorise and meditate upon those verses in their lonely hours either with an image or without an image. A beautiful flower in the morning sun will be a desirable and natural image too. I would very much like children themselves illustrate these songs or verses and take a pride in making and owning such a book.

(To be continued)

Some Useful Books in the Regional Languages for Pupils' Library and Teachers' Reference

	Rs	A.	P.
TAMIL :			
1. Bavanandam Pillai : Tamil-Tamil Dictionary ..	5	0	0
2. Rajaraman : General Science Books 1-3 (The set) ..	4	8	0
3. Muthiah & Muthiah : Social Studies Books 1-3 (The set) ..	4	11	0
4. Karuppannan & Annaji Rao : General Mathematics Books 1-3 (The set) ..	5	0	0
5. Kincaid : Shivaji ..	0	8	0
TELUGU :			
1. Suryanarayana Sastri : Tales from Bhavabuthi ..	0	12	0
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3. Pera Raju : Andhra Bharathi ..	0	13	0
MALAYALAM :			
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2. The Wreck by Rabindranath Tagore ..	1	12	0
KANARESE :			
1. Ramana : Citizenship Training (Complete) ..	2	0	0
HINDI :			
1. Majumdar & Others ; Pracheena Bharat ..	4	8	0
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LEADERSHIP IN CHILDREN

SHAMSUDDIN, B.A., B.T., M.ED.

Dongargaon.

According to Buhler, a famous psychologist, leadership can be observed in early age also, say at the age of one year. At pre-school level leadership may take many forms. A child becomes a leader by virtue of his dominating attitude. So here the child imposes his own will on others.

Leadership is a relation between the leader and those who are his followers. Leadership does not entirely depend upon the qualities of the leader but also on the characteristics of the followers and the conditions which prevail at a particular time. So a child who is a leader in one group may not be a leader in another group. Similarly one group may accept a particular child as its leader in some circumstances but refuse him in other circumstances. So the concept of leadership is not absolute and permanent but it is relative.

Leadership may depend upon certain skills possessed by the leader. On a sports field a child with excellence in sports may be a leader in spite of his academic backwardness. Proficiency in games determines leadership here.

When new projects are started in a school, a bright child may become a leader and later leadership may be shifted on to the shoulders of others. It is found that a child who is submissive, who lacks in self-assertion may not become a leader at all in spite of favourable conditions. So leadership has reference to situation. As situation changes, leadership may also change.

Experimental studies have been conducted at various age levels to discover factors favourable to leadership. It has been shown that leadership may be assumed in various ways. There are several techniques. Two children may

become leaders by using different methods, e.g. domination, or cooperation or resourcefulness.

Secondly leadership is a relative affair. No person is universally a leader in every type of situation. A leader must be extremely sensitive, not only to know the needs of his group of persons but to satisfy them also. A leader must be able to come to the level of his followers. Large difference in mental level is unfavourable. Desirable qualities for leadership are intelligence, popularity, initiative, personal charm, expert skill and so on.

Certain environmental conditions also are important. One study was conducted wherein home environments of leaders and non-leaders were studied. It was found that girl leaders came from homes where mother was reasonably free in bringing up children, where the mother was not conservative or conventional and gave freedom and opportunities to her children. Thus freedom and opportunity at home are related to leadership. But no significant difference was found in home environments of boy leaders and non-leader boys. It may be because of the fact that boys are naturally given more freedom than girls. Environment in the community plays a great part in the training of the boy leaders. There seems to be a relation between home disciplinary programmes and qualities of leadership. Rigorous discipline makes an adult obedient. Such bringing up decreases spontaneity, persistence and initiative. By giving a child opportunity for initiative, the possibility is more that he will show these qualities better in future. There is a saying, "Strong-willed parents have weak-willed children." Such children do not get opportunities to exercise their will and so they become

weak-willed. Just as too much discipline is bad, similarly too little discipline is equally bad, for the child may develop a play-boy attitude with no settled habits. A child may be a spoiled child. Good discipline is defined as, "Reasonable firmness plus needed affection for children to choose and act for themselves". Thus experience and opportunity are important factors for leadership. In America studies have shown that a large proportion of leaders comes from smaller High Schools and colleges. Why is it so? This is because, smaller communities in their attempt to carry on their activities distribute opportunities over a wider range and organising experiences are greater in individuals. So also chances of picking up and organising experience are greater in rural and smaller areas.

The fact that leadership is a shifting thing has a practical implication for Education. The school should offer a variety of opportunities for leadership. The greater the variety of co-curricular-

activities, the greater the opportunities for assumption of leadership.

A policy which keeps some pupils for years under the same teacher is not good. Too much familiarity will not allow a teacher to recognise the qualities of leadership. Pupils should be able to come in contact with different teachers.

Curriculum should be broadly based to suit the various needs of the students. Something in this direction is being done in Multipurpose High Schools. Every student cannot become a leader. But in every one there is a desire to excel others, a desire to do the best and hence one mark of an able teacher is to recognise and encourage leadership qualities in a child. The teacher should study each child and understand his special abilities, aptitudes and then attempt to give opportunities for the expression of these abilities. He must be in a position to draw out the best from every child for every child has some abilities.

PLACE OF BOOKS IN BASIC EDUCATION

H. D. BHAGAT, M.A., M.Ed., P.E.S.,
Chandigarh.

The view that Basic Education is opposed to the use of books is erroneous; it is opposed not to books but to bookishness. It raises a louder voice of protest against barking at the print than Montessori or Rousseau. Further, it is eager to pluck the eternal book away from the central position that it occupies in our educational programmes and put work and activity in its place. It does not seek to ban books or abolish their use. It only wants to reduce them from the position of masters to that of servants. They are to be treated not as ends in themselves, but only as means to gathering such knowledge as is required for efficient pursuit of acti-

vities, for consolidation, extension and fixing of such knowledge as has been learnt through certain activities. As instruments for passing examinations, they not only hinder critical thinking and self-reliance, but they also kill the love for learning, instead of developing it.

A casual observer or an un-intelligent guardian, used to the traditional system, is alarmed to see the child giving more time to spinning, weaving, farming and cultural programmes than to books. He fears that such children won't be able to grow up into doctors, engineers and professors. Such a view

is based either on misunderstanding or on instinctive reaction against basic education.

To meet our basic needs, we shall constantly have to refer to books. To build shelter for ourselves or for our animals, we shall need to prepare a plan, an estimate and choose a design. This will naturally necessitate a study of a lot of books. Similarly farming, compost making and cooking will necessitate our reading books on farming, irrigation, dietetics and other allied subjects. The teacher is not supposed to be an encyclopaedia of knowledge. He is only a more experienced investigator, who knows the sources from which the requisite information may be had. To teach self-reliance, direct telling by the teacher has to be reduced to a minimum. Hence books are more important in Basic Education than in traditional education. If we need ten books for a particular class in a traditional school, we shall perhaps, need thrice the number for a similar class in a basic school. The only thing is that a set text-book is not to be followed blindly like the ritual of a religion. Basic Education like the project method, is at bottom nothing but a revolt against the tyranny of the text-book. However, books may be used by teachers as carpenters use their tools.

The difficulty is that books suited for basic schools are not available in the market. In the traditional system, which is examination ridden, students are not brought face to face with basic needs of life and hence there is a great

dearth of books stressing applied aspects of knowledge. If basic education is to succeed, we shall have not only to recast our syllabi but also to rewrite our books so that they deal with real problems of life, and provide knowledge which centres round our basic needs. The material and topics for books meant for basic schools should be drawn from the diaries of students and teachers living in a particular locality. They should tell about our main occupation, social problems, health, diet, cultural events, lives of great men; and also stress such facts as interdependence, cooperation, citizenship and spirit of service to society. They ought to contain a large variety of topics out of which, a teacher may choose some according to the situations that arise in the class. Writing of such books should be one of the responsibilities of the Post-graduate training colleges functioning in a state.

Since basic education wants to minimise the importance of text-books, reference books must form an indispensable part of the equipment of a basic school. Their utility is particularly great in these days of experimentation, when text-books suited to the ideology of Basic education are not available. Even when such books become available, reference books will continue to play an important role in basic education which is not bound down by a rigid syllabus. Students must be carefully trained in the art of using reference books, if they are to become self dependent; and teachers must possess a large stock of such books, if they are to be successful.

THE CULTURAL VALUE OF SCIENCE

G. M. GNANAPRAGASAM, B.SC., B.T.,
St. Columba's High School, Chingleput.

Teaching of Science has been too closely concerned with imparting factual knowledge and too little concerned with the great fundamental concepts and principles of Science. Consequently educators in general and teachers of Science in particular tend to forget that Science, if rightly taught, can contribute as much towards producing cultured citizens as the humanities.

Culture is acquaintance with the best that has been taught and said in this world. Science plays so vital a part in modern life that some knowledge of their significance is essential to an intelligent existence amid present-day surroundings; for a cultured man must fit gracefully with his environment and intelligently appreciate and participate in every thing that goes around him. We have to depend upon scientific discoveries and inventions for our daily necessities and comforts. For example, so much depends upon the application of electricity that life would be paralysed in civilized cities without electricity. Every year shows new applications of chemical and biological sciences to the problems of curing diseases and preserving health. Ever-widening knowledge of physiology is pointing the way to a more natural mode of life as regards health, diet, clothing, sun-light and fresh air. Thus, Science has pervaded every walk and phase of life to such an extent that no man can be called cultured in its true sense if he remains totally ignorant of the elementary principles of some of the important aspects or applications of Science (even though he need not have a technical knowledge of their entire working).

Proper culture is training of feeling. The cultural value of Science is only

slowly being recognized. The teacher who has not lifted his pupils above the tangible and immediate and who has not excited in them feelings of wonder, admiration and even awe or reverence in the presence of Nature has surely missed a great opportunity.

A love of Nature will be fostered by the study of Science. It may exercise a vast moralizing influence and humanise many a life that would otherwise fall a prey to sensuality or discontent. It will restore the sense of beauty to nations which tend to estimate values in terms of hard cash. It may, says Archer, re-introduce the spirit of reverence into subjects which may otherwise sell wisdom captive for thirty pieces of silver into the land of industrial bondage.

No one can be considered cultured unless he has aesthetic taste. To appreciate a piece of art, the two qualities most essential are the powers of imagination and critical judgment. Study of Science e.g., the study of the structure of molecules and atoms, fosters in the minds of pupils great powers of imagination which are not allowed to run riot but are harnessed and directed into tangible and fruitful channels.

The ability of critical judgment too is developed as a result of scientific training. In learning Science by the scientific method, one forms the habit of dismissing prejudices and holding judgment in suspension until sufficient facts have been collected and analysed. One who has undergone training in scientific methods has broad points of view and a judicial open-minded attitude towards all questions. He will know whether the matter in hand is a case for observation and experimenta-

tion or a case to be settled by an appeal to authority or merely a matter that goes back to a definition. For instance, he will know that a case of lunacy has nothing to do with the moon, but will try to investigate the case in accordance with the principle of heredity, neurology and Psycho-pathology. Scientific training also develops in one, besides critical judgment, a logical mind and a capacity for methodical organization.

As a means of culture, the history of scientific discovery, besides stirring the minds of youth towards adventure and action, opens up to the imagination great pictures of the works of great men thereby placing Science in the front rank of humanistic studies. It also serves to inculcate in the pupils the invaluable habit of perseverance and patient striving to attain the goal.

Character, says Samuel Smiles, is the crown and glory of Life. Similarly, Truth is the hall-mark of a cultured person. Science encourages and develops the habit of mind which rests on nothing but what is true. Truth is its ultimate and only object, and there is the ever-recurring appeal to facts as the test of Truth.

A cultured man will be tolerant of others' views. The history of scientific progress demonstrates the joint and united effort of members of all nations and races towards a common goal, viz., the betterment of mankind with due allowance for difference of individual hypotheses. This knowledge produces in the student of Science a feeling of unity, a greater toleration for others' points of view and a sense of co-operative work.

The teaching of biographies of great scientists exercises a chastening influence on the lives of pupils. For example, there can be no more effective way of teaching a pupil the valuable trait of humility than by drawing his attention to the fact that Sir Isaac Newton of whom the poet Pope has said, "Nature and Nature's laws lay hid in

Night, God said Let Newton be and all was Light" did not boast of his discoveries but very humbly submitted that if he had seen further than most men, it was because he stood on giant shoulders (i.e., the contributions of his great predecessors) and he was merely a child diverting himself with finding a smoother pebble or a prettier shell than the ordinary while the great ocean of Truth lay all around undiscovered before him.

Thus Science, rightly taught, may justly claim a place among the cultural subjects of the school curriculum contributing much to enlarge, enrich and ennoble life.

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THIS STRANGE PARADOX

A. S. VENKATARAMAN.

It is the duty of Free India to bring to light the real unwritten history of the country of undying renown and give it a form. If that were done that would be a rational history of India, far from being a narrow national history. This history (so far unwritten) is the real history; not of India's diverse races and teeming millions, but of the unity underlying this diversity. It would mean in particular, a history of India's Culture. India offers a unique example of a hoary civilization whose enduring character has depended more on the culture of the mind than on the culture of letters and captive India led Captive her conquerors by accepting them into her fold.

It would be preposterous on the part of an Englishman to offer to write a People's History of India. He is sure to enter on his task with his pre-conceived notions and prejudices. Nothing better can be expected from an average Englishman. If, on the other hand, an Englishman were to take a real interest and if he possessed a deep insight along with an imaginative sympathy with a capacity to study and view things dispassionately and objectively, he would be a competent person indeed. And there have been only a few such scholars and they can be counted on the fingers' ends. Apart from this, if we could gain access to letters of these people to their friends or relations at home (apart from the official despatches which are formal and conventional) we could get at the real sources. But such things which may be said to form part of real history, have never seen the light of day.

An average Indian, a peasant or villager is generally said not to care for the form of government of his country, for he carries on in his own humdrum

way eking out his contented life. It does not matter to him who the ruler is, let him be a Rama or a Ravana. While this remark is often passed from lip to lip and repeated parrot-like, no one seems to have been at pains to examine the real position. The truth is not hard to seek. While there have been changes in dynasties or succession of one king after another at the capitals, the deeper currents of life have remained untouched and unaffected and it has been possible for the man in the village (as India has been and is living in villages) to live essentially in the same manner as his forebears had been doing. He has not been persecuted by other religions, or contaminated by politics or political ideas and machinations as in the West but has been enjoying all the benefits of a Social Welfare State that is now being striven after. His life has been so ordered that the society in his village has extended to him all the advantages (not necessarily comforts) which a modern state has yet to provide. He has possessed in an abundant measure what we call *contentment*, which we in the modern age have not yet successfully gained though we are so placed as to command all the comforts of modern civilised life. In that society of which he is a member, he has found his haven, a repository of all virtues. A ruler like Akbar, though illiterate in the accepted sense of the term and despite his foreign stock, strove his best to dive deep below the surface currents of life and by reason of his imagination, subtle intellect and deep understanding of India's Culture, and contacts with learned men of different religions, succeeded beyond all expectation, as very few rulers in Indian history have succeeded. Illiteracy does not mean absence of culture and literacy and high education or scholarship

do not always guarantee the retention of culture.

In this connection let me quote a few extracts from Mr. Humayun Kabir, 'In spite of the many changes in Kings and kingdoms the organised social life of the community has hardly changed in the last two or three thousand years. The

village republics which were established in India in early times are in one sense extant to this day." "We find in India the strange paradox that in spite of a strong consciousness of cultural unity, the people have always lacked in the instinct of unified national political action." *52*

WHY SWITCH-OVER TO BASIC PATTERN?

Some Suggestions

PAUL VERGHESE, M.Ed., (LEEDS),

Principal, Govt. Training College, Trichur.

(1) Basic education is still in a fluid state and its philosophy and claims have to be reconsidered in the light of recent developments and experiments in education. Therefore, the large sums of money now available for the expansion of primary education should be spent on more pressing needs like play-fields, urinals, latrines, teaching aids, reference books for teachers and library books for pupils.

(2) The curriculum is to be thought of in terms of activity and experience rather than knowledge to be acquired and facts to be stored. An important feature of it should be physical training, the term being used to include not only exercises subserving physical health and efficiency, but also those which tend to produce good carriage and graceful movement. Language training should be regarded as fundamentally important. It should be based upon well-planned and systematic training in oral expression.

The cultivation of the children's aesthetic sensibility through drawing, craft-work, gardening and music and the development of their manual skill should receive careful attention. Spinning and weaving should not be the only craft; but a number of other crafts should be attempted. The main objective should not be obscured in the enthusiasm for any single type of work or

craft or in aiming at achieving production without consideration of educational values and outcome. The cultivation of handwriting which is beautiful as well as legible is important.

The traditional practice of dividing the matter of primary instruction into separate "subjects" taught in distinct lessons, should be reconsidered. The treatment of a series of central topics which have relations with many subjects, may be a useful alternative. It is, however, essential that provision should be made for an adequate amount of "drill" in reading, writing and arithmetic. The hours at school should reasonably be shared by activities and the 3 R's for only then there will be a balanced primary school education.

(3) School building should contain one or two spacious rooms for practical activities. Class rooms should be so furnished that they may be readily adapted for various forms of activity.

(4) The attempt to frame a rigid syllabus on a State-wide basis should be given up as it will lead to regimentation and defeat the very purpose it seeks to serve. The need is the dynamic role of the teacher in teaching and not a rigid syllabus.

(5) It is the duty of the State to provide for proper guidance so as to make the teachers' role more dynamic,

attractive and respectable. The essential point on which all else depends, is that the work of teaching children in the primary school should be recognised as not less fascinating, less exacting, less fraught with human interest and social significance, or less worthy of teachers of the higher attainments, than any other part of the educational system. If the vital importance of the task is appreciated by the public, as it is already appreciated by the teaching profession, there is no reason to doubt that sufficient numbers of men and women, with the right spirit and qualifications, will be available to perform it.

(6) There should be no rigid regimental policy for teaching methods. It

is not salutary to link education to politics, but steps should be taken to guard against the weak points of modern education.

(7) It is not desirable to devise a special curriculum for rural schools and it is even less desirable that the education of the country should be urbanised. The business of the school is to make good human beings, not countrymen or townsmen. What is necessary is that the curriculum of the school should make every use of the environment of the pupils.

It is in this direction rather than in multiplying Basic Schools that the chance of securing lasting improvement in the quality of education lies.

INDISCIPLINE IN SCHOOLS

Some Suggested Remedial Measures

P. K. PADMANABHAN, B.A., L.T.,
Assistant Headmaster, M. H. School,
Cannanore.

(1) Students should on no account be allowed to dabble in politics. Any attempt made by them to participate in activities of a political nature should be treated as an offence punishable by law.

(2) Necessary steps should be taken to enlighten the public and through them the parents on the need for their unstinted co-operation in the administration of the schools which have necessarily to be developed into real community centres. (3) Corporal punishment within limits should on no account be dispensed with for that and that alone can instill the fear of God into the minds of the recalcitrant pupils.

(4) The frequent changes in the educational schemes observed in certain states of the country should be tabooed once for all. Let there be a uniform system of education for the country as

a whole, especially at the secondary and Higher Secondary stages and let no one be permitted to gamble with the education of the young when once the system has been set up by the Government at the Centre in consultation with eminent and top ranking Educationists.

(5) The number of outings and excursions permissible should be limited and such activities should be undertaken only for their educational value without interfering in any way with the day to day routine work of the schools. Further citizenship training should be organized only by such teachers as have had the necessary training in the subject and all schools should be insisted upon to provide themselves with all the equipments needed for the successful training of the future citizens of our country.

DANCE PLAYS A VITAL ROLE IN U.S. EDUCATION

Young children are natural dancers because, for them, all motion is a form of direct self-expression. Long before they are able to convey their feelings and wishes and thoughts in words, they have unconsciously recognised the meaning of a gesture or a movement of the body. The eager pleasure and satisfaction they take in a growing mastery of their bodies is heightened as they discover the language of motion, which they understand and use before, and long after, they have learned the more complex form of communication which is speech.

As soon as they are able to move about, all children dance, although to adults their rhythmic patterns may bear little resemblance to the highly evolved and often densely symbolic forms which are conventionally called the dance. Nonetheless, what the young child does, amounts on a simple level, to the unconscious manifestation of an art form; it is an expression of self and effort to relate to environment. Even in a child, this is a profound and complicated process.

It is only recently that dancing, in this non-formal sense, has been clearly

seen to be an integral aspect of the development of children and, therefore, to be a proper and significant element in education. Dancing has taken its place, accordingly, in the curriculum of American schools, from kindergarten through university.

Since the basic positions of modern dance require the use of nearly every muscle in the body, they are considered excellent alternatives for the gymnastics still practiced in many physical education classes. To the rhythmic accompaniment of piano music or percussion instruments, repeated basic movements constitute the dancer's training period, until he learns to do them smoothly and with ease. When he has attained some degree of facility, the young dancer is encouraged to improvise his own movements, and interpretations of the music he hears. It is at this point that skill makes possible an enjoyable creative communication through the dance, thus rounding out an experience that began for the young person when he was a child and found the dance an untutored form of self-expression.

—USIS.

EXAMINATIONS

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

(Continued from last issue)

RECOMMENDATIONS ON ACHIEVEMENT AND APTITUDE TESTS

(With reference to Problems No. 5 & 6)

SECTION I

The recommendations of the Seminar on guidance in the selection of the diversified courses are as follows:—

1. The Seminar is of the opinion that an effective procedure for educational guidance should fulfil the following basic conditions:

(a) The procedure should be scientifically sound.

(b) The procedure should help to make a reasonably good prediction of the pupil's success in a particular course.

(c) The procedure should be simple enough to be practicable under the existing school conditions.

2. Experience and research have shown that one of the best predictors of success in a school or college is the previous scholastic record of the pupil. Speaking in specific terms, it is common knowledge that a pupil good in Science in a lower class generally maintains his standing in Science in his later grades. A pupil who has shown excellence in artistic work continues to show relative superiority in Art later on. The same can be said about almost all school subjects.

Another reliable predictor of future success in a particular area is the child's interest as exhibited through his hobbies, leisure-time pursuits and other activities at home and in the school, and also through the results of psychological interest inventories etc.

In the opinion of the Seminar, a comprehensive Cumulative Record, suitably maintained, should form the basis of an effective and practicable guidance programme. It is, however, absolutely necessary to supplement the information about a pupil contained in his Cumulative Record with the scores on suitably designed psychological tests, predictive of abilities and aptitudes to pursue different types of courses successfully. In this connection, it may be suggested that a series of tests, more or less on the lines of Differential Aptitudes Tests published by the American Psychological Corporation, be developed and validated under Indian conditions. Or the basic structure of test construction and validation may be that which is in vogue in Great Britain, where tests used for the purpose of allocation and classification are constructed on the basis of general and special abilities. The evidence obtained through these tests will, however, form only one of the several factors to be taken into account for the classification of pupils into various courses. The Cumulative Record will continue to constitute the basis for guidance.

While the educational guidance programme may be initiated immediately

on the basis of the Cumulative Record, it is essential to develop the psychological tests and to train the requisite personnel in order to put guidance and allocation on a sound and scientific footing.

3. The Seminar is of the opinion that it would be necessary to have as far as possible a Counsellor for every Higher Secondary School. It recommends further that a Guidance Officer with the necessary staff and equipment to organise and develop counselling be appointed on a regional basis in order to work in schools effectively.

4. The Seminar is of the opinion that, whereas guidance has to be given as indicated above at the end of Class VIII, it is very desirable that information about the various aspects of the child's intellectual and emotional life should be collected from an earlier stage. As far as practicable, assessment of the pupil in regard to his general ability and scholastic attainment and its proper record in the Cumulative Record card should start from the beginning of Class VI, so that information about the child's development may be used for his guidance throughout his schooling.

SECTION II

The recommendations of the Seminar in regard to achievement tests and their uses in internal and external examinations are as follows :—

1. The Seminar visualises three specific uses of achievement tests in this context :—

- (i) To secure necessary information regarding the attainment of pupils for their proper guidance.
- (ii) To serve as an instrument for sessional and annual assessments.
- (iii) To form part of the public examination at the end of the Higher Secondary stage.

2. The Seminar recommends the following :

- (i) Achievement tests for periodic and annual assessments should be teacher-made tests.
- (ii) In addition to teacher-made tests, standardised tests will be required for comparing and maintaining school standards.
- (iii) Objective tests which are to be used as a part of the public examination need not be standardised. In order to improve these objective tests, item analysis and other analyses of the results of the examination papers should be carried out by the Bureaus of Examination Research attached to the various State Boards of Education, as suggested elsewhere in the recommendation. This will result in the gradual improvement of objective examinations from year to year.

3. While the preparation of objective tests meant for the public examination should be the duty of the Bureaus of Examination Research, the construction of standardised tests could be undertaken by other institutions possessing adequate personnel and equipment.

4. All standardised tests which are to form part of the public examination should be invariably constructed in the media of instruction used in the school.

5. On the question of relative weightage to be assigned to the essay type and objective type examinations,

when they are used in combination as instruments of evaluation, the Seminar is of the view that equal weightage be given to them. This is, however, arbitrary. The exact proportion in which the marks should be allocated to the objective and the essay type examinations for final evaluation in a particular subject can be determined only by research and experimentation. At a later stage the question of a proper scaling of marks obtained in the two types of examinations may be taken up.

6. Regarding the training of personnel needed for the implementation of the recommendations made above, the Seminar makes the following recommendations :

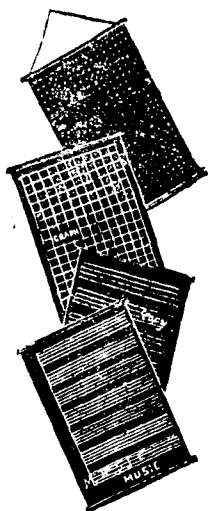
- (i) In-service short-term courses in the construction and administration of objective type tests should be organised on a State level.
- (ii) The syllabi in Training Colleges and University Departments of Education should be reorganised so as to include a compulsory course in the construction and administration of objective tests.
- (iii) A one year course in the construction and standardisation of psychological and educational tests and in the techniques of educational and vocational guidance should be arranged for trained graduate teachers in suitable institutions, including post-graduate Training Colleges.

(To be continued)

LET US LISTEN TO JAIPUR

"More financial resources would be made available by the planning commission if the State Education Departments showed adequate response to the urgent need of educational reconstruction."

—SHRIMAN NARAYAN,
President, All India Education Conference, Jaipur.



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NEWS AND NOTES

SOUTH ARCOT HEADMASTERS' AND HEADMISTRESSES' CONFERENCE.

A meeting of the General Body of the Headmasters' and Headmistresses' Association was held on Saturday, 2nd February 1957, in the premises of the Board High School, Vriddhachalam with Sri A. Joshua, B.A., L.T., District Educational Officer, South Arcot, in the chair. Sri S. Thiruvengada Nainar, B.A., L.T., Headmaster, Pachaiappa's High School, Chidambaram, the President of the Association, welcomed the gathering. Sri G. Sundaram, M.A., L.T., Headmaster, Sri Ramakrishna Vidyasala High School, Chidambaram, the Secretary of the Association, initiated the discussion on Educational reforms outlined in the Report of the Madras Parliamentary Sub-Committee on the White Paper.

The conference passed a resolution expressing general agreement with the main features of educational reform outlined in the report, specially in respect of the general pattern of Secondary Education and Basic Education as well as the period of duration, the age of commencement of school education as well as the language scheme.

The conference ended with a vote of thanks proposed by the Secretary.

A NEW BUILDING FOR THE SOUTH INDIA TEACHERS' UNION LAYING OF THE FOUNDATION

The Foundation of a New Building for the South India Teachers' Union was laid by Sri S. Balakrishna Joshi, Head Master, the Hindu Theological High School, Madras, at Raja Annamalaipuram on Sunday, the 10th February, 1957.

Sri C. Ranganatha Aiyengar welcomed those that had gathered to witness the simple and sacred function. The appropriate religious rites were then gone through in due form and solemnity.

Sri Joshi fervently invoked God's Blessings upon the venture. He hoped and trusted that the Building would prove to be a concrete and visible symbol of the strength and unity of the profession.

He said that if the teachers desired to make themselves felt, they had to develop self-confidence and work with dynamic faith in the innate potentialities of their great profession. He appealed to every teacher to contribute his or her mite to the Building Fund and thus give practical expression to his or her sense of professional service and solidarity.



Laying of foundation to the S.I.T.U. Building



Sri S. Balakrishna Joshi addressing

Sri V. Arunajatai thanked the President and other guests and made an appeal to the members of the Union for liberal donations.

MADRAS

The book, "Education in practice", written by Sri S. Balakrishna Joshi, Headmaster, the Hindu Theological High School, Madras, was formally released at the Annamalai Hall on Tuesday the 5th February 1957. The function was organised under the auspices of the Teachers' Union of the School. A large and distinguished gathering of educationists and public men was present. Dr. C. P. Ramaswami Aiyar presided on the occasion.

The President formally released the book and paid a tribute to the work and ideals of Sri Joshi. He recalled to the audience the inspiring genesis of the Hindu Theological High School. It had been founded by Sri Sivasankara Pandayajee, himself a great teacher, for the protection and promotion of our culture. Since his time the noble objectives had been kept in view by those that followed him. Sri Joshi had been maintaining the high traditions of the school with singular devotion. The book which was based on his experience as a teacher in a progressive institution for over 25 years, was bound to be valuable.

Messages paying tributes to Sri Joshi and wishing the function success were read among others from Swami Sivananda of Rishikesh, Sri S. Radhakrishnan, Vice-President, Indian Union, Shri Sri Prakasa, Governor of Bombay, and the Hon'ble Sri T. T. Krishnamachari, Union Minister for Finance.

Sri Joshi then requested the President to hand over Rs. 251/- and Rs. 1001/-, representing the author's honorarium, to the Building Fund of the South India Teachers' Union and the Common Good Fund of the Teachers' Union of the Theological High School respectively.

Sri T. P. Srinivasavaradan, President of the South India Teachers' Union, while accepting the offering made by Sri Joshi, thanked him on behalf of the Union for his gesture of genuine goodwill to the profession. He appealed to other members to emulate his example and to render practical service to the profession.

Tributes were then paid to the services rendered by Sri Joshi to the cause of education and teachers, by Rev. D. Thambusami, President, Madras Teachers' Guild, Smt. P. Sundaram, Headmistress, K. T. C. Girls High School, on behalf of the schools in the locality, and Sri K. Narasimhachari, Sri M. Sivananda Mudaliar and Sri M. Seetharam Guptha, representing the Parents' Association, Old Boys' Association, and Teachers' Union respectively of the School. On behalf of the Esplanade Publishers, Sri T. Lokanatha Mudaliar presented an address of felicitations to Sri Joshi.

Sri A. Subbramiah thanked the guests.

HOUSE RENT ALLOWANCE, ETC.

Resolutions have been received from several Teachers' Associations, urging the Government to grant house rent allowance and medical relief, etc., to teachers in aided schools as are now being given to N.G.Os.

OUR BOOKSHELF

Teacher Education, Vol. I, No. 1: (January 1957): Published by the All India Council for Secondary Education, New Delhi. Annual Subscription, Inland Rs. 3 and Foreign 6 sh.

The monthly newsletter of the Extension Services has assumed this new name. Not only is the name new but the size and get up also have improved attractively.

As the title indicates, the journal is primarily concerned with the re-education of teachers. It will help secondary school teachers to develop their skills, techniques and attitudes which will enable them to improve their personal and professional competence. It is worthwhile for every secondary school, besides training schools and colleges, to ask for a copy of this journal to be supplied regularly and enable the teachers to peruse the same with enthusiasm. In this connection the following lines from the foreword by Mr. K. G. Saiyidain are pertinent and cannot fail to have a touching appeal:

"If this journal lies unheeded in the offices of Principals of Colleges and Headmasters of High Schools or is just passed on to the staff room to add to its meagre stock of educational journals, it will be love's labour lost!"

We wish this new venture all the success it deserves.

UNESCO Course Book for Science Teaching: (Orient Longmans, Ltd. Price 12 sh. 6 d.)

This excellent volume has been brought out with great care and is a compilation of the work of experienced science teachers from many countries. The basic purposes of this book are summarised thus:—

1. to provide a basis for better instruction in methods of teaching science in teacher training institutions;

2. to provide a useful source of learning experiences and materials for science teachers in the elementary and secondary schools;

3. to provide a manual which may be used as a practical basic of instruction in science teaching methods for workshops and courses for the in-service training of teachers;

4. to provide a basis for the assembling of a loan collection of teaching kits containing some simple equipment for science;

5. to provide some suggestive materials for science clubs and for other amateur science activities;

6. to provide a model or pattern so planned and developed that it can early be adapted to science teaching condition in many countries and translated into the national language.

We commend this useful book to all science teachers, both primary and secondary and to training institutions. Ample illustrations are given.

Gandhi Marg, Vol. I, No. 1: published by Gandhi Smarak Nidhi, Mani Bhuvan, Laburnum Road, Bombay-7. Annual subscription Rs. 5/.

This is a quarterly journal devoted to Gandhian thought. Gandhi himself said 'there is no such thing as Gandhism, and I do not want to leave any sect after me'. His experiments with Truth are contained in a number of articles contributed to this first issue by eminent persons who have the authority to write on Gandhi.

Nine-a-day Mental Arithmetic: by A. L. Griffiths. (Oliver and Boyd, Ltd., Edinburgh-1. Price 2 sh. 6 d.)

The examples are carefully classified and graded in difficulty of process. Almost all sums are problems. They comprise a complete scheme of work in mental arithmetic for pupils of classes

III to V in our elementary schools using English medium of teaching.

Final check in Arithmetic: by A. L. Griffiths. (Oliver and Boyd, Ltd., Edinburgh-1. Price 2sh. 9d.)

The different tests in this book have been framed not only to assess the attainment of the pupils but to find the probable causes of weaknesses, to spot light errors, to revise what may have been forgotten and above all to consolidate the Arithmetic learned during the primary or elementary school course. In this one book are presented all the facts and processes which together make up the total of primary school arithmetic.

The get up of both the above books leaves nothing to be desired.

Narrative Verse: by D. Rintoul. (Oliver and Boyd, Ltd., Edinburgh-1. Price 5 sh.)

The verses selected are classified under (1) Adventures and Mysteries, (2) Battles and Fights, (3) Men and Women, and (4) The Sea and Sailors. They offer very good exercise for practice to the pupils of Forms IV to VI of our High Schools — in comprehension and composition in simple, narrative prose.

C.R.

Contemporary German short stories: Edited by Dr. A. Schoene and J. S. Philip. (Thomas Nelson & Sons, Edinburgh. Price 5 sh.)

This book of German short stories has been arranged in such a way as to bridge the gap between simple German readers and more advanced texts and thus providing very suitable reading and translation material for students preparing for the University Certificate Examinations in German. The editors have taken all possible efforts to arrange the stories from the pen of the outstanding contemporary writers like

Stefan Zweig, Hans Carossa, Ina Seldal, Rilke and Claudius in order of difficulty. The matter is suited to the needs and interests of those who have a desire to understand the mind of the German people of the present day. We welcome this volume and congratulate the editors on their efforts to make it an up-to-date text for one who desires to understand the new trends in German literature.

V. N. SHARMA

CORRECTION

Under 'Bookshelf' in January 1957 issue:

Re: *Aids and Tests in the Teaching of English as a Second Language*: please note that the printing is on white antique wove paper and not 'on feather weight'.

With regard to the new series *Scenes from Indian History*: These books are written by E. Lucia Turnbull and illustrated in colour by C. H. G. Moorhouse.

* * *

The following books were reviewed in 'Our Bookshelf' columns on Page 30 of "The South Indian Teacher" of our January, 1957 issue:—

1. LIFCO Golden Guide to Social Studies. (Tamil) Rs. 2-12-0.
2. LIFCO Golden Guide to General Science. (Tamil) Rs. 2-12-0.
3. LIFCO'S Little Book of Letters (English) Re. 1-4-0.
4. LIFCO Good English — How to Master It? Re. 1-4-0.
5. LIFCO'S History of Indian Freedom. (English) Re. 1.
6. LIFCO'S English Teacher — English — Telugu. Rs. 3-0-0.

The above are the publications of THE LITTLE FLOWER CO., Madras-17.



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Use for Forms V and VI.

A SENIOR COURSE OF ENGLISH

By

W. TURNER, M. A.

Sometime Principal, Nizam College, Hyderabad, Deccan

Pages, 352.

Second Edition.

Price, Rs. 2-4.

PREFACE

With so many textbooks already available, we may explain some of the features of this volume which it is hoped will make an appeal of freshness to students and teachers of English.

Numerous works cover the full range of high school grammar and composition. Nevertheless English speech and writing, as developing in India, is tending to a style of characteristic stiffness and often fails to maintain propriety of syntax. This is often due to the use of unsuitable, even slangy colloquialism, instead of correct idiom and proper expression. Efforts to limit vocabulary to a few hundred words only bring about a corresponding limitation of ideas, and make it difficult for a student with such restricted equipment to appraise a literary work in his higher studies. So it has been sought here to instil certain canons of Style and Form from the very beginning, and thereby to awaken elementary faculties of selection and self-criticism. This critical faculty has been decided, in the schools of Great Britain and Australia, to be indispensable for all classes of students in the approach to good composition. That is why, in every section of this work, emphasis is laid on correct expression and style, and the proper means of attaining them.

Many of the works at present available depend largely for illustrations and specimens on hackneyed, heavy passages from out-dated Victorian writers. There has been an effort here to draw only from writers who are good models of style and informative as regards subject matter.

The lessons are in line with present-day practice in the schools of the city of Edinburgh, of Scotland in general, and of the Middlesex Education Authority. Teachers from those areas have given helpful models and exercises direct from the classroom. The passages dealing with avoidance of error have been compiled as the result of twenty years of practical work in Indian schools and Colleges. A new and deductive type of exercise has been freely introduced to stimulate thought.

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

Sole Selling Agents for South India:—

The Christian Literature Society, Park Town, Madras-3.

FROM OUR ASSOCIATION

THE RAMANATHAPURAM DISTRICT TEACHERS' GUILD

The Half-yearly conference of the above Guild was held on Sunday the 20th instant at the N.S.M.V.P.S. High School, Devakottai. About 150 delegates attended the conference.

Sri S. M. Ganapathy, Secretary of the Guild read a brief report on the working of the Guild since the annual conference last.

Sri P. Doraikannoo Mudaliar, President of the Guild presided over the conference. The President exhorted the teachers to raise the prestige of the teachers to its pristine glory.

There was a symposium on the recommendations of the Assembly Committee on the "White Paper" of the Madras Cabinet on Secondary Education.

The following resolutions among others were passed :

1. RESOLVED to request the Government to fix proper weightage as per service when revising the scales of pay of all teachers.
2. RESOLVED to request the South Indian Teachers' Union to request the Government to be so good as to extend to all categories of staff employed in all educational institutions all the concessions and reliefs that may be sanctioned to the N.G.O's from time to time.
3. RESOLVED to request the South Indian Teachers' Union to request the Government to be so good as to extend the benefit of the Pension cum Insurance cum Provident Fund scheme mentioned in G.O.

1611 of 30th August 1956 to all teachers and clerks employed in Secondary Schools also.

4. RESOLVED to request the Government to sanction free education to the children of teachers up to the college level.
5. RESOLVED to request the Government to see that the majority of members of the Text Book Committee are teachers.
6. RESOLVED to request the Government to extend the franchise given to the teachers of the High Schools, to the teachers of the elementary schools also, so that at least two of the elected candidates may be teachers of Elementary schools.

THE 47TH MADRAS STATE EDUCATIONAL CONFERENCE.

The Conference will be held in Tiruvannamalai in May 1957. The programme, etc., will be announced in the next issue of the journal.

Sri T. S. Avinashilingam Chettiar will preside over the Conference.

Affiliated Teachers' Associations are kindly requested to send the list of their delegates together with the delegation fee at 8 annas per delegate so as to reach the office of the South India Teachers' Union, Raja Annamalai-puram, Madras-28, on or before the 31st March 1957, the last date fixed for the registration of delegates.

S.I.T.U. Office,
10-3-1957.

Secretary.

EXTRACTS FROM THE FORT ST. GEORGE GAZETTES.

Rules Supplement dated 6. 2. 1957.

DEPARTMENT OF HEALTH, EDUCATION AND
LOCAL ADMINISTRATION
(Education)

Amendment to rules relating to grant
of recognition and aid to elementary
education schools.

(G. O. Ms. No. 127, Education,
24th January 1957)

S. R. O. No. C-10 of 1957.

The following amendment shall be
made to the rules for the grant of recog-
nition and aid to elementary education
schools :

Amendment

In the said rules under the heading
"Chapter I—Rules for Recognition", in
rule 13 (2) (V) in the second para-
graph, after the second sentence, the
following shall be inserted, namely :—

"In the case of teachers who have
been suspended for criminal prosecu-
tion and against whom criminal cases
are pending, the management may, with
the prior approval of the District Edu-
cational Officer, place the teachers under
suspension for a further period beyond
three months until the cases are dis-
posed of."

V. KANNAIYAN,
Deputy Secretary to Government.

Rules Supplement dated 13th Feb. '57

Amendment to Madras Educational
Rules

(G.O. Ms. No. 155, Education
dated 31st January 1957)

S.R.O. No. C-13 of 1957.

In the form of agreement to be enter-
ed into between a teacher and the
management of an aided secondary
school prescribed in Appendix 28 of the
Madras Educational Rules, the follow-
ing proviso shall be added at the end of
clause 10, namely :—

"Provided that an appeal under the
provisions of this clause shall be pre-
ferred within one month from the date
of receipt of the order to the appellate
authority and any appeal preferred
after the expiry of the above period will
be liable to summary rejection."

V. RAMASWAMY,
Deputy Secretary to Government.

Supplement No. 4 dated 20th Feb. 1957

Amendments to rules relating to
Elementary Schools.

(G.O. Ms. No. 167, Education, dated
1st February 1957)

S.R.O. No. C-14 of 1957.

The following amendments shall be
made in the rules relating to Elemen-
tary Schools published with the late
Education Department Notification No.
243, dated the 21st August 1939, at
pages 556-568 of Part I-B of the *Fort
St. George Gazette*, dated the 29th
August 1939, as subsequently amend-
ed :—

Amendments

In the said rules—

(1) in Part I in Appendix II, the
brackets and figure "(1)" in Note (1)
and Note (2) shall be omitted ;

(2) in Part II, Chapter I—Rules
for Recognition, to rule 22 (a), the fol-
lowing paragraph shall be added,
namely :—

(1) "No pupil shall be newly ad-
mitted except on an application made
in the form in Appendix 2 in Part I of
the rules relating to Elementary School
which must be signed by his/her parent
or guardian. All such applications
shall be filed separately in the records
of the school."

V. KANNAIYAN,
Deputy Secretary to Government.

Supplement No. 5, dated 6th Mar. 1957.

Amendment to rules relating to grant
of recognition and aid to elementary
schools.

(G.O. Ms. No. 307, Education, dated
18th February 1957)

S.R.O. No. C-21 of 1957.

The following amendment shall be
made to the rules for the grant of
recognition and aid to elementary
schools published with the late Educa-
tion Department Notification No. 243,
dated the 21st August 1939, at pages
556-568 of Part I-B of the *Fort St.
George Gazette*, dated the 29th August
1939, as subsequently amended :—

Amendment

In the said rules, in Chapter II—
Rules for aid, in rule 25, for the first
paragraph and the proviso thereto, the
following paragraph and proviso shall
be substituted, namely :—

"A member of the teaching staff
or other establishment employed as a
wholtime or part-time servant,
whether salaried or not, in a school
which receives aid from Government,
shall not stand as a candidate, or inter-
fere, or use his influence in any way
or do anything in aid or in obstruction
of any candidate in an election to a
legislative body constituted under the
Constitution of India or to a local body,
other than an election for the Teachers'
Constituency of the Madras Legislative
Council, nor shall he take part in or
subscribe in aid of, any electioneering
party organisation :

Provided that if he is qualified to
vote at such an election he may exer-
cise his right to vote, but shall, as far
as possible, avoid giving any indication
of the manner in which he proposes to
exercise, or exercised, that right."

Amendments to Teachers' Service
Register

(G.O. Ms. No. 308, Education, dated
18th February 1957)

S.R.O. No. C- of 1957.

The following amendment shall be
made to the Teachers' Service Regis-
ter :—

Amendment

In the form of the Teachers' Service
Register, after instruction 8, the follow-
ing shall be added, namely :—

"9. Teachers shall not stand for
election to any local body or to any
legislative body constituted under the
Constitution of India other than from
the Teachers' Constituency of the State
Legislative Council. The management
will have the right to compel a teacher
elected to the State Legislative Council
to take leave for the whole period of
his or her membership of the Council
or for specified shorter terms, if it con-
siders that such a person cannot do full
justice to his or her work as a teacher.
Where the management do not exercise
this right, it may allow him or her to
continue to be a teacher even while he
or she is a member of the Legislative
Council."

V. RAMASWAMY,
Deputy Secretary to Government.

Approved by all the State-Governments :

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 *Approved by the Textbook Committee, Madras, for
Class Use for Forms V and VI and by the Board
of Higher Secondary Education, Delhi, for High
School Examination, 1957.*

WREN & MARTIN'S
A FINAL COURSE
OF
GRAMMAR AND COMPOSITION

Pages, 448.

Third Edition (Cloth Bound.)

Price, Rs. 2—12.

PUBLISHERS' NOTE

This book of English Grammar and Composition is based on the well-known works on Grammar and Composition, written by P. C. WREN and HENRY MARTIN, which have been used as text-books in Schools all over the country for a large number of years. It has been prepared primarily to satisfy the requirements of the revised course in English for Standards X and XI in the State of Bombay; but it will also meet the needs of High School pupils in other States where English in the Secondary School is taught with new aims and objectives and for a shorter duration than before.

The keynote of the book is simplicity — simplicity of language and simplicity of treatment. With the English course now shortened and the pupils' command over the language limited, some portions of the text-books by WREN and MARTIN, hitherto in common use, excellent as they are, required to be thoroughly revised and sometimes radically modified. The process of simplification undertaken in the present work has not been confined to the explanatory matter and the illustrative examples, but has been extended to the exercises, some of which have been entirely recast to bring them within the vocabulary range of the pupils. The inductive method has been used throughout, and every attempt has been made to avoid difficult technical details of grammar which make the subject so dry and uninviting to pupils learning English.

The book is divided into four parts dealing with (1) The Parts of Speech, (2) The Sentence, (3) Correct Usage, and (4) Written Composition. The aim of the Grammar portion, however, has throughout been practical, namely, to help the pupils to speak and write correct sentences in English within the limits of their controlled vocabulary. In the Composition section, the chapter on Comprehension is an entirely new one. Suitable passages have been selected from the writings of standard authors, and have, in many cases, been simplified and adapted to serve as a series of graded exercises in comprehension. A chapter on Translation has taken the place of the usual one on Paraphrasing; and the Essays now have a new look, as pupils are expected to write only about 200 words of continuous composition containing a description of scenes or people or a narration of incidents.

It is confidently hoped that this book will be found in every way suitable as a text-book of English Grammar and Composition, particularly in the last two years of the Secondary School.

K. & J. COOPER - PUBLISHERS - BOMBAY, 4
Sole Selling Agents for South India:—
The Christian Literature Society, Park Town, Madras-3.

EDITORIAL

THE S.I.T.U. BUILDING :

We are glad that the foundation for the S.I.T.U. Building has been laid by Sri S. Balakrishna Joshi, Headmaster of the Hindu Theological High School, Madras. The need for an office building is realised by all its members and the appeal of the Executive Board for funds has evoked a generous response from several Teachers' Associations. The sum of Rs. 2,000/- so far contributed by the teachers represents a splendid effort, but it is quite inadequate to meet even the modest estimate of the Building Committee. Even with a sum of Rs. 20,000, we can have only a building which will barely house the office of the Union and we earnestly appeal to all teachers to contribute liberally to this effort of the Union. If every member should contribute his little mite, then we shall have enough to erect a building to meet our immediate requirements. The need is urgent and calls for quick response from all teachers.

DR. S. R. RANGANATHAN :

It is with great pride and pleasure that we join in the chorus of tribute paid to Dr. S. R. Ranganathan by Dr. C. P. Ramaswami Aiyar, Justice Basheer Ahmad, Sri K. Balasubramania Aiyar and several others. The function was got up by the Madras Library Association the growth and development of which is chiefly due to the valuable services of Dr. S. R. Ranganathan. More than 35 years ago Sri S. R. Ranganathan started life as a college teacher and later on became the University Librarian. In those days a library was considered merely a storehouse of books and the Librarian's job was only to number the books and see to the periodic issue and return of the books. But today the Library is a centre of enlightenment and a necessary asset for the all round growth and progress of the nation. This great change is entirely

due to the marvellous work of Dr. Ranganathan who is now an authority on Library Science. His work has won the admiration of all great librarians of the world. The Government of India has honoured him with the title of PADMASRI. We are grateful for the honour done to a teacher. We are proud of the fact that Dr. Ranganathan has donated a Lakh of rupees, almost the entire savings of a lifetime, for endowing a chair of Library Science in the Madras University. It is a noble sacrifice worthy of the high traditions of the teacher. We offer our sincere felicitations to Dr. and Mrs. Ranganathan.

We are sure that his valuable help and guidance will always be available and will be utilised fully in making our libraries serve the public in all the activities of the nation.

PENSION AND HOUSE-RENT ALLOWANCE

The Government of Madras announced on 24th February a second increase in the D.A. to Non-gazetted officers, employees of local bodies, and teachers in the State, together with the present enhancement ranging between Rs. 5 and Rs. 7. Each of these employees will now get Rs. 12 more than what they drew before 1st November 1956. This second concession of Rs. 7 will take effect from March salary to be disbursed in April. We are grateful to the Government for extending this concession to teachers also. The South India Teachers' Union has been repeatedly bringing to the notice of the Government that the disparity in the dearness allowance between the Central scales and the State's scales should disappear. Though some disparities still remain, the recent increase is an indication of the earnest desire of the Government to wipe out this gap. There is no justification to maintain disparity in the scales of pay and allowances between Central employees and State employees. There are two more immediate legiti-

mate grievances of the teachers to be redressed without any delay by the Madras State Government. They have been kind enough to grant pensions to teachers other than L.T.'s, first grade Pandits and Physical Directors. It is hoped in the next few months they will extend the pension scheme to those categories of teachers also. The other grievance is the non-granting of house rent allowance. Teachers feel very strongly on these points. Representations have been made more than once. The Government have not seen the way, so far to grant these. We earnestly request the Government to redress these grievances by granting house rent allowance and extending the pension scheme to other categories of teachers as the financial commitment involved is not great.

DR. RM. ALAGAPPA CHETTIAR

We offer our heartiest felicitations to Dr. RM. Alagappa Chettiar on the distinction conferred on him by the President of the Indian Union. Dr. Chettiar has been very generously supporting the cause of Education and has steadily been building up a great education centre at Karaikudi, besides making munificent gifts in support of several educational centres. It is our earnest prayers that he may soon be restored to normal health and thus enable to strive further towards the fulfilment of his cherished dream of service to the nation through Education.

THE S. I. T. U. BUILDING FUND

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

	Rs. A.
Previous total brought forward	.. 1,640 9
The Secretary, Teachers' Association, Board High School, Thally, Salem	 11 0
Mr. K. S. Chengalroya Iyer, Pillayar Koil Street, Kaveripatnam, Salem	 2 0
Miss James, Lecturer, St. Christopher's Training College, Madras-7	 5 0
The Secretary, Teachers' Association, Ramaseshwar High School, Pattamadai, Tirunelveli	 15 0
Mr. C. Ekambaram Iyer, P. S. High School, Mylapore, Madras-4	 2 0
Thirtyone Teachers of the Ramakrishna Mission High School (Main), T'Nagar, Madras	 62 0
The Headmaster, Theagarayanagar High School, T'Nagar, Madras-17	 84 0
The Headmaster, Mahajana High School, Mettupalayam, Coimbatore	 54 0
The Secretary, Teachers' Association, S.M. High School, Tharamangalam, Salem	 5 0
The Secretary, Teachers' Association, Ramakrishna Mission High School (North Branch) T'Nagar, Madras-17	 10 0
Total	.. 1,890 9

The South Indian Teacher

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

VOLUME XXIX - 1956

॥ उद्धरेदात्मनात्मानम् ॥—The Gita

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THE SOUTH INDIAN TEACHER

Volume XXIX - 1956

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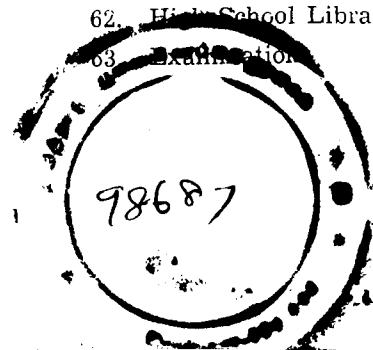
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