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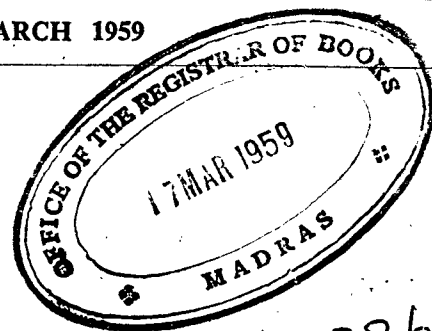
The South Indian Teacher

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

Vol. XXXII

MARCH 1959

No. 3



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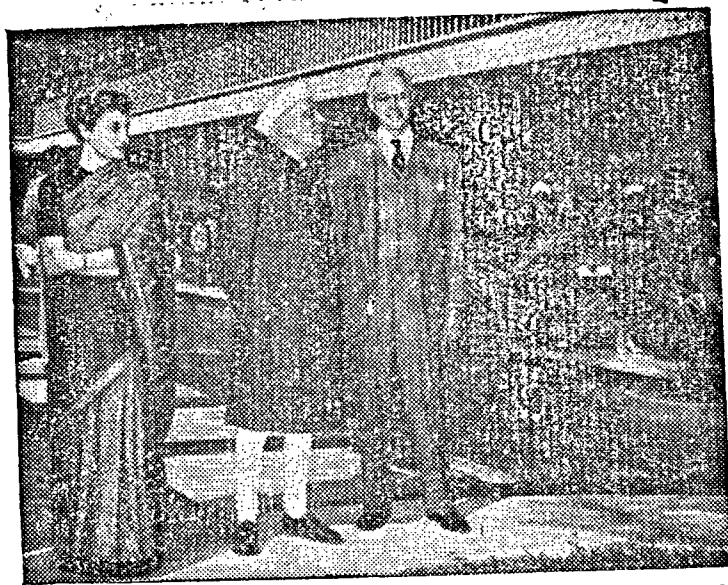
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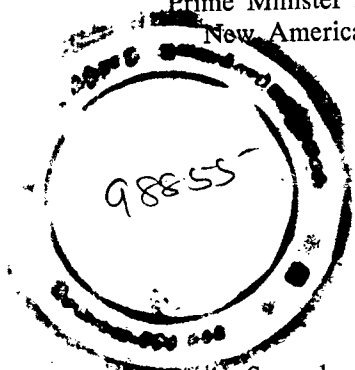
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CONTENTS

	PAGE
Science Clubs in Secondary Schools—V. S. Venkatanarayana ..	61
Remedial Teaching of Mathematics—Report of Seminar ..	65
A glance at Reorganisation of Public Education in U.S.S.R.—I. Kairov ..	70
Twenty-first International Conference on Public Education, Geneva 1958—Text of Recommendation No. 47 ..	72
..... On the Rome Conference ..	77
Our Letter Box ..	78
From Our Associations ..	81
News and Notes ..	83
Our Bookshelf ..	84

THE SOUTH INDIAN TEACHER

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SCIENCE CLUBS IN SECONDARY SCHOOLS

V. S. VENKATANARAYANA, M.A., B.Ed.

Headmaster, Municipal High School, Tirupati.

This is the age of Science. Science is developing with amazing rapidity and the content of Science Instruction is undergoing a radical transformation. It is necessitating a clear development of functional thinking and independent research and investigation. There is a general science course at the secondary school level instead of specialised science courses. We are having General Science with group demonstrations of certain set of experiments by the teachers without the pupils handling the apparatus or setting them up for experimentation. There is also inadequacy of science equipment to facilitate individual pupils to do experiments by themselves. In the higher secondary syllabuses for Science there is an emphasis on the specialised type of the course.

mere learning of facts and presenting them in a memorised form at the school leaving certificate examination, the pupils must have some opportunity of imbibing a scientific attitude and experience of investigation of scientific facts. 'The man of action has to believe; the inquirer has to doubt: the scientific investigator is both'. This attitude has to be instilled into the minds of young children and they are to be made practical-minded by being provided with facilities to co-ordinate their ideas with their actual translation into action. The emphasis is on observation and experiment rather than on speculative thinking or abstract reasoning. Unless the pupils develop the ability to make inferences it is not possible to make headway regarding the progress of science.

It must be remembered that "Science teaching should be confined to pure science, but must include the vast social implications which result from scientific advancement. The individuals whom we teach must be conditioned to adjust themselves now to these forces, and develop preparation for further adjustments during maturity."* The change in the content of Science has ushered in a change in the methods of teaching it. Apart from

Freedom of the mind is absolutely essential and it should be fostered. Independent thinking should not be rare. For hearken to the Philosopher Prince, Dr. S. Radhakrishnan, who had in his speech to the Committee for Educational Reform in Mysore on 2-1-1953 published in the Report of the said committee pps. 478-9 said: "If we note all the magnificent achievements of the human spirit from the beginning of our history till today we will discover that all these things are personal achievements of great

* Quoted from "Audio-visual methods in Teaching"—Edition—Edgar Dale—The Dryden Press, New York, p. 470.

individuals. They are not syndicated transactions. It is the free spirit of the mind living in solitude, meditating alone that hits upon the great discoveries of science and the masterpieces of literature. If the mind is killed, it becomes an automation. We make it a slave to this or that principle, to this or that ideology: we kill the spirit of man. We may have our body alive but the spirit will be dead. If such a thing happens, our whole progress will be imperilled..... We must not become slaves to the seductions of the mind which are so frequently put before us in the modern age. I hope that the freedom of the human spirit will be preserved in our educational institutions and the pupils will have an opportunity to think what they please, to read what they like and come to conclusions only under the guidance of the teacher. Krishna was a guide and not a dictator. A teacher is to be a guide and in no sense of the term a despot, moulding the mind of man according to his own particular desires."

These wise words should form the basis of all science teaching. In the book "Teaching Science in schools" by John Brown, published by the University of London Press Ltd., pps. 56-57, the author says: "To maintain interest and keep alive the innate keenness of the pupils must be the constant effort of the teacher and if he sees he is not succeeding in this, he must admit that he is not making the right appeal to the class. He should keep in mind the value of interesting experiment — the experiment which will set pupils talking in school and out of it, about the wonderful things they have seen or heard or done in their science lesson... In this way their science lesson may develop in them the study of Science as a hobby and a useful and pleasant recreation in their leisure, not only while at school but probably also, in later life. With this aim in view it is a good thing for the teacher to show his pupils that experiments can be formed with home-made apparatus, with tin cans, tumblers

and odd pieces of material as well as with the more conventional and expensive apparatus usually found in laboratories. Several distinguished men of science — for example, Kelvin, Edison and Davy — were keenly interested in performing science experiments when quite young, and practically all our famous scientists commenced their study of science through the impulse of interest, and continued their years of labour and of patient research because they retained this interest and enthusiastic eagerness. So with our pupils: they must have their enthusiasm kept fresh and keen throughout the course."

The above objective is to be kept in view in the teaching of science in secondary schools. At the International Meeting of Science Club Leaders convened by the UNESCO on 15th and 16th June 1949 "Considering: the undoubted value of science clubs in awakening, guiding, developing and stimulating young people's interest in scientific and technical activities; the attraction they hold for young people as an opportunity for voluntary than compulsory activities; the opportunity thus provided to acquaint them, on the one hand, with nature, its laws, its phenomena, resources and man's mastery of nature, and on the other, with the technical achievements which are a distinctive feature of modern life: the value of developing, especially in the country, the practical application of science and of giving to young workers broader knowledge which would enable them to better understand their trade, perfect themselves in it, and help them find better employment; the valuable results — particularly the raising of the standards of study, adaptation to the requirements of modern life, selection for scientific and technical careers, especially the moulding of research workers — which have already been observed in the United States of America and a few other countries; and lastly the benefits which would ensue for strengthening and maintaining future

peace by the awakening of a common interest, the discovery of scientific truths, and the organisation of common activities and research among young people of countries — Proposed that the UNESCO take appropriate steps to recommend to the Governments of the member states, through their National Commissions wherever possible; that science clubs which represent a form of activity of general interest be given effective support and in particular that they benefit by financial assistance from governments, public authorities, and other organisations; that the establishment if necessary, and in any case the development of such clubs be systematically considered and organised; that the public authorities facilitate such establishment and development and with this view convene in each country where the Science Club movement has not yet reached an active phase, a conference to discuss problems relating to those clubs, representatives of qualified and interested administrative, academic, teaching and scientific organisations as well as the representatives of youth would participate in this conference". Subsequently the All India Seminar on Teaching of Science in Secondary Schools held at Taradevi in June 1956 recommended that every school must have a Science Club and these clubs should be of the pupils, by the pupils and for the pupils.

The seminar stated the purpose of such clubs to be (i) To inculcate a Scientific attitude in pupils; (ii) To encourage the pursuit of science as a hobby; (iii) To stimulate pupil participation and initiative in learning Science; (iv) To encourage pupils to take an intelligent interest in the environment and everyday experiences, (v) To encourage individual and group initiative; (vi) To contact other science-clubs and to exchange information and activities and (vii) To aim at a regional, leading to wider affiliation on state, national and international levels."

The Seminar also gave an idea as to how the Club is to be organised and who its officials are to be. The Head of the school is the patron and he is to extend all facilities to the club to function effectively and to co-operate in its activities. The Science teacher is to be the sponsor and on him devolves the initiative in starting the club and keeping it at a high pitch of activity. He should only supervise, guide and lead and should not instruct or dictate. Then there are to be a student chairman, secretary, assistant secretary, treasurer, librarian, publicity officer and members with duties assigned to them. The seminar gave a list of activities that should be undertaken by the clubs and said that the science clubs should (1) Arrange for excursions and visits to places of interest, (2) Hold science exhibitions and fairs, (3) Conduct the meteorological section of the school (4) Hold discussions, meetings and debates, (5) To read papers on individual or group work done, (6) To collect specimens, prepare models, charts, exhibits and maintain a scrap book, (7) To improvise and prepare handmade apparatus, (8) To improvise experiments, (9) To celebrate science days and put up tableaux, plays, (10) To hold meetings addressed by invited guests, (11) To render school service in health and sanitation, (12) To render community service in the realm of public health; (13) To organise drives to inculcate sound health habits and (14) To attempt to eradicate superstition and age old taboos. They recommended the formation of an All India Association of Science Clubs under the auspices of the All India Council for Secondary Education, New Delhi and they stated that the formation of Science Clubs should be compulsory in all Higher Secondary schools.

The All India Council for Secondary Education have in their turn envisaged two types of clubs namely: (a) Central Science clubs, to be established in Extension Service centres and open to

several schools, and (b) Clubs in individual schools recommended by the Directors of Public Instruction. They have selected some schools on the recommendations of the respective state departments of education and set apart Rs. 2 lakhs for the establishment of science clubs and Rs. 50,000 for setting up a Central Science Club and Central Science Workshop at New Delhi. Grants to a maximum of Rs. 1,250 are given to the clubs concerned and they have been started all over the country in selected High and Higher Secondary Schools. They have chosen 20 schools for the Andhra Pradesh and the Municipal High School, Tirupati is one of them.

Ever since the formation of the Club, interested and enthusiastic faces are in evidence and the feeling of the AICSE that a 'proper integration of science club activities with the class room teaching of General Science would undoubtedly be helpful in making the subject both popular and attractive in the High and Higher Secondary Schools' is found to be justified. The club has two sponsors in 2 Science L.T.'s and the office bearers as enunciated earlier. It was inaugurated by Dr. K. Neelakantam, Professor and Head of the Department of Chemistry, Sri Venkateswara University and he was invited with a definite object. Pupils must have eminent persons before them as models and be inspired by their presence. The initiative and activity shown by the pupils was found to be revealing. All pupils of the higher forms have been enrolled as members and groups of them have been made

to work at making charts, compile albums of scientific information and make models of apparatuses.

So far these groups have made a Barograph, a Dynamometer, a plywood structure of the school building to show electrification process, a Magic Lantern, improvised slides, a model illustrating the working of the Telescope, a Periscope, plywood model depicting Portal Circulation, a Kaleidoscope, a Blast Furnace. All these models are prepared and they had been exhibited at the time of public functions in the school. The pupils have so far prepared charts of the Eye, the Aeroplane, the different types of Pulleys. Further work is in progress. The pupils have been so stimulated by the Club activities that they have put forward a demand for a Science Library. Hence the books dealing with Science and popular editions of Scientific facts have been separated from the general library of books of the school and it has been kept in charge of a pupil-librarian. The Science Club Library was inaugurated by Dr. S. R. Rao, Professor and Head of the Department of Physics, Sri Venkateswara University. The experiment is sure to succeed and the Science clubs would certainly justify their existence by their activities. The AICSE has itself given a list of charts and models that can be prepared by the Science Club and it shall be the endeavour of every science club started under its auspices to carry them all through.

REMEDIAL TEACHING OF MATHEMATICS *

I. THE PROBLEM OF BACKWARDNESS IN MATHEMATICS

A two day Seminar on Remedial teaching of Mathematics was organised in the premises of the N.S.M.V.P.S. High School, Devakkottai on Saturday, 13-12-1958 and Sunday 14-12-1958 under the auspices of the Karaikudi zone of the Department of Extension Services. Twenty-three teachers of Mathematics from De Britto High School, Devakkottai, N.S.M.V.P.S. High School, Devakkottai, St. Mary's Girls' High School, Devakkottai, S.M.S. High School, Karaikudi and the Model High School, Karaikudi participated in the Seminar. Sri M. J. Rengasamy, the Convener of the Karaikudi zone was present throughout. Sister Ernest, Headmistress, St. Mary's Girls' High School participated in the afternoon session on Saturday. Sri S. Krishna Iyengar, Lecturer in Mathematics, Dr. Alagappa Chettiar Training College, Sri M. Rajah Iyer, Headmaster, Rajah's High School, Ramanathapuram and Prof. S. Thiruvengkatachari, Co-ordinator constituted the Resource Panel.

While initiating the discussion, Prof. S. Thiruvengkatachari referred to the large number of failures in Mathematics and the fact that a good number of students did not show the desirable degree of interest in learning Mathematics. Mathematics, he said, was no doubt, an abstract subject, but, then, there were other abstract subjects which made a better appeal to students than Mathematics. The cause for the lack of interest in Mathematics and for the large number of failures in that subject must be discovered, because, if some of the causes should relate to the teaching of it, the teacher could get exercised over how to make

the teaching of Mathematics more fruitful and interesting. Mathematics being a sequence subject it should be easy to plan the teaching of it. But the fact of its being a sequence subject is also its catch because any gap in Mathematical knowledge would be a serious bar to the understanding of anything involving the application of principles or formulae missed or ill-understood. There were, therefore, many factors to be considered.

1. Continuity in the learning of Mathematics without any break by prolonged absence.
2. What to do if students have to be absent for some length of time due to illness or other valid cause — How to close the gap in the absentee's knowledge?
3. How to help students getting admitted after private tuition to catch up with portions of the subject that might have been neglected or in arrears?
4. Is there any such thing as "standardising" instruction in Mathematics so that the teacher's pace would neither be too quick or too monotonously slow but would be just of that speed which both the gifted and the backward could follow.

Prof. S. Thiruvengkatachari concluding his initiation of the discussion said that he believed that the Mathematics teacher, of all teachers in the school, had to possess certain personal qualities like patience, sympathy, willingness to go over a portion already finished any number of times, a sense of humour and above all shrewdness to know the needs of each pupil.

Sri S. Krishna Iyengar in his brief talk said that the teacher of Mathe-

* Report of the Seminar on "Remedial Teaching of Mathematics" — N. S. M. V. P. S. High School, Devakkottai — 13-12-1958 and 14-12-1958.

matics had a very difficult task for the reason that he had to deal with pupils of varying mental levels and capabilities. He had also to proceed with caution lest he should be guilty of dragging the students along instead of helping them to follow him. He pointed out that it was wrong to dub any student "unfit" for learning Mathematics. One normal student can learn as well as any other provided the teacher brings a lot of skill, patience and understanding to bear upon his work. The reason why a large number of students failed in Mathematics was not that they were dull or unintelligent but that there were certain factors that contributed to a situation in which Mathematics appeared something unpleasant and unpalatable. He believed that a good deal rested on the teacher and if only he would know his pupils thoroughly and their needs his task would be simplified and his instruction would be most purposeful.

II. CAUSES OF BACKWARDNESS

Sri M. Rajah Iyer, M.A., L.T., Headmaster, Rajah's High School, Ramana-
thapuram introduced the subject of the causes of backwardness. The participants suggested the following important factors as contributing to backwardness:

1. Those concerned with the pupil:

(a) The level of intelligence of the pupil:—In our country we do not have the I.Q.s. of pupils; and not infrequently do we admit students who are very much below par in intelligence with the result they are a drag on the whole class. Such pupils should be isolated and treated as special cases by specialists in special institutions.

(b) Physical, environmental and emotional factors:—Of course these operate in regard to the learning of other subjects as well; but in the learning of an abstract subject like Mathematics the onset of physical and mental fatigue is sooner in Mathematics than in less abstract subjects. Again a close and uninterrupted attention is

called for in the learning of a sequence subject and emotional and environmental factors may cause such distraction and interruption as to cut the threads in the understanding of the pupils and create difficult situations for them which ultimately may create an aversion for the subject itself.

(c) Frequent absenteeism may break the continuity of the learning process.

2. Those concerned with the teacher:

(a) Absence of purpose:—Not infrequently do teachers realise that their lessons have been devoid of any purpose; or in other words that they failed to provide any learning experience to the pupils. It is easy to make Mathematics dull and uninteresting by a hurried statement of principles and processes without making any sense or appealing to a large number of students. By purpose we mean what we set forth to achieve. If it is to explain a concept or a principle or a formula a large number of processes may be involved; but these processes are just means to the ultimate purpose of making a concept or principle clear. The teacher is apt sometimes to lose sight of the main purpose and get lost in a wilderness of complicated calculations that will bewilder, never enlighten the students. The need to motivate arises when students have to be directed to a specific goal. In Mathematics the motivation part of the lesson determines to a large extent the success of the lesson itself.

(b) Mere indulging in abstractions — Though Mathematics is an abstract subject it could be presented in concrete ways. A large number of failures has to be traced to the absence of concretisation in the presentation of concepts and principles. Vague or incomplete explanation of the fundamental concepts contribute to backwardness in Mathematics considerably.

(c) Mathematics teaching has to be drilling in fundamental concepts for the most part and while we

cannot completely brush aside the plea of "inadequate time" for this subject urged by teachers, we cannot also conceal the fact that there is no adequate drilling of the fundamental concepts in the classroom.

(d) Related to drilling is the question of revision and review:—Mathematics involves the drawing on the memory and there is always the danger of a lapse to partial ignorance or total ignorance if revision of principles learnt is not provided for by the teacher.

3. Those concerned with administration:

(a) Annual promotions:—We are not at the moment concerned with the question of the desirability or otherwise of examinations and annual promotions. We have accepted the idea that it is injurious to the students if those not qualified should be pushed up. The restriction of promotion only to the competent has much in its favour in the present set up. The practice of promoting pupils to the next higher class without tangible evidence of a grasp of the essentials is one of the major causes for the backwardness in Mathematics. The Seminar was apprised of the fact that in a large number of schools a 15% score in Mathematics was accepted as the passing minimum.

(b) The present system of admitting students without previous schooling on the basis of a rather casual and easy "selection test" has also much to contribute to backwardness.

4. Other factors:

(a) Lack of co-ordination among the members of the Mathematics faculty:—It is revealed that it is not always possible for the teacher of Mathematics to cover the syllabus for a particular class within the year. If there is no co-ordination in the faculty, the portions left over by a teacher handicapped for want of adequate time are not infrequently pass-

ed over or glossed over by the teacher in the next higher class, the students paying penalty for this absence of co-ordination.

(b) Fear of censure, punishment and unsympathetic "nagging" from the teacher brings about wrong attitudes on the part of the slow learners. Small slips which can be easily avoided and tendency to by-pass a step or two in the working out of a sum are attributed to emotional disturbance.

(c) The Mathematics examination and the system of marking the scripts also contribute to backwardness. If the test paper should contain only the most difficult and intriguing problems it will help only to add to the frustration of the slow learners. Likewise, the awarding of zero is no encouragement to the slow learners. If sufficient care is taken to set a paper that would enable even the slowest learner to get some sense of achievement there is a chance of making Mathematics more appealing even to the so-called dullards.

III. COMMON DEFICIENCIES AND ERRORS

The participants discussed the specific errors and deficiencies of pupils. These were classified under the following major heads:

1. Those related to the understanding of concepts;
2. Those related to memory;
3. Those related to fundamental skills;
4. Those related to the rate of learning;
5. Those related to application of the previous knowledge;
6. Those that could be classified as coming under slipshod, careless performance which in turn may be connected with certain emotional factors.

Some of the examples considered at the Seminar were as follows :

1. The pupil is unable to distinguish between $2x$ and x^2 :

It is necessary to point out that $2x = 2 \times x$. Calculation of values of $2x$ and x^2 for different values of x brings out the difference. The idea may be extended to the difference between nx and x^n for particular numerical values of ' n '.

2. The pupil measures an angle wrongly, i.e. gives the supplement instead of the angle's measure :

Explanation of the angle as the turning of a straight line from some initial position helps the pupil to measure correctly, because he is then able to read the protractor correctly.

3. The pupil is unable to pick out a particular angle in a figure :

The procedure of naming an angle is involved here. Using a piece of coloured chalk or pencil the pupil can mark in the vertex first and then the arms ; and thus get the angle. He must be taught that the vertex is the middle letter of the three letters which name the angle. Some practice is required to make pupils efficient in this. A pentagon may be drawn on the black-board and all its diagonals drawn. All the points of intersection may be named and a drill given on marking given angles.

4. The pupil often makes slips like $3 \times 3 = 6$; takes one number for another etc. :

Some anxiety or impulsiveness is indicated here. The pupil should be given plenty of time to work out and he should be asked to do calmly and slowly. He should be asked to see the previous steps before writing a step. Finally he should practise checking up all the steps after completing the solution.

5. Inability to translate verbal statements into equations :

The verbal statement may be written out in full. Then the symbols may be introduced for quantities and then operative symbols may be inserted. Eg. "The price of 3 lbs. of sugar exceeds the price of 2 lbs. of coffee by Rs. 2-8-0." may be transformed thus :

- (i) The price of 3 lbs. of sugar at s rupees per lb. is greater than the price of 2 lbs. of coffee at c rupees per lb. by $2\frac{1}{2}$ rupees.
- (ii) $3s$ rupees is greater than $2c$ rupees by $2\frac{1}{2}$ rupees.
- (iii) $3s > 2c$ by $2\frac{1}{2}$ (All are rupees)
- (iv) This is just like $10 > 7$ by 3 which is the same as $10 = 7 + 3$ (analogy)
- (v) $3s = 2c + 2\frac{1}{2}$.

IV. DIAGNOSIS—METHODS

The participants made the following suggestions as to the ways and means of diagnosing the nature and extent of backwardness in Mathematics :

1. The teacher must know each pupil well. Then only he will know the needs of all his pupils. This knowledge should be so comprehensive as to include the pupils' previous schooling, his achievement in Mathematics in the past and his special difficulties.

2. The teacher must make a careful study of the marks of his pupils in Mathematics after every test.

3. Even at the time of valuing the answer scripts of the pupils the teacher must make a note of the errors and difficulties of each pupil as evidenced through his performance.

4. The teacher may every now and then ask questions with the purpose of discovering the extent to which the lesson has made sense to the slow learners.

5. The teacher may encourage the students to come to him with their problems.

6. The written work of the pupils also will help the teacher to diagnose the pupils' difficulties.

7. Specific diagnostic tests may be prepared and administered to discover certain types of backwardness or deficiencies.

Sri M. Rajah Iyer in this connection referred to the tests prepared by the South India Teachers' Union. He also suggested that groups of Mathematics teachers could prepare suitable diagnostic tests.

8. The importance of oral work in diagnosis was also emphasised by the Seminar. Through oral work it is possible to locate deficiencies some of which could be remedied at once.

9. In the process of diagnosis it is necessary to classify the needs of each pupil and also indicate what the whole class requires.

10. Whatever the means of diagnosis the teacher must

- (a) keep a list of all errors arising from carelessness ;
- (b) keep a detailed note of cases of wrong understanding of concepts and principles.

11. Some of the participants suggested a reference to the cumulative record of each pupil which gives a more comprehensive idea of the pupil and perhaps, also provides an insight into the real cause of the pupils' deficiency in Mathematics.

V. REMEDIAL TEACHING

Discussing the remedial treatment, the participants recommended the following :

1. There should be plenty of drill in the concepts, principles and processes. One could say the limit to his drill will be reached only when the slowest learner feels at ease in all the principles and concepts.

2. Plenty of illustrative material including diagrams, models and verbal examples should be prepared and used in the teaching of Mathematics to make it concrete.

3. The teacher should punctuate his teaching with a number of exploratory questions so as to give direction and purpose to his own teaching.

4. The importance of home work was discussed at some length by the participants. The following were the main points made: *226*

- (a) Home work may be given ; but it should not be very heavy.
- (b) If home work is given the teacher must, invariably, go through the work very carefully and give whatever assistance is called for in the light of his careful scrutiny.

- (c) "Differentiated home work" may be tried.

- (d) If possible Mathematics teachers may donate some of their time for helping the backward pupils. Continuous guidance being of the very essence of the remedial programme teachers of Mathematics should be able to find the time to give the guidance either in the school or outside.

5. To remove the factors contributing to the emotional causes of backwardness, teachers may adopt a friendly, helpful, sympathetic attitude towards the slow-learners and always put them at ease.

6. As absence of planning on the part of the teacher is the cause of haphazard teaching and the absence of a sense of proportion in the treatment of the different segments of the subject, the teacher of Mathematics must have a clear blue print of his programme for the whole year cut

up into convenient parts and on no account should he leave anything of his part of the work to the teacher of the next higher class.

7. The Seminar also emphasised the desirability of making the Mathematics tests satisfying to all levels of pupils so that the sense of achievement provided by such a method would help to dispel the fears of the slow learners about their capacity to learn the subject. It was suggested that before beginning to value scripts

of pupils the Mathematics teacher must have a key prepared by himself and considered and approved by the Mathematics faculty. As the teacher values the scripts of pupils he may note the errors, slips and mistakes in the performances and make use of the notes both to plan his work and to give guidance not only to the concerned pupils but to succeeding groups of students.

Sri S. S. Narayanaswamy Iyer proposed a vote of thanks.

A GLANCE AT REORGANIZATION OF PUBLIC EDUCATION IN USSR.

PASSING TO A NEW AND HIGHER STAGE

By I. KAIROV

President, Academy of Educational Sciences of the RSFSR

Soviet schools solved different tasks at different periods. In the years of the organization of Soviet schools the foremost task was the dissemination of elementary knowledge and its direct and immediate application in life.

A characteristic feature of this period was the campaign for universal elementary education, the stress being laid on giving only the most necessary knowledge with the immediate implementation of this knowledge in practical work. With this purpose schools and courses with different terms of training were set up.

In the thirties the Soviet schools were confronted with the task of training youth, having a good knowledge of the fundamentals of sciences so that they could enter technical schools and colleges. This was prompted by the necessity of training in the shortest possible period hundreds of young specialists for various branches of the national economy and culture. In the past 25-30 years the Soviet schools

have been mostly concerned with the solution of this problem, and on the whole have successfully tackled it. The achievements of education in the Soviet Union are well known and need not be enumerated here.

However, engaged mainly in training its pupils for entering colleges, the general education schools laid too weak a stress in the recent years on manual labour training and the implementation of Lenin's ideas on polytechnical education.

A definite isolation of school from life took place. This was especially keenly felt in the post-war years, when the majority of graduates of secondary schools began to take part in industrial and agricultural production. The graduates of secondary schools proved to be psychologically and technically unfit for this.

The development of scientific knowledge and its broad application in technical progress change the rela-

tionship between general, polytechnical and professional training. The requirements for modern secondary school education include training not only in the humanitarian and physical mathematical cycle, but also polytechnical and vocational training. This is conditioned primarily by the fact that the development of technology entails a broader common scientific-technical basis of many vocations. At the same time, a polytechnical education, based on the knowledge of the fundamentals of science and providing the students with a fair idea of the system of production, ensures the necessary conditions for a more thorough mastery of their vocation.

The main feature of the forthcoming changes in the system of education and upbringing in the USSR will be the integration of general education with practical work, and beginning with a certain age, the combination of education with social productive work by the pupils. In view of this it would be feasible to divide secondary education into two stages: the first for children and youngsters from the age of 7 to 15-16, and the second for elder pupils.

It is assumed that the first stage will be covered by the compulsory eight-year school. The latter will lay main stress on teaching the fundamentals of sciences, polytechnical education and manual labour training, physical training of children, and developing in them artistic taste. Education at this stage will be of a general and polytechnical character. Beginning right from the junior forms, the pupils will be trained to get accustomed to physical labour, suited to their age and capacity. As they reach the senior forms, the socially useful labour of school children will assume a broader scope, preparing them for working life.

At the second stage, there will be several ways of providing the youth with the opportunity of participating directly in productive labour, learning

a trade, and completing secondary school education in schools of different types. It would be advisable to organize the second stage of education in the form of schools for young workers and rural youth and secondary schools of factory and agricultural training. The discussion of this question will help to find the best possible solution as to the nature of the second stage of secondary education.

In the first case the youngsters, going, after the completion of the eight-year school, to work in industry, first get vocational training, and then without leaving their jobs complete their secondary school education in schools for young workers and peasants. With the purpose of providing better conditions for education, it is assumed that young people will be employed on a reduced working day or week, so that they would be able without leaving their jobs to get a complete secondary school education and improve their industrial qualifications. The new schools can be of a mixed type, evening or correspondence school.

In the second case the young people, who finish eight-year schools, will enter secondary schools of factory and agricultural training, which will provide the pupils with a complete secondary-school education and vocational training in one of the trades of the more complicated branches of the national economy. Depending on the scope of professional training, the students in the school of factory and agricultural training can have a three-year course or a four-year course.

Such a reorganization of the schools will provide more favourable conditions for improving the standards of secondary education. All knowledge will be assimilated in close contact with the life of socialist society. Colleges and specialised secondary schools will do away with the isolation of education from life, industrial, and socially-useful labour. There will be a radical

reconstruction of curricula and programmes of colleges and technical schools with the purpose of ensuring real contacts with industry. It seems feasible to introduce in the majority of colleges correspondence and evening courses without discontinuing work during the first two, three years.

It is of course proposed to reorganize the public education system in such a way that the number of persons getting secondary-school educa-

tion in the country would increase and not decrease.

The reorganization of the system of education and upbringing of youth will undoubtedly improve the work of training engineering and technical and other personnel for the national economy, since colleges will be attended by youth who have chosen a vocation in life, know their interests and inclinations, and have a certain experience of work in industry.

TWENTY-FIRST INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION, GENEVA 1958

(Continued from previous issue)

TEXT OF RECOMMENDATION No. 47

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, having assembled on the seventh of July, nineteen hundred and fifty-eight for its twenty-first session, adopts on the sixteenth of July, nineteen hundred and fifty-eight the following Recommendation:

The Conference,

Considering Recommendation No. 8 on the organization of rural education, adopted on the thirteenth day of July, nineteen hundred and thirty-six by the International Conference on Public Education at its fifth session,

Considering that ignorance among a large part of the rural population of the world, representing more than half mankind, is a major cause of disequilibrium and inevitably retards the progress of the nations,

Considering that the position of rural children in some countries is in open contradiction with the principle of free and compulsory primary schooling for all, laid down in article 26 of the

Universal Declaration of Human Rights,

Considering that the inequality of educational opportunity of which many country children are in fact the victims constitutes an injustice which urgently calls for a remedy,

Considering that the increasing similarity of the country to the urban way of life, especially where improved transport methods and communication techniques have been introduced, makes it imperative to give rural children educational opportunities equal to those provided for urban children,

Considering that the rapid cultural, economic and social development of mankind requires a continuous process of readjustment on the part of all people, in rural as well as urban areas,

Considering that the interdependence of cultural, economic and social factors is particularly evident in underdeveloped rural areas, and that consequently efforts to raise the standard of living require an over-all plan for these areas,

Considering that a constant awareness of the need for the conservation

and wise use of natural resources is essential to the welfare of mankind, and that country dwellers have a primary concern and responsibility in this matter,

Considering that the rural school, as also the urban school, should be a centre of culture and of social and economic progress for the whole community,

Considering that in some places rural school courses have been introduced which are as effective as those in urban areas, and that in some countries with extreme rural education problems, noteworthy progress has been made,

Considering that in regions where there is a drift to the towns the education of country children raises special problems arising from the need to retain capable teachers in rural areas,

Considering that international co-operation should help to provide facilities for rural education in all countries, and for this purpose will require positive assistance from national and international organizations,

Considering that, in spite of similar aspirations, countries in very different positions must reach varied solutions of the problem of facilities for education in rural areas,

Submits to the Ministers of Education of the different countries the following Recommendation:

ADMINISTRATION

1. Authorities responsible for school administration should organize for all children in rural areas education of the same standard as that provided for children in urban areas. To this end, their duties should include in particular: (a) drawing up an inventory of the educational requirements of rural areas; (2) determining the particular nature of educational organization, curricula and methods to be adopted in rural areas; (c) launching plans of action (courses, school build-

ings, teaching staff, equipment, school social services, etc.); (d) ensuring that there are sufficient funds available for education and that they are apportioned between rural and urban areas in accordance with the needs as ascertained; (e) providing children in rural areas with equal opportunities of access to special education services and post-primary studies. In this work, it is desirable that the authorities should inform the community, including parent groups and teachers' organizations, of their intentions, and when appropriate involve them in the development of plans.

2. Authorities responsible for school administration should organize campaigns for the speedy elimination of factors which contribute to inequality between rural and urban areas (incomplete schooling, lack of premises, shortage of qualified staff, etc.) and for creating an awareness of the harm done to the cultural and economic development of the country by this state of affairs. They should also organize campaigns to interest rural communities in working for the development of their own schools, and in mobilizing for this purpose their material and moral resources.

3. In countries where educational administration is centralized, and where also the problem of providing education in rural areas is particularly difficult, it may be useful to set up administrative bodies specially responsible for promoting education in these areas, provided that this temporary separation of duties does not lead to a perpetuation of existing forms of educational inequality.

4. In order to ensure that the education of rural children is in harmony with general educational policy, the above-mentioned administrative bodies should be subordinate to the public education authorities; they should also co-operate closely with other ministries or departments aiming at the rapid social and economic development of rural areas.

5. These administrative bodies should have as their main object the progressive introduction of rural primary education of the same standard as that provided for children in urban areas, but should also aim at giving country children equal opportunities of access to post-primary studies.

6. In opportune circumstances, it is desirable to call upon the resources of private initiative of every kind, placed, however, under the control of the public education authorities.

7. It would be useful to establish special local or regional funds for financing the construction of schools in rural areas.

8. The inspectorate should take into account the special characteristics of rural schools and recognize their particular type of organization; when there is a special inspection service for rural education, it is important that it should not lead to the reinforcement of any discrimination, however unintentional, against rural schools.

9. The usefulness of special administrative bodies may seem less obvious in decentralized countries where local education authorities play a direct part in the administration and organization of education. Even so, it is desirable that these authorities base their work on the principles set out above.

10. It is desirable to interest local authorities in rural education and to encourage them to take positive steps in its favour; however, higher authorities should always have a controlling power, which may even extend to complete responsibility in the least favoured areas.

ORGANIZATION

11. Once the principle that rural education should not be inferior in quality or extent to that enjoyed by children in urban areas is accepted, this education should be organized with reference to the advantages and drawbacks of rural areas; it is there-

fore essential to adapt timetables and holidays in rural schools to local conditions.

12. Every child has a right to the entire course of compulsory education. To achieve this ideal, in small communities the system of the complete one-teacher primary school may profitably be used, as in many highly developed countries; under this system, with the co-operation of the pupils themselves, the teacher may provide the full course for all the classes covered by this stage of education.

13. The use of this system requires that the prospective teacher be initiated into its methods while in training; if he draws on the principles of educational psychology, his school may become as lively and effective as one where the pupils are grouped according to their age and standard.

14. Another useful method in some rural areas is the system of central schools which have a similar organization and equipment to those of urban schools and can provide the entire course of education for all the pupils in their area.

15. Where lines of communication permit, central school pupils should enjoy free or cheap transport to enable them to return home every day; this system combines the advantages of life in the family and at school.

16. The provision at central schools of free boarding facilities with specially trained staff may also be contemplated; in this case, it is desirable that steps be taken to maintain regular contact between boarders and their families.

17. When circumstances permit (enough pupils, easy communications), a system combining a one-teacher school for the youngest children and the transport of older children to central schools may be used.

18. School attendance in rural areas may be greatly facilitated by the pro-

vision of school canteens and clothing services; these services can also be beneficial to pupils' health and make a useful contribution to the spread of the principles of hygiene among the people.

19. If parents are sufficiently well educated to supervise their children's studies, correspondence teaching is a suitable method of providing a complete education for isolated children.

20. Teaching by radio or television may be a valuable means of providing education for children who cannot attend school, and an effective way of supplementing class teaching for others.

21. Education by correspondence and by radio should be supplemented by provision for periodic group activities and studies under the supervision of the teacher, for at least a week once a term.

CURRICULA, SYLLABUSES AND METHODS

22. Every possible means should be employed to ensure that rural school curricula and syllabuses are not inferior in quality or in scope to those of urban schools, and that they enable primary pupils to acquire the skills, knowledge and processes of thinking which are essential for proceeding to secondary education without a break in continuity, in the same way as urban school children.

23. Nevertheless, teaching in rural schools, without being vocational in character, should draw its inspiration from the life and work of the countryside and should contribute to the development of a practical outlook, the improvement of life in the rural community and an awareness of the relationship between this improvement and a wise use of natural resources.

24. Societies for practical activities (scouting, young farmers' clubs, groups for local studies, etc.) are a valuable

means of continuing the educational action of rural schools.

25. The use of textbooks and teaching material specially designed for rural schools may be useful in countries where the necessary means are available.

26. Conditions in rural areas, no less than in urban areas, are well suited to the use of activity methods in teaching.

27. The further training of in-service teachers in rural areas may be promoted by educational broadcasting and television; in this way the standard of teaching may be improved and the teacher's isolation diminished.

FACILITIES FOR POST-PRIMARY EDUCATION

28. Educational facilities in rural areas are not only required at primary level, but general and technical education at secondary level should also be developed wherever this is feasible.

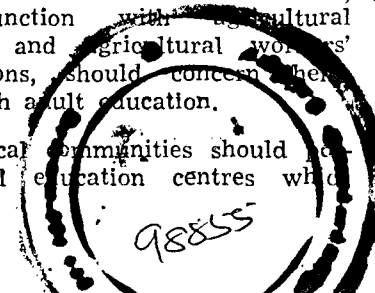
29. When it is not possible to set up suitable schools for post-primary education in each rural community, the necessary services should be established in easily accessible centres serving several communities.

ADULT EDUCATION

30. Young people who take up work on the land after the end of compulsory education should be given the opportunity to follow part-time continuation courses aimed both at continuing the general education begun at school and at improving the pupils' vocational training.

31. For the improvement of living conditions in rural areas, it is important that the education authorities, in conjunction with agricultural authorities and agricultural workers' organizations, should concern themselves with adult education.

32. Local communities should possess rural education centres which



would group together in special premises all the necessary sources of information (cinema, radio, television, libraries, etc.).

33. In advanced areas, adult education on a continuing basis should be available to all in order to impart further vocational information and training, to advance general culture and to extend knowledge of the important problems of modern life.

34. In under-developed areas, adult education will take the form of literacy and basic education campaigns.

35. In all areas, adult education should not neglect the better utilization of leisure time, which is an important factor in the struggle to prevent the exodus from rural areas.

36. Particular attention should be given to the training of as many adult education specialists as possible, by means of lectures, textbooks, special courses, etc.

TEACHING STAFF

37. In countries where rural primary teachers are trained separately, the course for future rural teachers should not be shorter or of a lower standard than that for urban teachers.

38. In countries where primary teachers all receive exactly the same training they should be acquainted with the particular problems of rural education and with methods of teaching in one-teacher schools.

39. An equivalent or identical training should mean that all primary school teachers have the same professional status (conditions of appointment, salary, transfer, etc.).

40. In countries where rural primary teachers have received training at a lower level than urban primary teachers, steps should be taken to remedy this (vacation courses, weekly refresher courses, correspondence courses, etc.).

41. Suitable steps should be taken to protect the rural teacher from any

feeling of isolation (sufficiently frequent visits from inspectors, teachers' meetings and refresher courses, library and audio-visual aid services, further training courses, correspondence courses, etc.).

42. Since living conditions in rural areas may be less favourable and the rural teachers' task more arduous, including as it may both school work and participation in literacy and basic education campaigns, and taking into account also the resulting difficulty of recruiting rural teachers, it is desirable to offer them particular advantages (accommodation, special allowances, facilities for their children's education and for their own general and professional culture, etc.) and give them, when equally qualified, the same opportunities as their urban colleagues of rising in the profession.

43. In the recruitment of primary teaching staff, efforts should be made to attract prospective teachers from rural areas; in order to secure a supply of properly qualified candidates from these areas, complementary or secondary classes should be opened wherever necessary.

44. Given the importance and the special nature in rural areas of literacy campaigns and basic education, and also of post-secondary and adult education, it is desirable to train for this work special staff who, in addition to the usual educational qualifications, have an adequate knowledge of social psychology and rural sociology.

INTERNATIONAL CO-OPERATION

45. In view of the importance of the problem of providing educational facilities in rural areas it is highly desirable that regional conferences should be held on this question with the aim of adapting to each large region the principles set out in the present recommendation.

46. The attention of international organizations and their member

nations interested in the extension of education should be drawn to the desirability of including in their projects the question of continuing and increasing their aid to under-developed countries, so enabling these countries to provide material and technical facilities for the education of children in rural areas.

47. In places where the complete one-teacher school system is unknown, and where conditions make this a necessary or desirable means of extending primary education facilities, it is advisable to arrange study groups on this subject and to make available the assistance of experts if the system is to be introduced.

... ON THE ROME CONFERENCE

It was the most broadly representative meeting of the Confederation to date, bringing together over 300 delegates and observers from 55 countries.

CONFERENCE THEME

This year's topic was "Public Support for Education." President Sir Ronald Gould set the pace in his opening address by making four points that teachers should keep in mind at all times. First, sound presentation of content. "For the problem of winning public support is, first, what are you aiming at? Nothing should be issued until there has been an exhaustive examination of all the relevant facts, and on that examination an honest appraisal and judgment made. The public cannot be won by clichés or platitudes."

Second, ignore some of the attacks made upon teachers and their position. Many attacks are unimportant and not "worth powder and shot." However, Sir Ronald emphasized that, wherever an important criticism has been made of the profession, teachers must stand up to it using every resource at their command to answer it effectively.

Thirdly, he suggested that the teaching profession must devise new methods of keeping the public informed. He cited as one example of a new technique to meet the needs of a new age, the national exhibition the NUT

were presenting in 1959. This exhibition is designed to inform the public how children were being educated, what teachers are aiming at, what results are achieved, and what further developments were needed.

The fourth point Sir Ronald made was to maintain at all times the best of professional standards. He felt that "sound work in schools and high standards of professional behaviour, produce the best of publicity."

RESOLUTIONS

The results of the discussions brought forth several recommendations, the basic resolution being that there should be equality of opportunity in education for every child. Other resolutions stressed that education should have increased and adequate financial support from federal and state budgets, and that governments should take steps to ensure that teachers receive a high standard of preparation for their work. In addition, recognized organizations of the teaching profession should be fully represented on all educational advisory bodies. It was also felt that more effective use could be made of the mass information media to bring about (1) a correct understanding of the vital role of education in obtaining a satisfying life for the rising generation and (2) a realization that expenditure in education is a sound investment.

NEXT ASSEMBLY OF DELEGATES

The next Assembly of Delegates will be in Washington, D. C. from 31 July to 6 August, 1959. The National Education Association of the United States will be the host organization. The meetings will be held in the new NEA headquarters and at the nearby Mayflower Hotel.

The 1959 theme is "Teaching Mutual Appreciation of Eastern and Western Cultural Values," which is one of UNESCO's three major projects undertaken on a ten year basis.

Details regarding hotel reservations, sight-seeing, etc., will be sent to all member associations well in advance of the conference.—(From the WCOTP Reports—November 1958).

OUR LETTER BOX

LETTER-CONTACTS TO SWEDEN

Dear fellow-teachers,

Trying to educate in the spirit of international friendship and co-operation I help youths in Sweden to find pen-friends abroad. Demand for letters in English is keen, as most of the children here begin to learn English at 11 years of age. The grammar school pupils are able to write letters in German from 15 years of age and in French from 17. Besides these and the Scandinavian languages, other languages are very seldom understood.

It has been more exciting to open a letter from a friend abroad than a comic paper and it is better to spend some money on postage than on sweets. At the same time the pupils have learnt a lot about other folks, their customs and way of living.

The contents of their first letters are regarding age, birthday, family school, teachers, favourite subjects, friends, pets and sports and other spare time interests. There have also been a lot of facts concerning animals, birds, fishes, flowers, geography and history. Sometimes a drawing, a picture postcard or a map-sketch can better than words express what they want to tell. By reading some hundred of their charming epistolary compositions I myself have been a little excited about children's correspondence. They have also changed stamps, pictures, pressed

flowers, photographs, press-cuttings and all sorts of small things.

In our country there is a risk that the art of writing is mainly used only for the sake of practice, while the telephone is used for the rest. But children really want to use the art of writing for its original purpose, as means of spiritual communication between two individuals. With some pedagogical assistance it is possible to get very much out of that correspondence. But the teachers do not have to work much with it. It can be valuable to help the youths at starting, give them a tip what to write about and stimulate their imagination. They can write and send their letters themselves or the teacher can take the writing of the introductory letter just as a composition lesson and send all letters together. Please tell the pupils the right postage. Aerogramme is the usual letter postage and goes round half the globe in a week, but they are not necessary inside Europe.

This place is situated on Latitude 63 degrees North at the Baltic and at Skule mountain, which, only a kilometer from the sea, rises almost vertically to the height of 292 meters. After the glacial period the top of that mountain was a small 8 meters high island in the Litorina sea. Further down is a nearly spherical cave, in

former days the haunt of high-way-men.

The winter has been unusually mild here. But after Christmas it has been snowing very much and there is now a meter's covering of snow on the ground. The branches of the trees are iced, so it is difficult for the wild animals to find food. The birds come out of the woods in a number they seldom use to. While in other winters only single specimens of jays visit the "bird-tables", a dozen of them are now seen at every house, competing against the great tits and the bullfinches for food. Of wild animals we have much elk. Just now they don't move very much because of the snow. One may see the tracks of eremines, polecats and, if one has good luck, of lynxes. In the streams and the lakes there are salmon-trouts, perches and pikes. In the sea they fish a sort of herring as well as cod, whitefish and salmon. Spruces, pines and birches are the most common trees in the woods, and there you can pick blueberries, lingon-berries and cloudberries in the summer. The main agricultural crops consist of potatoes, fodder-plants and barley. Our industry is mainly pulp-factories, sawmills and shoe-factories.

Letter-writing is to put knowledge into practice. Introductory letters can be sent to youths from 11, 12 years of age. I am able to find a pen-friend to all. Also some teachers and other grown ups want to correspond. Please, write sex and age of the sender and, if it is wanted, of the receiver to be. It is best to do that on the other side of the envelope or in the left top corner of the letter. Shortings can be used, for example B12—B13; G16—G16, 17 or G14—BG. (The last means, that the 14 years old girl want to correspond if possible with a boy of suitable age or alternatively with a girl.) Below that can be noted a few main interests and wishes to be taken into consideration. Girls who want to correspond with a boy can, to be sure not having to wait too long for an answer,

tell if they in second hand can write to a girl. That because girls are more interested to write to boys than vice versa. Both boys and girls are now waiting for a letter from their hitherto unknown friends in your country.

Yours sincerely
SIGERT NASMAN (Mr)
Docketa, Sweden.

To the Editor:

Some papers used to publish lists of youths who want pen-pals, and that is a good thing. But with that method only some pro mille can get contacts, while e.g. an address from abroad can receive hundreds of letters, too many to be answered. It would be too expensive to publish a sufficient number of addresses, and it is unnecessary that many thousand people read the name of a youth who want letter from only one or a few readers. My idea is to hand over a letter from a youth to another, interested in the correspondence, and thanks to the teacher press and the teachers I have been successful since I began with it a year ago. It is a simple question of organization. When children really want to do something good, useful and at the same time amusing, why not let them have a chance to do it?

Swedish UNESCO Council, which I have been able to assist, writes November 25th, D:nr U 567/589: "Swedish UNESCO Council thanks you for your help in distributing letter contacts and hope to be allowed to request further inquiries to you."

Secretary General of International Federation of Teachers' Association, who has assisted me with addresses, writes August 19th, 1958: "Permettez-moi tout d'abord de vous feliciter tres chaleureusement pour la belle oeuvre a laquelle vous vous etes attache avec tant de coeur et de devouement. Je sui personnellement persuade que de initiatives sont de la plus grande utilite pur la developpement de la comprehension inter-

ationale qui est un des buts majeurs de notre Federation.—J' espere avoir repondu ce que vous attendiez de moi et, en conhaitant encire le plus heurcox succes a votre activite, je vous prie de

croire, cher Colleque, a mes sentiments les meilleur.

R. MICHAL,

Secetaire general de la FIAI.

SCHOOL IMPROVEMENT PROJECT

Sir,

The Governor of Madras, in his speech broadcast on the Air on the Republic Day as well as in his address to the Joint Legislature of Madras State, has referred to the School Improvement Scheme as one for enlisting popular support for providing adequate accommodation, equipment and other facilities necessary for the proper functioning of schools. The needs of schools in a particular region are tabulated and put together before the public if the schools are to be brought to the standards required by the educational department; thus the local people are afforded opportunities for participating in the endeavour to furnish necessary buildings and equipment. Nineteen projects have been successfully worked out. The Government should pay a deep debt of gratitude to the persons who conceived the scheme and relieved the Government of a part of their responsibilities in the spread of efficient primary education.

I am deeply concerned with one aspect of the scheme. The entire machinery of the Department of Education has been geared for the functioning of this scheme. I wish to place the role of teachers in this project. Teaching is the main job of teachers; it requires serious preparation, involving patient study with concentration of thought before the lesson is taught, and correction of pupils' written work after the classroom work is over. Teaching is a jealous mistress that does not permit any additional occupation. Distraction or diversion from the main job will seriously affect the efficiency of their main work. Presumably, for this reason, several restrictions have been laid on teachers' activities.

Teachers should not be burdened with the task of begging moneyed people for financing schemes for improving schools. There are managements who have been created for this purpose.

Generally, people do not part with money, without expecting something in return in some form or other. A headmaster who places himself under an obligation will have to sacrifice his conscience in the discharge of his official duties; hence there is bound to be deterioration in the standard of the academic work of the school. The school itself will suffer in its reputation for efficiency, justice and fair-play.

Working a project involves Planning, planning in finding out the names of persons to be tapped in the area, thinking over the modes of approach to each particular persons, the time and place of visits, the groups of persons to visit each particular donor, and several other details. Fund-collecting is a job needing ingenuity. All teachers and headmasters may not have the capacity and temperament for the fund-collecting business.

In my opinion, inspecting officers of lower and higher grades should not be entrusted with putting the scheme into operation. In recent years, schools, elementary and secondary, have increased in large numbers; and inspecting officers nowadays find it hard to finish their annual routine of inspection; their correspondence has become heavier; their tour programme is often upset by the visits of Ministers and VIPs. The inspection of teachers' academic work is open to considerable improvement. Overloading them with

this additional burden will still further lower down the prestige of inspecting officers. Hence I feel that teachers, headmasters and inspecting officers should not be dragged down for tapping funds from the public; and these people should be exhorted to attend to their main and essential jobs. Moral integrity for teachers and inspectors is more essential than money for teachers. These should not be impaired on any account. Once the morale is disturbed, nothing will and can save our schools and our children's education.

R. SRINIVASA IYENGAR,
Thillaisthanam,

FROM OUR ASSOCIATIONS

THE TIRUNELVELI DISTRICT TEACHERS' GUILD

The Half-yearly conference of the Tirunelveli District Teachers' Guild was held on 31-1-1959 at Sattankulam under the auspices of the Tiruchendur Taluk Elementary School Teachers' Union presided over by Sri G. Krishnamurthi, M.L.C. The conference commenced its business with the hoisting of the National Flag by the Rev. Fr. A. Maria Gnanam of Sattankulam. After prayer Sri V. Antonysamy, B.A., (Hons.) L.T., the president of the Guild and Sri R. M. Ganapathy, the President of the Tiruchendur Taluk Teachers' Union welcomed the delegates. The former pleaded for unity among all teachers while the latter for the right of franchise to the teachers of elementary schools to elect teachers' representatives to the Madras Legislative Council from the Teachers' Constituency. Sri N. Venkatachalam declared the conference open. The president in his address made a pointed reference to the defective text-books and curriculum and pleaded for immediate remedy. He also deplored the numerous differences existing among the teachers working under various agencies as regards service conditions, leave rules, salary scales etc. Sri M. Selvarajan, M.L.A., assured the conference that the Government will do its best towards teachers. Sri G. Sam Victor, B.A., B.L., laid emphasis on the character of both

the teachers and the taught. He pleaded for the need for cultivating right democratic thinking to follow the right and reject what is wrong and bad. Sri Veerasivam expressing his views on behalf of parents said that pupils must be entrusted to a band of contented and happy teachers. Only then our country will stand to gain in future. Then after lunch interval the conference reassembled to pass the following resolutions.

The conference was attended by about 500 delegates of whom there were more than 100 ladies.

This conference resolves to request the Government of Madras:

1. To bring in rules and procedure relating to the termination of the service of teachers working in all grades of aided schools similar to those obtaining for teachers working in Government and Local Board Schools.

2. To grant Medical Aid Concessions to teachers working in aided schools as are obtaining to teachers working under Government or Local Bodies.

3. That house rent allowance be granted to all teachers working in all grades of aided schools.

4. That selection grade be re-introduced into the scale of pay of Assistants working in aided and Local Board High Schools, who reach a maximum of Rs. 175 as it obtains for

school assistants working in Govt. Schools and (b) that the present incumbents be fitted into the Selection grade scale forthwith and (c) that salaries paid according to selection grade scale be taken into account for the purpose of grant.

5. To fix the age of retirement at 60 for all teachers.

6. To recommend to the Government of India to bring in an amendment in the Constitution of India, declaring the Elementary School Teachers also as voters for the teachers' constituency for the Legislative Council.

7. To pay travelling allowance to teachers attending bi-monthly conferences in basic education when they have to travel over five miles.

8. To fix a separate special scale of pay and allowance to headmasters of Ele. Schools as in the case of headmasters of High Schools.

9. To allow substitutes in leave vacancies in Ele. Schools without insisting on the new teacher-pupil ratio.

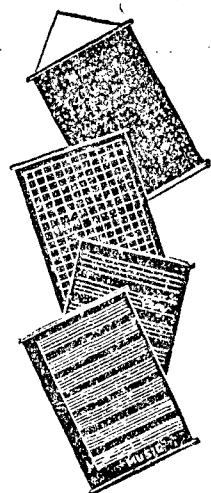
NEWS AND NOTES

MADURAI

Under the auspices of the Madurai District Aided Secondary Schools Clerks' Association, a meeting was held on 25-1-1959 in the premises of the U.C. High School, Madurai. All the clerks and other office staff from all the City Schools were present at the meeting when a Sub-Committee of 15 members was formed to constitute

the Draft Rules and Regulations of the Association.

During the course of the proceedings of the meeting, many speakers stressed the need for representing the legitimate grievances of the Aided Schools Clerks such as Educational concessions, Pension Scheme etc., to the Government and the Education Department.



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OUR BOOKSHELF

The Universal Declaration of Human Rights — A standard of Achievement: Price: 25 cents. Published by the United Nations, New York.

This neatly printed pamphlet was published during the year of the tenth anniversary of the adoption of the Declaration. Each article of the declaration is explained for the benefit of any world citizen who wants to know what these declarations are.

Receipt of the following publications is thankfully acknowledged:

1. Institution for higher Education 1958 (Union Ministry of Education).
2. Educational India (Silver Jubilee number — January, 1959).
3. Broadway Times; Vol. 1, No. 1, January, 1959—(a monthly devoted to social sciences).
4. Commonwealth-today — No. 63. —C.R.

FORM IV

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

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

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

(Sd.) T. P. SRINIVASAVARADAN.
(Signature of publisher.)

5-3-1959

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Printed by T. K. Venkatesan at the Jupiter Press Private Ltd., 109-C, Mount Road, Madras-18. Edited by Sri S. Natarajan & Published by Sri T. P. Srinivasavaradan for the S. I. T. U., at Rajah Annamalaipuram, Madras-28.

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