

1209

The South Indian Teacher

1957 - October.

VOL. 30. NO. 10

JL
Tm 21, N30
N57.30.10
98694

209 THE SOUTH INDIAN TEACHER

Vol. XXX

OCTOBER 1957

No. 10

S. I. T. U. COUNCIL OF EDUCATIONAL RESEARCH

Last year the S.I.T.U. Council of Educational Research interested itself in the construction of "Achievement Tests" in English and Mathematics for the Third and Fourth Form levels, basing their work, on the existing Madras syllabus. The work of framing the test paper in English, administering it, evaluating the pupils' responses, and preparing a report were largely in the hands of Dr. J. F. Forrester assisted by Sri I. D. Asirvatham. The work was purely of a pilot nature and much has yet to be done before 'standardisation' can be achieved. In the meanwhile, a brief report relating to the work is given in the hope that it will set readers thinking and offering constructive suggestions to the Committee which will be taking up further stages of the work shortly. — Editor.

ACHIEVEMENT TEST

(End of III Form Stage)

English—Paper I.

(Time 45 minutes)

Name.....
Age.....
School.....
Date.....

(N.B.—The content words may be changed if pupils are not familiar with those found in the questions.)

I. Reading and Comprehension :

A. Read the following questions carefully and answer each question with one word 'Yes' or 'No'. If you are not sure, write "I don't know".

(a) Are you a teacher ?

Ans.....

(b) Is there a clock in this room ?

Ans.....

(c) Is four more than two ?

Ans.....

(d) Is the elephant in the zoo more than fifty years old ?

Ans.....

(e) Do fish live in water ?

Ans.....

(f) Have dogs fewer legs than men ?

Ans.....

(g) Is a man stronger than a baby ?

Ans.....

(h) Was your great grandfather born on a Sunday ?

Ans.....

(i) Is there less water in a well than in the sea ?

Ans.....

(j) Did your teacher learn five languages in your school ?

Ans.....

B. Read this passage carefully and answer the questions given below :—

Aladdin went into the garden and took the lamp which was there. When his uncle asked him for the lamp, Aladdin refused to give it to him. His uncle was angry and shut Aladdin up in the garden under the ground. But Aladdin was able to get out of the place by the help of a ring which his uncle had given him before he went into the underground garden.

(a) Where did Aladdin find the lamp?

Ans.....

(b) Where was the garden?

Ans.....

(c) Complete the following sentences :—

(i) Aladdin's uncle was angry, because.....

(ii) Aladdin received a ring from.....

(iii) Aladdin used the ring to.....

II. Change the italicised words into the plural and rewrite the sentences correctly, making other changes, if necessary.

E.g. My book is in my bag.

Ans. My books are in my bag.

(a) I saw this child yesterday.

Ans.....

(b) Is that your book?

Ans.....

(c) Was the man working?

Yes, he was

Ans.....

III. Rewrite the following correctly after changing the italicised verb into the simple past tense.

E.g. He is going to school.

Ans. He went to school.

(a) Rama will speak at the meeting

Ans.....

(b) Mohan knows that his father will come.

Ans.....

(c) She says that the boys are playing in the garden.

Ans.....

IV. Change into inverted questions:

E.g. He is a good boy.

Ans. Is he a good boy?

(a) The pupils are writing now.

Ans.....

(b) Your brother went to school yesterday.

Ans.....

(c) My friend comes to school every day.

Ans.....

(d) Raman will go to Madurai on Saturday.

Ans.....

(e) Rajan did not see the Chief Minister.

Ans.....

(f) The people have eaten all the rice in the village.

Ans.....

(g) He has been waiting since 10 o'clock.

Ans.....

V. Change into the negative:

E.g. Raman will go to Tanjore to-morrow.

Ans. Raman will not go to Tanjore to-morrow.

(a) Mohan needed more clothes.

Ans.....

(b) My father wants me to become a doctor.

Ans.....

(c) I like mangoes.

Ans.....

(d) Some pupils play games every day.

Ans.....

VI. Write questions for which the following are answers. The opening words of the questions are given to help you.

E.g. I am going to the market (Where).

Ans. Where are you going?

(a) My name is Mohan (What)

Ans.....

(b) The teacher will come here at 9 o'clock (When)

Ans.....

(c) The policeman caught the thief last night (Who)

Ans.....

(d) Mr. Ram has been teaching in this school for ten years (How long)

Ans.....

(e) I was in the school between 10 a.m. and 4 p.m. (Where)

Ans.....

(f) The river is half a mile from the village (How far)

Ans.....

VII. A. Fill in the blanks with the most suitable word given in the list. (Much, Less, Fewer, Many.)

(a) There are houses in a village than in a town.

(b) There is water in a pot than in a well.

(c) Are there books in your bag?

B. Complete the following sentences with words taken from the list given below :—

(Has, have, older, elder, younger, other, than, sister, brother.)

Mohan ... two brothers. One is ... than Mohan. The ... is his younger...

ACHIEVEMENT TEST

(End of III Form Stage)

English—Paper II.

(Time 45 minutes)

Name.....

Age.....

School.....

Date.....

I. (a) Rewrite the following correctly after changing the word 'to-day' to 'yesterday'.

I have to see a doctor to-day.

(b) Complete the following sentences by using 'to' or 'how to' in the right places.

1. I want some paper write on.

2. He does not know swim.

3. Mohan forgot bring his book to school.

(c) Fill in the blanks with when to, sorry to, where to, or glad to.

1. I was hear the good news.

2. I showed him write his name.

3. Mohan was leave his father and mother.

4. The teacher told the pupil ring the bell.

II. A. Join the following pairs of sentences by using the words given in the brackets.

E.g. The moon had risen. I went out. (After).

Ans. After the moon had risen, I went out.

1. The teacher punished Ram. Ramu did not tell the truth. (Because).

2. I was sleeping. The thief came. (While).

3. The train moved. All the passengers had got in. (Before).

4. The school bell rang. The pupils came out of their classroom (When).

B. Complete the following by adding suitable clauses beginning with who or which.

- (a) The boy went to the hospital.
 (b) The dog ran away.
 (c) My books have been stolen.

III. Rewrite in indirect speech :

- (a) Balan said to Seelan, "My father returned from Delhi yesterday".
 (b) The teacher asked the pupils, "Have you brought your books?"
 (c) Seelan asked Sita, "Where are you going?"
 (d) Mohan says to me, "I will bring your book to school on Monday".
 (e) The teacher says to us, "You will learn English quickly".

IV. Put in the correct form of the verb given in brackets:—

E.g. Tomorrow I to Madras. (go)
 Ans. (1) Shall go.

- (a) Yesterday I was reading a book when my friend (come)
 (b) I it yet (not finish)
 (c) I it now. (read)
 (d) By this time tomorrow I it. (finish)

V. Add the correct question tags to the following :

E.g. He is a good boy.
 Ans. Isn't he?

- (a) Ramu is not very clever
 Ans.....
 (b) Your brother went to the Zoo yesterday
 Ans.....
 (c) I have not given you a book
 Ans.....
 (d) You are not ill
 Ans.....
 (e) I am very slow today
 Ans.....

INSTRUCTIONS FOR MARKING THE ACHIEVEMENT TEST

English—Paper I.

(60 marks)

I.—A. Give one mark for each correct answer:—

- (a) No. (b) if the paper is marked by some one outside the school take either YES or NO as correct. (c) Yes. (d) I don't know. (e) Yes. (f) No. (g) Yes. (h) I don't know. (i) Yes. (j) I don't know. .. 10

I.—B. Do not insist on complete sentences. Accept as correct.

- (a) in the garden; .. 1
 (b) under the ground; .. 2
 (c) i. because Aladdin did not would not/refused to give the lamp to his uncle; .. 2
 ii.from his uncle; .. 1
 iii. to get out of the underground garden or to escape from the garden. .. 2

N.B. Also accept as correct, to get out, to escape.

II.

- (a)these children.... 1
 (b) Are those your books? .. 1
 (c) Were the men working? Yes, they were. .. 2

III.

- (a) Rama spoke at the meeting. 1
 (b) knew that his father would come. .. 2
 (c) said that the boys were playing in the garden .. 2

IV.

- (a) Are the pupils writing now? 1
 (b) Did your brother go 2
 (c) Does my friend come 2
 (d) Will Raman go 1
 (e) Did not Raja see 2
 (f) Have the people eaten.... 2
 (g) Has he been waiting since..... 2

N.B.—Ignore omission of question mark.

V.

- (a) Did not need 2
 (b) Does not want me to 2
 (c) Don't like .. 1
 (d) do not play 1

VI.

- (a) What is your name? .. 1
 (b) When will the teacher come here? .. 1
 (c) Who caught the thief last night? .. 1
 (d) How long has Mr. Ram been teaching in this school? .. 2
 (e) Where were you between 10 a.m. and 4 p.m.? .. 1
 (f) How far is the river from the village? .. 2

N.B.—Ignore the omission of the question mark. Award no mark if the position of the auxiliary verb is wrong. e.g., Give no marks for How long Mr. Ram has been teaching, How far the river is from...., When the teacher will come here?

VII.—A (a) fewer. (b) less. (c) many. .. 3

B. has older other brother 4

N.B.—Ignore spelling mistakes while marking Q. VII. Award one mark for each correct word.

English — Paper II

(40 marks)

I.

- (a) I had to journey. .. 1
 (b) i. to write on .. 1
 ii. how to swim .. 1
 iii. to bring .. 1
 (c) i. glad to; ii. where to; iii. sorry to; iv. when to. .. 4

II.—A

- i. The teacher punished Ram because he did not tell the truth. .. 1
 ii. The thief came while I was sleeping. .. 1
 iii. All the passengers had got in before the train moved. 2
 iv. When the school bell rang the pupils 1
 N.B.—Do not accept as correct.
 ii. I was sleeping while the thief came.
 iii. The train moved before all the passengers had got in.
 iv. When the pupils came out of their classroom the school bell rang.

II.—B. Give two marks for each clause correctly added. Ignore errors in spelling in long words. 6

III.

- (a) Balan said to Seelan (told Seelan) that his father had returned from Delhi the day before .. 2
 (Accept also the previous day for the day before)
 (b) The teacher asked the pupils whether (if) they had brought their books. .. 2
 (c) Seelan asked Sita where she was going. .. 2
 (d) Mohan says to me that he will bring my book to school on Monday. .. 2
 (e) The teacher says to us that we will learn English quickly. .. 2

N.B.—Cut off half a mark for each proper name begun without a capital letter.

Accept as correct 'we shall' in (e).

Deduct one mark for retention of inverted commas or question mark in each case.

Give no marks if tenses do not agree.
Cut one mark if *whether* is wrongly spelt.

IV.

- (a) Came .. 1
(b) have not finished .. 2
(c) am reading .. 1
(d) shall have finished .. 2
- V
- (a) Is he? (b) didn't he? (c) have I? (d) are you? (e) aren't I? .. 5

N.B.—Give one mark for each correct tag. Ignore omission of question mark. Don't accept am I not for Aren't I.

Don't accept 'Isn't it' as a tag for any of the five.

REPORT ON "ACHIEVEMENT TESTS IN ENGLISH"

(End of III Form Stage)

The Tests consist of two papers to be answered by pupils who have completed the syllabus for Form III in English. These were devised after a number of discussions among the members of the Executive Board and were finally left to be completed by Dr. J. F. Forrester and Mr. I. D. Asirvatham.

In March 1956 the Secretary of the Council of Educational Research (who is also the Secretary of the S.I.T.U.) sent copies of these questions to about 20 schools in the State of Madras, requesting the Headmasters to administer these tests in their schools. About a dozen schools very enthusiastically responded. These have also made some very valuable suggestions which will be given due weight when the papers are finalised.

As this was considered to be something in the nature of a Pilot Test, it was administered to only about four hundred pupils. The following conclusions can be drawn from the reports sent in by the schools which gave these tests a trial:—

1. Pupils found Paper I easier to answer than Paper II.

2. All the schools except one reported that their pupils understood the instructions and needed no help in understanding the questions.

3. All the pupils tested were familiar with the types of questions set.

4. Time allotted was found to be adequate in all cases.

5. Seventy-five per cent of the pupils found the question tags and the use of the future perfect tense too difficult to answer (Q. IV (d) and Q. V of paper II).

6. Fifty per cent of the pupils were unable to answer Q. II-B of paper II (Addition of clause beginning with *Who* and *Which*.)

7. Pupils were found to be generally weak in framing questions.

8. Tenses and persons were not correctly used in more than 40% of the answers involving indirect speech.

Some of the Headmasters reported that the weakness of their pupils in framing questions and adding question tags was due to lack of sufficient opportunity for oral practice. There is evidence to show that this is undoubtedly true in the case of almost all the pupils.

One Headmaster at least has plainly stated that Teachers need more practice in framing questions and adding tags.

Teachers are invited to try these tests now on their pupils promoted from Form III to Form IV in April 1957 and to send the marks in the Form suggested below to the Secretary as soon as possible. Their suggestions for improving the tests will be gladly received and considered.

Instructions for marking the Tests are appended in order to preserve uniformity in marking.

FORM SUGGESTED FOR FORWARDING THE RESULTS

Name or Number of pupil	PAPER I	PAPER II
	Marks obtained in Q. I A I B II III IV V VI VII	Marks obtained in Q. I II A II B III IV V
1.		
2.		
3.		
Total of each column.		

PROBLEM OF DELINQUENCY

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

Both problem child and delinquent fail to adjust themselves to society. Delinquents not only affect the child but the society as well. A delinquent acts like a pick-pocket, and directly affects the society. His behaviour is opposed to certain rules and moral code of society. A delinquent is he who fails to conform to the principles of chastity, who fails to respect property rights of others and who fails to observe social regression made for the peace of society. So he is as much a problem as educationally retarded or emotionally ill-balanced child.

Formerly it was treated as legal problem. The mental aspect and psychological factors were not considered. Some punishment was given irrespective of motives or circumstances in which it was committed. Crime is a sort of mental disease and arises out of psychological factors. Now these things are recognised. There is a change in the aim of punishment also. Now the aim of punishment is reformative. The aim is to reclaim or reform or to make him an honest citizen and to rehabilitate him to the society.

Characteristics of Delinquency

It is found in all races and nationalities. Its range is from 10 to 18. Incidence is greater between 12 and 16. More boys are delinquents than girls. It is not inherent. They are not born but are made. It is a product of a number of unfavourable social factors operating on the mind of the young children. There is not such a thing as delinquent type. Lombroso (an Italian Investigator) has his theory that criminal is a type. By seeing a person one can say whether he is a criminal or non-criminal. But this theory was exploded by Goring. He undertook a thorough investigation and

found that there is no difference in physical or facial features of criminals and non-criminals. Mentally also they do not differ much. Delinquency and feeble-mindedness are not invariably associated. It may be found hardly in 5% cases.

Theory of Multiple Causes

It is generally granted that economic and social factors and personality as well as intelligence play a role in moulding their behaviour. In England Sir Cyril Burt has written a book on the young delinquents. In U.S.A. Hilbi and Browner have done the same work. They have revealed the following as causes:

1. Broken homes and inadequate family life.
2. Faulty discipline at home.
3. Bad company.
4. Lack of wholesome recreation.
5. Emotional instability.
6. Lack of moral training, and,
7. Moral retardation.

Preventive and Remedial Treatment.

It assumes a great importance for adult crimes have their beginning in Juvenile delinquency. It is easier to reform personality at earlier age than at a later age. It is impossible to reform a habitual criminal. So improving economic condition of the people would improve the condition. But other crimes may be there. In U.S.A. the standard of living is high but still crimes exist. So it is not a complete solution. A variety of social service is needed for remedying and preventing it like orphanages, homes for the destitute children etc. Other services are Probation service, Remedial homes, Reformatory schools, Childrens' Aid Society etc. As a result of Children's

Cact, we have got a reformatory school in our Province. It would have been better if there were some other agency to try the Juvenile delinquency. They should be tried in special courts as the practice in Bombay exists. There is a probation service. Police does not frame a charge sheet there but it is left to the probation officer. He knows child psychology. He interviews the child and prepares the charge sheet taking into consideration all the relevant factors. If the case is such that a delinquent merits sympathy at the hands of the judge, he may be left free on pardon and kept under the supervision of the Probation Officer. The function of reformatory school is to train the delinquents in certain trade so that they may be able to earn their livelihood after being set free and if they can profit by education, this facility too is provided. But there must be some follow-up work. In the school he has no problem of food etc. but as soon as he goes out, he has to face many problems as a result of which he may take to wrong path so there must be follow-up programme to see how far they have been improved.

PHYSIOLOGY CHARTS IN TAMIL

(A set of 8 charts)

For many years Arnold's Physiology Charts have held an established place in the teaching of hygiene and physiology. This new edition, lettered entirely in Tamil, should prove of great value to teachers of Physiology in all schools in Tamil speaking areas.

Each chart measures 30" x 40" and is printed in colours.

Charts may be purchased singly, in sheets or mounted on cloth and rollers and varnished, or in sets of eight with a top lath.

PRICES

Single Chart, unmounted	Rs. 2-75
Single Chart, mounted on Cloth with Rollers, and Varnished	Rs. 13-00
Set of 8 charts with Lath at Top	Rs. 24-00

Apply for descriptive pamphlet to :—

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

THE XXVII SOUTH INDIAN EDUCATION WEEK

THE CENTRAL EDUCATION WEEK COMMITTEE

Sponsoring Associations :

1. The South India Teachers' Union.
2. The Madras Teachers' Guild.
3. The Madras Library Association.
4. The Christian Educational Council of South India.
5. The Madras Catholic Educational Council.
6. The Muslim Educational Association of South India.
7. The Bharat Scouts and Guides Association.
8. The Madras Adult Association.
9. The Indian Geographical Society.
10. The Indian Council of Child Education.
11. The Madras Parents' Association.
12. The Asoka Society.

Members of the Committee :

1. Dr. P. V. Cherian (Chairman).
2. Sri T. P. Srinivasavaradan.
3. Sri V. Arunajatai (Convener)
4. Srimathi Saraswathi Srinivasan.
5. Sri S. D. Krishnamurthi Rao.
6. Sri C. Ranganatha Aiyengar.
7. Sri V. B. Murthi.
8. Sri T. S. Rajagopala Iyengar.
9. Sri V. S. Saravanan.
10. Sri K. M. Sivaraman.
11. Sri M. A. Thangaraj.
12. Rev. Fr. B. A. Figredo
13. Mrs. Rahmathunissa Begum.
14. Sri V. S. Rathnasabhapathy
15. Sri T. N. Lakshmipathy.
16. Sri M. P. Rajagopal.
17. Dr. V. N. Sharma.
18. Sri S. P. Sundaravadivelu Mudaliar.
19. Sri R. Ekambaram Iyer.
20. Sri K. Neelakantan.

Introduction :

The South India Teachers' Union, in cooperation with a number of organisations interested in the advancement of education, has been organising the

Education Week every year from 1931. A Central Education Week Committee has been constituted with the representatives of the participating associations to sponsor this movement.

Dr. P. V. Cherian has kindly agreed to be the Chairman of the Central Education Week Committee this year. The central theme chosen for discussion this year is "Fundamentals of Education and National Unity".

Aim of the Education Week :

The education of the children of the country is the task of the State, the managements, the public, the parents and the teaching profession. The objectives of modern education may broadly be stated as the training of pupils in schools morally, spiritually and culturally besides making them self reliant and co-operating citizens. Greatest attention is to be paid to the education of the whole individual and the education of the whole nation. It is only through the healthy action and interaction of all the forces bearing on the educational process of children that they can be helped to grow to their full stature.

The chief aim of the Education Week is to promote proper understanding of the scope and purpose of education by all concerned by enabling the parents and the public to see for themselves the achievements of the schools. It is the earnest appeal of the Central Education Week Committee that teachers, parents, educational authorities and others should utilise this opportunity to the greatest possible extent so that education may be more wide spread. Let the Education Week help the citizens to understand the force and truth of the dictum that on the state of education of the people the fate of the country depends.

The theme :

The 15th August 1957 witnessed the tenth anniversary celebration of India's independence and the centennial of India's struggle for freedom. The children of today must consider themselves fortunate that it has been given to them to witness these "exciting and interesting events" in the most impressionable part of their life. If the freedom we have won is to be preserved, and consolidated, we must take stock of our achievements but at the same time take note of our shortcomings and work with courage and determination for the future. The situation requires that we must not lose our bearings but examine the fundamentals of democracy and of education on which ultimately the welfare and progress of the country depend. The theme chosen for this year's Education Week is therefore not only appropriate but urgent and vital and it is in the belief that schools and teachers can do much to awaken the conscience of the country and focus the attention of the highest priority that must be given to education that this week is celebrated.

Education and National Unity :

The true spirit of democracy points out the need for a high moral calibre and for the promotion of unity and solidarity in the country. "Democracy is the progress of all through all under the leadership of the wisest and the best". A democracy fails if the people are not sufficiently enlightened to be able to discharge their duties wisely. The electorate must have integrity, intelligence, ability, independence and public spirit.

Democracy relates not only to the political but to the economic, social and educational spheres. Work is real wealth and everyone including school children should work according to one's own ability, aptitude and age with a sense of duty and loyalty.

The country can well boast of individuals, pre-eminent in their own line

of work. But in regard to the promotion of social consciousness, cohesion, progress and solidarity, the country has yet to go a long way. It is in this respect that schools can do a great deal. If in every school scope can be given for the functioning of democracy on sound practical lines, if the right and wrong of society can be reflected in the miniature society of the school, if schools can become real community centres, the future of our country can be safely assured. Education has a great part to play in this respect.

Gandhiji impressed on us all the need for building a new India on moral and spiritual foundations. This new India will have to be largely the India of our little school children. The emphasis today is on the application of the scientific and technological studies to life. While this is no doubt very necessary and welcome, it must be tempered with respect for moral, aesthetic, cultural and spiritual values. This is a fundamental aspect of education which modern democracy has to note if our children are not to be led astray either by our undue emphasis on purely utilitarian values or on slogans tending to kindle narrow mindedness.

That the children of the land should be trained to become good, disciplined, strong of body and firm of mind are fundamentals of education which have come down to us through the ages. Education will fail in its purpose if it does not keep these ideals in view. But what must now be emphasised is that it is not for the uplift of the few but for the good of social and national life. Education is essentially a process of healthy personal contact between the teacher and the taught. It is the duty of the teacher to draw out the talents of the children entrusted to his care. The teachers and the head of an institution should be models for the children to follow, heroes or demigods for them to love and admire and adore. It is the duty of the State to own responsibility for the education of the children up to a certain level.

The percentage of illiteracy is still very great and the State should aim at liquidating this and of educating the masses within a reasonable time limit. While the State's responsibility should be there for enforcing minimum conditions calculated to ensure efficiency, it should not interfere in the academic sphere lest this should lead to indoctrination. It is really commendable that the efforts of the State are bent in the direction of improving the lot of the underprivileged and the rural folk and all agencies should co-operate with the State in raising the living standards of the masses.

State's responsibility for universal free compulsory education is a fundamental of any democracy. Education should not be confined to the three R's, nor should the aim be limited to literacy, but it should mean training in citizenship including duties and responsibilities and ideals of world fellowship. Equal opportunities for all to develop along lines best suited to one's own individual abilities and aptitudes, active participation of every pupil in activities correlated to this subjects of the curriculum, opportunities in the classroom for putting into practice the essential functions which democracy implies are some of the fundamentals which New Education tries to introduce in the minds of the pupils. Above all, love of peace, justice and unity, regard for fundamental and universal principles which all religions proclaim and the inculcation of the spirit of tolerance and faith in God and a high ethical code as the basis of democratic life are fundamentals which seem to require stress today. The Education Week helps to draw the attention of all to these and other basic factors that should govern democracy and education.

Teachers' duties are becoming more exacting and onerous. Let them be placed above want and ensured a position and a status, salary and service conditions which will command the respect of all. Let the Education Week help to focus the attention of all on some of these fundamentals.

Programme :

The following outline of programme is 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.

How to organise Education Week?

1. Organise in your centre a Local Education Week Committee consisting of parents, managers, and members of the school boards, members of local bodies, and the prominent citizens of the locality, such as, businessmen, law-

Subscribe for
SUNSHINE

BEST MONTHLY MAGAZINE PUBLISHED
IN ENGLISH

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

Edited by

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

Highly praised by Education Ministers,
Directors and Parents.

AGENTS WANTED EVERYWHERE

Rates of Subscription :

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

Please write to :—

The Manager, SUNSHINE, POONA-5

yers, doctors, officers, engineers, social workers, etc.

2. Organise an exhibition of the school work.

3. Keep the school open for visits by parents and the public.

4. Arrange for public meetings and lectures on each day of the week and give an opportunity for laymen to express their views on the various aspects of Education.

5. Organise a campaign for the removal of illiteracy from your area and start adult education centres. Observe 24th October 1957 as "Banish Illiteracy Day".

6. Organise a Home or School Council or Parents' Association to establish a closer contact between the Home and the School.

7. Organise a Students' Council to help in the efficient working of the schools.

8. Organise Junior Red Cross Groups where there is none.

9. Organise Safety First Squad in your school for the promotion of health, caution and courtesy.

10. Arrange for demonstration of physical activities of the pupils, folk dances, songs and group games. Make the demonstration as grand as possible and invite parents to the function. If possible, take photographs of the demonstration and send them to the press.

11. Organise community service with the National Extension scheme wherever possible.

Things to do

Arrange for lectures on:-

1. Fundamentals of education.
2. Education and National Unity.
3. Education and the responsibility of the State.
4. Basic Education.
5. Social problems in our country.
6. Education for World Citizenship.
7. Parent-Teacher cooperation.
8. Education and religion.
9. Training for the wise use of the leisure.
10. Lives of great men.
11. Teachers' organisations.
12. The ideal school and the ideal teacher, etc. etc.

Arrange during the Education Week for:-

1. Exhibition of school work of pupils.
2. Demonstration of scout activities.
3. Organise hobby clubs, science clubs, etc.
4. Demonstration of folk songs, dances, etc.
5. Recitation from religious books.
6. Parent-Teacher association.
7. Organise a community library.
8. Organise public relation groups.
9. Organise study groups.
10. Organise oratorical contests and games, etc.

LET TEACHERS DEDICATE THEMSELVES TO THE SERVICE OF THE CHILDREN AND SO BUILD UP A GREAT NATION.

HOW TO COMBAT UNHEALTHY LITERATURE?

The positive influence of the school.

There is no denying that the school plays the top role in the struggle for a better press and good literature for children.

It is at the school age we dream of beating up our mates, taming wild animals, robbing banks, in short, of being "tough", and since we are tough, you know, we read about tough people, and no Mama's nonsense, please. That is only for pampered daughters and milkshops.

But should a child's natural urge for adventure and danger be left in the hands of horror comics? Adventure stories and thrilling episodes of history can to a great advantage replace the exploits of Superman, the Phantome or Jim the Jungle. The question is the way the reading of children is organised. In a number of countries this is made more difficult due to overcrowded classes, where the teacher cannot of course give attention to individual cases.

Another essential point is the atmosphere of the school, where the child is introduced into life. In general comics are read with the desire to escape. But give the pupils responsibilities, organise after school activities in a sensible way, where their aggressive tendencies (or rather their active and creative tendencies) can develop naturally, have an appreciative and confident attitude to them, and we see better results.

It is useful to appreciate the role of books in classroom as a source of knowledge, information and discovery. A well-equipped school library, especially in the centres where comics run rampant, is an indispensable weapon in the fight for healthy literature. A child in general only turns to comics when he has nothing else particular, especially, if for one reason or another, good books are not easily available in his immediate vicinity. Libraries must also be adapted to the necessity of the hour, with new departments (record and film libraries, etc.) keeping up

with the development of the radio, cinema, television, the programs of which we will also deal with here.

It is clear there are still many possibilities open to the schools to play their full educational role and we greet every action in this sense.

The role of the press, radio and cinema

Let us see how these means of information and entertainment — the press, radio and cinema influence the child.

Comic themes, their crudeness, vulgarity, false sentimentality are taken up and exaggerated to a larger or smaller degree. We have only to think of the pornographic advertisements in front of the cinemas, daredevil films are presented to the public, and the limit! carry the notice "children admitted".

We know that children read everything from the daily sensational press intended for adults to the more or less unhealthy sentimental press. What is the effect of all these simple little news items, often spotlighted and played up by the daily papers? We know that kill and run in a novel or film is imaginary, fiction. But the stories carried by some papers crying for blood, are no pale of some of this fiction, except that they are real life! Also some of the songs we hear in the radio are sometimes out of place, so it is clear that action only against comics will not solve the problem.

But there remains the positive role which the press, radio, cinema and television could play. Why couldn't the press carry regular commentaries and criticisms of all that appears for young people? The radio and television could also carry regular reviews of books for youth and thus promote a taste for reading among young people through their many and special ways. And finally, why not more instructive and agreeable films.

These are some challenges for the ever new, ever perfected instruments of propaganda.

(From the World Youth No. 6, 1957)

Forthcoming

STORIES OF THE UNITED NATIONS, Books I-VI

Abridged and simplified by BERTHA HENSMAN

These six booklets contain simplified versions of some of the stories taken from *Ride with the Sun*, an anthology of folk-tales and stories from the United Nations. The stories have been adapted to suit the requirements of the English syllabus for Madras and Andhra States.

FOLK-TALES OF ASIA, Books I-IV

By AAMIR ALI. Edited by J. F. FORRESTER

These *Folk-Tales of Asia* are from a collection made by Mr Aamir Ali and have been retold to suit the requirements of the English syllabus for Madras and Andhra States.

ATRANKARAI NAGARIKAM (TAMIL NADU)

(Riverside Civilizations of South India)

By Dr M. RAJAMANIKKAM

This is an account of the civilization that grew on the banks of the Palar, the Cauvery, and the Vaigai; that is, the Pallavas, the Cholas and the Pandyas. A final chapter evaluates the culture of the Tamils of that Age.

TAMIL MANIGAL

(Gems of Tamil Literature)

By R. MASCARENHAS

This book gives an account of the life and works of the following five authors: Kalyanasundara Mudaliar, Desikavinayakam Pillai, Suryanarayana Sastri, Kadiresan Chettiar and Chidambaranatha Mudaliar.

OXFORD UNIVERSITY PRESS

FROM OUR ASSOCIATIONS

THE TIRUCHIRAPALLI DISTRICT TEACHERS' GUILD.

OFFICE-BEARERS FOR 1957-'58,
ELECTED BY THE GENERAL
BODY ON 1-9-1957:—

President:—

Sri M. P. H. Albert, M. A., L. T.,
Principal, Bishop Heber High
School, Teppakulam, Tiruchira-
palli-2.

Vice-Presidents:—

1. Sri A. D. M. Prakasam, B.A., L.T.,
Headmaster, Board High School,
Thathiengarpet.
2. Sri R. Kandaswamy, Headmaster,
Municipal Elementary School,
Varahaneri North, Tiruchy.
3. Rev. Fr. A. J. Tamby, S.J.,
Headmaster, St. Joseph's Col-
lege School, Tiruchirapalli-2.
4. Mr. Abdul Hamid, Madrasa Ele-
mentary School, Palakkarai,
Tiruchy.

*Town Secretary &
Treasurer & Representative
on Ex. Board of S. I. T. U.:—*

Sri R. Bhuvaram, M.A., L.T.,
Headmaster, S. M. High School,
Woriur, Tiruchy-3.

Mofussil Secretary:—

Sri C. Srinivasa Raghavan, Middle
School, Tiruvanakoil.

Ele. Secretary:—

Sri D. Lazar, Headmaster, Balavid-
yalaya, Tennur, Tiruchy.

Woman Secretary:—

Miss Janaki Thayar, Municipal Ele.
School, E. B. Road, Tiruchy.

*Second Representative
on Ex. Board of S. I. T. U.:—*

Sri B. Srinivasa Iyengar, B.A., L.T.,
Asst. N. C. High School, Tiru-
chirapalli.

Hon. Auditor:—

Sri D. S. Rangachariar, B.A., L.T.,
N. C. High School, Tiruchy.

The General Body of the Guild met on 21-9-57. The meeting placed on record its deep sense of sorrow at the passing of Mrs. Grace Dorairaj, a Woman Secretary of the Guild for over 10 years, and of Rev. Fr. Has, S.J., veteran educationist who had served the cause of education for nearly six decades in Tiruchy.

THE RESOLUTIONS:—

1. This meeting of the Tiruchy District Teachers' Guild is of opinion that the Teacher-pupil ratio of 1 : 35 stipulated in the proceedings of the Director of Public Instruction R. C. 1169—B7/57 dated 17-7-57 is not feasible, and requests the Government to adopt the ratio of 1 : 25, to ensure efficiency and individual attention, and to suit available class-room space.

2. This Guild further requests the Director of Public Instruction to permit bifurcation or trifurcation of classes where the strength on rolls of a particular class exceeds 55 and 75 respectively.

3. This Guild requests the Government to introduce a higher scale of pay for elementary higher grade Teachers.

4. This Guild notes with concern the feeling of frustration among experienced Secondary Grade Teachers owing to the absence of provision for weightage and urges Government to sanction weightage for teachers of all categories whose grades are revised.

5. This Guild regrets that the grant of house rent allowance to Aided Schools Teachers alone has been delayed and prays the grant of the same with retrospective effect from 1-4-1957.

6. It reiterates its requests for the extension of the pension scheme to all categories of teachers and the grant of

Free education to the children of all teachers up to the end of the Secondary School stage.

7. This Guild requests the Director of Public Instruction, Madras to kindly issue favourable orders for assessing "Teaching grant and Dearness allow-

ance in full for the Aided Elementary Schools, for the months of November and December, as for the other months, to enable the teachers to receive their pay for December and January without waiting for the assessment of the final grant.

OUR BOOKSHELF

Holy Bible (Revised Standard version) by Thomas Nelson and Sons Ltd.,—Price 10s. 6d.

The new edition of this "Revised Standard Edition of the Holy Bible" has been first published in 1957 being printed in Great Britain by Thomas Nelson and Sons., Edinburgh. The Book contains the old and the new testaments comprising of 66 books altogether. The old testament runs upto 750 pages and the new testament covers about 230 pages and thus the whole book contains 980 pages in all.

The old testament gives us a clear picture of how God the Almighty created the world and all things in and around it. It also gives us how man and woman were created by God and how the people of the olden days lived. In the old testament we also read about the prophecy of the coming of the Son of God to the world to save humanity from the depth of sin.

The new testament begins with the four gospels giving us a vivid picture of the life and teachings of Jesus Christ, who came to this world as the Son of God to save humanity from sin. Jesus gave his own life on the cross in order to save mankind. He was crucified on the cross by the people of those days and thus the prophecy of the old testament came true in the time of the new testament. At the end of the new testament we find the Revelation to John in which the second coming of the Son of God is clearly explained.

The printing and the get up of the book are clean and beautiful and on every page the required reference is given clearly and to the point. It

would have been much better if bigger type has been used in printing. On the whole the get up of the book is very good.

The book is highly recommended to the reading public because one is sure to obtain enormous wealth of religious ideas by going through this book.

A. GEORGE.

Leaders of Modern India—Grade V.—Dr. Rajendra Prasad and Sardar Vallabhbhai Patel. (Oxford University Press. Price 75 nP each).

Just suitable for students of V or VI Forms as non-detailed study.

List of publications received and acknowledged with thanks:

1. Bulgaria Today — A fortnightly publication (April-June 1957).
2. Indian Education Abstracts, Vol. II, No. 4 (Decr. 1956)
3. Fundamental and Adult Education, Vol. IX, Nos. 1, 2, 3,
4. Education Abstracts:

No. 1. Access to current literature on Education through periodical indexes.

No. 2. Research in Education.

No. 3. Leadership and group discussion.

Nos. 4. & 5. School building.

5. Educational Studies and Documents:

No. 22. Education Clearing House and Documentation Centre — A preliminary international survey.

No. 23. An international list of educational periodicals. C. R.

THE XXXII ALL INDIA EDUCATIONAL CONFERENCE, MADRAS

RECEPTION COMMITTEE

AN APPEAL TO ALL THOSE ENGAGED IN THE WORK OF AND INTERESTED IN EDUCATION.

About 5,000 delegates from all parts of India besides some foreign visitors will be arriving in Madras in the last week of December 1957 to attend and take part in the Conference to be held from 27 to 31 Dec. '57. Their comforts have to be attended to. It is calculated that about Rs. 20,000 may be required to make the Conference successful. Education is the concern of all. The Reception Committee earnestly solicit the co-operation of the philanthropic public and educationists to enrol themselves as members of the Reception Committee at the following rates:

Patrons	..	Rs. 100
Donors	..	Rs. 25
Associations & Institutions	..	Rs. 10
Individuals	..	Rs. 2

The previous conferences held in 1929 and 1945 in the City were highly successful and Madras has earned the regard of the people elsewhere for successful organisation.

Sri C. Subramaniam, Minister for Education and Finance is the Chairman of the Reception Committee and Sri C. D. Deshmukh, former Finance Minister and Chairman, University Grants Commission will be presiding over the Conference.

Discussions will be conducted in the following sectional conferences besides the General Sessions of the Conference:

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.

V. ARUNAJATAI,
General Secretary.

THE XXXII ALL INDIA EDUCATIONAL CONFERENCE, MADRAS

EXHIBITION COMMITTEE

The Exhibition will consist of the following sections:—

- I.
 - (a) Educational Psychology: Educational measurements, vocational guidance, modern trends including projects and experiments.
 - (b) Teaching Aids :
 - (i) Montessori, kindergarten and nursery.
 - (ii) Children's Books.
 - (iii) Audio-visual aids, etc.
 - (iv) Nursery schools.
 - (v) Basic Education.
 - (vi) Secondary Education.
 - (vii) Advanced studies.
 - (viii) Collections, Albums, Models, Social studies, projects, etc.
 - (c) Physical Education including health, hygiene, nutrition.
 - (d) Diversified courses :
 - (i) Engineering.
 - (ii) Secretarial.
 - (iii) Agriculture.
 - (iv) Home Science.
 - (v) Music.
 - (e) Arts and Crafts and Hobbies.
 - (f) Safety first.
 - (g) Multi-purpose projects.
 - (h) Five Year plans and educational statistics.
 - (i) Adult and Social Education and Education of the Aborigines.
 - (j) N.C.C., A.C.C., Scouting, Red Cross, Social service, etc.
- II.
 - (a) Books and Teaching appliances, such as latest maps, charts, etc.
 - (b) Scientific instruments.
 - (c) Sports Goods.
 - (d) Aborigines section.

2. Carefully chosen exhibits are to be sent to the *Convener of the Exhibition Committee, Sri K. M. Koshy, Headmaster, Wesley High School, Royapettah, Madras-14 on or before the 7th December 1957.*

3. The expenses in connection with sending the exhibits to the Conference and taking them back are to be borne by the Institutions and persons sending them. The Reception Committee is not responsible for any loss or damage to the exhibits during transit.

The Exhibition Committee reserves the right to accept or reject any exhibits that may be sent.

4. It is proposed to bring out an Exhibition Guide Book or Souvenir. It will be helpful if those who wish to participate in the exhibition send a brief report of the exhibits for inclusion in the Souvenir.

V. ARUNAJATAL,
General Secretary.

GOVERNMENT ORDERS

GOVERNMENT OF MADRAS

ABSTRACT

Teachers' Provident Fund—Resolution passed at the 46th State Educational Conference held at Chingleput—Orders passed.

Health, Education and Local Administration Department.

G.O. Ms. No. 1657, Education,
dated 28th Sept. 1957.

Read :—

From the Secretary, the South India Teachers' Union, Madras, letter No. U/2039/10 dated 20-5-1956,

From the Secretary, the South India Teachers' Union, Madras, letter No. U/2381 dated 9-8-1956,

From the Director of Public Instruction, Madras, Rc. No. 885-D9/56 dated 22-8-1956,

From the Director of Public Instruction, Madras, Rc. No. 885-D9/56 dated 31-12-1956,

From the Director of Public Instruction, Madras, Rc. No. 885-D9/56 dated 29-3-1957.

ORDER

The following orders are passed on the resolutions of the South India Teachers' Union passed at the 46th Madras State Educational Conference held at Chingleput, and on certain other points raised by it:—

1. The teachers should be permitted to contribute to the Provident Fund at 2½ annas in the rupee.

The Government are unable to comply with the request in view of the stringent finances of the State.

2. The Government's contribution should be added to the Fund at the end of each financial year.

The proposal has been examined separately and orders have been issued dropping the proposal as it is considered that no material advantage would accrue to the teachers by implementing the proposal.

3. The Management's contribution should be increased.

The managements may oppose the proposal as it involves additional expenditure to them. The Government are unable to comply with the request.

4. The Government should make it compulsory for every teacher to take a Life Insurance Policy.

Orders regarding compulsory insurance for teachers have already been issued. The proposal to extend the pension scheme to other categories of teachers is under consideration.

5. Difficulty is experienced by teachers in the closure of their provident fund account as the whole process takes a long time.

The Government have taken adequate measures for prompt final closure of accounts of subscribers to the Teachers' Provident Fund and they consider that no further action is necessary in this regard.

6. Teachers in aided secondary schools are not permitted to subscribe more than one anna in the rupee to the Provident Fund Account, whereas a contribution up to two and a half annas in the rupee is permitted in the case of Teachers under Local Bodies.

The proposal for increasing the rate of contribution of teachers in private schools was already examined in detail, but dropped as it was considered administratively unworkable. There are no fresh grounds to reopen the question.

