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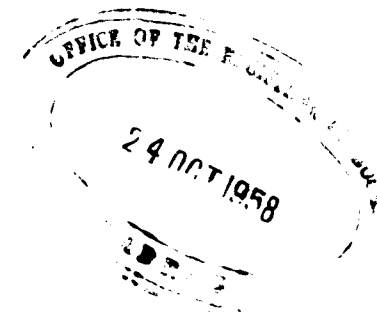
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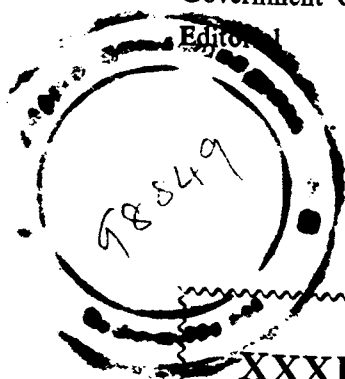
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XXXIII All India Educational Conference
will be held at Chandigarh, East Panjab
from 26th to 30th December, 1958.

THE SOUTH INDIAN TEACHER

Vol. XXXI

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No. 9

INDIAN EDUCATION THROUGH THE AGES

DR. V. N. SHARMA, Ph.D. (Heidelberg)

(Continued from August issue)

BUDDHIST PERIOD

(500 B.C. to 700 A.D.)

A new influence was brought into Indian Education by the advent of Buddhism into Indian life and its growth under the patronage of powerful monarchs. The Vedic and the Post-Vedic systems of Education ran also concurrently with this period and ran peacefully side by side. The standard of learning in the Buddhist Period was very great and attracted many students from far and wide. Students from China were conspicuous by their presence in many Buddhist schools and Universities. Some of them had recorded at great length their experiences in these seats of learning.

Unlike in the olden days, we find as we enter this period, a systematic organization, definite rules and regulations, for all activities connected with the educational life, an influence probably from the well-organised Buddhist Religious order and its organisation of the monasteries. Lord Buddha was the living spirit, the presiding genius of the educational organisation in this period. His doctrines of Life, Dharma and Sangha (Community) played a great part in this connection, uniting this world with Heaven, uniting man with the Divine Power.

The portals of learning were in beautiful and natural surroundings in the vicinities of towns and cities. The old schools for advanced students took a new form, a new birth, in the foundation of many well-known Universities and Temples of Higher Learning known as *Sangharamas*.

Unlike in the old days, educational life was not centred round a special class of people or open only to those who had a longing for higher knowledge. Education and culture in this period took the form of propaganda and all possible methods were adopted to bring knowledge right to the homes of the masses. For this the *Sangharamas*,—or if we use the modern appropriate term, the monasteries—took up this huge task of propagation of culture and utilised all forms of channels—the forest, *Vihara* (Temple), royal court, assemblies of the artists and craftsmen, national festivals and pilgrimages, and all other convenient places that were within easy reach of not only the learned but also the masses. (Pali, the most popular language of the day as well as the provincial languages of people at large were preferred to Sanskrit, the language of the learned, for instruction in all spheres of cultural education.) Some say the new form and new impetus given to Indian Education during this period was the outcome of the revolt the Buddhist teachers had to wage against the orthodoxy and rigid traditions of the old schools. Lord Buddha himself took up the lead in this revolt and fought

tooth and nail against the conservative schools that made the external life of Indian culture lose its dynamic spirit by their rigid and lifeless forms. The Buddhist records speak of this new campaign and new Renaissance in many places. Under this new Renaissance the old spirit remained in tact but took a new form, got a new life, a new vigour. Shall we say, the Buddhists gave a heart, flowing with love and compassion to the intellect of the orthodox scholars of the Vedic Culture! This does not mean that the old institutions were either destroyed or received a set-back in their usual work; they went on as before in the pure Indian manner, assimilating the best from the other side. In some cases both the old and the new schools taught side by side and there was, as we see in the Buddhist records, a mutual understanding and co-operation among them. Both of them tried to maintain the cosmopolitan character of Indian Education. All classes of the Vedic Society went to the Buddhist Schools and Colleges both for study and meditation and the Buddhist monks welcomed them and gave them hospitality as well as facilities for their work and worship. And the Buddhist monks and pupils gathered round the Vedic Teachers to drink the nectar of the ancient culture. Both recognised their basic differences and the old Vedic School began to call itself Hindu or Aryan or Sanatana to distinguish itself from the new culture. Hence we have to use the new nomenclature that arose from this time on. Hence the word "Hindu", which we will use in course of our references, denotes the old Vedic Culture that went on undisturbed even in spite of the difficulties it met with through the propaganda nature of the Buddhist Schools; and the term "Buddhist" denotes the new renaissance that gave place to the old methods, adapting the best and precious from the old school for its propagation.

Location of the schools :

In the location of the schools, we find as in the olden days, special attention paid to the climatic and cultural conditions and other local traditions of the people. Wherever schools had to be opened in places where the climatic

conditions were not approximating to the right and ideal conditions, new devices, unique of their kind, either through architectural or mechanical methods, were employed. In those places where water was scarce, irrigational works were undertaken to bring adequate supply of water right to the grounds of the institution. Water clocks were set up to announce the hours of the day to carry on the daily work at the right time (Beal : Hiuen Tsang, p. i. 27). Further, special instructions regarding bath and other ablutions, physical exercises, etc., were introduced in all places on a large scale (I-Tsing. Chap. 23). Coloured tiles and other artificial devices and appliances were used to prevent the glare of the tropical sun in those places where they could not command eternal shady groves and parks.

Amaravati :

The earliest University, after Takshasila, that expounded the teaching of Lord Buddha and gave a new lead in the Buddhist system of education in all its branches of learning was the Amaravati, otherwise known as Dhanyakataka. Situated on the southern bank of the River Krishna in the present Guntur District, the University had its glorious days under the Andhra Kings and Princes of the Andhra Dynasty (220 B.C. to 500 A.D.).

Very few records have been left for us in connection with its work as a centre of higher learning but from such of these as are left, we find that the University more or less followed the ancient traditions of the earlier Vedic hermitages even though it was founded within the walls of the royal city of Dhanyakataka. The great teacher of the earlier Buddhist School, Nagarjuna, was the leading spirit of the University for many decades and it was his pupil, Arya Deva, that founded the famous Nalanda University at a later period on the banks of the Ganges near the royal city of Pataliputra in the North. Hiuen Tsang (629-645 A.D.) speaks of Amaravati as a great centre of Higher Learning and there were many monasteries near the place for the Buddhist monks and pilgrims in his time. He tells us further that the famous Dapang Uni-

versity in Tibet was founded by the disciples of Nagarjuna on the model of the Amaravati and there was close contact between Nalanda and this place for many decades.

All the branches of studies, both of the Vedic and Buddhist schools, were taught here. Excavations at this place are still going on under the supervision of the Archaeological Department of the Indian Government and we have to wait for some more years to get fresh details of this place. From some of the inscriptions discovered in the ruins of the Dhanyakataka City we find some references to the Halls of Learning attached to the Amaravati.

Takshasila :

Takshasila (now known as Taxila) was well-known as a seat of higher learning, as we have seen elsewhere, even in the post-Vedic period but its fame reached far and wide in the early part of the Buddhist Period. According to all historical evidence Takshasila stood in a fertile, well-watered valley, on the direct trade-route between India and the north and west. As a University town it was famous from the earliest times figuring in many of the Jatakas. The land was renowned for its fertility and produced rich harvests. Fruits were abundant and the climate was agreeably temperate. The people were lively and courageous. Hiuen Tsang visited the place between 629-645 A.D. and still found it fertile with harvest but the famous University then had gone (Hiuen Tsang, I.P. 137). Apollonios of Tyana also visited this place in his wanderings to the eastern lands. Some of the excavations done (at the place) recently corroborate this ancient theory. In 400 A.D., Fahien visited the place but nothing about the centre was given by him. His accounts of other places in that part of the world show "that the great Buddhist sanctuaries of the North-West are still relatively vigorous and flourishing". The latest excavations conducted under the supervision of Sir John Marshall and the results embodied in his valuable "Guide to Taxila" are worth mentioning in this connection. Sir

John says, "The monuments of Taxila were wantonly and ruthlessly devastated in the course of the same century (5th century). From this calamity Taxila never again recovered" (Guide to Taxila, 1921).

One can see from different descriptions of this place all aspects of Indian Education in their full actual practice. As in the forest schools of old most of the students that came here for study, resided with their teachers and attended on them day and night. Education was free for all but, later on, some distinction was made to those who were rich, unlike the schools of old. Those who brought money were treated like the eldest sons in the house and thus they learned; to this class belonged many princes and sons of rich and noble parents. Their stay with the teacher was not long. The other class consisted of all who made learning their life's work and they resided till the end of their studentship, attending their teachers by day and at night. It was said, that to go to Takshasila was to complete one's own education.

Like other forest hermitages the University, even though supported and patronised by the State and the Royal Houses of the day, had complete freedom to carry on its own plans of studies, etc. The King of Takshasila once said in reply to a question, 'I have no power over the subjects of my kingdom; I am not their master, I have only jurisdiction over those who revolt and do wrong' (*India : A Bird's Eye View*, by Lord Ronaldshy, pp. 136). This applies to all educational institutions of the day. So far as we can trace its history we find that for four centuries before Christ, it was in the height of its glory and Greek rulers and scholars who visited the place with Alexander (B.C. 323) were astonished to see the pious nature and asceticism (Muni Vritti) of the place and of the scholarship of the Brahmin scholars. A thousand years after this Sankaracharya (7th century A.D.) in his wanderings visited the place and held religious discussions and discourses with the famous professors of the place. (Sankara Digvijaya).

Age of Admission :

We see from the available Buddhist records that only students who had some sort of preliminary training in their own localities or in other schools could enter the University and the appropriate age for admission at Takshasila was 16.

Classes of Students :

We find in the University all types of students drawn from all castes and classes of the day. "Princes were sent to the place to move with other men as poor men, divested of their riches, to quell their pride and high mindedness". Many of them came from different and distant parts of India and so it was the intellectual capital of India in those days. "Many came to be taught the arts from a well-known teacher. Some came to the place, journeying thither 2,000 leagues from Benares, passing through dangerous forests. Poor and penniless students had as well opportunity to study all branches of skill and learning. One student thus acquired proficiency in archery". (Jataka No. 96). Even though all classes and castes of society had entrance to the University, we see there was some sort of restriction for the admission of outcastes. "But two Chandalas (Outcastes), having suffered from their birth, disguised themselves as Brahmana youths and went to Takshasila, where they studied law. They went with others, were invited to a meal, later on they were discovered, beaten and driven out" (Jataka No. 498).

It was not thought unreasonable that a poor student with an aptitude for some branch of learning, should meet the cost of his board by helping in domestic affairs : but in studying he was on equal terms with a student whose father paid one thousand pieces for his education.

During his stay in the University no student was allowed to have any money with him, and so we find a king's son was as poor as the son of a Brahmin or a peasant. In this connection we hear of a story in the Jatakas how the Prince of Benares, Junha, studying at Takshasila, accidentally knocked down a man and broke his bowl. He picked up the

man, who "asked the price of a meal as his bowl was broken. The prince answered that he could not give it then but when he became King in Kashi (Benares) the man could come and ask for it" (Jataka No. 456).

Life of the Student :

From the Jatakas, we could get some idea of the life among students and teachers at the University.

The King of Benares had a son named Prince Brahmadata. Kings of former times, though there might be famous teachers living in their own city, often used to send their sons to foreign countries afar off to complete their education, that by this means they might learn to "quell their pride and high-mindedness and endure heat or cold and be made acquainted with the ways of the world". So did this king. Calling his boy to him—the lad was 16 years old—he gave him soled sandals, a summer sunshade of leaves, and a thousand pieces of money, and said these words : "My son, get you to Takshasila and study there". The boy obeyed. He bade his parents farewell and in due course arrived at Takshasila. There he enquired for the teacher's dwelling and reached it at the time the teacher had finished his lecture and was walking up and down at the door of the house. When the lad set eyes upon the teacher, he loosed his shoes, closed his sun shade and with a respectful greeting, stood still where he was. The teacher saw that he was weary, and welcomed the newcomer. The lad ate, and rested a little. Then he returned to the teacher, and stood respectfully by him.

"Where have you come from?" the teacher asked. "From Benares". "Whose son are you?" "I am the son of the King of Benares." "What brings you here?" "I come to learn", replied the lad. "Well, have you brought a teacher's fee, or do you wish to attend on me in return for teaching you?" "I have brought a teacher's fee" and with this he laid at the teacher's feet his purse of a thousand pieces. This teacher, like the rest, gave schooling to the Prince on every lucky day (Subhadvivas). Thus

the young prince was taught. (Jataka No. 252).

Jatakas further record that "the students gathered firewood for their teacher every day." (Jataka No. 71). A pupil was beaten for stealing sweets from his neighbour (Jataka No. 252).

Curricula of Studies :

All sciences and arts known to the day were taught at Takshasila. Jatakas and other Buddhist stories throw much light on the different subjects which students learnt under different teachers. "A young Brahmana acquired all the liberal arts and also attained proficiency in Military Tactics and Strategy (Dhanur Veda)." (Jataka No. 374). The department of Sculpture and Fine Arts (Silpa) was renowned for its skill and efficiency in its time.

"A student came from Benares for studying Silpa and had 500 class-mates in his branch of study" (Dharmapada Katha. Eng. Trans., Pali Text Society I. 250). We have also a reference to this subject in the Maha Vagga (VIII.1.5,6). In the epics also we find some references to the subjects taught at Takshasila.

The Ramayana mentions that Vyavahara (Jurisprudence and Law) was a specialised subject of study here (Uttarakanda 101; II). Further we hear all possibilities given for the study of the Vedas, the well-known and time-honoured 18 Sciences (Vidyas, architecture, and military tactics and strategy). There were also departments for arts, such as the use of bow, the javelin, the finding of hidden treasure, magic charms, etc. (Jataka No. 416).

In the study of Medicine and Surgery (Ayurveda) and Law the place maintained its reputation for many centuries (R. N. Mukerji : Indian Education from the Jatakas. *Viswa Bharathi*, Oct., 1923). Sri Sankaracharya mentions that Medicine was the most popular subject at the place (Sankara Digvijaya). The famous physician, Jivaka was a

student here specialising in medicine and surgery.

Besides, all possible scope was given for the study of the Sanskrit language but later on, as the influence of the Buddhist doctrine increased, Pali took its place.

The Teaching Staff :

As we come to reflect on the teaching staff we hear all the teachers of the University were spoken always as being "World-renowned", being authorities, specialists, and experts in their subjects. Youths of Brahmin and Kshatriya castes "came from all parts of India to be taught the arts (Silpa) from a world-renowned teacher. The three Vedas were also taught by him. (Jataka No. 353). In another Jataka we hear "a world-renowned teacher preached the moral law to any one that he might see" (Jataka No. 356). "500 Young Brahmin students studied under a World-renowned teacher" (Jataka No. 97).

We see in some cases elder students became officiating teachers of their respective subjects when their teacher was absent or detained from his work either from illness or by some other incident. We hear of "a student who studied with a 'World-renowned' teacher and became the chief pupil in a company of 500 youths. While the teacher was absent, the pupils were put in this lad's charge. When the teacher returned, he taught the lad all branches of skill and learning and sent him into the world with a great troop of followers" (Jataka No. 447).

In conclusion we find Takshasila to some extent for many centuries, exercised a kind of intellectual suzerainty over 'the wide world of letters in India' (Mukerjee : Fundamental Unity of India. P. 228), and various schools and centres of learning from far and wide took their guidance and inspiration from this place : further, we hear many educational institutions became affiliated to Takshasila and followed its plans of studies.

AMERICAN SYSTEM OF EDUCATION

SHAMSUDDIN, M.A., M.Ed.,
Raipur M.P.

American education is a gigantic enterprise. There are swarms of teachers all over and lacs of students throughout. Two hundred crore dollars is the expenditure. America has no traditional system of education and her system is very sound.

America adopted democracy in a broad sense; so there has been rapid expansion of education. Their democratic attitude offers equal opportunities to every individual irrespective of caste, creed, sex or economic status. All children are given equal opportunities for the development of personality. All are trained for democratic citizenship. They regard education as the duty of the State. The State must tax people to educate the people. "Tax all and educate all" is their motto. Another principle of their education is that they have made all education free—upto secondary stage. Americans have separated religion from Education and have made it secular. American education has clear cut distinct stages. Americans have special faith in education. They believe that it is education which brings about transformation in society. Education is compulsory upto the secondary stage. The Government has the right to compel the people to send their children to school. The parents can select the school for their children. In the English system of education we find there is the principle of selection and selected pupils only are eligible to take up higher education; but in America all the children receive education suited to their ability and aptitude leading to their maximum development. In European countries they believe in 'survival of the fittest'. But the Americans aim at 'Fitting all to survive'. They believe that every individual should be educated. They believe that the real source of knowledge lies in all their activities. Activity and knowledge act and react on each other.

To make the activities in schools effective, education is imparted through occupations and activity programme. They believe that in schools there must be democratic living and all education must be imparted for social efficiency of the individual.

STRUCTURE OF ADMINISTRATION OF EDUCATION

The system of administration is Federal but the real work is done by the States. The Federal Government helps only indirectly. The Federal Government has a department of Education and the duty of this Department is to assist the State Governments. The Department of Education has its own office and the officer is Commissioner of Education and he has a large staff to carry out research. The Commissioner's duties are as follows:

1. To supply information and to give guidance to all offices.
2. To collect statistics from different states, to maintain libraries and to make provision for research.
3. To give grants in the form of land to various educational Institutions.
4. To finance vocational education. (Military education is also in his hands and arrangements are made by him.)
5. To adopt relief measures and to arrange for education of workers etc., in-service education and emergency education.

The rest of the education is in the hands of the states and every state has its own system of education. Indirectly the Federal Government influences the State Government for education. Education is a necessary condition for State's good. There are as many systems of education

AMERICAN SYSTEM OF EDUCATION

as there are states i.e. 49 states. But there is considerable uniformity in all the systems of education in different states. There is a common national unification in all the states.

Education Officers migrate from state to state. Accrediting Institutions are Associations of different systems of Educational Institutions which recognise High Schools and Colleges and other institutions. They do not hold any external examination. They have internal examinations. Private institutions hold their own final examinations and award Degrees.

STATE ADMINISTRATION OF EDUCATION

Every State has its state Legislature which controls the policy of education. Every State has a Board of Education. Now the constitution of this Board differs from State to State. The Chief State Education Officer is called the Superintendent of Education just like our Director of Public Instruction. His duties are:

1. To see that State grants are properly distributed to local units.
2. To inspect and rate schools.
3. To certify teachers for different stages of education.
4. To maintain educational records to be sent to the Federal Government.
5. To serve as an appealing officer for local authorities.
6. To provide the State Governor with the needed Educational Legislation.
7. To give guidance to education officers of local bodies.

In some States there are more Boards than one for different types of education. The next controlling authority is the Local Body which works for a district or for a group of districts or cities working together. These bodies have their superintendents of schools. He may be nominated or elected or taken as a full time servant. Formerly they had small units of education. But later on they found that it was disadvantageous. There were

inferior school plans with inadequate teachers and inferior work was done to small units. But now they have bigger local units for education. These are entirely separated from political bodies in some states. The Financing of education is done as follows:—

Local Boards	.. 65 %
State Govt.	.. 33 %
Federal Govt.	.. 2 %

Fees, charity and religious foundations are negligible. The main burden of finance of education is shouldered by local bodies. All the taxes for education are collected by the state and not by local bodies.

Salaries of teachers are low in comparison to other Departments. Primary and Secondary stages of education are supported by the Government. 90% of children attend Public or Government schools. No private schools get grants and they charge high fees. In America parents are not in favour of sending their children to private schools because they are taxpayers.

STRUCTURE OF AMERICAN EDUCATION:

Pre-Primary Education: It is for children from 4 to 6 years of age. At this stage kindergarten is popular. They do not like Montessori. These are found only in big cities run by private enterprise. About 25% of children attend these groups.

Primary Education: It is for children from 6 to 14 years of age. The aim of Primary education is to give common experiences needed for citizens of a Democracy. They use projects and activity programmes i.e. modern teaching methods. After completion of 8 years of primary education they have 4 years of secondary course. They offer many optional subjects and give very wide choice. The high school stage is a complete stage in itself. High schools hold their own examinations and award their own certificates. They do not have class or grade promotions but have subject promotions which enable pupils to make real progress in education according to

their abilities. This was an old practice. Now, most of the states have introduced a 6-year primary course followed by 5 years' of High School education because from 6 to 16, education is compulsory. Recently they have introduced a 3-year Junior High School stage. These High Schools form a stage in themselves. Curricula in Junior High Schools are general and broad, keeping in view the psychological development of pupils. 90% of children attend High Schools upto the age of 18. No employment can be secured before 18 because of legal restrictions and on account of highly mechanized industries which make it difficult to absorb people unless they are sufficiently trained. In colleges they have 2 years' general course, 2 years' for Master's degree and 2 years' for Doctorate. They also have arrangements for vocational and technical institutions. There are National institutions training officers of army, navy and air force. They have schools for children with bodily defects also. Universities run special courses for the education of parents and children, courses by post, lectures, radios and through travelling professors. As regards college and university education, it is still conservative in curricula, methods and organisation; but still it is progressive. Universities and colleges are mostly run by private enterprise. The proportion of private to public institutions is 2 to 1.

Private colleges are mostly Arts colleges. Government institutions provide instruction in technical, industrial and commercial subjects. The rates of fees are higher in private institutions. Colleges are necessarily affiliated to universities. The colleges have their own degrees and diplomas and those are respected on their own merits. There, all Universities are not established by Law. Some of the universities have world wide reputation like Columbia and New York. Higher education is available to a larger number than in any other country. Even Public institutions enjoy autonomy. They can chalk out their own programmes. There is not much interference by the Government. Various subjects are taught at the University stage. In America they

award post graduate degrees even in cooking and needle work, physical education etc. Higher education is widespread among women. 49% college students are women.

There are Voluntary Organisations. They admit institutions for membership after a careful investigation of the quality of work and activities. These agencies have developed during the last 50 years. They first started with a medical association which classified the medical schools into three categories... A, B, and C. All C category schools were closed down and from there several other associations started. These agencies eliminate the necessity of external examiner. The High School Certificate is sufficient passport to University.

FINANCE OF UNIVERSITIES

They charge very high fees: Private institutions have huge funds with Trustees from the Public. After the war there has been a movement called the "Junior College Movement". The idea is to have a 2-year college course in general education at the end of the High School course in the High School itself. As a result several Junior colleges have been attached to secondary schools. It gives an opportunity for all the High School students to avail themselves of the facility of university education. These are started in High Schools situated in rural areas with little extra expenditure. All the universities have model primary and secondary schools for experimentation. Most of the Universities have eminent educationists. All universities have child welfare centres and a Department for vocational guidance.

TEACHERS

In the teaching profession wages are low. It does not attract people. During the last war thousands of qualified teachers left their jobs. More than 80% of teachers are women. In lower stages the percentage is 90 and in higher 60. Teachers' profession is completely socialised. Supply is usually greater than the demand. In this profession there is majority of women teachers. Several restrictions are put by the managing bodies on

teachers. As women form the majority among teachers, it is regarded by some Americans with alarm and they think that it is unfortunate of students to be under the influence of women teachers. Women teachers are given maternity leave but without pay. They are on contract basis but get monthly payment. They do not get any pay for vacations. Teachers can serve upto the age of 60.

TRAINING OF TEACHERS

There were separate normal schools for training of teachers in 1939. These used to provide both academic as well as professional preparation. Nowadays most of these have been converted into teachers' colleges and they impart instructions to high school graduates for a period of 4 years. Most of these Teachers' Colleges are maintained by the Government. In the first two years of their course they are given general education and in the second two years they are given professional education. Teachers are certified by the state. Certificates are usually awarded by the Government. Private schools can employ any person. Teachers have professional

freedom and conduct their own experiments.

There is no special need for adult education in America because in America everyone receives education upto the age of 17. The programme of adult education stands on the principle of 'Continued Education'. Therefore this adult education is imparted by several agencies. Some associations like the Y.M.C.A. and Y.W.C.A. also organise some evening classes. According to Thorndike adults can learn upto the age of 58. Several adults take advantage of these adult education classes. Part time schools are maintained by the public. These include a wide variety of instructional opportunities. Some of the subjects taught are Drawing, Painting, Tailoring, Decoration, Photography and Public speaking. There are also part-time institutions which enable the workers to have part-time vocational education. In brief there has been considerable progress since 1917 when Smith Hughes Act of 1917 was passed and the Federal Board of education was established and large funds were appropriated for the promotion of vocational education throughout the country.

A TEACHER'S NOTE-BOOKS

PROF. S. C. SARKAR

This writing like any other thing has an immediate cause of its own. A number of note-books, not so uniform in size, with all sorts of scribbles had accumulated during the last twenty years of his teaching in schools and the training college. A problem arose whether to retain them all any more or throw them away. Very hard it was for the writer to convince others why they should all be retained any longer, specially when the writer had not used them often, nor could he recall the names of most of the students, nor could he identify them properly, not to speak of the contexts in which these notes were taken. Obviously the ostensible reason of this writing was to convince the people concern-

ed that there was still some justification for retaining them. The real reason might be something else. Possibly, it was an inner unconscious feeling that in the absence of these note-books there would remain nothing as visible evidence of the life so long lived, though it was a life, rough and uphill, every inch of it and yet not so honourable in the estimate of his own people. Not unlikely that this writing is an excuse in a delicate situation! Had there been a poet in the writer, he might have sung to his note-books in a swan's-song tune like this:

"Stay, stay,
Until the hasting day
Has run

But to the even-song
And, having pray'd together, we
Will go with you along."

So no denying the fact that some sentiment might develop around the note-books accumulating for so many years. But is that the only reason that sustained the effort for so long? If not, it is long overdue to assess these notes, once applied in the personal assessment of student performance and self-guidance for better teaching. Although maintaining on his own initiative, the writer could understand early enough in his professional career that these notes minimised his labours to a great extent and the labours put in earned a good dividend in the form of marks in the examinations, both internal and external. So in a sense, they were the secret of the little success he had as a teacher.

For the purpose of evaluation, the notes might be classified as follows :

1. About the students taught by him in the class-room.
2. About his own studies for his professional growth and personal enjoyment.
3. About the current informations published in the news papers and magazines.

About Students : The idea of keeping notes had its origin in the correction of written exercises of the students. Apart from the correctness or otherwise of the work done, each student left some traces of his difficulties, which demanded immediate remedial measures. These difficulties were of such diverse types that specific help could not be given without keeping adequate notes for timely reference. For example, one student invariably converted decimals into vulgar fractions for simple operations like addition and subtraction and another student had recourse to the unitary method for doing simple sums on percentage, instead of doing them by the method of fractions. To put it differently, in one case the vulgar fraction was unnecessarily introduced and in the other the same vulgar fraction, avoided when needed. A little timely

help at the time of class-room teaching or outside the teaching period, minimised a lot of future troubles both for the teacher and the taught. Admitted that the principle underlying the proverb, "Prevention is better than cure" should be as much remembered and applied in education as in its parent source of the medical profession. But neither the physician nor the teacher can ignore the curative aspects of treatment in their respective spheres.

The notes had another origin of both teaching and learning at the same time. In course of examining the Matriculation and School Final answer scripts, it was noted that certain sums in arithmetic and algebra and riders in geometry, were done in much better ways than usual, possibly taught by their teachers. His Majesty's Inspectors of Schools in England were at one time described as agents of transfertilisation in regard to dispersal and distribution of the striking features of teaching and learning from one school to another. In pursuit of that spirit, instances of good teaching by unknown hands were collected from the examination papers with a view to producing a better crop by means of transfertilisation. This grew out of a strong belief that wherever the student performance was in any way outstanding there was the union of a teacher, able and willing to give, and a student, equally so, to take.

No good hiding. In the earlier note-books there were collections of good questions, culled from various sources. In his semi-mature judgement of later days, the writer dismissed these things as wastage of time and energy. Now it is considered that these things had some value at the time when they were taken. As there are stages of development for the students in respect of their physical and mental growth, so there are stages for the teacher also in his professional growth.

Here it should be mentioned that these all refer to the days when there was no idea of cumulative record cards or guidance programme in schools here. The notes maintained were utilised for the purpose of class teaching only. The

idea of inservice training through workshops and seminars was still foreign to this country. So there was very little scope for give and take among the members of the teaching staff, working under the same roof. Excepting the supervising officers, the fellow teachers could not know the strengths and weaknesses of one another; and if at all, it was through unsympathetic reports, born out of jealousy or contempt of negative value as usually noted among the followers of the same trade. It would not be far wrong to state that in those days a paper dealing with such staff as in this paper was not considered suitable for publication in an educational journal. So everybody was more or less insular, circumscribed by insurmountable barriers of suspicions, although otherwise so near to one another.

For practical purposes, the condition remained so stuffy till the publication of the Mudaliar Commission Report with numerous suggestions for improvement through initiatives from any level of the hierarchy. Of course, that has not been an easy affair for people, obedient and inhibited so long, to think for themselves and that also in the proper way by maintaining the best human relations. However, some changes came almost everywhere and there were some in the outlook of the writer even in keeping and consulting the notes, although still for personal use only.

That change is indicated by one or two incidents that occurred in the meantime. One day while the writer was out for his usual evening walk, a smart youngman came up to introduce himself to the former as an ex-student of school days. It transpired in course of talk that he was then an engineer serving in the Public Works Department in that locality. On returning home the writer opened the relevant note-book to verify if any speciality about him was noted in it. But there was a note on his satisfactory progress in mathematics and nothing else. Whereas in course of writing this paper, the writer came to know of a student, who had qualified himself for admission into the Indian Institute of Technology, Kharagpur (W. Bengal) by taking the

students selection test. Again, the writer opened his note-book to find if any speciality was noted there. This time he found an account of the teacher's home-visit to the student, with a note on the father's attitude and specially his earnestness about the education of his children. As to the boy, it was noted that he suddenly appeared much better than before. These notes helped the writer to remember more about him. The boy was in the same class with his younger brother — might be the case of a late bloomer and so on. So the society can get better things from the teacher, if the society knows how to appreciate and thereby deserve them, to put it straight.

About His Studies : In this regard the writer feels it would have been better if he attempted this evaluation a few years earlier. Not that he did not maintain his reading habit, but it was all desultory reading without any definite purpose in the forefront. For example, at one stage he read most of the English books and at another the Bengali books for the Master's degrees in those subjects. To cut the story short, at yet another stage he read a number of books on palmistry with no less zeal! To say the least of it, this reading was a unique example of sterile labour and aimless wandering from Ben Jonson to Vaishnab poets and then to Cheiro, interwoven with numerous incursions in all possible directions, but mostly removed and remote from the domain of mathematics! So the writer himself was no less in need of guidance than the students, whom he guided in their studies.

There are some notes on his attempts to learn Hindi in all seriousness to the extent of practising handwriting also for sometime. At that time he lived in a Hindi-speaking area with a fair scope for learning the language by the direct method. Still the writer felt diffident to speak the language, but his Hindi-speaking friends, all born to the language would not believe that it was a case of disability to learn it at an advanced age. They suspected that the writer was anti-Hindi at heart and so he avoided speaking the tongue. One afternoon, a memorable afternoon in his life, he ventured to

speak in Hindi to the great delight of his friends and to the greatest shame he had ever suffered up till now. The scene of the incident was a dining hall. As the writer was chatting in his newly-learned quality Hindi after having taken his due plate, the servant out of forgetfulness offered him another plate. At this he said to the servant, "Ham khayega tom le jao". Naturally the servant was non-plussed, failing to decide what to do. All on a sudden the whole House began to roll in laughter and it took the neo-scholar in Hindi sometime to discover the cause thereof. The lesson he learnt at so much cost was this: "Better late than never" might be a good piece of advice; but in language learning, it was better, far better earlier than later.

That is not all. He read quite a good number of books and took profuse notes also from them. But in many cases the titles of the books and the names of the authors were omitted through oversight, with the result that he could not use the passages in his writings; although sometimes they are found suitable as appropriate quotations. In case he cannot check the temptation of using them, he has to give as: Someone said such and such things. Someone said that he desired to be a philosopher but somehow he often laughed to the detriment of his philosophical interests. Similar was the case with the writer, who, though desirous of reading for efficiency, actually read for enjoyment.

Characterised by such failures, the writer's notes in regard to his studies were far from satisfactory. Bernard Shaw aphoristically said, "Who can does, who cannot teaches." The writer might appear in the vein of teaching, possibly because he himself could not. Of all persons, a teacher who is so much hard-pressed for time, must proceed in his studies in a planned way so as to derive maximum benefit from the time spent in reading. Even when he is not going to sit for an examination he must frame his own syllabus to follow from time to time.

A teacher who has to deny himself so much of the material world, cannot indulge in the luxury of reading whatever he can lay his hands on at random. If he follows this procedure systematically, there is no reason why a graduate teacher in an educational atmosphere should not turn out to be a good scholar capable of holding his own in one particular branch of learning.

His Newspaper Reading: As there was no abuse of his self in a factual description of his notes on general reading, there would be no approbation of the same in an account of his notes on newspaper reading. No wonder that a teacher as he was, he had to go without many things including milk for his kiddies, but somehow he managed to afford for himself the luxury of reading a daily paper, subscribed by himself. Scarcely did he spend a day without a daily paper, at least half an hour being set apart for this on his busiest day. The daily papers developed in him a social sensitivity, which induced him to write letters to the editors sometimes. The captions of such letters were: "Ill-Tempered Husbands", "Decimalising Coinage", "Debates and Discussions", "School Guardians Association", "Letters Dead After Delivery", "Salinity in the Hooghly River" and so on. These little things including scribbles and cuttings of world news on bigger problems, give an indication of his newspaper notes on diverse topics.

Conclusion: Nothing to be very happy except for the fact that a self-assessment has at all been taken up although it would have been better, if taken up earlier. But still better it is to be able to say "it is what it is" here as elsewhere. No less happy to think that the writer will go on taking notes for a few years more. But if somebody is unkind to ask him "Why?", he has no objective reply to make. Possibly, it is a habit. As to proper use, it all depends.....

THE DISCOVERERS DISCOVERED

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Social studies is the field which lends itself so nicely for the provision of numerous types of activities to the pupils. It has within its fold several techniques which properly utilised, can help the teacher not only to enliven his class, but also understand the multifarious abilities of the pupils. Any teaching worth its name should be such as to provide ample scope for the varied interests of the children. Of such techniques, the project is an ideal one, very well suited to teach particular phases of a big unit. A Project of any type requires careful planning. But if a project is solely thought out in all its detail by the teacher alone or for the major part, it will lose much of its value. But a project will be real in the fullest sense of the term, only when it arises out of a felt need of the pupils and is also planned and executed by themselves.

One such project, I was able to attempt and accomplish during last month. I had just begun the topic "The early discoverers" in Form IV. A few minutes after the class commenced, the students requested that they should be helped to learn more about the discoverers besides what they could get from the text book. This interest was kindled in them by my reference to the recent Antarctic Expedition and the previous expedition to the Himalayas.

Several suggestions came forth regarding how best we could study that topic. At last, they decided to have five groups, each one studying the life and achievements of one Discoverer. Captains for the various groups also were elected through a democratic process and this helped them to know the need and importance of having elections in a fair way.

To help them have some background information about the topic, I gave a

short overview of the lives of the early discoverers. Then I suggested to them some books also for their reference. The five groups agreed to study the lives of the following:— Marco Polo, Columbus, Vascoda Gama, Captain Cook and Mungo Park.

The several groups went to the central library of the Vidyalaya and tried to lay their hands on as many books as possible. But since the number of books available in Tamil relating to this topic were few, some of the books were read out to the groups in two general sittings consisting of groups 1 and 2 in the first and groups 3, 4 and 5 in the second sitting. I too helped them to gather materials by translating the information I could get from the English Books.

The groups held lively discussions among themselves in the initial stages and wherever there was some difficulty, I stepped in and set things right. One notable feature which attracted my attention was that the pupils themselves set up a mode of evaluation with the Group Captain questioning them and they too questioning him in turn.

Every pupil wrote one or two one act plays relating to the lives of some of the discoverers. A map showing the routes followed by those pioneers was drawn through common effort. A few pupils good at painting drew some portraits of the pioneers. Each group prepared a report based on its discussions. Finally the students held a very impressive reporting session in the sylvan surroundings of the playground. The whole class presented an appearance of a round table conference. One member from each group who possessed some histrionic talents came forward and they formed something like a panel. Each one imagining himself to be a particular discoverer narrated

the whole story of his voyage and all the trials and tribulations he met with on his way. After the narration the other members of the class put a volley of questions to them. Whenever they found it difficult to answer suitably, the respective group captain came to their rescue. The points left out by them were supplemented by me.

With regard to evaluation, the several one act plays written by them were first checked and valued by the Group Captains and then by me. A written test was also conducted at the end. The students were also asked to list the benefits which accrued to them by activity and listed as follows :

- (a) We have learnt to work with our friends in learning about a particular thing.
- (b) We have learnt to wait till the other member finishes his talk and also to think about what he has said.
- (c) We have learnt to tell others what we feel about something and that too in a fairly clear manner.
- (d) We have learnt to read other books also.
- (e) We have learnt to write reports about what we have read and done.
- (f) We have learnt to act (i.e.) stage some small plays boldly before others.

They have also given some suggestions regarding the reporting session as to how it can be improved.

- (a) A conversation between two discoverers can be arranged.
- (b) Members of the group must evaluate the members of other groups.
- (c) Some of the plays written by the pupils can be enacted.

Humble and small in its scope and achievement as it is, this project has nevertheless given me a very fine opportunity to realise how beautifully the pupils will react and rise to the occasion if only we give them the freedom to think and act under our proper guidance. It was an exhilarating experience for me to see them deeply absorbed in the library reading room or involved in some animated discussion during the group meetings.

Some basic information relating to this Project.

1. Started on 25-6-'58.
2. Finished on 7-7-'58.
3. Total number of class periods taken —4— (3 Hours).
4. Total number of extra hours taken outside the classroom . . 4 Hours.
5. Each group consisted of 6 members.
6. Books consulted.
 1. Marco Polo — (Tamil).
 2. Vascoda Gama — (Tamil).
 3. பிரயாணக் கலை சேர்-ம.லெ.
 4. Six great discoverers.

W. C. O. T. P. AFRO-ASIAN EDUCATION CONFERENCE

COLOMBO, CEYLON 22-30 APRIL '58

RESOLUTIONS ADOPTED

1. Resolutions on "The Role of African and Asian Teachers in the Promotion of East-West understanding".

1. The WCOTP Afro-Asian Education Conference recognizing that an atmosphere of freedom and peace is most conducive to international understanding and realizing that education can help to bring about such freedom and peace resolves—

- (a) that schools should emphasize and where necessary include in the curriculum the teaching about international understanding using the Declaration of Human Rights as a basis for social philosophy in schools and stressing the role of the United Nations and its specialized agencies in the promotion of such international understanding ;

- (b) that the teacher training colleges and institutions of higher education should stress the need for learning about the world as a whole, that in-service courses on the subject should be arranged for the teachers ; and that the W C O T P and the UNESCO should assist in this regard by producing the necessary teaching materials.

2. That the production of school textbooks on world understanding in Afro-Asian countries be encouraged by —

- (a) setting up ad hoc committees to foster the production and publication of books of their own, particularly in History ;

- (b) teachers' organizations co-operating with the UNESCO in the preparation of literature — each country producing, at least, pamphlets on its own culture for use by teachers of other countries.

3. That teachers' organizations should co-operate in national, regional and international programmes for the implementation of the UNESCO's major project for mutual appreciation of Eastern and Western cultural values.

4. That the syllabuses in schools should be re-examined and improved where necessary, with a view to promoting international understanding.

5. That efforts should be made in the classrooms and elsewhere to secure greater objectivity in the treatment of other peoples and cultures, so as to eliminate bias and prejudice.

6. That existing organisations which are international in character, such as the Boy Scouts, the Girl Guides and the Young Men's and Young Women's Associations, should be utilized in fostering East-West understanding.

7. That WCOTP be asked —

- (a) to publish year-books furnishing information on teachers' organisations and

their activities, noting outstanding contributions in the furtherance of international understanding ;

- (b) to foster teacher-exchange programmes ;
- (c) to foster and support student - exchange programmes at the high school and the university levels ;
- (d) to encourage the exchange of literature and correspondence between individual teachers and teachers' organizations in countries in the East and West ;
- (e) to encourage discussions and literary compositions on international understanding by primary and secondary school pupils and by pen-friends and by en-

couraging schools to devote columns in the school magazines to international understanding.

- 8. That teachers' organizations should collaborate in regional and national programmes to raise living standards and to improve living conditions, such as in food production, health and sanitation, since such improvements will serve as a basis for better international understanding.

II. Resolutions on "Promoting the Economic and Professional Interests of Teachers".

- 1. With a view to enabling the teacher to maintain his rightful position of dignity and honour in society this Conference resolves —
 - (a) that teachers' organizations should secure adequate facilities for teachers to

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achieve higher academic and professional qualifications ;

- (b) that WCOTP should assist the teachers' organizations in the Afro-Asian countries in the framing of satisfactory Codes of Professional Conduct ;
- (c) that all discriminations against the teachers in non-governmental schools should be abolished and that their conditions of service should be levelled up to those of their colleagues directly employed by the Governments ;
- (d) that salary discriminations on grounds of sex should be abolished, and any ban on the employment of married women-teachers should be removed.
- (e) that maternity leave with full pay should be granted to women-teachers in accordance with the provisions of the relevant International Labour Convention ;
- (f) that teachers should organize on a national basis to include every teacher, without discrimination of sex, race or creed ;
- (g) that teachers' organizations should endeavour to secure for their members salaries which will ensure decent standards of living, security of tenure and protection against sickness, accident and old age.
- (h) that national organizations of teachers should secure that no person with less than the prescribed minimum qualifications are recruited as teachers, and that a reasonable minimum supply of qualified teachers is available for a

satisfactory introduction of schemes for educational expansion. In the implementation of such schemes the importance of quality should not be lost sight of, and schemes for the in-service training of teachers on a large scale should be introduced ;

- (i) that national organisations of teachers should be vigilant and check any attempts to exploit teachers by seeing that minimum standards are set by the State.

2. That in view of the varied conditions, economic and others, from country to country in Africa and Asia, it is impossible to lay down on an international basis salary scales for teachers which shall satisfy those conditions. The Conference agrees however, that the following fundamental principles should guide the teachers' organizations in the various countries in the regulation of satisfactory salary scales and conditions of service for the teachers—

- (a) The Principle of Personal Need :
The teachers' salaries should make possible the kind of life which teachers should live.
- (b) The Principle of Market Test :
The teachers' salaries should bear a relationship to the earnings of other professions and occupations so that the necessary supply of teachers of the right quality may be forthcoming.
- (c) The Principle of Educational Test :
The salary structure should provide incentives for the attainment of higher edu-

cational and professional qualifications. Salaries should encourage proficiency in the service. Adequate facilities should be provided for promotions to higher status within the profession. Academic qualifications for entry to training colleges should be progressively raised.

3. That for the regulation of teachers' salaries and conditions of service negotiating machinery should be set up in each country consisting of a Joint Committee of employers and employees with an independent chairman acceptable to both parties.

4. This Conference recommends to the WCOTP the formulation of a Teachers' Charter and in this regard commends to the Executive of the WCOTP "Charter adopted by the All India Federation of Education Association".

III. Resolutions on "Public Support of Education":

1. The teachers' organizations should conduct vigorous campaigns on the importance of education for the national well-being and for securing adequate funds for education in their national budgets.
2. The teachers' organizations should utilize all methods of educating public opinion on the need for increased expenditure on education. Teachers' organizations should participate actively in adult education and similar programmes, and assist in informing the public on matters of educational policy.
3. Where local governments have not yet shared in the responsibility for education, the teachers' organizations should encourage the setting up of local education authorities which will share in that responsibility.

4. The WCOTP should study the financing of education in countries in Africa and Asia, and assist in the securing of increased financial support for education.

5. Teachers' organizations should make a careful study of the school curriculum in every country so as to ensure that it is suited to the needs of the country, and that educational operations in each country take due notice of the indigenous cultures of the people.

6. Teachers' organizations should utilize fully the resources of Parent-Teacher Associations in their campaigns for increased support for education.

IV. Resolutions on "Ways of strengthening and developing Teachers' Organizations":

1. Appropriate steps should be taken by WCOTP and national Organizations to fuse local teachers' organizations into one national organization of teachers.

2. Teachers' organizations should exercise the greatest care in the selection of their leaders and executive members, and limit such appointments only to people who have given proofs of the right qualities of leadership.

3. Teachers' organizations should keep their members regularly informed of their activities by means of newsletters or bulletins.

4. Teachers' organizations should—
 - (i) maintain satisfactory systems of accounting of their funds;
 - (ii) cause their officers and executive members to maintain personal contact with their branches and the rank-and-file of their members;

- (iii) seek to learn from better-run organizations elsewhere;

- (iv) endeavour to institute benefit schemes and to offer legal and other protection for their members;

- (v) employ full-time officials for a satisfactory running of those organizations; and

- (vi) steer clear of party politics.

V. Resolutions on "Curriculum":

1. The curriculum should not be designed merely for examination purposes, but should make possible the giving of a balanced education which postpones specialization to its proper stage in the student's career at the top forms of the secondary school and in the university.

2. In addition to the usual academic disciplines the curriculum should include subjects like music, dramatics, art and dancing, and should train in the right use of leisure.

3. The curriculum should be adapted to the needs of the community, and the education of handicapped children as well as that of the gifted children.

4. Each national organization of teachers should review the curricula of schools in its own country and submit its opinion thereon to the Government and the school authorities. It should also consult bodies like the WCOTP and the UNESCO on the question of suitable curricula for the various stages of the pupil's education.

5. Curriculum Committees should be set up in each country and should comprise representatives of the employers, administrators, the University and of the teaching profession.

6. Cumulative records of the children should be kept so that an accurate assessment of the children can be compared with their examination results.

7. Each school appoint a Careers Officer and the Government should be made to appoint vocational guidance committees and youth employment bureaux.

8. Examination questions should not merely test factual information but should also make the pupil apply the knowledge gained to life situations.

VI. Resolutions on "Text-books and other Teaching Aids":

1. Each country should set up a Committee to recommend suitable text-books for use in schools, and teachers' organizations should be effectively represented on such a Committee.

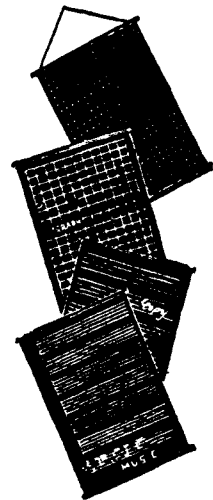
2. A text-book is an aid to teaching and should not be made the only source of information on the subject taught and in-services courses should be given on the proper use of, and the production of, suitable text-books.

3. National organizations of teachers should make their views known to any international commission on text-books serving their own areas, and should take advantage of any machinery set up for the exchange of information on subjects dealing with other countries and their peoples.

4. In the interests of national understanding teachers' organizations should ensure that any material included in the text-books dealing with other countries is accurate, relevant and inoffensive, and should ensure that steps are taken to have the scripts vetted in the countries concerned before they are published.

5. Teachers' organizations should use their influence to see that text-books are available to the pupils at reasonable prices and that they are not of inferior material.

6. The WCOTP should arrange for an exchange of and the evaluation of text-books and for exhibitions of text-books in various regions.
 7. Teachers' organizations should take appropriate steps to obtain and disseminate information on materials and services available from international organizations like the United Nations and the UNESCO.
- VII. General Resolutions :**
1. This Conference recommends that for the effective implementation of the programmes set out in the foregoing resolutions and for strengthening and unifying the teachers' organizations in Africa and Asia ; a regional organization should be set up by the WCOTP.
 2. This Conference welcomes the creation of a WCOTP Consultative Committee on Education for Africa and recommends the creation of a similar committee for Asia.
 3. In order to facilitate the follow-up work consequent on the deliberations of this conference, this Conference recommends that the Preparatory Committee should continue to function as a co-ordinating committee for Africa and Asia till the Executive Committee of the WCOTP makes other arrangements.



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THE LANGUAGE ISSUE

The directors of the All-India policy for secondary education have been reiterating that students of secondary schools must study three languages, the regional language or the mother-tongue, Hindi the national language and English the international language. The mother-tongue will be studied from the first class of the elementary school to the topmost class of the collegiate course. Recently the position of Hindi as national language is being questioned ; and it is said to be more foreign in non-Hindi areas than English which is claimed to be a national language. Political discussions have their own repercussions on problems of education. Moreover, as Prime Minister Nehru stated at the meeting of the All-India Congress Committee, Hindi is evolving ; and the Hindi which is now being made is practically a new language, a very difficult language, an artificial thing. It is not wise, therefore, to make the study of Hindi compulsory throughout the entire secondary course. Rajaji, when he was Chief Minister in 1937, introduced the language in the first three Forms. This was a wise step. Hence the study of Hindi in standards 5—7 or 5—8 should be considered quite enough ; and further study of Hindi in secondary stage may be left optional. In the higher standards of secondary schools, two languages should be studied on a compulsory basis, namely, the mother-tongue and English, for examination purposes. The Prime Minister concedes that Hindi could be learnt, after entering service and that passing an examination in Hindi need not be insisted upon as a condition precedent to entering Government service. In our educational institutions, we need not be stiff about students passing Hindi at the higher secondary stage ; for all students may not have the knack of learning three languages. Allowance must be made for students who do not possess the capacity to learn three languages.

The Second Language Convention presided by Mr. K. Santhanam recommends the medium of English at the uni-

versity stage, till 1980. The University Grants Commission has recommended that there should be no haste in the change-over from English to the regional language. But the Madras Government's language policy is that the medium at the University level should be the regional language. The Madras Education Minister stresses the fact that it is the medium of the regional language that will create a favourable climate for the easy acquisition of knowledge and that students welcome the adoption of the Tamil medium. The doctrine of "softness" in education may be justified, to a certain extent, as far as the education of children is concerned ; but it can have no place in the sphere of higher education where hard intellectual work is needed and should be promoted, in the interests of students themselves. The principle "It is intense effort which educates" has to be commended to university students. Dr. K. L. Shrimali, the present Union Education Minister made a significant statement that a policy of mass higher education is neither feasible nor desirable and that higher education, by its very nature, should be imparted to those who would benefit by it. University education, if it is to give to the country talented men in the fields of higher research, administration and social services, should be open to those who could attain mastery of the international language, namely, English, requisite for the proper study of their special subjects in which they would like to attain high proficiency. Collegiate education cannot be lowered to the standard of intellectual imbeciles who cannot swim in the main intellectual current of the world ! Mr. Chintaman Deshmukh put the crux of the problem, "Our primary concern should be, not with the means of communication, but with the substance communicated." Hence English should be retained as the medium of instruction in the three-year degree courses.

A committee was appointed in 1954 under the chairmanship of Pandit Kunzru to recommend ways and means of securing adequate proficiency in English. The Committee's report was accepted by the

University Grants Commission. The Kunzru Committee indicated that the methods of teaching English at the schools should be carefully examined for laying proper foundation at the secondary school stage so that students going up to the university can have an adequate knowledge of English. Hence a special committee on the teaching of English was constituted. The special English committee start with the premises that the universities should realise the standards in English that secondary schools could achieve and thus presume that the universities should not expect the standard considered necessary by them. Again, schools should realise, according to this committee, that standards are considered by the universities desirable, and not the minimum essential standards. The committee should have tried to lay down the exact standard which should be reached by students proceeding to the university. Their recommendations bear a close resemblance to the principles underlying the syllabuses adopted recently in Madras State. Both aim at equipping students with an active vocabulary of about 2000 or 2500 words selected on the basis of frequency and utility and a knowledge of essential structures of English which will enable students to read with reasonable speed and ease English books of general interest written in a simplified form and books in which they are interested. The students should be able to express their thoughts and ideas on topics of general interest in simple English.

The restricted vocabulary scheme is fundamentally opposed to the genius of the English language where the same word has different meanings and words convey different shades of meaning in different contexts. Drill in sentence-structures is necessary up to a certain point only. To ride to death these two principles will not help to improve the standard, after four years of study. These principles may have pertinence for the first four years in the learning of English; but they will act as handicaps in the further needed mastery of the language requisite for the university courses of study. The Department and the University

should define the standard to be reached in the last year of the higher secondary stage; and the Department of Education may well leave the content and methods of teaching to individual teachers handling English in the last three years of higher secondary schools. The principle of teaching grammar through detailed texts alone should be abandoned. Neither grammar is properly learnt, nor is the lesson-content found interesting. I may be considered as antiquated, with little capacity and willingness to understand the new "scientific" (?) but hundreds of teachers have concurred in my views stated above.

The mode of examination should also change. The S.S.L.C. model that obtained some eight years ago for the S.S.L.C. may well be restored. During the last three years of secondary school stage, students should be expected to give the meanings of passages in verse and prose and the explanations of passages with contexts. Till two years ago, students had to answer one essay question in the detailed text and in each of the two non-detailed texts. Now, during the last two years, nine essay-questions are set in the three texts; and students have to answer only one essay-question. Students may well dispense with the study of two prescribed texts for answering essay-questions, if they had studied one of the three texts, detailed and non-detailed. The prescription of three books, one for detailed study and two for non-detailed study becomes a farce. Similar comments may be made with regard to paragraph-questions and other questions of the Quiz-type. There can be no improvement in the standard of English in secondary schools. The lower the standard of examination and valuation, the greater will be the deterioration in the intellectual attainments of students.

Teachers' Conferences should appoint special committees for considering these issues and submit to the All-India Council of Secondary Education their views. Madras which is reputed for intellectual attainments should give a lead.

14-5-'58

R. SRINIVASA IYENGAR

NEWS AND NOTES

THE HEADMASTERS' CONFERENCE

(Madras City)

The Conference met 9 times during the course of the year under report to discuss matters of varied interests of Secondary schools.

The following is a brief summary of the activities of the Conference in the chronological order.

The last General Body meeting of the Conference was held on the 24th August 1957 at the Hindu High School, Triplicane when it elected its office-bearers for the year 1957-58.

The Headmasters met at the Wesley High School, Royapettah. They viewed with concern the unsatisfactory working of the constitution of the M.S.A.A. in the year 1956-57 and preceding years and resolved to disaffiliate the schools from the then M.S.A.A. and requested the Director of Public Instruction, Madras to help to implement the revised constitution of the M.S.A.A. as drawn up by the headmasters of the Conference.

In compliance with the request of the Special Officer for revision of syllabus of the reorganised Secondary and Higher Secondary course they appointed conveners for the subject-committees and requested them to offer, after study and discussions, suggestions on the syllabi.

At the meeting held at the Hindu High School, Triplicane the Headmasters declared in writing the disaffiliation of their schools with the M.S.A.A. The suggestions of the subject-committees appointed to consider the draft revised syllabi were discussed and approved with a few modifications.

The Conference requested the Circle Commander, NCC Junior Division to arrange the Annual Camps only during holidays lest they should disturb school work.

At the meeting held at the Madras Christian College school Mr. V. Arunajatai, Secretary of the South Indian Teachers' Union addressed the Headmasters and Headmistresses on the recommendations made by the Joint Conference of the conveners of the Headmasters' Conference and those of the S.I.T.U. on the draft revised syllabi of the reorganised Secondary school course. Mr. G. L. Lobo, President of the M.S.A.A. 1956-57 reported to the Conference that the recognition of the M.S.A.A. had been withdrawn by the Education Department. Mr. K. M. Koshy was requested to call a meeting of the Headmasters to finalise proposals of the reconstitution of the M.S.A.A.

Mr. K. Kuruvilla Jacob, the President of the Conference was "At Home" to Dr. Henry Harab, UNESCO Curriculum Expert, at his residence. Many Headmasters and Headmistresses responded to his invitation. Dr. Harab spoke to the Headmasters on (1) Curriculum planning in India (2) Production of syllabi and (3) Administrative leadership.

At the meeting at the Pachaiyappa's College School, Madras Mr. K. Kuruvilla Jacob placed before the Conference the following subjects for its consideration (1) Teaching of Hindi as third-language—failure (2) Primary education to be so planned as to enable children to speak one or two languages other than mother-tongue (3) Overlapping of youth activities such as N.C.C., A.C.C., Scouting and Citizenship Training (4) School record being given credit at the final assessment for the S.S.L.C.

Sri S. Thayappa Thevar, I.A.S., Collector of Madras entertained the Headmasters at a Tea Party in his office. He explained to them the action taken by him in compliance with their request to get the vacant sites acquired near the schools for playgrounds. He appealed to them to extend their co-operation to make the Small Savings Scheme a success.

The Conference met at the Pachaiyappa's College school, Madras and discussed along with the members of the District Teachers' Guild the question papers of the S.S.L.C. Examination of March 1958. Recommendations were submitted to the Board of Secondary Education.

The Conference met at the Pachaiyappa's College school and expressed their feeling that Government Examinations held in schools during term days dislocated the work of the schools and requested the Education Department to arrange for the conduct of such examinations in schools during holidays.

It suggested a panel of 4 Headmasters for the election of Vice-President and General Secretary of the M.S.A.A. for 1958-59.

Mrs. Saraswathi Srinivasan, Headmistress, Avvai Home addressed the members on her impressions about the American Education as gathered by her during her six-month tour in the United States of America.

LIST OF OFFICE-BEARERS—1958-59

President : Sri K. Kurivila Jacob.

Secretary & Treasurer : Sri V. Thiagarajan.

Standing Committee : Messrs. T. P. Srinivasavaradan, T. Chengalvaraya Pillai, T. N. Sundaram, N. Srinivasachariar, K. Venkataraju, Miss. Idiculla and Mrs. S. Dharmambal.

MADURAI

At a meeting of the Madurai City School Servants' Association held on 9-2-'58 at Setupathy High School, Madurai, resolutions requesting the Government to give the following facilities to the school servants were passed :

1. Pension, Provident Fund, Insurance, Medical aid and the like may be provided to all types of school servants.
2. The attenders in the High Schools, like the Higher Grade teachers may be permitted to appear for the S.S.L.C. Public Examination.

3. The school servants may be permitted to work till the age of 60
4. Free education upto VI Form may be provided to the children of the school servants.
5. The present basic pay and dearness allowance of the school servants may be revised and the Central Government's basic pay and dearness allowance may be given.
6. The present annual increment given to the city school servants seems to be very poor and hence an annual increment of Rs. 2 may be sanctioned.
7. Grants may be given to the servants in Elementary Schools.
8. Privilege leave for one month may be given to school servants and the same may be given protection by means of law.
9. The servants, who are working as what are called 'Games Peons' may be given full-time work instead of part time work as at present. For their full time work, grants may be given.
10. Those servants, putting in 2 years' experience, may be treated as permanent staff and service registers may be opened in their case.
11. If the school servants are dismissed without sufficient cause, they may be permitted to appeal to the D.E.O. and other educational officers.
12. The school servants may be given houses under the Govt's House Construction scheme.
13. Each school may be asked to have a Head Peon, who may be given a special increment.

TIRUVADAMARUDUR

The full day bi-monthly conference of Basic School Teachers was inaugurated by Sri K. R. Rajam Naidu, B.A., L.T., District Educational Officer, Tanjore

West, on 14-8-'58 at 9.30 -

West, on 14-8-'58 at 9-30 a.m. in the premises of the Government Basic Training School for men, Aduthurai. Sri A. Gopalan, B.A., L.T., Retired Divisional Inspector of Schools, presided.

Earlier, Sri K. Govindan, Retired Medical Officer, Aduthurai, hoisted the National Flag in the Hostel premises of the Training School. Sri K. V. Sivasubramanian, B.A., B.T., Deputy Inspector of Schools, Tiruvadamardur Range welcomed the President, the District Educational Officer, and the delegates. He gave a brief report on the working of the Basic Schools in the area. The District Educational Officer while inaugurating the above conference spoke about the importance and usefulness of such bi-monthly conferences and about the work expected from them.

Sri A. Gopalan, Retired Divisional Inspector of Schools in his presidential address dealt in detail about Basic Education in the State in general and in the region in particular and its growth during his official career. He exhorted the teachers and the delegates to assess their work at every stage of the expansion of the Basic Education in the State and make the conference useful for their service.

The delegates divided themselves into study groups and discussed several subjects allotted by the Deputy Inspector of Schools. A programme of cultural activities by Basic Schools was gone through. Sri L. Ramachandran, B.A., L.T., Headmaster, Government Basic Training School, Aduthurai proposed a vote of thanks and the conference came to a close at 6 p.m.

FROM OUR ASSOCIATIONS

TURAIYUR

SECRET OF EDUCATION

An extraordinary meeting of the Teachers' Association of the Zamindar's High School, Turaiyur was held on the 24th in the school premises when Rev. Fr. T. N. Siquera, Head of the Department of English, St. Joseph's College, Tiruchi, spoke on the "Secret of Education" under the presidency of Sri G. Varadachari, Principal, National College, Tiruchi. Teachers from various High Schools and the elite of the town attended the meeting.

After the welcome by Sri N. R. Jayaraman, Headmaster, Zamindar's High School, Turaiyur, the president emphasised the importance of Education and pointed out how it is at present a field bristling with controversies. "Though the defects of Modern Education" said Mr. Varadachari, "are many, it is upto us—Teachers—to do our best, because all is well when most is ill."

Rev. Fr. T. N. Siquera exhorted the Teachers to strive hard to develop the

"individual", the youngest generation in "body, mind and soul" using modern Technique of Teaching. He also appealed to the Teachers to keep pace with the drift of changes around them and equip themselves so up-to-date that ere long a statutory council of Educationists may be formed to decide "matters on Education" on the same lines as the National Council of teachers in England.

Sri K. Nalluswamy, Secretary, proposed a vote of thanks.

THE TIRUNELVELI DISTRICT TEACHERS' GUILD

The following resolutions were passed at the Annual General Body Meeting of the Guild held at Courtallam, on 9-8-'58.

Resolutions were passed requesting the Government to grant pension to all grades of teachers who retired on or after 1-4-1955, to raise the maximum pension to graduate teachers and to all teachers of that grade from Rs. 30 to Rs. 45, to grant D. A. to teachers receiving pension, and to extend the pension scheme to the members of the non-teaching staff.

Resolved that the casual leave be increased to 20 days and the teacher-pupil ratio be reduced to 1 : 25 in Elementary Schools; Resolved to request the Government to fix a scale of pay to Elementary Higher grade teachers on a par with those in Local Board Schools and to sanction substitutes in aided Elementary Schools in the place of teachers deputed for training in Basic Education.

OFFICE-BEARERS FOR THE YEAR-1958-59

President : Sri V. Antonysamy, B.A. (Hons.), L.T., Headmaster, Subbiah Vidyalayam Boys' High School, Tuticorin.

Vice-Presidents : (1) Sri N. Krishna Iyer, St. Xavier's School, Palayamkottai; (2) Sri Arthur Asirvatham, B.A., L.T., Headmaster, West Tirunelveli High School, Nallur, Alangulam, P.O.; and

(3) Sri S. R. Narayana Rao, Headmaster, Committee H. E. School, Shermadevi.

Secretary : Sri K. Johnraj Nayagam, B.A., L.T., Caldwell High School, Tuticorin.

Joint-Secretaries : (1) Sri K. Krishna Iyer, P.M. Ornella's Middle School, Tuticorin; and (2) Sri V. Sankaranarayanan, K. S. Boys' High School, Srivaikuntam.

Treasurer : Sri S. Ramanathan, B.A., B.T., St. Xavier's High School, Palayamkottai.

Representatives on the S.I.T.U. : (1) Sri A. S. B. Philip, B.A., L.T., Schaffter High School, Tirunelveli; and (2) Sri P. Swarnapandian B.A., L.T., Headmaster, Walker Middle School, Dhonavur.

THE SOUTH INDIA TEACHERS' UNION

Robertsonpet, Raja Annamalaipuram, Madras-28.

COUNCIL OF EDUCATIONAL RESEARCH

The General Body meeting of the Council of Educational Research of the South India Teachers' Union was held at 5-30 p.m. on Saturday 19th July, 1958 in the office of the S.I.T.U. Sri V. Natarajan, President of the Council, presided.

The following members were present : Mr. T. P. Srinivasavaradan (President, S.I.T.U.), Messrs. S. Subba Rao (Salem), M. P. Rajagopal, V. B. Murthy, T. S. Rajagopala Iyengar, C. Ranganatha Iyengar, G. Srinivasachari, V. Arunajatai (Secretary) and Dr. J. F. Forrester. Sri A. S. B. Philip (Member, Executive Board, S.I.T.U.) was present by special invitation.

Messages expressing inability to attend the meeting were received from Messrs.

Fazlur Rahman and A. T. Doraiswami Iyengar and Miss E. M. Stokes.

The Secretary presented the Annual Report together with the audited statement of account for the year 1957-58, as approved by the Executive Committee of the Council. In presenting the report the secretary referred to the difficulties experienced in carrying out research work without an able band of workers on the one hand and without the enthusiastic co-operation of practising teachers on the other. He mentioned that a revised version had been prepared in Tamil based on the previous year's study of the Achievement (Pilot) Tests in Mathematics. He also referred to the Diagnostic Test in Maths. covering the topic on "Circles" of the High School Syllabus prepared newly for administration to pupils.

A discussion ensued in which all the members present took part.

The following suggestions were given :

1. Mathematics : Achievement and Diagnostic Tests-Follow-up work to be taken.
2. Investigation into the Reading Abilities of Pupils of the Age 13+ to be taken up with reference to (1) Mother-tongue (2) English.

Members present suggested Mr. G. Srinivasachari (P. S. High School) and Miss C. Peyer (St. Christopher's Training Col-

lege) to be in-charge of the investigation to be taken up in connection with reading abilities in Tamil and English respectively.

The Annual Report together with the audited statement of accounts was then unanimously passed.

Sri A. S. B. Philip was elected to the Executive Committee in the place of Sri K. Arunachalam. With a vote of thanks the meeting came to a close.

V. ARUNAJATAI
Secretary.

OUR BOOKSHELF

Sigmund Freud—The making of a Pseudo-Scientist : by Harvey K. Wells. (Manasayan, 32, Faiz Bazar, Delhi-7. Price Rs. 3).

This book gives an account of the rise and development of the psycho-analysis in terms of Freud's life history. The sixty-five pages are divided into eight chapters :—

1. Introduction ; 2. Sigmund Freud ; 3. In search of dynamic trauma ; 4. The discovery of psycho-analysis ; 5. The elaboration of psycho-analysis ; 6. Metapsychology ; 7. Application of psycho-analysis to other fields ; and 8. Conclusion.

The Practical English Teacher : By W. Turner. (K. & J. Cooper, Bombay-4. Price 75 nP.)

This small book will be of help to any teacher of the English language, no matter what particular readers he or she may be using.

A First Refresher Course for Teachers of English in Primary Schools : by F. G. French. (Oxford University Press. Price Rs. 2.40).

This is a handbook for teachers. It offers notes, comments, and discussion points to groups of teachers who come together for a refresher course or a vacation course of short duration.

This short course is arranged under five topics :—

1. Principles ; 2. Theory and practice of oral work ; 3. Oral work, later stages ; 4. Reading ; and 5. Writing.

New Publications of Messrs. Educational Productions, Ltd., East Ardsley, Wakefield, Yorkshire, England :

1. *Wall Chart—Title—Bench Grinder.* No. of colours—Four. Size : 20" × 30". Price 1 sh.

Prepared in collaboration with Black and Docker, and principally for use in the senior classes of secondary modern schools, in Technical Colleges and on Apprentice Courses.

To provide clear and practical visual instruction on the correct use of the tool.

Shows the double-ended Bench Grinder, illustrates how it should be used and outlines the precautions to be taken to avoid accidents. The use of buffing, wirewheel, grinder, methods of grinding various instruments and care of the wheel, are all illustrated.

2. *Know the Game—Rockclimbing.* Size 5½" × 8". Price 2/6 d.

This illustrated book printed on art paper contains over 80 illustrations within 48 pages. It is published for and in collaboration with the British Mountaineering Council, with a foreword by

the President. The book is written primarily as a guide to the beginner climbing in Britain under Summer conditions, but contains also material which the experienced climber will find valuable.

Details are given of all such essential equipment as ropes, boots and rucksacks with expert advice on care and use. A short introduction to mountain walking is followed by illustrations of typical cliff and mountain features. Chapters on rockclimbing technique include a survey of some rock problems which may be encountered and how they may best be overcome.

3. *Wall Chart—Earth Satellites*. No. of colours—4. Size : 30" × 40". Price 5 sh.

The first of two charts on Space Exploration. The second and a chart on Zeta will be published at a later date.

Purpose : To outline the principles and explain the significance of the most recent and important advances in technological achievement.

Description : The chart shows the earth and moon to scale and gives distances to the sun to establish first the vastness of space. Simple diagrams and text illustrate the principles of launching into orbit, the difficulties to be overcome and how these are resolved. A diagram shows the approximate size of the rocket, and a brief note is included of the information to be obtained.

4. *Wall Chart—Bandsaw*. No. of colours—3. Size : 20" × 30". Price 1 sh.

Special remarks : With the publication of this chart the popular 'Tools' series now numbers twelve. Each is a full size full colour visual reference to the purpose, correct use and maintenance of an important tool. This particular one is published in collaboration with Drabble and Sanderson Ltd. and Wadkins, Ltd.

Description : It is designed for use in handicraft lessons and trade training courses, and shows the 16" canting table bandsaw, labelling the important parts and explaining their functions. The use of the tool for sawing curves and for ripping is illustrated, advice is given on lubrication and maintenance, and there

are diagrams to show how to set the bandsaw teeth and sharpen the blade correctly.

5. *Wall Chart—Sawbench* : No. of colours—3. Size : 20" × 30". Price 1 sh.

Special remarks : Published in collaboration with Drabble and Sanderson Ltd., and Wadkins, Ltd., this chart is an addition to an already extensive series showing the correct use and maintenance of individual tools.

Purpose : It is prepared as an aid for Handicraft and Trade lessons in secondary schools and technical colleges, and for apprentice training.

Description : The chart illustrates the 10" Sawbench, its operation and use. There are individual drawings to show cross-cutting, ripping and mitring techniques, and the correct method of setting, sharpening and ranging the saw. Advice is also given on lubrication and maintenance.

Receipt of the following publications is thankfully acknowledged :—

1. Commonwealth Today, No. 57.
2. Metric Measure, May 1958.
3. Unesco Chronicle, Vol. II, No. 12 (December 1956).
4. Educational Studies and Documents, No. 26—Psychological Foundations of the curriculum. (Unesco).
5. Educational Abstracts (Unesco) :
 - i. Vol. IX, No. 10 (Dec. 1957)—In-service Teacher-Training in the United States of America.
 - ii. Vol. X, No. 1. (Jan. 1958)—Educational Information Services in U.S.S.R.
 - iii. Vol. X, No. 2 (Feb. 1958)—Comparative Education.
6. Social Science Bibliography—India 1956. Nos. 4 and 5.
7. South Asia Social Science Abstracts, 1956.
8. Muthialpet High School, Annual—1956-57.
9. Readings in Educational Psychology by Jerome M. Seidman.

(Continued on Page 379)

GOVERNMENT ORDER

HEALTH, EDUCATION AND LOCAL ADMINISTRATION DEPARTMENT

(Education)

G.O. No. 1109, 31st May 1958

'Education—The Madras Teachers' Contributory Provident Fund-Insurance-Pension Rules, 1955—Amendments issued—Scheme extended to teachers in secondary and special schools.

READ—the following paper :—

G.O. No. 1611, Education, dated 30th August 1956.

Order :

Government sanctioned in G.O. No. 1611, Education, dated 30th August 1956, a scheme of Contributory Provident Fund-Insurance-Pension in the first instance for all teachers of elementary schools and certain categories of teachers of secondary schools under aided managements, municipal councils, district boards, and panchayats, with effect from 1st April 1955. Government have been considering the question of extending the scheme to other categories of teachers. They have now decided to amend the scheme and to extend it to all other categories of teachers in secondary schools and to the teachers in other schools recognized by the Education Department such as Nursery, Montessori, Kindergarten and Pre-Basic Schools, Oriental Schools and Schools for the handicapped children, Training Schools and Anglo-Indian Schools. The scheme shall come into force in respect of these categories of teachers (not covered by the orders in G.O. No. 1611, Education, dated 30th August 1956) with effect from 1st April 1958, i.e., it shall be applicable to those who retire from service on or after the 1st April 1958.

2. The scheme as amended is appended to this order.

3. In this connexion the Government also pass the following orders. Pension is to be sanctioned on receipt of a formal

application from the person concerned. Cases may arise of teachers dying immediately or shortly after retirement without having formally applied for pension. In such cases, the authority competent to sanction a pension to the deceased teacher, had he made a formal application before death, may sanction pension or gratuity, as the case may be, from the date of retirement up to and inclusive of the date of his death as if he had made a formal application for the same before retirement, and pay the amount to the heirs of the deceased provided that the time lag between retirement and death does not exceed six months. Cases in which the time-lag exceeds six months, should, however, be referred to Government for a decision.

4. It is desirable that the work relating to the scheme of pension sanctioned with reference to these orders is kept separate from the work relating to ordinary pensions to Government servants. In order to distinguish these bills from the bills relating to ordinary pensions, the forms to be used for drawal of these pensions may be printed on papers of a different colour from those used for drawal of ordinary pensions. The Controller of Stationery is requested to print the pension forms for use of teachers on papers of a different colour.

5. The scheme will not affect the pensions admissible under either Article 802, Civil Service Regulations (i.e.), pensions of Local Fund employees already subject to the pension scheme under the control of Government or Article 804, Civil Service Regulations (i.e., pensions of teachers in Government Schools transferred to the control of Local Bodies). The rules relating to the grant of gratuities by local bodies to their officers and servants will cease to apply with effect from the 1st April 1955 or from 1st April 1958 as the case may be to teachers in the service of local bodies.

6. The rules relating to the preparation of pension papers, etc., applicable to Government servants and the forms at

present in vogue for pension purposes will be generally adopted in the case of these persons.

7. The accounting and audit work relating to the Pension Scheme will be entrusted to the Accountant-General, Madras.

8. The expenditure on account of payment of pension and gratuity under this scheme will be debited under the following heads of account :—

Pension.—“ 55. Superannuation allowances and pension—a. Superannuation and retired allowances—C. Pensions to teachers of aided schools and schools of local bodies.”

Gratuity.—“ Payment to teachers of aided schools and local bodies ” to be opened under “ 55. Superannuation allowances and Pensions—d. Gratuities.”

The expenditure on the scheme is on ‘New Service’ and the approval of the Legislature will be obtained in due course. Pending the approval of the Legislature, the expenditure will be initially met by an advance from the contingency fund. The Director of Public Instruction is requested to intimate to Finance Department the probable expenditure likely to be incurred during 1958-59.

(By order of the Governor)

R. A. GOPALASWAMI,
Secretary to Government.

To the Director of Public Instruction.

- „ Accountant-General (through Finance Department).
- „ Special Officers of District Boards.
- „ Executive Authorities of Municipal Councils (through Chairman, Municipal Councils).
- „ Inspector of Municipal Councils and Local Boards (with copies for panchayats).
- „ Examiner of Local Fund Accounts.
- „ Pay and Accounts Officer.
- „ Commissioner, Corporation of Madras (through the Mayor).
- „ Finance Department.

To the Public (Rural Development Projects) Department.

- „ Public (Information and Publicity) Department.
- „ South India Teachers' Union.
- „ Secretary, the Madras State Aided Secondary School Managements' Association, Madras-5.
- „ Secretary to the Government of India, Ministry of Education and Scientific Research.
- „ Controller of Stationery and Printing (with reference to paragraph 4 of Government Order) and publication of the rules in the *Fort St. George Gazette*.

Copy to Finance (Budget) Department for sanctioning an advance from the contingency fund.

APPENDIX.

THE MADRAS TEACHERS' CONTRIBUTORY PROVIDENT FUND-INSURANCE-PENSION RULES, 1958.

CHAPTER I—GENERAL.

1. (i) These rules may be called the Madras Teachers' Contributory Provident Fund-Insurance-Pension Rules, 1958.

(ii) They shall be deemed to have come into force on the 1st April 1955 in respect of items (a) to (h) in category I and items (a) to (k) in category II and on the 1st April 1958 in respect of items (l) to (w) in category II; items (a) to (k) in category III and items (a) to (f) in category IV.

(iii) The Madras Teachers' Contributory Provident Fund-Insurance-Pension Rules, 1955, shall be deemed to have ceased to be in operation with effect on and from the 1st April 1958.

2. These rules shall apply to the following classes of teachers employed in recognized elementary schools, secondary schools and training and special schools (Nursery, Montessori, Kindergarten and Pre-basic schools, Oriental Schools and schools for handicapped children), and Anglo-Indian Schools, run by aided managements, municipal councils, district boards and panchayats :—

Category I—Elementary Schools.

- (a) Lower Elementary Grade.
- (b) Higher Elementary Grade (including Junior Basic Trained).
- (c) Secondary Grade (including Senior Basic Trained).
- (d) Collegiate Grade.
- (e) Pre-vocational Instructors.
- (f) Pandits (appointed in the place of Secondary Grade teachers in complete higher elementary schools).
- (g) Music teachers.
- (h) Supervisors of elementary schools.

Category II—Secondary Schools.

- (a) Elementary and Secondary Grade.
- (b) Pandits (appointed before 1926 and who do not hold Oriental Titles).
- (c) Second Grade Pandits.
- (d) Oriental Title-holders (pandits who are placed in Grade II only).
- (e) Hindi pandits (Second Grade).
- (f) Physical Training Instructors (Second Grade).
- (g) Drawing masters.
- (h) Manual Training instructors and Assistant Manual Training instructors.
- (i) Craft instructors.
- (j) Music teachers—Grades I and II.
- (k) Sewing and Needlework mistresses.
- (l) Teachers in Drawing and Painting under bifurcated courses eligible for the scale of pay applicable to Secondary Grade Teachers.

(m) Headmasters and L.T. Assistants.

- (n) Grade I pandits.
- (p) Physical directors and Physical Training instructors (Grade I).
- (q) Secretarial Assistants.
- (r) Commercial instructors.
- (s) Engineering instructors and Assistant instructors.
- (t) Agricultural instructors.
- (u) Domestic Science Assistants (bifurcated courses).
- (v) Teachers in Music and Drawing (bifurcated courses).

(w) Teachers in Drawing and Painting under bifurcated courses possessing the qualification prescribed for those who will be eligible for the L.T. Assistant's scale of pay.

Category III—Training and Special Schools.

- (a) Headmasters and L.T. Assistants.
- (b) Grade I pandits.
- (c) Physical Training instructors—Grade I.
- (d) Secondary Grade Teachers.
- (e) Grade II pandits.
- (f) Physical Training instructors—Grade II.
- (g) Drawing masters.
- (h) Music teachers.
- (i) Manual Training instructors and Craft instructors.
- (j) Sewing and Needlework mistresses.
- (k) Elementary Grade teachers.

Category IV—Anglo-Indian Schools.

- (a) Headmasters and B.T. Grade Assistants.
- (b) High Grade Trained.
- (c) Middle Grade Trained.
- (d) Language pandits.
- (e) Specialist teachers.
- (f) Primary Grade Trained.

CHAPTER II—Contributory Provident Fund.

3. The Provident Fund instituted by the Government for the benefit of teachers in non-pensionable service and the provident funds instituted by district boards and municipal councils will continue to be maintained according to the rules in force, immediately before the date of coming into force of these rules.

CHAPTER III—Insurance.

4. Every teacher shall, within one complete year from the date on which he completes five years of service, insure his life, for a policy maturing at the age of 55 years, with the Postal Life Insurance or with the Life Insurance Corporation for the minimum amount as specified in the table below and keep the policy alive and unencumbered :—

98849

TABLE

Serial Number	Description	Those who have not completed the age of 30 years.	Those who have completed the age of 30 years but not 35 years.	Those who have completed the age of 30 years but not 40 years.
(1)	(2)	(3)	(4)	(5)
		RS.	RS.	RS.
1	Lower and Higher Elementary Grade teachers, Pre-vocational instructors, Music teachers, Pandits in aided and local body elementary schools and Assistant Manual Training instructors in aided and local body secondary schools.	500	400	300
2	Secondary Grade (including Senior Basic Trained) teachers and supervisors of elementary schools in elementary schools, Secondary Grade Teachers, Grade II pandits, Physical Training Instructors, Grade II, Drawing masters, Manual Training instructors, Craft instructors, Music teachers, Sewing and Needlework mistresses in aided and local body secondary schools and in training and special schools, teachers in Painting and Drawing under bifurcated courses eligible for the scale of pay applicable to Secondary Grade teachers and specialist teachers and Primary Trained Teachers in Anglo-Indian schools.	1,000	800	600
3	Headmasters and L.T. Assistants, Grade I pandits, Physical directors and Physical Training instructors (Grade I), Secretarial Assistants, Commercial instructors, Engineering instructors and Assistant instructors, Agricultural instructors, Domestic Science Assistants (bifurcated courses), teachers in Music and Drawing (bifurcated courses) and teachers in Drawing and Painting, under bifurcated courses possessing the qualification prescribed for those who will be eligible for the L.T. Assistants' scale of pay in secondary schools; Headmasters and L.T. Assistants, Grade I pandits and Physical Training instructors—Grade I in training and special schools, and Headmasters and B.T. Grade Assistants, High Grade Trained, Middle Grade Trained and Language pandits in Anglo-Indian Schools:	2,000	1,600	1,200

Provided that in the case of teachers of elementary schools (including supervisors of elementary schools) and teachers coming under items (a) to (k) of category II in rule 2, a teacher who has already completed five years of service on the 1st April 1955 shall insure his life within a period of two years from the 1st April 1955 and in the case of teachers coming under items (l) to (w) in that category and teachers in training and special schools and in Anglo-Indian schools in categories III and IV in rule 2, a teacher who has completed five years of service on 1st April 1958 shall insure his life within a period of two years from the 1st April 1958:

Provided further that if a teacher (including a supervisor of elementary schools) has already taken out an insurance policy for the minimum amount specified above and if it is unencumbered, he need not take out a fresh policy under this rule.

5. When a teacher included in item 1 of the Table in rule 4, is appointed to a post included in item 2 thereof, he shall, within six months of such appointment, effect additional insurance, so as to bring his total insurance to cover the minimum appropriate to his new category. Similarly when a teacher belonging to the said item 2 is appointed to a post included in item 3 thereof he shall, within six months of such appointment, effect additional insurance so as to bring his total insurance to cover the minimum appropriate to his new category. No such additional insurance need however be effected in cases where in the opinion of the District Educational Officer (or the Inspectress) the teacher's chances of holding the post in the higher category are not such as to enable him to finance the policy for the higher amount.

NOTE.—Rules 4 and 5 shall not apply to a teacher who is wholly rejected for insurance as a 'bad life' or who has completed the age of 40 years, or to teachers belonging to the religious orders who have been exempted from subscribing to the provident fund for teachers.

6. A teacher who fails to comply with the provision of rules 4 and 5 shall forfeit all his service prior to the date of insurance for purposes of pension.

7. A subscriber may, at his option, withdraw annually from the portion of the accumulations in his provident fund representing his own subscription including interest thereon, the amount required for payment of life insurance premia. The Government will not make any payments on behalf of subscribers to the Insurance Corporation or to the Postal Life Insurance direct nor take steps to keep a policy alive. The insurance policies shall be produced once a year for inspection by the Inspecting Officers of the Education Department:

Provided that in respect of teachers employed by district boards and municipalities, the procedure prescribed in rule 10 of the Rules for the working of the provident fund maintained by the district boards and municipalities may be followed and the policy assigned in favour of the executive authority or such person as the district board or municipality may from time to time appoint for this purpose. It shall be sufficient in these cases if a certificate issued by the district board or municipality in favour of the teachers to the effect that they have taken out a policy and it is kept alive is produced at the time of inspection by the Inspecting Officers of the Education Department.

8. A policy taken under these rules may be assigned to any member of the subscriber's family but not to anyone else as a gift or for value received.

NOTE.—For the purpose of this rule the term 'family' shall have the same meaning as in rule 4 (1) (iii) of the Madras Contributory Provident Fund Pension Insurance Rules, 1950.

CHAPTER IV—Pension and Gratuity.

9. The age of compulsory retirement shall be 60 years in the case of teachers of aided elementary schools, aided secondary schools, aided training and special schools and Anglo-Indian Schools and 55 years in the case of teachers employed under local bodies. In the case of teachers under aided managements who are retired at the age of 55 years in accordance with the rules framed by those managements, the age of compulsory retirement shall be 55 years:

Provided that nothing in this rule shall preclude the retention in service of any

person who has completed the age of 55 years or 60 years as the case may be, in accordance with the rules and orders in the matter; but such retention shall, for the purpose of these rules, be treated as re-employment after retirement, and during such period of re-employment, he shall not be entitled to any pension.

NOTE.—The authority competent to sanction pension should specify clearly in the pension applications of teachers who retired from aided schools the age of compulsory retirement adopted by the schools.

10. (a) In computing the length of service for calculation of pension and gratuity, temporary, officiating and permanent service shall be reckoned as qualifying service.

(b) If there are breaks in service on account of any reason such breaks shall not have the effect of forfeiting the past service provided the teacher had been discharged or retired as per rules and orders.

(c) Leave without pay, suspension allowed to stand as a specific penalty, overstay of joining time or leave not subsequently regularized and periods of breaks shall not be reckoned as qualifying service.

(d) In computing the qualifying service, service under all managements, viz., Government, local bodies and aided, shall be taken into account.

11. Leave with allowances (except casual leave and vacation which are treated as duty) shall be allowed to count as qualifying service to the extent provided under Article 408 of the Civil Service Regulations.

12. (a) A teacher shall be eligible for payment of pension or gratuity, as the case may be

(i) on retirement by reason of his attaining the age of superannuation under rule 9, or on voluntary retirement after completing a qualifying service of 30 years, or

(ii) on discharge due to the abolition of the post, or

(iii) on discharge due to invalidation on medical grounds, or

(iv) on retirement on the date of commencement of the school year just preceding his completion of 55 years or 60 years as the case may be in order to avoid dislocation in the middle of the school-year.

NOTE.—The rules regarding medical certificates in the Civil Service Regulations shall be followed in the case of invalidation on medical grounds.

(b) A teacher shall be eligible for pension if he has rendered a total qualifying service of 10 years or more and discharged or retired as per rules and orders. In the case of teachers of elementary schools coming under category I of rule 2 and those coming under items (a) to (l) of category II of the said rule in secondary schools; items (d) to (k) of category III of the said rule in training and special schools and items (e) and (f) in category IV of the above rule in Anglo-Indian schools the pension for each such completed year of service shall be calculated at 1/120th of the average emoluments drawn during the last three years of his service subject to a maximum of 30/120th of his average emoluments. In the case of teachers coming under items (m) to (w) of the said category II in secondary schools, items (a) to (c) of the said category III in training and special schools and items (a) to (d) of the said category IV in Anglo-Indian schools, pension shall be paid at the rate of Rs. 30 per mensem for thirty years of qualifying service. A special additional pension of Re. 1 for each year of active service as headmaster subject to a maximum of Rs. 5 may be given to Headmasters of High Schools, Secondary Training Schools, Nursery and Pre-Basic Training School, Oriental High Schools and of Anglo-Indian High Schools, who retire as headmasters. If the total period of qualifying service is less than thirty years but not less than ten years proportionate pension may be given.

(c) On retirement, or discharge as per rules and orders, if the qualifying service falls short of 10 years but not less than 5 years, a gratuity equal to one half of a month's emoluments for each completed year of service shall be paid

to teachers in elementary schools in the said Category 1 and teachers coming under items (a) to (l) of Category II in Secondary Schools, items (d) to (k) of Category III in training and special schools and items (e) and (f) of Category IV in Anglo-Indian schools, referred to in rule 2. No gratuity shall be admissible to a teacher who has put in a qualifying service of less than 5 years.

NOTE 1.—The terms 'emoluments' and 'average emoluments' shall refer to the actual pay drawn, including special pay and temporary or officiating pay but excluding all allowances, which are in the nature of compensatory allowances. Where however the actual pay drawn is in excess of the maximum of the Government scale of pay the maximum of the Government scale of pay should be taken into account. If the increments allowed by the managements are more favourable than those prescribed in Government scales of pay, the rates of pay actually drawn, so long as they are within the maximum of the scale of pay prescribed by Government should be taken into account.

NOTE 2.—For the purpose of calculation of average emoluments during a period of leave, suspension, etc., the provisions in Articles 486 and 487 of the Civil Service Regulations shall *mutatis mutandis* apply in the case of those coming under these rules.

NOTE 3.—Service as headmaster should be continuous for the period for which the special additional pension is claimed. Leave periods, other than leave without pay, if any, taken during service as headmaster shall count for special additional pension provided that a certificate is furnished by the sanctioning authority to the effect that he would have continued to serve as headmaster but for his going on leave.

13. The service put in by a teacher before he has completed 20 years of age, shall not qualify for pension or gratuity.

14. War service or military service rendered by a teacher shall also count as

(Continued from Page 372)

10. Education in India—1955-56.
11. Education in the Reorganised States—1955-56.
12. Indian Educational Abstracts—Vol. III, No. 4 (Dec. 1957).
13. C.E.L. Literature Notes, Vol I, No. 7 (Decr. 1957).
14. Evaluation in Secondary Schools, 1958. (All India Council for Secondary Education).

service qualifying for pension, to the extent provided in Articles 356, 357-A and 357-C, Civil Service Regulations, and the liability on that account shall also be borne by the Government.

15. The authority competent to sanction the pension or gratuity of a teacher may, at his discretion, condone a deficiency up to a maximum period of twelve months in the qualifying service if the qualifying service exceeds nine years but falls short of ten years in the case of grant of pension and exceeds four years but falls short of five years in the case of grant of gratuity.

16. The pension shall be subject to such reduction as may be found necessary for unsatisfactory work and conduct during the period of service of a teacher.

17. The pension found admissible may be sanctioned by the District Educational Officer or the Inspectress of the area in which the schools are situated after necessary check. On receipt of sanction, together with the connected documents in his office, the Accountant-General shall, after due verification and check, issue the Pension Payment order to the person concerned. In case of delay, the payment of an anticipatory pension may be authorized by the Accountant-General. Cases requiring the grant of any concessions not contemplated in these rules shall be submitted to Government for their orders.

18. There shall be no commutation of pension sanctioned under these rules.

19. The scheme of compassionate gratuity shall not be applicable to teachers.

20. Any temporary increase in pension shall not be admissible to teachers.

15. Catalogue of Guidance and personnel materials.
16. Fundamental and Adult Education, Vol. X, No. 2 (Feb. 1958).
17. Education in Britain—March 1958 (British Information Services).
18. C.I.E. Publication No. 23—Summaries of reports submitted by the students for the degree of Master of Education, 1952-53.
19. Publication No. 28—The Community School in the Philippines.
C. R.



EDITORIAL

THE SOUTH INDIAN EDUCATIONAL WEEK

The South Indian Educational Week will be celebrated from the 27th of October to 1st of November 1958. The central theme chosen for discussions during the week is "Educational Pattern—Study of Culture of Nations". At no time the understanding among nations has become so important as now. Countries which boast of high technical education have been the first to enter war. The modern civilization has not helped the nations to settle things by peaceful methods. If the world is to survive, the children of today should be so educated as to feel that the children throughout the world are the same and that as human beings they should strive to pull together for peace. Even in our own country, linguistic division has created a certain amount of disharmony. Immediate steps should be taken both in colleges and high schools to present the cultures of different States in our country so that the students may have a proper appreciation of them and realize that one culture is as good as another and that all cultures fundamentally aim at the same goal.

Education week gives an opportunity to the teachers and the public and the parents to come together and find out ways and means of instilling such ideas in the children so as to make them feel that they are citizens of the world. It is the absence of this education that is the root cause of all wars. If the present generation of children in the world are properly educated, then there will be less talk of war.

PLAYGROUNDS

There are many secondary schools in urban areas without playgrounds. All those schools have been longstanding ones. It is now too late in the day to find out why those schools are not having

adequate playgrounds. The Government should come to the aid of those schools. Open spaces which have been used as playgrounds by schools are now taken away by the Government for construction of buildings for their own purposes. Government buildings can be built outside the cities. But neither the school nor the playground outside the city limits will be of any use to the children, living inside the city. In Madras City, open spaces where boys have been playing for long, have been taken away by the Government for construction of buildings. Physical education forms part of education and unless adequate attention is paid to it a pupil cannot be said to have had sound education. Government grants for acquisition of playground are very very inadequate. The Government should take steps to see that all open spaces which are the lungs of the city are kept free for the use of the children.

TRANSPORT FACILITIES FOR EXCURSION

We regret to note that the transport facilities in our State for excursion of students are not as adequate as they are in some other States. So far our State is concerned, the charges are very heavy. Appeals have been made to the Transport Department to give concessional rates to the *bona fide* students going on an excursion. It is mentioned that in some of the western countries students are taken on nominal charges both on railways and in buses to various sight-seeing places. Excursions have an educative value and pupils are to get all round education. There must be encouragement for excursion. The Government of India have come forward to bear a large part of the expenses to students going on excursions. The State Government should also devise ways and means of helping the school children going on excursion, in addition to the railway concession given by the railway authorities.

The mice that ate iron

(A TALE FROM THE PANCHATANTRA)

NATUKA was a merchant who lost all his money and left home to do business in a foreign country. Before he left, he went to his friend Lakshman and said: "Please keep this pair of scales for me until I return. I do not wish to sell it, because it has been in the family for many years." Then he departed.

In a short time, Natuka made a lot of money and returned to his native city. Going to Lakshman, he said: "Thank you for keeping my scales. May I have them back now?"

"Your scales have been eaten up by mice," replied his friend.

"How can mice devour such a huge pair of scales?" cried Natuka angrily. "It weighed 250 seers."

"There are a great many mice in my house. Surely 250 seers are not too much for so many of them," said Lakshman.

Natuka began to think. "Well," he said with a smile, "it's not your fault. It's just my bad luck. Now, I want to go and bathe in the river. Will you please send your son with me to carry my bathing things?" Lakshman could not refuse this simple request.

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On their way back from the river, Natuka thrust the boy into a cave and blocked the entrance with a great rock. He then returned to Lakshman's house. "Where is my boy?" asked Lakshman.

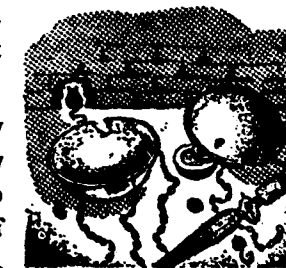
"A great hawk swooped down and carried him off from the river bank," explained Natuka.

"You liar! How can a hawk carry off a fifteen-year old boy?"

"If mice can eat iron scales weighing 250 seers, surely a hawk can carry off a boy of fifteen. Listen to me, Lakshman! If you want your son, give me my scales".

Natuka got his scales.

MORAL: Whoever has Truth on his side can always expose a falsehood. Take Vanaspati for instance. Eminent scientists have shown that Vanaspati is a wholesome food. Tests prove it.



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