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॥ उद्धरेदात्मनात्मानम् ॥—The Gita

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A SIMPLE COURSE IN GRAMMAR AND COMPOSITION

BOOK II

BY

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Pages, 247.

Price, Rs. 2.

PREFACE

This is the second book in the series entitled "A Simple Course in Grammar and Composition." It has been prepared strictly in conformity with the revised course in English for Standard X of Secondary Schools in Bombay. It will also meet the needs of High School pupils in other States who have studied English for over two years.

Part I of the book deals with Grammar. We would like to stress some of the special features of this section :

1. As in Book I, the language used both in the text and the exercises is within the vocabulary range of the pupils for whom it is intended.

2. Every attempt has been made to avoid difficult technical details of Grammar with a view to making the study of the subject as interesting as possible. Explanations have been given with the help of a minimum of technical terms.

3. The process of simplification has not been confined to the explanatory matter and the illustrative examples but has been extended to the exercises. It is hoped that the large number of simple and carefully graded exercises will stimulate interest in the study both of language and Grammar and will enable young learners to do their language assignments in a spirit of play.

Part II of the book covers the syllabus in Composition. The lessons on letter-writing, story-telling, comprehension and description have been so planned that pupils, even on their own, will have no difficulty in studying them. The topics selected for exercises deal with ordinary situations with which boys and girls of a certain age are quite familiar.

The aim of both the Grammar and the Composition parts has throughout been practical, namely, to enable students with a limited vocabulary, to speak and write simple but correct English.

It is confidently hoped that this book, like Book I in the series, will be found in every way suitable as a text-book of English Grammar and Composition, and will be well received by pupils and teachers of English in our Secondary Schools.

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PUBLIC AND RESIDENTIAL SCHOOLS IN THE SOCIALIST SET-UP OF INDIA

F. G. PEARCE

The extent to which the education of the people of a country should be controlled by the Government of that country is a question of the utmost importance not only to the members of the educational profession, but to every citizen. It is of special importance to parents who are concerned about their children's future, and to teachers who are concerned with the future of their work and of their nation. In countries under totalitarian rule the question does not arise at all, because in such countries it is taken for granted that the State is of greater importance than the individuals of which it is composed, and that, consequently, everything the individual citizen thinks, or says, or wants, or does, must be controlled by the Government. Fortunately for us in India, having gained our freedom from subjection to a foreign government, we have not yet quite lost it by subjection to our own. But we are in grave danger of doing that, unless we are extremely watchful; for it is profoundly true that 'Perpetual vigilance is the price of freedom'. There is no ruler more dangerous to freedom than one who from subjection has suddenly risen to a position of great authority.

During the past twelve months I have heard two diametrically opposite opinions expressed on the subject of the State's control of education in India. Both of them were utterances of men of great ability, who have served their country well, and whose wholly altruistic motives are beyond question. One of them is a Minister of the Central Government; the other is none less than Acharya Vinoba Bhave. I shall tell you first what the Minister said, or at least what he was reported by the newspapers as having said. He declared with great fervour that, if the control of India's education were entrusted to him, he would like to see every Indian child educated in the same kind of school, following the same curriculum, living in the same kind of hostel, eating the same kind of food, wearing the same uniform, and having the same ideas inculcated into him or her. By this means, according to the Minister, the way would be paved for the establishment of an equalitarian society, with the same opportunities open to all, and with no fear or favour. Obviously, such a system could be established only by the government of the country, and, however good and wise the government might be, it would be a

* Presidential address delivered at the Public and Residential Schools Sectional Conference of the 32nd All India Educational Conference in Dec. 1957.

totalitarian system, pure and simple. The individual citizen would have no say whatever in the education of his own children, except through the exercise of his franchise for or against the government of the time; and the history of totalitarian States clearly indicates that their citizens very soon lose even the freedom to vote against the government. Children grow up thoroughly conditioned to acquiesce in whatever may be ordered by those in power: and that is, of course, exactly what totalitarians wish to bring about. It certainly saves the rulers a lot of trouble!

At the other extreme are the well-known views of Acharya Vinoba Bhave. As anyone knows who hears or reads the speeches of Vinobaji, the Socialist set-up for which he is working is the very opposite of totalitarianism. The State envisaged by him is based on the utmost possible decentralization of control, and upon voluntary co-operation in the production or fulfilment of all needs of each local community. Regarding the control of education in particular Vinobaji is most emphatic; he considers it a danger and an evil for any authority outside the local community to exercise any control whatever over the degree or the manner or the content of the education of that community.

It is very easy to scoff at this idea, and to refuse to give it further consideration, on the pretext that it is wholly impracticable and much too idealistic to be put into practice in a modern country. Having myself been a Director of Education for a short time, I know that the implementation of such an idea would cause consternation in official circles, and would be extremely difficult to bring about. But that does not mean we should brush it aside impatiently. It might be worth while to remember that when Gandhiji first put forward his ideas on Basic Education, they were scoffed at by the great majority of the members of our profession, and by many others too. Let us briefly examine whether, perhaps, there is something worth while in this idea of Vinobaji's. Even if it is not 100

per cent practicable (as may have been true of Basic Education also), let us try to discover the essentials that are most worthy of serious consideration.

The principle underlying Vinobaji's ideas (not only with reference to education but also to the organization of human society generally) is that the more directly and completely the members of any community provide for their own essential needs, the better. The greatest danger of the 'Welfare State' is that it tends to make its citizens more and more dependent and less self-reliant. Devised at first as a means of relief from unemployment, poverty, destitution and disease, — and perhaps also to some extent as an equalizer of comfort and opportunity, — the Welfare State, in countries where it has been fully developed, has now become a sort of Fairy Godmother. When India was under the British, one of the most cogent criticisms made by thoughtful opponents of British rule was that it tended to develop in the people what was called a 'Ma-Bap' attitude, — an attitude of dependence upon Government initiative and Government patronage in every undertaking with a consequent loss of the spirit of enterprising self-help, so important for progress. Even the most ardent supporters of the Welfare State, I believe, would not deny that that danger is present in any set-up, whether Socialist or otherwise, in which a centralised authority takes over the responsibility of providing for the welfare of its constituents. Of course, no one in his sense would argue that, because of that danger, the nation should *not* provide for its citizens' welfare: the real problem is the means and methods of making such provision. It is the old question of *no allowing a wrong means to vitiate a right end*. The end in this case is human welfare: what we have to be careful of is that the means of bringing it about ~~&~~ not vitiate that end, and produce human dependence and slavery, instead of human welfare and freedom.

Vinobaji is most emphatic about this. Let me read you his answer to a question

on the subject, reported in the journal *BHOODAN* on October 23rd 1957. He said:—

"Education must be free from the control of government, whatever its complexion. Government-controlled education is bound to become formal and rigid. It becomes a sort of large factory which produces some standardized commodity".

Is not this a just and true description of a great many of the schools and colleges of India nowadays? Is not the complaint everywhere that we are producing 'a standardized commodity' in our academic factories? And can you expect a standardized commodity to show originality, enterprise and initiative? Of course, I do not mean to suggest that there are not exceptions, both in regard to institutions and pupils; but can it be denied that those exceptions exist rather in spite of the State-controlled system than as an outcome of it? Vinobaji continues his criticism in these words:—

"Today the government plans out every detail of the curriculum. The teacher has merely to carry out the orders he receives from above. He is therefore unable to leave any impress on the minds of the students. He does not become their guide, philosopher and friend".

Again, it is true that there are noble exceptions. All honour to them for keeping the flag of real education flying, in spite of the wearisome onslaughts of the forces of standardization. But it is a losing battle. And the number of those who uphold the flag of freedom will steadily decline, as those in the front ranks pass away and there are too few to take their place. Says Vinobaji:

"A real teacher is an independent person. His thinking is free. He is not committed to any pattern of thought or ideology."

The teacher has an important place in the social system. He has to uphold

social values. He must think deeply on the various aspects of life. He must be able to impart intelligence to the students. For that he has to be aware of all that is happening around him But government controlled education turns the teacher into an employee."

This is really the crux of the matter, the importance of the teacher not being dependent on the Government, and the importance of the management not being controlled by the Government in the selection of teachers. At present, not only in the State schools, but also in all schools dependent upon grant-in-aid from the State, or even schools which do not take grant-in-aid but which must obtain State or University recognition in order to present candidates for public examinations, *there is no real freedom from State control*. Managements are bound hand and foot by departmental regulations of every kind, not only about such major matters as the number of children in a class or the size and ventilation of classrooms, but even about minor matters such as the keeping of registers and records, and the furnishing of statistical returns on all sorts of petty matters. The latest example is the publication of school and college textbooks by the Government. Far more dangerous is the control over the selection of teachers. As every Headmaster and educationist knows, *the purely academic qualifications of a teacher, as indicated by the possession of degrees and diplomas, are no guarantee whatsoever that he or she is really interested in the education of children, or capable of teaching in the real sense of the word*. For teaching University students, the possession of high academic qualifications may be an asset, — though some of the best teachers have themselves been poor performers in examinations, — but surely for the teaching of children up to the Pre-University level, — what is really important is *not* the academic degrees or diplomas of the teacher, but his or her enthusiasm for education, of which the most important part is *not* the imparting of book-knowledge, but the creation of

interest, the stimulation of intelligence, and the arousing of sensitivity to environment, both material and human. *These are the all-important qualities for a teacher of young children, and their presence or absence in a person has nothing whatever to do with paper qualifications.* In spite of this fact, — patent to anyone who has experience of school education, — the State and the University authorities insist upon the appointment only of teachers who have degrees and diplomas which, in *their* opinion, qualify the holders to teach. To my mind, *it should be left to those in charge of the actual work of a school to select as members of the school staff such persons as may be competent to impart the kind of education desired by those who have organized and who support the school.* It is not the business of the Government to lay down the kind of education people should give their children, or to specify the kind of teachers who should impart it. But, as people are taxed in order to provide for the common welfare, it certainly is the duty of the Government to subsidize education in such a way that it may be imparted to all who want it, in whatever manner or form the local people may decide is good for their children, and by whatever teacher *they* think fit. If they are not satisfied with the work done, they can change the teachers.

At first sight, because we have not been accustomed to such a degree of freedom, it might seem that decentralization to such an extent would be dangerous. That is just the trouble about 'Ma-Bap' government; it destroys responsibility, enterprise and self-reliance. And, as those of us *should* know, who have lived in the times before independence and have taken part in the struggle for it, *there is no way of learning self-government except by being free to govern oneself.* You can learn to swim only by jumping into the water. You *cannot* learn by being paternally instructed on the bank, however well-intentioned your instructor may be. So, *people will not learn to think for themselves about education, unless they are really responsible for it.*

As an example of how State control destroys initiative, I should like to refer very briefly to what is now happening in regard to Basic education. When Gandhiji first put forward the scheme of Basic Education, just twenty years ago, it was received on the one hand with a clamour of ridicule and criticism (and, I recall by the way that among the *most* clamant of those critics were some of the pillars of *this* Conference at that time!) and on the other hand with a clamour of enthusiasm. The enthusiasts were then, of course, all on the side which opposed the then government, and they had to start work in the face of much opposition and very little encouragement, financial or otherwise. Only those people espoused the cause of Basic education who really *believed* in its possibilities, and who were willing to face trouble of all sorts in giving it a thorough trial. Whatever shortcomings the first Basic schools may have had, there can be no doubt that they were organized and carried on by bands of teachers who were really keen on education and on trying out an experiment which they felt had great possibilities. I am not making this statement from second-hand information, for I have seen Basic education in operation not only at Wardha but have visited many of the Bihar schools as a member of a Commission appointed by the Government of Bihar to assess their Basic schools' work and to compare it with that of the ordinary primary schools. And I can testify that in many of the Basic schools there is still a real enthusiasm for working out a great experiment in education. But, I am afraid the other side of the picture cannot be ignored. The spread of Basic education,—or what goes by that name,—is now strongly advocated in the highest circles of the party in power, with the result that those responsible for education now regard it as a matter of duty, (and also perhaps of prestige), to open as many so-called Basic schools as possible. To do this, large numbers of teachers have to undergo training or re-training to enable them to work in those schools. Do you think it likely that most of those teachers are really keen on Basic education or have

deeply thought about it or about the tremendous importance and responsibility of their work as teachers? And, if *that* is doubtful, is there any real likelihood that the so-called Basic schools, which such teachers carry on, will be or will continue to be markedly superior to the existing schools?

I am afraid there is no doubt that when *any* system of education, however remarkable seem to be its possibilities for human betterment, is taken under the control of authority, with a view to being spread far and wide,—*that system decays*, for the very simple reason that it is not possible to produce, by means of regimentation, *the right kind of people* to keep the system alive. The State, which necessarily aims at production on a mass scale, has no other means to mass-produce its human instruments, except regimentation;—and regimentation, while it may develop mechanical efficiency, very rarely succeeds in fostering enterprise, initiative, responsibility and self-reliance. And those are, above all, the qualities needed for creative educational work.

It is not my business here,—nor must I occupy your time for such a purpose,—to go into the administrative details of how to decentralise education thoroughly and effectively. If we see clearly the terrible dangers of the present policy of State control of education in India—its tendency to make us dependent and subservient and willing to accept whatever is doled out to us by authority,—which is nothing more nor less than acceptance of *totalitarianism*, call it by whatever other name you please,—if we really *see* this danger, we shall soon discover the way to avoid it, and the way to organize education in a more truly democratic manner, so that it may become "education of the people, in the manner *desired* by the people, by teachers *chosen* by the people themselves".

I think it *is* my business, however, to draw your attention to the fact,—a very relevant fact to the topic of our discussion today,—that in at least one country

with a partially socialist set-up (even though now temporarily under a non-Socialist government)—I refer of course, to the U. K.—a way *has* been found whereby the State can subsidize the people's education without controlling it in such a manner as to stifle individual initiative and local responsibility. You are perhaps aware that in the U. K. there are still a large number of schools *wholly independent* of State or Local Government control. Until recently, all the famous English Public Schools came into that category; and, even now, though most of them are inspected by the Ministry of Education,—with their own consent,—the State, through the Ministry of Education and the Local Education Authorities, exercises *no direct control either upon the type of education imparted, or upon the selection of teachers to impart it.* To make certain that this information is up-to-date I have recently been in correspondence with the Headmaster of an English Public School, who is at present Secretary of the Headmaster's Conference (the body of Headmasters of English Public Schools, corresponding to the Indian Public Schools Conference in India.) He writes as follows:—

"It is laid down in a pamphlet issued by the Ministry some years ago that *'Neither the subjects of the curriculum, nor the time spent on each, nor the way they are to be taught are to be laid down by the Ministry of Education. . . . The headmaster or headmistress is responsible for framing the curriculum and drawing up the syllabus of his or her school. He may get advice or guidance—possibly criticism—from Her Majesty's Inspectors of Schools, but never directions'*. This applies to all schools, primary and secondary; and *a fortiori* to all schools which do not receive state aid. . . . The methods of appointing teachers vary, but in the Independent and Direct Grant and many Maintained schools the headmaster appoints and the Governing Body confirms the appointment. Practically all assistant masters are graduates, and the number of those who have been trained is increasing, but there is no condition that masters must have had training,

though they receive a greater salary if they have been trained. The idea that the State should conduct or control school examinations or University admissions is abhorrent. The aim is variety, not a pattern.

I should not like you to think that, just because I happen to have been born an Englishman, I am suggesting that the British policy in education should be followed in India. I can assure you that that is very far from the case. I have been a non-violent non-co-operator against my own countrymen for most of my long life in India, and if I am now telling you that I think they have found a good solution to this knotty problem of the State control of education, it is not because it is a *British* solution, but because I think it is

a *sound* and truly a *democratic* one I commend it to you for that reason.

Our job, it seems to me, as individuals interested in sound education, as members of this Conference, and as citizens of India, is to think deeply and without fear or prejudice on this important subject, and to find out, after a careful study of what is happening in all other progressive countries, how *real education*,—not merely the imparting of book-knowledge,—may be spread among our people, without the waste of public money which can be so ill-spared at present, but *also* without making the people dependent upon and subservient to authority, and thus incapable of using in a responsible manner the freedom which has been so arduously won.

GOVERNMENT OF MADRAS

Health, Education and Local Administration Department.

Letter No. 141423-E6/57-1, Education.

From
The Deputy Secretary to the Government of Madras,
Madras.

To
The Secretary,
The South India Teachers' Union,
Raja Annamalaipuram, Madras-28.

Dated Fort St. George,
the 27th January 1958.

Sir,
Sub : Education—Secondary—South India Teachers' Union—Resolutions.

With reference to your letter No. U/3066, dated 12th December 1957, communicating a copy of the resolution of the Executive Board of the South India Teachers' Union passed at

its meeting held on 30th November 1957, I am to state as follows :—

- (1) Extension of Pension Scheme to L.T. Assistants and other categories of teachers.
- (2) Revision of scales of pay.
- (3) Grant of House Rent Allowance to teachers.

These matters are under consideration of Government, in connection with re-organisation of the Educational set up.

- (4) Raising the age of retirement to 60.

The Government consider that the existing provisions are sufficient.

Yours faithfully,

(Sd.) K. NARAYANAN,

For Deputy Secretary to Government.

CORRELATION AND ITS LIMITATIONS IN PRESENT BASIC SCHOOLS

SHIVA RAM, B.A., B.Ed.

Asst., Govt. Basic Training School, Karim Nagar.

Before directly discussing the point, let us answer various questions that naturally arise and then to reach at a fair conclusion.

The main questions are as follows :—

1. What is Correlation ?
2. What does Basic Education aim at ?
3. Present status of Basic schools.
4. To what extent Correlation is possible in view of present condition ?

Let us take the above questions and discuss in detail one after the other.

What is Correlation ?

Correlation is not a new term in the field of Education. In the old system of education, which is almost book-centred, this term indicated merely the linking up of different subjects of the curriculum in course of teaching.

Generally it meant the correlation of new knowledge with the old. But now when Basic Education has occupied the place of the old, as the national system, the word 'Correlation' has attained more significance than ever.

Basic Education is rightly the latest fad and correlation is one of its chief items of interest.

There is much misapprehension among the minds of the public, that correlation is every thing in Basic Education and it is with reference to craft alone.

In Basic Education knowledge has to be correlated to activity, practical experience and observation. Thus the scope

of correlation is not confined to craft alone, but to a varied number of topics, Social and Physical.

The three main centres of Correlation are namely,

1. The craft work.
2. The natural environment.
3. The social environment.

Our instruction has to be built round these three integrally related centres.

You may ask why this fad of correlation in Basic Education ? The answer is because of its various advantages, viz.

1. It eliminates the long standing compartmentalization system that is dividing knowledge into water-tight compartments or pigeon holes.

2. The correlated knowledge becomes quite natural, real, economical and effective.

3. By this the learning situation becomes motivated and purposeful.

4. Learning becomes more coherent and meaningful.

The first centre of correlation is a craft.

The Basic Crafts which bear close relation with human life are namely, I. Agriculture. II. Spinning and Weaving. III. Wood Work. Etc.,

The subsidiary crafts belonging to the main ones are as many as can be. Bee-keeping, Tailoring, Book-binding, Basket Making, Etc.,

Apart from these there are other activities to which the school-subjects can

be correlated, e.g. Community cleanliness, Community mess, Cultural activities, Publication of School-paper, Celebration of festivals, School Exhibition etc.

These activities have immense educational possibilities. They give children practical and real education

What does Basic Education Aim at?

Basic Education aims at a balanced, physical, mental and moral development of the child, development in the sense, that while becoming economically independent, he is able to contribute to social welfare.

An educational programme extending over a period of eight years is envisaged with this end in view. At the completion of this course, a pupil is expected to be skilled in some craft and to possess the ability to understand the conditions prevailing in his village and community and the problems facing the nation and the world.

In order to ensure the all-round and balanced development of the individuality of the child, the school initiates various occupational, social and other activities.

Present Status of Basic Schools

Since the Govt. has accepted the Basic pattern of Education in the country, there have come into existence a number of Basic schools, some being converted ones and some quite newly established ones.

Let us see what is the condition of these schools at present.

The schools are said to be in name with addition of some craft and every thing in its old shape only.

Why the fate of the schools is as such?

There are so many factors responsible for this.

(a) *The land of the Schools* :— Land is the first requisite of a Basic

school, where all aspects of agriculture are sought to be taught. A Basic school should possess from minimum 5 acres to maximum 15 acres, of land, for agriculture and play-ground purpose, etc. Really speaking there is no school at present with so much area of land. Even if there is such land attached to any school, there is the question of safety, well, livestock and equipment, etc.,

(b). *Building of the school* :— For the eight graded Basic Schools, there should be at least five class-rooms. The remaining three classes can meet in the open either under shade or sun. The area of a class-room should not be less than 600 square feet.

There should also be a Library-cum-Reading room of the same size, and an Office Room and a Stock Room and an Exhibition Room, the last one not less than 360 square feet. Provision should also be made for an assembly hall with an area of about 1,000 square feet. The hall can provide the venue for all collective activities of the school, such as prayer meetings, meetings of the pupils' unions, Balsabha Lectures by visitors, etc.,

If possible the school should also be residential for both students and Teachers. No matter, if the students are allowed to remain day scholars, provided they attend all the activities at school. Keeping in view all these things, if we look at the present condition of the school buildings, we find almost nothing except a few rooms, those too, without sufficient space. The question of accommodation is everywhere a problem. No crafts can be taught and the question of correlation becomes beyond conception.

(c). *Teaching personnel* :— An eight-grade Basic School needs eight teachers including the Head Master. Among teachers working in Basic Schools, the trained teachers are rare. One or two trained teachers will hardly be found in these schools.

In order to run a Basic school ideally on sound principles, the teachers working in these schools should be persons, who have had their education in Basic schools. To impart correlated knowledge, the teachers should themselves be skillfully trained in this technique. Post Basic Education and diploma in Basic teaching should be the minimum qualification of a teacher.

Every teacher should be able to teach all the subjects and all the basic crafts as well.

Apart from these academic qualifications, the teacher should also possess qualities of love, sympathy, kindness and generosity. His views should be progressive and his character above reproach. He should also possess good health and lead a well regulated life. His pupils should have faith in him.

The Head Master is ultimately responsible for the proper execution of all the activities of the school.

In present schools, the teachers employed not only lack academic qualifications, but also individual qualities. The success of the scheme which is mainly dependent on the personnel itself is inadequate. So, much cannot be expected about correlation from them.

(d). *Pupils in a Basic school* :— As usual the classes in the school till now are found to be over-crowded. The class should never exceed 30. In spite of subject-wise teachers, the progress of each class should be entrusted to a separate teacher. Then only individual attention towards each pupil becomes possible. Provision should be made for the admission of non-Basic school students, by providing a special class for them. When new students are found competent in crafts and other things, they should be admitted in the grade to which they are found fit.

We discussed some of the main problems of the present Basic Schools. The lack of accommodation, land, buildings, equipment and trained personnel, etc., are great handicaps in implementing the scheme successfully.

Apart from these there are other obstacles which may also be taken into consideration.

In spite of a period of two to three years since their establishment, the majority of schools are as they were without any considerable change. The daily routine of work is the same, the general atmosphere is as it is and no progressive ideas are found among teachers.

(e). There is rigidity of Time-Table and periods of 40 or 45 minutes. The lesson will not be allowed to extend more than one period of 40 or 45 minutes.

(f). The compartmentalisation of subjects and the system of subject-wise teachers is another unwelcome feature in a Basic School. Strictly speaking there should be one teacher for one class, knowing all subjects and all basic crafts. Then only as per his convenience he may be able to impart correlated and integrated knowledge to the pupils in the best possible manner.

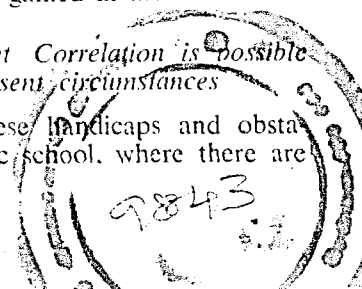
(g) Text-books still dominate the present curriculum in the schools. This over-emphasis should disappear completely. The knowledge to be acquired by the students should be in relation to the activity and for additional knowledge; a number of books should be recommended for reading.

This will foster the habit of reading and liking for the books among the students.

(h). Last of all there is the method of evaluation. The present system of examination is responsible for a number of evils in the field of education. The way of assessment should be modified, and record work should be given priority. The whole personality of the students should be kept in view while making assessment. The child's character and certain attitudes are more important than mere factual knowledge gained in the class-room.

To what extent Correlation is possible under present circumstances

With all these handicaps and obstacles, in a Basic school, where there are



only one or two Basic trained teachers and at some schools, there are none even, we shall consider how far correlated teaching can be imparted.

It is expected of every sincere teacher to do his best in whatever conditions he may be put. So it becomes the duty of every teacher to try in this regard.

If any school has got some land, at least half an acre or an acre, with well and boundary around it in safe condition. Gardening work may be introduced. This activity will provide ample provision for correlated teaching.

The schools which are given budgeted provision for the purchase of articles needed for the Basic crafts e.g., Spinning, Weaving and Wood-work, etc., can try for successful teaching of the crafts. When the crafts run properly, correlation can easily be adopted and made successful. But it is a fact to note that there is no sufficient material for all the students. Even if it is distributed by dividing the class into some batches, there are still a great many difficulties, that of raw materials, accommodation, craft-knowing hands etc.

For the above reasons there is little scope for running these crafts successfully. Only spinning on Taklis can be tried.

This is all about crafts.

Apart from these there are other centres of learning for correlation purpose, i.e., Physical and social.

The chief aim of Basic Education is to give children chance of observation and practical experience to make learning more real and concrete.

If teachers are not rigid in their approach and progressive minded, in taking advantage of the situations at their disposal, there will be ample scope for correlation.

The teachers can provide facilities for small educational trips, taking them to fields, rivers, valleys, mountains, stations,

harbours, zoos, museums, forts, historical places, etc.

Here the students can observe the natural phenomena and learn the why, the how and the wherefore about them. All the curricular subjects can be correlated and learning may be made more concrete and realistic.

There can be other occasions like this at the disposal of the Basic School Teachers, e.g., social, religious and national functions, social service programmes, cultural activities, games, sports and dramatic performances, etc.

Parliamentary system is one of the best means of education in democratic life of the school. This can be ever put into practice in all aspects of the school life.

It all depends on the resourcefulness and ability of the teacher, who can utilise all these occasions for educational purpose and make correlation a success.

We must know the limitations of correlation too. This cannot be applied to each and every topic. Roughly speaking it is said that there can be scope for 80% of the curricular subjects to be correlated with activities.

Beyond that, when correlation is not possible, any useful activity methods, which make the lesson interesting can be employed. Correlation should not be over emphasised. It has got its own limitations.

The main point to be noted is that :—

Correlation should ever be natural and realistic. The activities selected for correlation should be from the daily life of the school itself. There should be no attempt by the teacher for any wrong or forced correlation. This will harm the entire spirit of the method and even the system of education.

Education for life and through life is the main corollary of Basic Education. This can be realised by way of correlation.

CHANGES IN THE EXAMINATION SYSTEM

P. ABDUR RAHMAN, B.A., L.T.,

Head Master, Islamiah High School, Melvisharam, N. A.

Changes in the present examination system are necessary in the present changing India even though each group involved in the educational system has admitted the evils of examinations, because it has a place, value and purpose in the present set up and so the question is, what changes should be brought in, in our present examination system to minimise, if not to eradicate, the evils of the examinations and the speed with which the changes should be brought about.

The necessity for the changes has been stressed in the report of the Secondary Educational Commission and the Examination Seminar held at Bhopal has given suggestions for the reform to be brought about.

The following suggestions so far as the school examinations are concerned, if properly implemented, would yield satisfactory results :

The school examinations should consist of :—

1. Examinations of the pupil's records in all activities and achievements—physical, moral, social, emotional and intellectual.

2. Oral tests.

3. Essay type examinations.

4. Objective tests.

Monthly, terminal and annual examinations are to be taken into account for purposes of class promotions. This is applicable for internal examinations.

The external examinations should consist of monthly and periodical assessment of records in the two top classes of physical, social and emotional achievements, for which marks are to be allotted by the subject teachers and 20 to 25 per cent of the marks are to be given for assessing the external examination while 75 to 80 per cent of the marks should be allotted for the external examinations.

The written examinations conducted by the Board of Secondary Examination or the University as the case may be, should carry 75 to 80 per cent of the marks.

The external examinations will consist of questions on the essay type and objective tests.

To secure accuracy for assessing the answer scripts and to minimise the subjectivity, definite rules should be framed. It is necessary to control the irrelevant factors in scoring the answer scripts, particularly of the essay type.

If marks assessed for the pupil's school activities, are taken into account, there will be changes in the internal examinations, teaching methods, the teacher-procedure, the subject content and the student-learning—these changes are to take place rapidly.

To develop the process of learning in students the examination system should be testing, not information alone acquired through books and notes, but the application of that information to new situations and new problems, i.e., they should have problems solving objectives, no matter even if they are allowed to refer to books and notes.

EXAMINATIONS

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

Dongargaon, Dist. Durg, M.P.

Education and the problems associated with it are the main topics of deep thinking today. Both the Government and the people, are busy devoting all their time towards making it flawless and beneficial to humanity. With this end in view, the Central Ministry of Education directed the State Governments to make necessary reforms in their system of Examinations. If this is not done at the present stage, there is every likelihood that it may not only be useless but might even prove harmful to the future society.

The system of Examination was started first in China and then gradually it went on spreading in every nook and corner of the world. It was very popular in the Western countries in the 19th century though towards the end of the same century great reaction also started against it. In the year 1888 an article was published there, in which hundreds of well-known people signed expressing their views against Examination system. They even said that it is nothing but the sacrifice of real education. The early years of the 20th century were marked with great schemes of reforms propounded by the Educators. United States of America took a lead in this direction and made a number of reforms in their Examination system of Secondary as well as Higher stages of education. They started system of practical examinations for recruitment in different services. On the lines of America, England too started reforms in their schools. These were brought about by the Butler Act of 1944.

Though the urgency of reforms was badly felt from the time of Lord Curzon only, but nothing concrete was done till the advent of the 19th century. The Calcutta University commission raised a strong voice in this direction and very recently Radhakrishnan Commission as well as Mudaliar Commission also stressed over the same question and suggested

many reforms. The need for educational reforms in India is greater because it has remained under foreign rule for a longer time and due to their step-motherly treatment, its educational policy was adversely affected. In fact the whole system of education was defective. In the words of Lord Macaulay, in the year 1835, the aim of imparting education was to prepare armies of clerks and officials who could be helpful in offices of the British Administration in India. How could a system of education, which had such narrow and low aim behind it, prove to be useful? Certainly it is the root cause of all the defects in our present system of education. Today we have to remember the verdict of Radhakrishnan Commission of seven years ago, "If we have to make any reform in the Higher Education, it is in the Examination system". The commission also warned that if we do not take early steps the whole edifice of our education would collapse.

Drawbacks of the present system of Examinations :

Our present system of examination is full of defects and it is adversely affecting the society. The greatest defect is that our whole education is becoming examination centred. In Schools there are Weekly, Quarterly, Half Yearly, Yearly and so many other types of examinations. Thus considerable portion of the academic session of schools and colleges is spent in examinations. A student is examined in one subject so many times till he obtains his final certificate in that particular subject.

Besides this another defect is that too much unnecessary importance is being attached to the external examinations. On it depends the acquiring of jobs, admission in Higher education and securing scholarships etc. The final decision as

regards the ability of the student is made on the basis of these external examinations only. This also in a way indicates lack of confidence in those teachers who work hard with their pupils throughout the year. Also it leads us to believe that the students are not honest. The external examiners are being employed who do not know the students nor the students know them.

The third defect is that too much importance is attached to the results of examinations. A deplorable part of the thing is that even the efficiency of the teachers is being determined on the results of these examinations. This practice was started from the time of 'Hunter Commission' of 1882, which recommended that the teachers should be paid according to the results they produce. Even today the Inspectorate and the Managing Bodies of the Educational Institutions demand examination results to determine the efficiency of the teachers. The guardians and the society in general also lay too much importance on the examination results. There is one more reason of importance and it is because there has been a close relationship between the employments and examinations, since in this country without a Degree or a Certificate one cannot hope to get any good job.

The fourth great defect of examination system is that it only tests the intellectual development of the pupils. It does not at all examine his allround development which goes to make his real personality. Of course, in modern times some such types of tests have been introduced which besides intellectual ability would judge the whole personality of children. They measure the attitudes and aptitudes, social development and physical and mental health, human adjustments and other aspects of the lives of children.

The fifth defect is that the present system of examination is most unreliable and inadequate. After great research and investigation by the renowned educationists like Starch, Eliot and Hartog in U.S.A. and England and A. K. Dutta and D. N. Mukerjee in India, we have reached this conclusion. It is observed that there is a lot of difference in the

evaluation done by two different examiners on the same question. Not only that but if the same examiner values a particular question after an interval of some time, the difference is clearly marked.

Besides all the points mentioned above the method of evaluation is also defective. The students are declared successful in 1st., 2nd, or 3rd. division or even declared unsuccessful on the basis of marks scored by them when there is no surety of the justice done to them. At times the irritated mental condition of the examiners may severely affect the future prospects of the students.

To put the whole thing in a nutshell we can say that our present system of Examination is a great national waste. The estimated percentage of failures ranges from 38 to 60% upto Intermediate classes and 28 to 62% in Degree Examinations. It is due to the fact that the students are not very earnest about their study for considerable time of the session and centre all their energies over it just a few days before the examination.

In the end the examination system also demoralises people resulting in the loss of national character and ideals. So far as the question of selection and appointment of examiners is concerned it becomes a means of gaining power and position and popularity in Universities. There are even such opportunists and vested interests in this field, who do not like to have any reform in the present system of examination.

Today things have gone to such an extent that even books are written with the sole aim of examination in view. This also leads to the loss of national income. Even the student mass of today prefers to have such books which can be crammed easily, instead of the standard books or original works written by the standard writers. The result is that the best works of Arts and Sciences are getting discouragement day by day in India.

Due to defective system of examination the art of teaching is also deteriorating both in matter and the method. The Calcutta University Commission made a reference to it and pointed out "All instructions are imparted within the narrow limits of the syllabus; all other

education which does not come under the purview of the Examination and which cannot be asked in question papers is badly neglected. Both the teachers and the taught pay more attention and centre all their energies to the probable questions expected in examinations, rather than, to the real teaching and studies". The main aim of the student is, anyhow, to get through the examination. If any intelligent and enthusiastic teacher who has deeper knowledge of education, tries to tell something more beyond the limits of courses, the students at once ask, "Sir, can it be asked in the examination?" In other words the students have no quest for learning anything more than what can be actually asked in the Examination. Under the circumstances the teachers have to mould themselves according to the demands of the students and they become merely cram-book, losing all their intelligence and originality.

Similarly the students take more interest in the trash-books of notes. Instead of understanding a subject and assimilating the knowledge thoroughly they are crazy after cramming because, they know that that alone would help them to get through the examination on which depends their future. They misunderstand the education. The examinations create an atmosphere of fear and anxiety resulting in the loss of self determination and confidence and health of the students. Their natural powers get defunct. Thus the very purpose of education is lost.

Improvements in the System of Examination :

Looking to the above shortcomings it is very essential to make profitable reforms. The basic reform which is of paramount importance is to elevate the status of the teachers who are the fountain head of inspiration and knowledge in all reformatory schemes. First of all we have to create a sense of satisfaction among the teachers and raise their status in society. Generally it is said that the reforms in the system of examination greatly depend on the moral improvement of the teachers but it is also equally

true to say that the moral improvement of the teachers depends on the type of reforms in the system of examination. Thus a vicious circle has been created which is to be ended at all costs. Means should be provided so as to make them conscious of their inherent greatness which will naturally result in the efficient discharge of their responsibility and accordingly they will doubtlessly give fair and impartial judgment as regards the abilities of children. If honesty and justice can be expected from pleaders and judges why cannot this be expected from teachers? Even if an unreliable person is taken into confidence, a feeling of confidence is developed in him, in the same way in which an irresponsible person becomes responsible if responsibility is thrown on his shoulders. Moreover the teachers have great ancient ideals of selfless service, sacrifice and pious life before them. The students have tendency to imitate and learn more from the teachers' examples. They are more impressed by the best character of their teachers. Thus this type of reform will surely lead the formation of national character.

To make the teachers keep their character high, it is essential to improve their financial and social status, which will ultimately cure the malady of inferiority complex. Inferiority complex is a thing, which eats into the very soul of educational advancement. Like all other high positions of the Government, their place should be kept at a higher level. They should be paid adequately. Just as the judges are paid highly so that they may not be tempted to bribery and partial judgment, similarly the teachers should as well be paid sufficiently so that they may sincerely abstain from foul means to earn livelihood for self and family. Thus, naturally, their standard and status will be high in society.

In modern times so many new types of reforms are being suggested to root out the evils of present examination system. Introduction of 'Record forms' is one of them. The forms are meant to keep a record of an alround information of the pupils in school. These will not only indicate the intellectual attainment of

the children but will also give correct estimate of the attitudes and aptitudes, interests, special qualities and other marks of their personality. In brief these record forms will give a complete picture of an alround development of the children at any stage of education. The class-teachers with a little of labour and interest on their part, can easily help in maintaining these record forms in schools. In fact this should be an important duty of the teachers. At the time of issuing transfer certificates and deciding the class promotions of the children, these record forms will prove to be of immense help to make the best and the accurate judgment of the pupils' real abilities.

Another reform suggested is that one third of the total marks of the examination should be given on the basis of day-to-day work done in class and two thirds on the external examination. This has also been recommended by the Radhakrishnan Commission. Its result will be that the students will be alert towards their work throughout the year and they will not feel anything like burden at the time of examination only. Thus examination will no more remain an object of fear for children and they will make real progress.

There can be one more suggestion in connection with the reforms in examination. While giving admission to students in colleges, attention should be paid not only to the percentage of marks obtained in the annual examination, but his full records maintained in the form of cumulative records in schools should be taken into consideration so that the real judgment of their whole personality may be done. Also the Government should not attach too much importance to the Degrees and Certificates but should keep special State Examinations as also suggested by the Radhakrishnan Commission.

Examination in America :

In America the teachers themselves conduct the examinations. They set the question papers and value the answer books. They are allowed to frame their own methods of teaching according to

the needs and situations and determine the progress of the students. They test the students twice in a year — first in the middle of the year and second at the end of the school session and final decision of the ability of the students is done on the combined credit of these two tests. As the general strength of the class is sufficiently big, tutorial method is not emphasised, even then at times the teachers do give tutorial work to the students and thus personal attention is paid. In India we can achieve the desired result by combining all the three systems i.e. record of tutorial work, terminal examinations and final examinations at the end. Its result will be that the students would work for the whole year instead of taxing all their energies at the time of annual examination only. It will also avoid cramming on the part of the students. Proper relations between the teacher and the students will be safeguarded and will foster greater respect for teachers in society. To some extent this reform will also help in solving the problem of discipline among students. There will be improvement in teaching as well as the standard of the personality of students.

In connection with the above there can be one more reform in examination. The whole burden of examination in all subjects should not at a time fall on the students after the period of two or three years. In fact after the completion of every course the student may be examined in it and once he gets through he should not be re-examined in it at the end of the whole course. In America there is unit system i.e. the whole course of the University examination is divided into a number of units and a student goes on undertaking examination step by step so that his burden is gradually lessened till the end of the term. This system can also prove to be helpful in India. In America, if any student fails in a particular course, he is required to appear in that particular course only and not in the whole examination or even if he likes, he can change that course and select any other according to his taste and ability. All such reforms can also be useful for students in India.

NEWS AND NOTES

VENNANDUR

A party of 48 pupils and two teachers led by Sri S. Ponnusamy, B.A., B.Ed. was on an Educational tour from 5-1-58 to 10-1-58, both days inclusive. The party visited almost all important places in Madras. The party had been to Mahabalipuram, Pondicherry, Cuddalore, Chidambaram and Neiveli. The party was staying in S.I.T.U. Buildings Madras, during its sojourn in Madras.

TRIVELLORE

A grand Camp Fire Entertainment was celebrated under the auspices of the Citizenship activities of Rao Bahadur Calavala Cunnan Chetty's Hindu High School, Trivellore, at Sri Soleti Rangiah Chetty's Rice Mill compound on 20-1-58 at 6 p.m. Sri J. A. Ryan, M.A., B.T., District Educational Officer, Chingleput District, Saidapet, presided over the function and declared open the Camp Fire. Sri N. Appalaraju, B.A. B.Ed., Headmaster, R.B.C.C.C. Hindu High School, Trivellore welcomed the president and the public. There was a display of folk dances by girl pupils and folk songs by boys. A rolling trophy was awarded to the pupils of Form Five and a consolation prize was awarded to the pupils of Form Two, who gave the best item of Family planning. A large gathering attended the function.

MADURAI

The Republic Day was celebrated in the open-air theatre with prayer at Sourashtra High School, Madurai. Sri S. V. Rangarajan, partner, Madurai Devakottai Transport Ltd., presided over the function. Sri S. K. Kuppusamy, B.A., L.T., Headmaster, welcoming the gathering spoke about the progress of the institution as well as the importance of the day. Sri C. L. Mahadevan, Honorary Trustee, Sri Prasanna Venkateswar Devasthanam, hoisted the National Flag and stressed on the im-

portance, significance, the history of the flag and the progress of India. The President in his address said that secular State, freedom of speech and advancement of culture should be the main features of democracy. He also pointed out that unity, incessant hardwork and sound education are necessary for our freedom and that the High School is one of the foremost in South India and it should be developed into a college in the near future. Sri V. Kumarasamy, B.A., L.T., ex-headmaster of this institution, gave an interesting talk on the progress of India and the importance of a re-organised scheme of education. Sri J. K. Ramamoorthy, B.A., M.S.E., one of the Committee members of the institution also spoke on the salient features of democracy and the responsibility of teachers in making a new India. Sri R. K. Venkatraman, B.A., L.T., Addl. Asst. Headmaster, proposed a vote of thanks and the function came to an end with 'Jana Gana Mana'. Sweets were distributed to all.

TIRUCHIRAPALLI

Republic Day was celebrated in the N.C.B. Aryan Secondary School, Tiruchirapalli. The Headmaster of the school Sri T. N. Krishnamoorti Iyer, B.A., L.T., hoisted the National Flag. Sri N. Subramania Iyer in his speech gave a brief account about Republic, and the Patriotism of our National heroes. Then, Sri S. Ananthanarayanan stressed the importance of Republic and its need and asked the pupils to follow love and dharma. Lastly, the presidential address gave out the idea of the five year plan and the need of discipline and responsibility on the part of the students. The function ended with the National Anthem.

HYDERABAD

The deputation of the Hyderabad State Teachers' Union (Andhra Pradesh)

waited upon Sri Govind Vallabh Pant, the Union Home Minister, on the 18th December, 1957. The deputation was headed by Sri V. P. Raghavachari, president of the Union. Sri Madhusudan Rao, M.P., accompanied the deputation, which consisted three other members — Messrs. Gangaram Reddy of Nizamabad, Shabbir Hussain, Hyderabad and M. Satyanarayan Rao of Warangal. The delegation was introduced to the Home Minister by Sri E. Madhusudan Rao, M.P. In the course of the interview, the deputation presented a Memorandum to the Home Minister, which dealt, among other problems, mainly with the problem of the non-implementation of the directive given by the Central Government in regard to the promotions to teachers of the Telangana area in accordance with the Protection of Service Conditions afforded by the States Reorganisation Act. The Memorandum further requested the Minister, Home Affairs, to urge upon the Andhra Pradesh Government to abandon the proposed integration of Services of teachers of Telangana and Andhra areas, in view of the vast disparity both in the scales of pay and number of teachers in these two regions. It also brought out the great

injustice that would be caused to Telangana and prescribing a condition of period of service for such promotions was given them. Therefore it urged upon the Home Minister to waive off the limited protection.

The Home Minister appreciated the issues raised in the Memorandum and directed the Secretary, Ministry of Home Affairs to study the case and discuss it with the deputation before a directive could be issued to the State Government.

Earlier the deputation waited upon Dr. K. L. Srimali, Minister of State for Education, and represented the grievances of teachers. He agreed that the teacher had the right to claim implementation of the provisions of the States Reorganisation Act according to which protection to services was afforded and assured all help by the Ministry of Education. The deputation also presented a separate memorandum to the Minister of State for Education requesting the Central Government grant for its varied constructive activities. Dr. Srimali was very much pleased with the constructive work of the Union and advised the Union to claim the liberal grants of the Centre, through the State Government.

XLVIII MADRAS STATE EDUCATIONAL CONFERENCE

The 48th Madras State Educational Conference will be held in the Tirunelveli district in the middle of May 1958. The venue of the Conference will be announced later. The last date for the enrolment of delegates to the conference and for sending resolutions for the conference is 31st March 1958.

Affiliated Teachers Associations can send as many delegates as they like. Individual members, either direct or through a District Teachers' Guild, should send their delegation fee either directly or through the District Teachers' Guild, as the case may be. The delegation fee is 50 naye paise per delegate and should be sent along with the list of delegates.

Attention of members is drawn to Rule 9 (h) of the Union Rules and they are requested to comply with its provisions, namely,

"9 (h). Every association, affiliated to the Union either directly or through a District Teachers' Guild, shall pay each year on or before the 31st March, a sum of Rupee One towards a copy of the Report of the Annual State Educational Conference which shall be supplied."

Members are kindly requested to co-operate with the Union and the Reception Committee by sending the delegation fee early.

20-2-1958.

Secretary.

Suggestions for Libraries

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OUR BOOKSHELF

The Mike and Mandy Readers, Books 1 to 4: by Marjorie Durward. (Thomas Nelson & Sons, Edinburgh. Price 1s. 8d. each)

These four books for children are prepared in accordance with the best principles of writing children's books. These readers have been carefully planned to meet the specific needs of younger boys and girls who are backward readers. The drawings in colours provide a useful aid in understanding unfamiliar words as the action in them is closely related to the text.

Britain — Past and Present Book-2: by M. W. Thomas. (Thomas Nelson and Sons, Edinburgh. Price 7 sh. 6d.)

This book deals with the working people of Britain. There are 144 pages each one of which has one or more line drawings or photographs and illustrating the facts of historical growth. Time charts supplement the text. Printed throughout on art paper, the get-up is excellent.

The book is divided into three parts, viz., workers on the land, workers in industry, the freedom of the people. The first two parts illustrate the development of agriculture and industry. The third part devotes separate chapters to five of the freedoms, — freedom to unite, freedom from want (social security), freedom from disease, freedom of worship and freedom and justice.

It is a social history designed to give the secondary modern school pupil a clear picture of the events and developments that have produced the social conditions of today.

History of Education in India: by S. N. Mukherji. (Acharya Book Depot, Baroda. Price Rs. 8.)

This volume covers the educational progress of India from the period of the European settlers immediately preceding the East India Company down to the present 1957. The first edition was published in 1951 and this is the third

edition which shows how popular this book is with educationists. Photographs of prominent educational reformers and statistical statements give vividness to the author's historical account.

An Introduction to Indian Education: by S. N. Mukherji. (Acharya Book Depot, Baroda. Price Rs. 4.)

This book of 120 pages presents a bird's eye view of some of the most important aspects of Indian Education and gives the reader a broad outline of our educational system, thus helping him to understand correctly what all is going on in our schools and colleges today. Here and there photographs of school and college activities are given.

Metric Measures, Vol. I, No. 1: (A bimonthly published by the Government of India. Price 40 nP. or annual subscription Rs. 2).

This is a journal of weights and measures published by the Ministry of Commerce and Industry of the Government of India.

The aim of this publication is to explain the advantages of the metric system in relation to weights and measures and show the urgency in adopting it. The journal attempts to do this in simple and as far as possible, non-technical language.

Suryanamaskar: by V. Muthuswamy. (Price Re. 1. Copies can be had of the author at No. 18, Thiruvengadaswamy Street, Raja Annamalai-puram, Madras-28).

The book, the author of which has already published 'Yoga Asanas for Health', deals with the twelve poses which constitute each Suryanamaskar and explains with illustrations each pose.

Many educational institutions have introduced this form of indigenous exercises in their physical training classes. The physical training instructors will find useful information in this book.

The mantras to be uttered at the commencement of each of the twenty-five namaskaras, which according to the author make one round, are given in the appendix. The author advises that in the utterance of these mantras in the Vedic fashion priests should be consulted.

The following five books are published by Messrs. Thomas Nelson & Sons, Edinburgh, in addition to the books 'Religio-medici', 'Under Western Eyes', and 'An Outcast of the Islands' reviewed in February issue in page 50.

Tales of Unrest and Typhoon: By Joseph Conrad. (Price 5 sh. 3 d.)

There are five stories in this volume.

Almeyer's Folly and Last Essays: By Joseph Conrad. (Price 5 sh. 3 d.)

The author portrays in this novel men and women — not of the graceful and

charming phantoms that move about in our mind and smoke and are softly luminous with the radiance of all our virtues; that are possessed of all our refinements, of all sensibilities, of all wisdom — but being only phantoms, possess no heart.

Sybil: By Benjamin Disraeli. (Price 5 sh. 3 d.)

This is a novel of human contracts, of political events. It is a social document, a consideration of the condition of the people.

Lothair: By Benjamin Disraeli. (Price 5 sh. 3 d.)

The story is set in the England of 1866 to 1869, with an interlude in Italy in 1867 and in the Middle East in 1868.

Essays and Characters: By William Hazlitt. (Price 4 sh. 6 d.)

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FROM OUR ASSOCIATION

TANJORE DISTRICT TEACHERS' GUILD

The Annual Conference of the Tanjore District Teachers' Guild was held in the St. Peter's High School, Tanjore on the 23rd November, '57. Sri J. G. Koil Pillai, President of the Guild, presided.

The Secretary of the guild, Sri K. M. Sundaram, welcomed the delegates.

The President in his introductory remarks traced the history of the struggle that the Guild had been carrying on for getting the pension scheme extended to all categories of Teachers and emphasised that agitation should be continued till the object was achieved. He however held the view that such agitation shouldn't be on Trade Union lines.

Sri A. Paul, Deputy Headmaster, St. Peter's High School, made an effective and strong appeal for strengthening the organisation, so as to get things done more easily.

Sri T. K. V. Rajagopalan, Asst. Secretary of the Guild gave a resume of the discussion that took place between the delegation of the Guild and the Education Minister with regard to the reinstatement of Mr. V. S. Naidu, the former Headmaster of the K. H. School, Tanjore, and also the extension of the pension scheme.

Sri Avadanar, the organiser of the Vigilance Committee of the S.I.T.U. and Sri S. Ramiah, the Guild representative on the Executive Board of the S.I.T.U. also addressed the meeting as to how the guild could function more effectively.

The following were elected for 1957-58.

President:—Sri J. G. Koil Pillai, Principal, St. Peter's High School, Tanjore.

Secretary:—Sri K. M. Sundaram, Headmaster, Umamaheswara High School, Karuntattamkudi, Tanjore.

Representatives of the Guild on the Exec. Bd. of the S.I.T.U.:—Sri

K. M. Sundaram, Umamaheswara High School, Karuntattamkudi and Sri S. Ramiah, K. G. S. High School, Aduthurai.

The following are some of the resolutions unanimously passed:—

1. Resolved that the Secretary of the guild be requested to collect data in Tanjore District regarding the number of teachers who are likely to retire during 57-58 and the four succeeding years and thus have an idea of the approximate commitment for the Government in extending the pension scheme to all categories of teachers and the non-teaching staff of Secondary Schools.

2. Resolved that the Secretary of the S.I.T.U. be requested to collect similar data for the other districts also, so that that data may be made use of when a deputation is organised before the coming Budget Session of the State Assembly, to wait on the Education Minister for getting the Pension Scheme extended to all teachers and non-teaching staff of Secondary Schools.

3. Resolved to request the Government to grant house rent allowance to all teachers in aided schools.

4. Resolved to request the Government to enforce the adoption of the special pay and dearness allowance as per the recent G.O., in all Panchayat Board Schools.

5. (a) The Guild is very much grieved to hear that teachers in the K.H. School, Tanjore, have not been paid their salary, for three months past and the Guild therefore requests the Government to arrange for the payment of their salary upto date and thus give them immediate relief.

(b) Resolved that the above resolution be communicated by telegram to the Chief Minister, the Education Minister, the Secretary to the Government for Education and the Director of Public Instruction.

The end of the world

'THAT,' thought the hare, 'must surely be the Earth crumbling to pieces.' He had heard the thud of a fruit falling on dry leaves. 'I must run to save my life,' he mused.

He ran so fast that a deer, grazing in the fields, asked him, 'Why all this haste, brother?'

'Don't you know that the Earth is falling apart?' panted the hare. 'Save yourself! Follow me!'

The deer raced after him. And soon they were joined by a buffalo, a wild ox, a rhinoceros, a tiger, an elephant and even a lion. In fact, the whole animal world followed them in a great procession.

They thundered on for miles and miles—until they were tired. Then the elephant began to wonder why there were no more signs of the Earth's collapse. So he asked the tiger: 'Brother Tiger, are you sure that the Earth is breaking up?'

The tiger stopped. 'Well, so the rhinoceros informs me,' he said.

'I'm not sure,' cried the rhinoceros. 'Only the wild ox tells me so.'

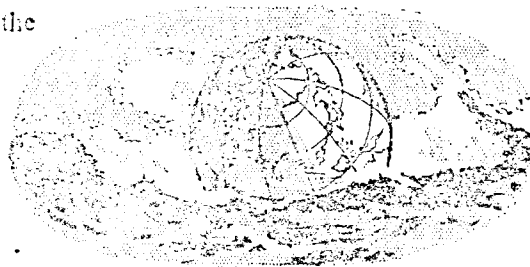
The wild ox bellowed: 'Don't blame me! I only repeat what the buffalo said.'

The buffalo pointed to the deer;

and the deer mumbled, 'The hare started the story.'

The elephant trumpeted for the hare and asked: 'Well, Mr Hare, who told you that the Earth was collapsing?'

'Nobody need tell *me*,' said the hare importantly. 'I knew as soon as I heard a sound like a thud. And I



thought it was certainly the end of the world.'

'You *thought* so,' laughed the elephant. And all the other animals went off, roaring with laughter.

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 Approved as a textbook for Form IV for Class Use
by the Madras Textbook Committee.

A SIMPLE COURSE IN GRAMMAR AND COMPOSITION BOOK I

BY

A. R. DAWOOD

Principal, Ismail Begmuhammad High School, Bombay

AND

C. A. CHRISTIE

Principal, Robert Money Technical High School, Bombay

Pages, 214.

Illustrated.

{Second Edition.
{Price, Re. 1.75

PREFACE

This book of English Grammar and Composition has been prepared primarily to satisfy the requirements of the revised course in English for Standard IX in the State of Bombay. It will, however, meet the needs of pupils in other States who have studied English for about a year.

Parts I and II of the book deal with Grammar. We would like to draw attention to the following special features of this section:

1. The language used both in the text and the exercises is simple enough to be understood by pupils who have completed only a year's study of English. Except for the grammatical terms, the vocabulary throughout has been kept within the linguistic range of such pupils.

2. Confusing grammatical terminology has been scrupulously avoided, and, wherever possible, simpler and more direct expressions have been substituted for difficult and highly technical terms.

3. Abstract definitions and arbitrary rules are conspicuous by their absence. The inductive method has been applied throughout. The explanation of sentences illustrating a principle naturally leads to a simple definition or rule which sums up effectively the discussion of a grammatical topic.

4. The exercises are simple, interesting and well-graded, and will provide the pupils with plenty of practice in correct usage as well as important word functions.

5. Wherever necessary, pictures have been used to create interest and bring out clearly the full meaning of an illustrative sentence.

Part III of the book deals with the various types of Composition—letter-writing, conversation, story-telling and description—which can be satisfactorily attempted by pupils who have studied English for about a year. The topics selected deal with ordinary situations which pupils meet with in everyday life. Here also pictures contribute a great deal towards making the Composition section interesting.

Simplicity and comprehensiveness are the keynotes of the whole book. It is hoped that these features of the book, together with its attractive get-up and appearance, will make a strong appeal both to the pupils studying the language and the teachers teaching it.

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

Sole Selling Agents for South India:—

The Christian Literature Society, Park Town, Madras-3

9843

EDITORIAL

Education and Nationalisation

We publish in this issue the thought-provoking address of Mr. F. G. Pearce. His argument that in the field of education the State should only maintain a general control over educational institutions and at the same time finance liberally institutions that are conducting special activities in furtherance of the fundamental aims of education, are convincing and should be heeded by those that cry for nationalisation and with whom it has become a slogan. The proposal to nationalise text books in elementary schools of our State starts the thin end of the wedge. The All India Educational Conference, recently held in Madras, in a well-worded resolution has protested against this move by pointing out its dangers.

We do hope that the authorities will take note of the opinions of Educationists before they take any action tending to this move and not let themselves be guided by slogans of political parties.

Teachers' Constituency

We heartily congratulate Mr. K. M. Ramaswamy Gounder and Rev. D. Thambusami on their well deserved election to the Madras Legislative Council from the Teachers' Constituency.

Both these members are teachers with a long and meritorious record of service to the teaching profession. As members of the South India Teachers' Union they have associated themselves intimately with it as members of the Executive Board for several years and are well aware of the many problems of Education and the Teaching Profession, which entitle them to speak with authority in the Council.

It is our earnest hope that these two with the other three sitting teacher-members of the Council will work unitedly with a well prepared joint programme and co-operate with the S.I.T.U. in the achievement of many of its objectives. We wish these two recently elected representatives long life, health and strength so that they may effectively serve the cause of Education and the Teaching Profession on the Council.

The S. I. T. U. Jubilee Fund

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Tanjore 10.00

4118.03

FORM IV

Statement about ownership and other particulars about the newspaper, *The South Indian Teacher*, to be published in the first issue after the last day of February each year, under Rule 8 of the Registration of Newspapers (Central) Rules, 1956.

- | | |
|---|--|
| 1. Place of Publication : | Raja Annamalaipuram, Madras-28. |
| 2. Periodicity of its publication : | Monthly. |
| 3. Printers' name : | Sri T. K. Venkatesan. |
| Nationality : | Indian. |
| Address : | The Jupiter Press Private Ltd.,
109-C, Mount Road, Madras-18. |
| 4. Publisher's name : | Sri T. P. Srinivasavaradan. |
| Nationality : | Indian |
| Address : | Hindu High School, Triplicane, Madras-5. |
| 5. Editor's name : | Sri S. Natarajan. |
| Nationality : | Indian |
| Address : | 4/19, Asaf Ali Road, New Delhi. |
| 6. Names and Addresses of individuals who own the newspaper and partners or shareholders holding more than one per cent of the total capital. | The South India Teachers' Union,
Raja Annamalaipuram,
Madras-28. |

I, T. P. Srinivasavaradan, hereby declare that the particulars given above are true to the best of my knowledge and belief.

(Sd.) T. P. SRINIVASAVARADAN.

(Signature of publisher.)

1-3-1958.



Rev. D. Thambusami



Sri K. M. Ramaswamy Gounder



V. S. Saravanan

MADRAS LEGISLATIVE COUNCIL
TEACHERS' CONSTITUENCY

Polling in April 1958.

V. S. SARAVANAN, Asst., T. T. V. High School, Madras-1 and Secretary, Madras Teachers' Guild, again offers for election to the Legislative Council. As there are two seats vacant, he requests Teacher-voters to cast their first votes in his favour, to give him an opportunity to serve the profession on the Council.

Advt.

7/22/1958 NSE 31.3

Illustration of a boy and a girl making a model airplane. The girl is seated at a desk writing, while the boy stands beside her, working on a small part. Various supplies like glue, paint, and a box labeled "ARMY TOTAL" are visible.

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[illegible]