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CONTENTS

	Page
The WCOTP Conference at Frankfurt— <i>S. Natarajan</i>	... 249
Developing Skills in Social Studies— <i>N. Shummugham</i>	... 253
Place of School Records in Education — <i>Shamsuddin, B.A., B.T., M.Ed.</i>	... 257
Development and Successes of Higher Education in Bulgaria	... 259
The Progress of Education in Malaya— <i>Kenneth Luke</i>	... 261
Our Letter Box	... 263
News and Notes	... 265
From Our Associations	... 266
Our Bookshelf	... 268
XXXII All India Educational Conference	... 270
Editorial	... 275

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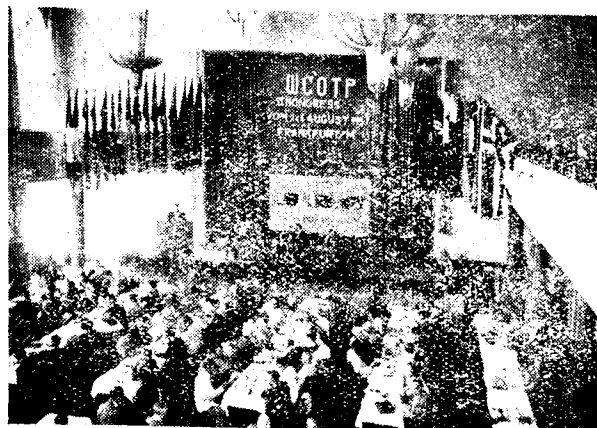
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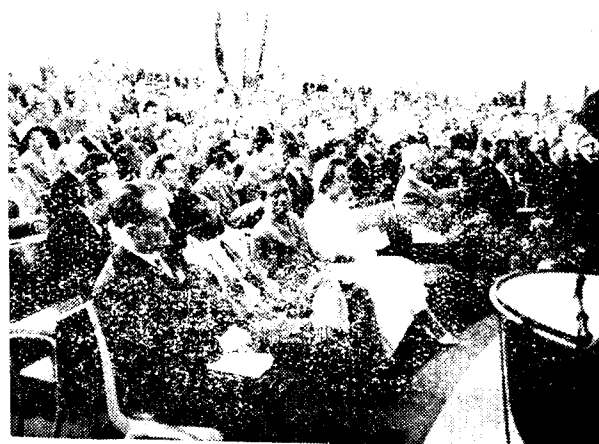
WCOTP CONFERENCE, FRANKFURT



Assembly of Delegates



Sri S. Natarajan (third from left in the front row) at the Conference



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THE WCOTP CONFERENCE AT FRANKFURT

By S. NATARAJAN

The Sixth General Assembly of the World Confederation of Organisations of the Teaching Profession (WCOTP) met at Frankfurt from August 2 to August 9, 1957, under the chairmanship of Sir Ronald Gould, President of the Confederation. The Assembly was attended by nearly 400 delegates and observers from about 49 countries of the world representing about 65 organisations and nearly three million teachers. The function was held in the historic St. Paul's Church. Herr Bernhard Plewe, Chairman of the German Teachers' Federation, welcomed the delegates. Dr. Luther Evans, Director General of UNESCO and diplomatic representatives of several countries were among the distinguished guests at the inaugural session. In his address, Herr Bernhard Plewe said that the delegates had gathered there in the full realisation of the responsibility of their task in educating the next generation and in working for their well-being and happiness, and in this they were fortified by their strong optimism for the future.

THE PRESIDENT'S SPEECH

Sir Ronald Gould, President of the WCOTP referring to the theme of the conference, the shortage of teachers, said that he knew of no country in the world where there were enough teachers or where there is a likelihood of enough teachers to achieve a satisfactory teacher-child relationship. Answering the question, "Can any one

teach?" he dwelt at some length on the qualities essential to good teaching. The teacher must know his subject; he must know something of academic discipline; he must have some acquaintance with real scholarship. He must know something of children and how they develop. He must possess technical efficiency, knowledge of the methods used in teaching and skill in applying them. He must know something of the educational system and the part it plays in the modern world. Lastly, he must have that indefinable but recognisable combination of characteristics known as personality. He must have faith, enthusiasm, the power to encourage and stimulate. Above all, he must regard his work as a profession, a vocation, a priesthood. Sir Ronald wanted that these qualities should be proclaimed from the house-tops and called upon teachers to do by word and deed everything in their power to explode the fallacious belief that anybody can teach. He then declared that ill-educated teachers weaken and threaten the democratic way of life and invited pointed attention to the consequences of allowing the shortage of teachers to continue. "If we want a prosperous future," said the speaker, "we must invest in it and invest by providing the best possible system now. If we do not invest in this way, there is no future".

Sir Ronald Gould concluded with these words, "If only teachers under-

stand the importance of their task and persuade the world to understand it, too, enormous progress would become possible. It is our duty as individuals, as members of national associations and as members of WCOTP, and it is a duty I believe you will accept, to encourage teachers to catch this vision of greatness, and to work individually and collectively to make teaching the greatest possible force for good, to enable it to make the greatest contribution to the raising of intellectual, moral and spiritual standards throughout the whole world. We must not, we dare not fail".

Dr. Luther Evans addressed the conference and expressed appreciation of the efforts of the WCOTP and said that teachers had a great role to play in achieving the aims of the UNESCO.

THE MAIN PROBLEM

The conference then adopted the annual report and the programme of work for the coming year. It then took up for consideration the main theme "Shortage of Teachers". On the basis of replies received from the 34 countries to a questionnaire issued by the WCOTP, Dr. Patterson of Canada presented a brief report on the problem of shortage and some of the consequences of teachers having lower standards of achievement on the progress of education. The conference then divided itself into four special groups to consider the following problems:—

Group 1: What constitutes a reasonable and proper teacher load and how is this related to teacher shortage?

Group 2: What devices and procedures, if any, have been used to meet quantitative standards at the expense of quality?

Group 3: Economic causes and remedies for the teacher shortage.

Group 4: Non-economic causes and remedies for the teacher shortage.

IMPORTANT RESOLUTIONS

On the basis of the reports of these groups, the Resolutions Committee consisting of the rapporteurs Dr. Patterson and Shri Natarajan, drafted the resolutions which were then adopted after discussion at the concluding session of the conference. These resolutions are given below:

Resolution 1

Delegates from some 58 organisations, representing 30 countries, have considered, both in groups and as a whole, the many problems connected with the shortage of teachers.

Their deliberations have shown them that these problems are world-wide and furthermore have given them great concern. They find that the shortage of teachers has everywhere resulted in overcrowded classes, the appointment of unqualified personnel, a lowering of standards for recruitment, and an excessive increase in the whole load of the teachers.

The conference notes with dismay that this has resulted in the lowering of standards of education and feels impelled to call upon the world to take immediate action to secure qualified teachers in adequate numbers.

This conference strongly urges that the following steps be taken immediately to eliminate the shortage of teachers.

- (1) That the economic status of the teacher be raised substantially in relation to that enjoyed by other professions of comparable training in fact to the point where the teacher can enjoy a standard of living enabling him to discharge his social and cultural responsibilities.
- (2) That there should be no discrimination on grounds of belief, race or sex.
- (3) That buildings and other equipment be brought up to a standard

which enables teachers to do their work effectively and efficiently.

- (4) That the size of classes and the work-load be so determined as not to impair efficiency.

- (5) That proper and adequate financial encouragement be given to suitable young people desirous of entering the teaching profession.

- (6) In consultation with the National Organisation of Teachers re-enlistment of perfectly qualified teachers be permitted and during the emergency, properly qualified but superannuated teachers be re-employed on special terms to be determined in consultation with the National Organisation of Teachers.

- (7) That adequate retirement benefits be provided.

- (8) That it is necessary to maintain high standards of admission to the profession and that such standards be determined in consultation with the teaching profession.

Resolution 2

The conference calls upon all member organisations to strive to secure full civic freedom for teachers and to encourage teachers to use this freedom to further the cause of education.

Resolution 3

The conference calls upon its members to stress the important role of the teacher in the proper education of the world's children, to do everything in their power to raise their own professional competence, and to make every effort to ensure that young people of ability be attracted to the teaching profession.

Resolution 4

This conference is of the opinion that the problem of shortage of teachers and its consequences on standards of education need further study. It authorizes Dr. Patterson to

continue his work and requests all member organizations to extend their full measure of co-operation to him in his study.

Resolution 5

The WCOTP Conference recommends that the Executive Committee study all practical means of encouraging a closer participation of national associations in the work of the Confederation.

The conference requests that the results of this study, undertaken by the Executive, should, at an appropriate moment be the subject of a report addressed to national associations in order to prepare for a discussion on this topic at the 1958 Conference.

SPECIAL COMMITTEE

The conference then adopted the programme of work for the year 1957-58. It set up a Standing Committee to consider the educational problems of exceptional and handicapped children. It set up another committee to consider problems connected with technical and vocational education. A third committee on Rural Education was set up and Prof. D. C. Sharma, President, All-India Federation of Educational Associations has been elected as chairman of this committee. A committee for strengthening relations with UNESCO was also set up. The conference further decided that member organizations should further the programme of the UNESCO and the U.N.O. by observing the United Nations Day and Human Rights Day, and co-operating with the UNESCO in its two major projects, East-West Understanding and Education in Latin America and its efforts to prepare a source list of available educational aid and materials.

The conference also set up a Preparatory Committee to organize an Afro-Asian Conference to study the UNESCO East-West Project and to develop a long range programme for

co-operation with that project. Shri Natarajan was elected Chairman of this Preparatory Committee. Another committee on educational journals was set up.

Along with the conference a meeting of editors of educational periodicals was held. This meeting had two sessions and made certain valuable suggestions towards strengthening educational journals in serving the cause of education and teachers. A conference of vocational teachers was also held along with the general conference and their decisions were greatly helpful to the Executive in appointing its Standing Committee and deciding upon a programme of work.

NEW OFFICE-BEARERS

The conference had to elect a Vice-President and 3 members of the Executive. Shri S. Natarajan was elected Vice-President and Mrs. Sarah Caldwell, U.S.A., Mr. Roman F. Lovenzo, Philippines and Mr. Birger Nordstrand, Norway, were elected to the Executive. Mr. J. O. Mendis, President of the Ceylon Union of the Teachers, was elected a member of the

Executive Committee in the vacancy caused by the election of Shri Natarajan as Vice-President. The Asian countries represented at the conference were: Israel, Pakistan, India, Ceylon, Burma, Malaya, Singapore, Cambodia, Hong Kong, Formosa, Japan, Indo-China and the Philippines.

The conference decided to have its next assembly at Rome in August, 1958. The theme of that session will be "Public Support to Education". It also accepted the invitation of the National Education Association of America to have its 1959 Session in the United States with the theme "Understanding of East-West Culture."

The German Teachers' Federation had made excellent arrangements for the conference and showed every courtesy to the visitors. They were at home to the delegates. The Burgomaster of Frankfurt and the members of the Town Council rendered great assistance in making the stay of the delegates comfortable. A special excursion on the Rhine was also organised and all the 400 delegates had a pleasant Rhine holiday on Monday the 5th August, 1957.

THE S. I. T. U. BUILDING FUND

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

		Rs.	nP.
Teachers' Associations of	Previous total brought forward ...	3,238	26
1. Hindu High School, Ambur, North Arcot	...	22	05
2. Sourashtra High School, Madurai	...	50	00
3. Hindu High School, Madurantakam	...	20	00
4. K. K. High School, Velur, Salem	...	10	00
5. P. V. High School, Gopolasamudram, Tinnevely	...	10	00
6. T. N. P. M. M. Nadar High School, Thalavaipuram	...	10	00
7. Ramakrishna Mission High School, (Main), T'Nagar Madras	...	10	00
8. Sethupathi High School, Madurai	...	10	00
9. Town High School, Kumbakonam	...	10	00
10. Board High School, Parthibanur, Ramnad	...	10	00
11. Bishop Heber High School, Teppakulam, Tiruchy	...	25	00
12. Schaffter High School, Tirunelveli	...	25	00
13. S. M. S. Vidyasala High School, Karaikudi	...	5	00
Total	...	3,455	31

DEVELOPING SKILLS IN SOCIAL STUDIES

By N. SHUNMUGHAM,

Perianaikenpalayam.

By Social Studies we mean the organization of all relevant, useful, and needed information to the pupil in a relative and sequential pattern as well as the provision of the necessary opportunities and situations in which all his latent abilities will reveal themselves and thus enable him to develop a wholesome personality. The teacher who fulfils this onerous responsibility must be "one who instructs the younger and less mature, leads and in the act of leading teaches, since to know is to lead and to lead is to teach".

In this fast changing world the future citizens must equip themselves even now to meet all the challenges that will face them in circumstances which cannot be procrastinated. Though education in the older days was knowledge centred, the complexity and rapidity of the present age necessitates greater attention being bestowed on the development of skills, especially those skills which will prepare him for the democratic set up.

This future citizen is not a mere product of accidents but is the synthesis of numerous influences and experiences. He is the product of an educational system which has ceased to be too factual but has planned the learning process around functional experiences actually related to life and its problems. He is the product of a system which has not neglected the three R's, but has also added to it three other R's, viz., Rights, Responsibilities and Relations. He is the product of a school which is not merely a transmitter of tradition but also a workshop of creative talents. Thus we find that the future hopes of the world should be properly instructed and guided in the development of understandings, attitudes and above all skills which

are necessary for efficient and successful democratic living. There cannot be any lop-sided growth of these three. The soundness of any educational programme depends upon the nature and extent to which it provides for the simultaneous optimum growth of all these three things.

Experts view the problem of skills from different angles. Some view it as related to the process of learning while some others connect it with the product of learning. To Mr. Burton "Skills are extensions of meaning, procedures for making understandings operative: skills are learned better, therefore, when closely related to meanings." But the other view is given by Beard to whom skills are "signs and instruments of power".

In planning any programme for skill development, due attention must be paid to an analysis and understanding of the complex abilities and arrange them for instructional purposes with reference to the maturity of the learner. So, given a broad interpretation, as Hodgkins would put it, skill is "the ability to carry on an activity with effectiveness and a reasonable degree of facility." With the increasing breadth of vision, the meaning that the term skills comprises in itself the teacher's responsibility for helping the pupils acquire the skills essential for efficient and active participation in life, gets increased. But the pains taken are adequately compensated and rewarded by the interesting and stimulating situations he provides for the growth of his pupils.

PRINCIPLES UNDERLYING THE DEVELOPMENT OF SKILL.

1. For the acquisition and improvement of skills, the learning activity

must focus on skill development. As Ragsdale puts it "when skills remain incidental to the project, they are likely to be insufficiently practised, poorly understood and inadequately learned."

2. Experience designed to promote growth in skills must be meaningful to the learner. To increase the students' competency in the skills taught the learning process must be closely connected to the interests that are important to him.

3. Experiences used in skill development must be geared to the maturation level of the learner. The various experiences we provide will not be interesting to the student if he finds them to be above his level of interest and capacity.

4. For the successful learning and retention of skills, repetitive practice is essential. But repetitive practice should be actually linked with a keen desire to learn and a deep insight into the processes.

5. Skills should be developed in connection with activities and not in isolation. They must form an integral part of the functional aspect of the learning experience.

6. Development of different skills should go on simultaneously. Emphasis on the different skills should go hand in hand with an eye on the maturity level of the student.

7. Evidence of skill development must be sought in changes in behaviour. Changes in behaviour will reveal themselves both by action as well as through failure to act.

8. Provision for the systematic development of skills must be made throughout the school programme.

Thus we find that there are three basic principles underlying the problem of skill development.

(a) Skills are not to be taught as ends in themselves, they should serve

as useful means which the learner may employ in achieving his goals.

(b) The teaching of skills must rest on the understanding and application of scientific research into the nature of the learning process as it concerns both the teacher and the learner.

(c) The effective teaching and learning of skills in social studies can adequately take place only within the context of a comprehensive planned programme.

Any programme for skill development must provide both for vertical and horizontal co-ordination of instruction in skills. The teaching and learning of skills is a developmental process, carried on most effectively where there is planned continuity and emphasis appropriate to the student's maturation. A planned programme for the teaching and learning of skills is needed to help the student make optimum transfer of his skill learning and integrate them into his total behavioural pattern. Vertical co-ordination relates to the development of skills in various areas through the different stages from kindergarten to the school final level. The horizontal co-ordination of skills relate to the effective use of the social studies skills learnt during the other parts of his school day.

NATURE OF SKILLS

Skills can be classified under three headings: Motor, Intellectual and Social.

Motor skills include those involved in recording, receiving and communicating ideas such as reading, writing, talking and expressing the ideas through graphic means. Though some thinking is involved in the progress of learning these skills, once learnt, they should become automatic if pupils are to get the most out of them.

The intellectual skills include:

1. Skills in methods of obtaining access to information.

(a) Use of libraries and institutions.

(b) Use of encyclopaedias, hand books, documents, sources, dictionaries, Atlas, Map, Pictorial graphs, Estimates and figures, authorities and statistical collections.

2. Skill in the sifting of materials and the discovery and the determination of authentic evidence in the use of primary sources.

(a) How to understand social studies reading.

(b) How to take notes.

3. Skill in the observation and description of contemporary occurrences in the school and community.

(a) How to make current events report.

(b) How to take part in social studies discussion.

4. Skill in methods of handling the information.

(a) In analysis:— breaking down large themes or masses of data into manageable units and presenting into irreducible elements.

(b) In synthesis:— Combining elements, drawing inferences and conclusions, and comparing with previous conclusions and inferences, logical and systematic organisation.

(i) How to outline social studies material.

(ii) How to prepare a good report.

(iii) How to give an oral report.

(iv) How to make a written report.

(v) How to draw conclusions.

(c) In map and chart making and graphic presentation.

5. Skill in memorising results of study with consciousness of application to new situation by exact reference and analogy.

(a) How to locate references on a topic.

(b) How to make an honest report.

6. Skill in Scientific method, inquiring spirit, patience, exactness, weighing evidence, arriving at tentative and precise conclusions.

(a) How to use the parliamentary procedure.

(b) How to do committee work.

(c) How to draw conclusions.

There is yet another three-fold classification of skills:—

(a) Those skills that are so fundamental to achievement in all phases of the school programme that there is little variation in the methods of teaching and learning them under various situations.

(b) Those skills that are generally applicable to all fields but whose application is specialised according to the particular field to which they are applied at the moment.

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(c) Those skills which relate particularly to social studies viz., Developing a sense of time and space.

EVALUATION OF SKILLS.

In any programme of educating the children, evaluation forms an integral part of it. The fundamental principle of evaluation is to see that the education given to the pupils has resulted in a definite improvement in their behaviour pattern. This principle holds good in the field of skill development also. Evaluation is concerned with the process of determining the degree to the desired educational objectives. There are five aspects of this process.

(a) The educational objective to be achieved serves as an initial and continuing reference in all subsequent consideration of the pupil, their behaviour, and the criteria used to determine the adequacy of that behaviour.

(b) The learner is the object of major attention of the person who observes to see if his behaviour reflects in any manner the desired objective.

(c) The situation in which the learner is placed determines to a large extent his reactions.

(d) The standards used to determine the learner's behaviour are distinct from objectives.

(e) The observer and the appraiser of the behaviour who judges that it has got some thing to do with the objective set before us and that the degree of achievement is adequate for that time.

The very big problem in skill evaluation is to discover situations to observe skill behaviour, which are sufficiently meaningful to give proper direction and scope to the skill behaviour of the person being evaluated. A very significant fact to be noted in this connection is that these situations

which give meaning to skill behaviour are probably those which were used to develop the skill in the first place. So as a natural corollary we find that the greatest opportunity for observation and evaluation of skill behaviour would be as part of the learning experiences children are having both in and out of school. "Evaluation is not an after thought to the experience, but a necessary component of the experience which insures the direction and continuity of its development". The following tools should be available for the teacher and pupil to use in evaluating social studies skills.

(a) Behaviourally defined process or skill objectives.

(b) A variety of ways of observing pupil's skill behaviour.

(c) The various kinds of standards which might be used to appraise skill behaviour.

The procedures used in evaluating skills in social studies should:—

(a) Enable the observer to examine the scope of any important social studies skill as it is practised in any meaningful social situation.

(b) Be comprehensive in the sense that proper attention is paid to all the important skill areas.

(c) Enable the observer to evaluate a number of skills being practised in the same learning situation and to examine their relationships and development overtime.

(d) Permit the learner to assume an important role in the evaluation of his own skill behaviour.

(e) Be primarily educational in character in the sense that the learner is increasingly able to give better direction to his own present and future skill development as a result of the evaluation.

PLACE OF SCHOOL RECORDS IN EDUCATION

By SHAMSUDDIN, B.A., B.T., M.Ed.

Dongargaon

"The School is not a clinic, but is par excellence a place of preventive treatment and in dealing with the mind of children, it can and should learn from the Psychologists, just as in dealing with their bodies it should learn from the doctor" — *Keith Sturck Meyer*.

Our educational system suffers from a number of defects one of which is the present system of examinations. It treats only with the educative aspect of a student and completely overlooks the productive importance. What is meant is that the present educational institutions are almost exclusively concerned with the cultivation of memory and means of collecting ideas and expressing them in a competent manner.

No doubt it is a worthy aim, still the exaggerated significance of examinations is certainly not justified. This over-emphasis on examinations must be relaxed as the evil effects of examinations on our present system of education are quite evident.

A. N. Basu, in his booklet, "School Records", says, "Examinations control the curriculum. They influence the method of teaching and they determine not only the attitude of our pupils but also of their teachers towards the whole subject of education. In fact they dominate our entire education greatly to its detriment."

When only one examination at the end of the School year is to decide the fate of the student, it is little wonder that both pupils and teachers set so much store by it. In fact, their only endeavour is to get through the examinations.

Under the circumstances true education in its real sense is sure to suffer. Extra-curricular activities, individual interests and development of individual aptitudes that are the es-

sence of true education making it joyful and fascinating adventure of our pupils, cannot make any progress. The true aim of education as an all-round development of personality has no sense here. Now the question arises, how to overcome these evils?

One of the remedies for this is to give proper consideration and due credit to the honest work done by the students in the class throughout the year. Thus the School Records or Cumulative Records, as we can call them, can serve this purpose.

The Secondary Education Commission (1953) while recommending to make these a common feature of all schools all over the country, said "Neither the external examination nor the internal examination, singly or together, can give a correct and complete picture of a pupil's all-round progress at any particular stage of his education.

Yet it is important for us to assess this, in order to determine his future vocation. For this purpose, a proper system of school records should be maintained for every pupil indicating the work done by him in the school from day to day, month to month, term to term, and year to year. Such a school record will present a clear and continuous statement of the attainments of the child in different intellectual pursuits throughout the successive stages of his education. It will also contain a progressive evolution of development in other directions of no less importance, such as the growth of

his interests, aptitudes and personality traits, his personal adjustments, the practical and social activities in which he takes part. In other words it will give a complete picture". (Op. Cit. pp. 148-149).

Many people admit theoretical importance of School Records but pay little attention to them in practice. This is absolutely wrong because records of pupils' development are in the real sense practical. They are of utmost importance to teachers in their daily routine, and they can be excellent educational instruments.

By going through a number of School Records, inferences can be drawn about the development of the pupil. Thus general needs and requirements of the students can be best understood by teacher, through School Records.

The School Records serve as perfect guide in fathoming the needs of an individual child and to work according to them. These records contain physical, mental, emotional and moral development of each child from the time he enters school till he goes out of it. On the basis of these, educational methods to be used can be decided finally. They indicate the strong as well as the weak points of the child.

If these are properly maintained, they can be of immense help in improving the standard, health, personality and character of the children in schools. They can be most helpful in indicating the items in which the child shows greater fancy and thus he can be easily guided for his future progress for the part he would play in life.

This guidance cannot be given in the absence of records.

When we are habituated and accustomed to maintaining records pro-

perly, our guidance can be of greater assistance to the children for their future course of study or their future vocation. Thus in brief through records we can make an all-round development of the child and he can be gay, happy and satisfied.

The child is not to be considered as an isolated individual. His development is to be given full consideration in relation to the society and the environment, in which he has his being. Truth about the child's parents, the environment of his home, their standard of living, his relations with other members of the family, the society in which he lives often, the subjects, the activities, and the hobbies in which he is interested and how he passes his free time, should be observed minutely and recorded. This information will be of inestimable value for organising the future plan of the child.

Similarly this information can be passed over to the other school where the child is transferred. There the teacher will not be required to waste time in judging the child again but he would proceed further on the lines already prepared by his predecessor.

It is necessary that in such cases the new teacher should not be prejudiced against the child by the previous remarks but should endeavour to judge him correctly and impartially.

"These records will not only help to determine the courses of study in school but they will also provide material for a full assessment of the pupil when he leaves school and passes on into employment or further into full time education". It is thus obvious that the records can provide the complete information about the child's abilities and potentialities, which can be of immense use in educational programme and vocational guidance programme.

DEVELOPMENT AND SUCCESSES OF HIGHER EDUCATION IN BULGARIA

Before September 9, 1944, Bulgaria had altogether one University and 4 higher institutes with 11 faculties and 23 departments and with about 10,000 students. The teaching staff in these institutes reached the number 400. Prior to, and even for 1-2 years after September 9, 1944 the Sofia University used to have the greatest number of students: in 1944 — 13,000; in 1945 — 23,000 and at the beginning of 1947 — 32,000. This great enrolment necessitated an increase in the teaching staff and furthermore raised new requirements for the improvement of education. A reorganization of Sofia University set up some of its faculties as separate higher institutes as for instance the Higher Institute of Agriculture "Georgi Dimitrov", the Higher Institute of Economics "Karl Marx" and others.

In addition to the formerly existing higher institutions for art, such as the Institute of Fine Arts and the State Conservatoire, a Higher Theatrical Institute was opened and named after the great Bulgarian actor Krustiu Sarafov. A Higher Institute of Physical Education and Sports was founded. These, in brief, are the milestones which mark the development of higher education in the Republic of Bulgaria.

At present in the country 20 Universities and higher institutes are engaged in scientific, educational and research work. These have a total of 40 faculties and 150 departments and are attended by about 30,000 students. This means that out of every 1000 citizens of the country, 4 receive a university degree.

During the years of people's regime along with regular university education were set up correspondence courses. This gave thousands of young people engaged in production or in the public

and social organizations, state departments and offices, opportunities to receive university education without quitting work. Hundreds of school-teachers, agronomists, engineers, economists and others are now able to get their training through the correspondence course organized by the various Universities and Higher Institutes.

There are over 20 Students' Hostels with more than 3500 beds. This gives 12 per cent of all university students an opportunity to have lodgings with appropriate conditions for study. 9000 students take their meals at the student canteens against a minimum charge. For upkeep and improvement of food in these canteens the state spends yearly 4,000,000 leva.

Considerable measures are taken for the students' health. For this purpose the state has set up special services — a students' polyclinic and anti-tuberculosis centre in Sofia, health centres in Plodiv, Stalin, Svishtov, a sanatorium at the village of Raikodaskalovo and a permanent station for students recovering from tuberculosis near the town of Berkovitsa.

Higher institutions of learning in present time radically differ from those existing before. They are new not only with regard to a changed social composition of the student and teaching body, but also new as regards methods of education and the organization of studies. New educational plans and programmes have introduced a new order in education and have assured the correct interrelation between the various branches of education.

The higher institutions of learning organize scientific societies and circles to which are drawn the best, most diligent and most interested students.

Very often the activities of certain students in these societies represent real personal scientific contributions.

The Bulgarian university chair is becoming with every passing year a link of educational, teaching, and scientific-research work.

During the last several years the Bulgarian Universities and Higher Institutions have also had appreciable achievements in the field of scientific research. With every passing year the teaching staff publishes more and more valuable scientific works of direct practical value and for the use of socialist construction. Some of the works

of the teaching staff in farming, technical and economic higher institutes are of outstanding significance.

The Universities have established the practice of convening annual scientific conferences for discussing the scientific research work.

Since 1948 special care has been taken for the timely publication of the necessary text-books in order to help students to work independently in view of acquiring better knowledge and preparing for examinations. During the period 1952—1955 over 1200 text-books have been published and made available to the students.

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CARTER : Man's Social Story	Rs. 6-09
JOAD : The Story of Civilization	Rs. 1-00
JOAD : An Introduction to Contemporary Knowledge	Rs. 3-62
PARKHURST : Wonders of the Past and Present	Rs. 1-50
SHARMA : Makers of To-day	Rs. 2-00
SHIPP : Ideas that Moved the World	Rs. 2-00
WELLS : Short History of Mankind	Rs. 4-06

MACMILLAN AND COMPANY, LIMITED,
6, Patullo Road, Madras-2.

THE PROGRESS OF EDUCATION IN MALAYA

By KENNETH LUKE

Until recently Chief Education Officer of Selangor, Malaya.

In Malaya, before the period of British administration, education was limited to a few Moslem religious schools where Arabic instruction in the Koran was given. By September 1956 there were 4,878 schools with a total enrolment of 972,665. Today the enrolment exceeds a million.

Although there are still many children of school-going age who are not yet in school, in January 1957 the country found places for all children aged 7 plus and also for as many children aged 6 plus as possible.

The Federation of Malaya is one of the youngest countries in the world -- in the age of its population as well as in being "born" as an independent, multi-racial nation this coming August 31. More than half its population is under 21 years of age, and the age group 6 to 12 constitutes 20 per cent. of the total population. It has been calculated that a similar age group in America or Britain would constitute only nine per cent. of the total population. The youthfulness of the Malayan people as a whole has made its educational problems difficult to solve, but since the war extraordinary advances have been made.

In 1947 there were 470,000 pupils in school; in 1953 there were 759,831. While before the war the problem was how to encourage children to attend school, today the problem is how to house them and provide them with teachers.

SPECIAL COMMITTEE

In July 1955 the Alliance party won a sweeping victory in the first Federal elections ever held, and in September the new Government appointed a special committee, with a membership of nine Malays, five Chinese, and one

Indian, to reconsider the whole subject of Malayan education. On March 7 this year an Education Bill based on the report of the committee became law.

The education system is to be re-organized in such a way that at the end of his schooling each child will emerge with a Malayan, rather than a single racial, outlook.

In view of the changes and development expected after independence, the committee, in its report, did not attempt to plan beyond the next 10 years. It also decided that free education was out of the question at least until 1959.

In primary education it proposed that Malaya be the language of instruction in "standard" schools, but that similar "standard-type" schools should be allowed with English, Mandarin, or Tamil as the medium of instruction. In "standard-type" schools Malay and English would be compulsory subjects; and in any primary school where the parents of 15 children requested it, Tamil or Mandarin would have to be taught.

In secondary education the committee proposed that there be one national type of secondary school in which more than one medium of instruction could be used, but that the syllabus everywhere should be the same.

The committee distinguished between academic, vocational, and technical education after the first three years in the secondary school.

PROPOSALS

To encourage the use of the Malay language it proposed a Language Institute to train teachers in Malay, and

incentives and rewards for learning the language.

Under the new system, primary schools would be "independent" or "assisted", and secondary schools "independent" or "direct-grant". All "assisted" and "direct-grant" schools would be treated alike as regards grant.

To round off the new system the committee recommended the establishment of Local Education Authorities to be responsible for primary and trade education; boards of governors for all schools; an independent inspectorate; provision for post-secondary and further and part-time education; the reorganization and development of technical education; control of the size of schools and classes; a careful and gradual solution of the problem of

over-age children in schools; and the reorganization and expansion of arrangements for the training of teachers.

The Department of Education did not wait for the Bill to become law before setting to work. Already much progress has been made. Teacher training has been drastically reorganized and greatly expanded.

The independent inspectorate was established in October 1956; and nine carefully selected teachers are being trained at the University of Malaya, and two in London, to become lecturers in the Language Institute. Preparations to enable the municipalities to become Local Educational Authorities, and detailed plans for the establishment of boards of governors in all schools, have already been made.

THE XXVII SOUTH INDIAN EDUCATION WEEK

The South India Teachers' Union in co-operation with several organisations interested in the promotion of Education has been organising Education Week every year from the year 1931. This year it has constituted a Central Education Week Committee with the representatives of twelve organisations. Dr. P. V. Cherian, Chairman of the Madras Legislative Council has kindly agreed to be the Chairman of the Committee.

The central theme chosen for discussion during the Week this year is "Fundamentals of Education and National Unity."

The following programme has been suggested :—

Thursday,	24-10-1957.	Fundamentals of Education and National Unity.
Friday,	25-10-1957.	Education and Cultural Heritage.
Saturday,	26-10-1957.	Education and Healthy Living.
Sunday,	27-10-1957.	Education and Home.
Monday,	28-10-1957.	Education and Moulding of Character.
Tuesday,	29-10-1957.	Education and the Welfare State.
Wednesday,	30-10-1957.	Education and the Teacher.

It is the earnest appeal of the Central Education Week Committee that all the teachers' associations in the State of Madras should take interest in the celebrations of the Week and make arrangements for the same. A guide book for the observance has been sent to the Associations and those who require more copies can get them at Re. 1 for 8 copies.

Reports of the celebrations may be sent for publication in this Journal.

28-9-1957.

CONVENER,
Central Education Week Committee.

OUR LETTER BOX

S. R. Sastri, M.A., Secretary, Tamilnad Hindi Prachar Sabha writes :—

Under the Second Five Year Plan, it has been decided to run a Hindi Visharad Vidyalaya at Tiruchirapalli from 2nd October 1957 for a period of one year. Minimum qualification for admission is completed S.S.L.C. with 'Praveshika' qualification in Hindi. Both men and women may join the Vidyalaya. There is provision for Hostel for male students. Selected students will be given a monthly stipend of Rs. 18. Even those who are appearing for 'Praveshika' Examination in this month may send application pending the result. Students will be admitted from all the Tamil Districts including the City of Madras. Tuition will be free for backward communities.

Applications to join the Vidyalaya should reach the Principal, Vidyalaya, Hindi Prachar Sabha, Tiruchirapalli on or before 31st August, 1957.

SCHOOL AND COLLEGE MEDIUM OF INSTRUCTION

The Education Minister of Madras State stated in his budget speech of 1955 as an indisputable proposition that the medium of instruction at the secondary school stage and in the university courses should be the same. He reiterated this view in his Convocation Address of the Annamalai University and in the Budget speech of 1957. His opinion is based on the assumption that the standard of English acquired at the end of the secondary school stage is not sufficient for following the university courses of study in the English medium. Mr. Chintaman Deshmukh, Chairman of the University Grants Commission stated in Madras that the students found it difficult to follow the English medium only for

sometime in the college classes, but followed them later without much difficulty. Teachers of English in colleges testify to the incapacity of a large number of students to follow the lessons in the English language itself. The difficulty of students who passed S. S. L. C. in March 1957 and who have joined the pre-University class will be much greater. The standard in English aimed at in S.S.L.C. of March 1957 cannot be said to be adequate enough for deciding the capacity to follow university courses of study so far as English is concerned. It does not aim at testing the linguistic attainments and capacity; it is more a "general intelligence" test. This standard may be quite enough for a school-leaver, but not enough for matriculating to the university.

Several suggestions have been made to improve the standard of English in High schools; and no steps have so far been taken to implement them. The number of periods allotted for English must be increased from the first form upwards; the simplified vocabulary scheme and the sentence structures must stop with the fourth form; the aid of formal grammar should be sought; the learning of grammar from the textual lessons alone should be given up; and the S.S.L.C. Board should give up setting questions of the "Quiz" type in English, and attach more importance to the construction of paragraphs and essays, and insist upon a higher standard in the setting of papers and in the evaluation of answers. If the examining body aims at a lower standard, pupils' attainments will be lower still. If students are enabled to follow lessons in English, they will be able to follow the lessons in the English medium. The two problems will automatically solve themselves. Without taking steps to arrest the deterioration in the standard of

English in high schools, to state that the medium at the college should be Tamil is a reactionary step which will lower the intellectual attainments of our graduates.

The place for introducing the medium of the regional languages for imparting higher education is rural colleges and rural universities. These institutions may experiment on the use of the regional language as the medium for imparting to rural folk higher education on the lines of the Grundtvigian "Folk-Schools" of Denmark.

Eminent persons have warned against hasty and premature replacement of English medium by the regional languages at the College stage. The Committee on States Reorganisation have urged the retention of English at the university stage in the interests of sound higher education and research. The graduate who passed engineering in Gujarati cannot find employment in any other part of India. The Prime Minister of India has been stressing that we can make no advance just by translating a few text-books in Physics and Chemistry, and that "we cannot continue to be an in-bred nation and the study of English is essential if we are to take part in the intellectual life of the world." The problem of the medium at the university stage is, therefore, an All-India problem, and cannot be tackled as a special isolated problem of any particular State. It is not proper to create an atmosphere of unrest and suspense in the educational world now. We can afford to wait for two decades more, even for taking the first or the initial steps to introduce the medium of the regional language in the universities.

The issue raised by the Education Minister has been considered before. In a letter to "The Hindu" in July,

1938, I have quoted the note presented by the Mysore Vice-Chancellor in 1937.

"The Government who concur with certain bodies that were consulted in the matter are of the opinion that there is no ground for the apprehension that the introduction of the vernacular as the medium of instruction in high schools is likely to be detrimental to the study of English and handicap students proceeding to the university. But, on the contrary, the study of English as a language will receive an impetus owing to the fact that time and energy would be saved as a result of the introduction of the medium of the mother-tongue. Further, high school authorities are expected to encourage debates, competitions, compositions and essay-writing in English. Again, the performance in English of those candidates who studied History and Geography in Kannada is in no way inferior to those who learnt them in English. The experience of the teaching staff has been that the teaching of the subjects through the medium of the mother-tongue in no way interferes with their progress in English. It may be that the standard of English in high school classes is not what it ought to be; but the low standard has nothing to do with the medium of instruction in non-language subjects. The causes lie elsewhere."

One does not follow the other. The mother-tongue is the medium of instruction at the secondary stage; and English, for at least two decades to come, should be the medium at the university stage, if we are to function at the optimum level intellectually and culturally in Educational and International spheres.

15-8-57,

R. SRINIVASA IYENGAR,
Principal,

Srinivasa Tutorial, Coimbatore.

NEWS AND NOTES

VIVEKANANDA TRAINING COLLEGE, TIRUPPAROYTURAI.

The teacher-trainees of the above College, had their C. T. Camp inaugurated on 8-9-57 by Sri G. Varadachari, Principal, National College, Tiruchirappalli. He delivered a talk on Community Life and the linguistic problem. Daily two or three lectures were given by eminent persons. Three doctors two from Tiruchirappalli and one from Tirupparoyturai delivered lectures on different topics pertaining to the proper maintenance of good health. Swami Chidbavananda's lecture on the need for 'Citizenship Training' and his experience of the expedition to "Mount Kailas" explained with slides were inspiring and valuable. Head Masters of different high schools gave different discourses on different subjects. One advocate, one Corps Officer of St. John Ambulance Brigade, one Scouts Commissioner, the Executive Officer of the District Co-operative Central Bank, Tiruchirappalli and one old student took part in the activities and extended their co-operation in making the camp a success.

On 12-9-57 the Campers went on outing to the Government Basic Training School, Mayanur and on their way back visited the Board High School, Kulitalai.

The valedictory address was delivered by Janab M. J. Mohammed Sayeed, Principal of the Jamal Mohammed College, Tiruchirappalli.

On the evening of 16-9-57 they returned to Tirupparoyturai.

SOURASHTRA SECONDARY SCHOOL, MADURAI.

The pupils and the teachers of the Sourashtra Secondary School, Madurai celebrated on 15-8-57, the INDEPENDENCE DAY AND FREEDOM STRUGGLE CENTENARY celebration with Sri R. Ramasubbu, B.A., B.T., the Headmaster of the school in the chair.

After the pool and prayer, the president hoisted the National Flag and explained the need for the celebration of this national festival and also narrated the historical significance of this year which is also commemorated with the Centenary of the Freedom Struggle (1857). Messrs L. R. Kasiraman and Panditha Sivasubramania Iyer also addressed the gathering. Pandit Ramamoorthy proposed the vote of thanks.

At the end of the function, sweets were distributed to the pupils.

"TEACHER OF THE YEAR"

ASHEVILLE, North Carolina—Mrs. Ellie Lee Kahl, one of thousands of nominees from all parts of the United States, was named by the General Federation of Women's Clubs as "Teacher of the Year".

The study of languages is the way to make friends with peoples of other countries, this accomplished linguist believes. "It is the only way in which people can discuss politics, gain knowledge of the soul and get to understand each other," she says. For 10 years she has been taking her students on bus trips into Mexico to "learn the language in action."

THE HEADMASTERS' CONFERENCE (Madras City)

ANNUAL REPORT—1956-57

The Conference met seven times in the course of the year to discuss matters relating to the Reorganization of Secondary Education and other administrative problems. The following is a list of problems discussed by the Conference:

- (1) Pre-University Course—difficulties of students of bifurcated courses in the choice of subjects.
- (2) Model Papers in English for the S.S.L.C. Public Examination.

- (3) Selection of examiners for the S.S.L.C. Examination and the revival of Assistant Examiners' meetings to ensure uniformity in valuation.
- (4) Report of the Legislature Committee on the Reorganisation of Secondary Education.
- (5) S.S.L.C. Examination papers for March 1957.
- (6) Concessions to failed students and reckoning the failures in the primary classes.
- (7) Special Fees—the need for allocating special fee funds for recurring and non-recurring items on a 50-50 basis and the need for relaxation of rules for expenditure on Domestic Science equipment.
- (8) Enhanced Dearness Allowance to Menial Staff.
- (9) Advisability of forming a permanent State Headmasters' Conference.
- (10) The M.S.A.A. and the Inter-School Tournaments.

Education Department

The Conference has been able to represent to the Department the problems facing the Headmasters in their day-to-day administration and we are glad that the Department is appreciating our work.

The Madras Teachers' Guild

The Conference has begun a new procedure in the matter of discussing the S.S.L.C. Examination papers. It was found that the recommendations made separately by the Headmasters' Conference and the Madras Teachers' Guild created some confusion and hence it was thought advisable to hold a common meeting of the members of the Headmasters' Conference and the Madras Teachers' Guild Council to discuss the S.S.L.C. Examination papers and make common recommendations. We are glad that both the S.S.L.C. Board and the Madras Teachers' Guild Council have appreciated this procedure.

The M. S. A. A.

The members felt that the M.S.A.A. should be reorganised on a more effective basis to be more conducive to fostering of sportsmanship among students instead of creating disharmony and rivalry. The members suggested the active co-operation of more Headmasters in the M.S.A.A. and have suggested modifications to the constitution of the M.S.A.A. The Conference co-operated with the All India Council of Child Welfare in organising a Children's Week in November 1956 and in conducting a Rally of High School boys and girls at the Corporation Stadium on 18-11-1956 where Sri T. T. Krishnamachariar presided.

FROM OUR ASSOCIATIONS

MADURA DISTRICT TEACHERS' GUILD

The Annual General Body Meeting of the Madura District Teachers' Guild was held on the 19th January 1957 at Board High School, Batlagundu.

The Secretary, Mr. K. S. Krishnan, presented the report on the work of the Guild for the years 1955-57 together with the audited financial statements of accounts.

The following office-bearers were elected for the years 1957-1959:—

1. President: Sri S. Krishna Iyengar, B.A., L.T., Sethupathi High School, Madurai.
2. Secretary: Sri K. S. Krishnan, M.A., B.T., Sethupathi High School, Madurai.
3. Representatives on the Executive Board of the S.I.T.U.:
 1. Sri V. Mariarathnam, B.A., L.T., St. Mary's High School, Madurai.
 2. Sri P. R. Subramanian, B.A., L.T., Board High School, Batlagundu, Madurai.

COIMBATORE DISTRICT TEACHERS' GUILD

Copy of the Resolutions passed at 32nd Annual Conference held at Mettupalayam on 31-8-1957.

1. RESOLVED to request the Government to extend full fee concession for the children of all the members of the teaching and the non-teaching staff studying in the Higher Forms.
2. RESOLVED to request the Government to pay house rent allowance to all members of the teaching and the non-teaching staff irrespective of the management they serve and the places in which they are employed.
3. RESOLVED to request the Government to extend the pension cum provident fund cum insurance scheme to all categories of teachers and non-teaching staff irrespective of the managements they serve under.
4. RESOLVED to request the South India Teachers' Union to take up the question of revision of salaries of all grades of teachers immediately, getting it included in the terms of reference of the Central Pay Commission appointed by the Government of India.
5. RESOLVED to request the Government or the managements to provide houses for teachers taking advantages of the low income group housing scheme of the Government of India.
6. RESOLVED to request the Government to fix the age of retirement of all categories of teachers at 60 irrespective of the management.
7. RESOLVED to request the Government to provide universal free compulsory education to all children upto the age of 14 in conformity with the Directive Principles of the Constitution.
8. RESOLVED to request the Government to formulate such uniform leave rules as were obtaining in Government service prior to September 1933, to all categories of teachers under every kind of management.
9. This Guild recommends to the D.P.I. to consider and permit 25% of the collections out of the craft fee collections per year towards the replacement of worn-out and broken tools and also 10% for the purchase of new items of tools which may be found necessary in such schools where wood work is the approved basic craft.
10. This Guild also requests the D.P.I. to sanction the post of a skilled attender (carpenter) in schools where wood work has been introduced as a basic craft and include the expenditure for purposes of grant under the category of clerk, attenders, peons etc., when the number of pupils attending the craft section exceeds 200 pupils and where there are no Assistant Craft instructors.
11. The Guild requests the D.P.I. to permit for purposes of grant the employment of Music teachers even in purely Boys' schools considering the necessity for cultivating and encouraging the musical talents of the pupils and also in view of the fact that music has been approved as one of the hobbies for the higher forms.

OUR BOOKSHELF

An Outline History of Civilization: by F. G. Pearce. (Oxford University Press. Price Rs. 4.50.)

This excellently got up book is suitable for students of the pre-University course and satisfies the syllabus in world history. It may also be read by the general reader who wishes to have a cultural background of world history. Contents are in the form of key-questions and answers, but the continuity of thought is maintained.

High School English Grammar—English-Hindi: by Wren. (K. & J. Cooper, Bombay. Price Rs. 3.)

This is a working class-book of modern English Grammar and usage for High School classes. Side by side it provides a practical course in composition. Though the exercises and lessons are in English, the instructions, explanations and directions are in Hindi. Meanings of difficult words are given in Hindi.

This Land of Britain — Book Two: Working Together: by B. G. Hardingham. (Thomas Nelson & Sons, Edinburgh. Price 7 sh. 6 d.)

Book One of this series of Social Geography has been reviewed in one of the earlier issues of this journal. This Book Number Two is written on the same lines and deals with working people of Britain, and contains four parts: 1. The Home Region, 2. Farming Britain, 3. Industrial Britain, 4. Living together. A very attractive and beautifully illustrated book.

The Leicestershire Experiment: by Stewart C. Mason, Director of Education, Leicestershire. (Councils and Education Press, price 1 sh. 9 d.)

This pamphlet gives an outline of the plan and the arguments which have led Mr. Mason to put it forward — the social and domestic consequences of

the present selective procedure, domestic consequences of the present acknowledged shortcomings, the ill effects which he believes it had on the primary schools and his belief that this machinery is necessary.

The Leicestershire experiment is an account of the new scheme of secondary education which the Leicestershire Education Committee have adopted for trial in certain parts of the country. In essence this provides for the transfer at 11 of all children from the primary schools to the non-selective junior secondary schools (to be called High Schools) and the transfer at 14 of all those whose parents wish it and are prepared to keep them at school to 16 plus — to grammar schools (special arrangements are included to speed the 'high fliers' on their way.) In this manner it is hoped to do away with the selection examination known as "the eleven plus" and substitute for it the normal processes of grading and steaming within the schools leaving choice at 14 as far as possible to the parent.

This experimental scheme to be on a fairly small scale will be watched with interest by educationists in the country.

The Place of Sport in Education: (UNESCO). (Price Re. 1-5-6)

This comparative study of the place of sport in Education, both school and out of school presents as faithfully as possible the ideas and facts contained in the reports of member States and non-governmental organisations. This will serve as a good reference book in the library dealing with matters of this kind.

Bhau Rao Patel: by A. V. Mathew. (Ryat Shikshan Sanstha, Satara.)

Dr. Anjilvel V. Mathew tells in this voluminous book of 360 pages,

abounding in illustrations, the story of Karmaveer (Hero in action) Bhau Rao Patel who by his selfless devotion toiled and moiled in the socio-educational work (Basic Education) for the poor children of Satara establishing in remote rural parts schools from primary to college levels requiring no more State aid than is available today. In his system the educated are not only retained in the country environment but are trained in the habits of manual work and self help.

Journal of Education: of Dr. Alagappa Chettiar Training College, Karaikudi, Vol. I, No. 1. (Editor — K. Narayanan).

The number and variety of articles in the inaugural issue of the journal justify the need for this enterprise by the staff of the Training College. Almost all the articles are inspired by a spirit of research and originality of thinking which, we think, should characterise the atmosphere of any good training institution. We hope that this venture will be continued without a break for years to come. It seems that a journal of the same name as the present one was started a few years ago and was discontinued after a few issues. May this journal flourish!

Family Affairs: by Peggy and John Bradley. (Oliver and Boyd. Pupils' books one and two, price 3sh. each and Teachers' Book — price 2sh. 9d.)

These reading books are intended to meet the special needs and interests of backward pupils in the secondary modern school. Book I has topics of general interest to girls. The five stories are short episodes in the lives of Mr. and Mrs. Carter and their daughters Mary and Barbona. They are: 1. The Christmas party. 2. The Family at sea. 3. Bathing the baby. 4. At the Hairdresser's. and 5. The wedding.

Book II has a more complete story about Barbara Carter and her friends

at school. The aims and methods of the series are fully discussed in the Teacher's Book.

Reading to Some Purpose, Book 6: by Phyllis Flowerdew and Ronald Ridout. (Oliver and Boyd. Price 3sh. 9d.)

This is designed for reading ages 10—11. It is an addition to a well-known series of books designed to tackle the special problems of reading for comprehension.

The Teaching of English as a Foreign Language: by T. K. N. Menon and M. S. Patel. (Acharya Book Depot, Baroda. Price Rs. 4-50).

Many books on the subject have recently been published with the principal approach being structural. The present book is on this line and serves as a good guide book to teachers already working and under training. The authors have a scheme of syllabus for six years and the structures (about 275) are intended to be dealt with during the first four years of the English course. In the last two forms the General Readers should aim at establishing these structures firmly in the minds of the young learners.

Education in India today and tomorrow: by Dr. S. N. Mukherji. (Acharya Book Depot, Baroda. Price Rs. 8.)

This book surveys the problems of education with which India is faced today, gives their historical background and offers concrete suggestions to tackle them. It may be found very useful to post-graduate and undergraduate students of Teacher Education.

Rashtra Bhasha Ki Siksha — (Teaching of Hindi the national language.) by Dr. Sridhar Nath Mukherji. (Acharya Book Depot, Baroda. Price Rs. 6.)

This book entirely in Hindi is on the teaching of Hindi as national language. The principles and methods as applied to lessons are explained here.

List of publications received and acknowledged with thanks:

1. Educational studies and documents, No. 21 (UNESCO). The place of sport in Education — a comparative study.

2. The Hindu Theological High School — the sixty-eighth annual report for 1955-56.

3. International Society of Training College Libraries — News Letter No. 20, School Libraries.

4. Narmada Smabhadg Sikshak Seminar — Pachmarhi, June 1957 (Hindi Report.)

C. R.

THE XXXII ALL INDIA EDUCATIONAL CONFERENCE, MADRAS

The XXXII All India Educational Conference will be held in the City of Madras from 27th to 31st December 1957 with Mr. C. D. Deshmukh, Chairman, University Grants Commission, as President. The programme and other details will be sent later.

Apart from the General Sessions of the Conference, the following sectional conferences will also be held :—

1. Primary and Rural Education.
2. Secondary Education.
3. University Education.
4. Teacher Training.
5. Childhood and Home Education.
6. Vocational and Technical Education.
7. Examination.
8. Indian Public Schools.
9. Moral and Religious Education.
10. Youth Welfare.
11. Women's Education.
12. Aborigines' Education.
13. Education for Internationalism and Peace.
14. Education for the physically handicapped.
15. Oriental Studies — Sanskrit.
16. Oriental Studies — Persian and Arabic.
17. Adult Education.
18. Library.

These sectional conferences provide opportunities for all — teachers, educationists and others — both individuals and organisations interested in Education — to participate in the Conference.

The previous Conferences held in the City of Madras were in 1929 and 1945. After a period of 12 years we are having again a Conference

of educationists and others interested in education from all over India. Since the conference is held within Madras State, teachers and others in the State interested in education have to bear the expenses. It is estimated that the expenses will come to about Rs. 20,000/- and this is not a big sum for the whole State to bear. A strong Reception Committee with Sri C. Subramaniam, Minister for Education and Finance, has been formed.

The Reception Committee have great pleasure in inviting all persons and organisations in the State of Madras to join the Reception Committee.

Any teacher or educationist or any one interested in Education in any part of India can enrol himself or herself as a delegate on payment of Rs. 4/- to the office of the Reception Committee. This will enable the delegate to secure the railway concession for the to-and-fro journey.

Only those that are members of the All India Federation of Educational Associations, directly or indirectly through one of its affiliated associations, will be registered as delegates. Since it will take some time for the delegates to obtain the concession form from the railway authorities, members are advised to register themselves as delegates as early as possible.

Exhibition : In connection with the Conference an Educational Exhibition will also be held.

Papers on Symposia : Delegates who wish to read papers on the symposia noted against each of the undermentioned sectional conferences are requested to forward the same along with a synopsis in each case (not exceeding one-quarter foolscap typewritten page) to the office of the Reception Committee, Raja Annamalaipuram, Madras-28, not later than 1st November 1957. They are also requested to participate in the discussions at the sectional conferences.

Resolutions intended for consideration at the Conference may also be sent to the Reception Committee Office before 1st November 1957.

Sectional Conference

Symposium

- | | |
|--|--|
| 1. Primary and Rural Education .. | Future of Basic Education in India. |
| 2. Childhood and Home Education .. | The place of nursery school in the future growth and development of India. |
| 3. Vocational and Technical Education .. | The kind of vocational and technical education necessary in high schools. |
| 4. Aborigines Education .. | Effects of modern culture on the culture of Aborigines and vice versa. |
| 5. Secondary Education .. | The examination system and changes necessary in the same. |

C. R. AIYENGAR,
Publicity Officer.

V. ARUNAJATAL,
General Secretary.

THE XXXII ALL INDIA EDUCATIONAL CONFERENCE, MADRAS

Form of Application for enrolment as Delegate

Name (in block letters)

Designation

Address

State

Whether delegation fee of Rs. 4 is sent by M.O. or Postal Order.

(Cheques will not be accepted).

Number of M.O. or Postal Order and date.

I hereby declare that I am a member of the All India Federation of Educational Associations.

Place

Date

(Signature)

NOTE :

1. Those who are not members of any association may even now get themselves enrolled as members of their respective local associations or State Associations or All India Federation of Educational Associations by corresponding with them and paying the membership fee for the year.

2. The above form may be sent in manuscript or typed and filled in by intending delegates.

3. The declaration is not required in the case of members of Universities or Departments of Government, but they have to pay the delegation fees only.

For the School Library

OXFORD VISUAL SERIES

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Life in Fresh Water. BY E. S. BROWN

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Feed the child to build the nation

Students all over the country will be delighted at the news that the Gujarat University Senate has unanimously resolved to allow them to dip into text books during examinations. Were this 'open book' system to become general, 'Examination Nerves'—a painful malady—would no longer plague so many examinees. Teachers will be happier, too; much less prone to irritation when correcting papers.

But while parents and teachers see to it that the student—from eight to eighteen—feeds his mind on prescribed studies, do they insist on a routine of correct nourishment for his body? A balanced diet during these 'growth years' lays a firm foundation for future health, and growing youngsters—concentrating hard on studies and sports, using up energy all day—need food that replaces this energy and helps them develop into strong, active adults.

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EDITORIAL

The 32nd All India Educational Conference

In our last issue the attention of our readers was drawn by an editorial note to the All India Educational Conference to be held in Madras between 27th and 31st December 1957. Teachers all over the State and elsewhere will be happy that Sri C. Subramaniam, Minister for Education and Finance, Madras, has kindly agreed to be the Chairman of the Reception Committee.

Conferences of this kind serve not only as a clearing house for ideas but provide opportunities for personal contact and social relationship which are of great value to teachers. We are now in a great era of educational reconstruction. It is highly necessary that teachers of all grades and from all parts of the country should meet together for discussion which will result more and more in understanding and appreciation of common educational problems leading to greater progress and prosperity of the whole country. An educational exhibition is an essential part of this Conference and we have no doubt that the exhibition proposed to be held will be as great a success as the Conference itself will be under the distinguished leadership of Sri Chintaman Deshmukh.

The General Body of the Reception Committee that met at Madras on 21st September 1957 has elected workers and appealed for financial support from individuals, teachers' associations, institutions and the philanthropic public. The South India Teachers' Union desires that the District Teachers' Guilds should take this as an opportunity for honour and service, fix up for themselves a quota, and help in enrolling members for the Reception Committee. It is specially requested that delegates should register themselves

sufficiently in advance to avoid last minute rush. The Union confidently hopes that the entire body of teachers will rise up to the occasion and respond quickly, generously and spontaneously.

The 27th South Indian Education Week

As in previous years, the South India Teachers' Union in co-operation with organisations and individuals interested in Education, has sponsored the 27th South Indian Education Week in the Madras State with the central theme "Fundamentals of Education and National Unity". Dr. P. V. Cherian has kindly consented to be the Chairman of the Central Education Week Committee. The Education Week will be inaugurated on the 24th October 1957 all over the State and a day-to-day programme has been suggested (published elsewhere in this issue). A booklet has been prepared giving information on the observance of the Education week. This may kindly be got from the office of the S.I.T.U. at a nominal cost.

It is happy that this year the Education Week will be inaugurated on the United Nations Day.

The world today still stands in need of being convinced that education is of the foremost importance to a nation that is building for prosperity, that education is sound investment and that education is the "greatest possible force for good". It is in the realisation of these truths by the common man as well as by the powers that be that hope for future lies and this is the significance of the coincidence of the inauguration of the Education Week with the United Nations Day. The authorities of the All India Radio, Madras, have kindly agreed to include an item in their programme for the day. We take this opportunity of thanking them for this and we request

our readers to listen to this item of programme.

The Central Education Week Committee appeals to all those interested in education to organise the celebration successfully and to send reports of the observance to the office of the Union in due course.

The greatest single factor in Education is the Teacher. Pay allowances,

medical aid and other facilities and pension to teachers and to the non-teaching staff of all schools without discrimination have yet to be implemented. Let a day in the Education Week be set apart for emphasising this aspect, so that society may feel its responsibility and duty to the teacher just as much as the teacher will resolve to dedicate himself to the cause of children entrusted to his care.

GOVERNMENT OF MADRAS

Health, Education and Local Administration Department

Letter Ref. No. 85908-E6/57-1, Education.

FROM

Sri V. Kannaiyan,

Deputy Secretary to the Government of Madras,

Madras-9.

To

The Accountant General,

Madras.

Dated Fort St. George, the 20th Sept. 1957.

SIR,

Sub: The Madras Teachers' Contributory Provident Fund Insurance Pension Rules, 1955.

With reference to your letter No. FV. 3-6/56-57-232, dated 6th August 1957, I am directed to state that it is *not* the intention of Government that the gratuity paid to teachers in the employ of *aided private schools* should be required to be refunded to the managements before the teachers can be granted pension.

Yours faithfully,

(Sd.) V. KANNAIYAN,
Deputy Secretary to Government

Copy to the Director of Public Instruction.

Copy to the President, South India Teachers' Union.

THE S. I. T. U. BUILDING FUND

The South India Teachers' Union appeals to all its members to contribute liberally to the Building Fund. The Building has been completed borrowing an amount of Rs. 10,000 which has to be redeemed as early as possible. Members have to bear this in mind and come forward quickly and contribute liberally.

C. R. AIYENGAR,

Convener,

S. I. T. U. Building Committee.

15-6-1957



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