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CONTENTS

	Page
Education and Democracy	285
Study-Conference of Headmasters of High Schools on the use of Dynamic Methods for the Teaching of English	288
The Guild Annual Conference	295
Teacher vis-a-vis International Understanding —Gurnam Singh	299
World Educational Conference — Teachers Frame Programme at WCOTP Conference	302
S. I. T. U. Executive Board Meeting	304
From Our Associations	308
Our Letter Box	310
Representation to Government	311
Government Orders and Notifications	312
Our Bookshelf	315
News and Notes	315
Editorial	316



THE SOUTH INDIAN TEACHER

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EDUCATION AND DEMOCRACY

Education and Democracy is the central theme of the 29th South Indian Education Week, October 19-26, 1959.

In this article, the Central Education Week Committee has brought out the role of Education in the successful working of a democracy.—
Ed. S. I. T.

Education comprehends all that we assimilate from the beginning to the end of our lives in the development of the powers and faculties bestowed upon us at birth. It includes not only systematic schooling, but also the enlightenment and sense which an individual obtains through experience. As the booklet, "Commonwealth Education" prepared by the Central Office of Information of the United Kingdom observes: "Education includes not only the more obvious aspects of primary and secondary schooling, teacher training, exchange and recruitment of teachers, technical colleges, universities, and the wealth of post-graduate work that goes on in educational and research establishments, but also the limitless panorama of informal education, community development — which is the modern and more accurate name for 'mass education'—study and discussion groups, industrial courses and visits, short-term residential colleges. In a word it includes adult education as well."

the process of education. From the child's point of view at least the emphasis should not be placed on the formal curriculum but the presence of other children and what they do and say. Children somehow break through the organised routine, group themselves together and adjust their personalities to one another. 'The teacher helps children develop those rules of the game of living together which keep certain social situations from bearing too heavily on any one person. This process of growing up under a wholesome system of social relationship is constantly threatened by parents and others who seek to over-emphasise the acquisition of abstract knowledge.' That education and recreation are in modern times, moving more closely together than a generation ago is still only feebly recognised.

Democracy is generally defined as a form of government in which all classes of people share in the government by choosing representatives. A country having this kind of government, especially a country where there is freedom of thought and speech, as in India, the United Kingdom, France and the United

It should be adequately realised that one of the main functions of the school is to serve as a socialising factor in

States is called a democracy. In this sense our country is a democracy. But it is asserted that the term 'democracy' does not describe merely a form of government. "It indicates, when employed as a general term a social atmosphere, an attitude of mind, a philosophy, and a whole culture. Included in it are all the economic and social institutions and arrangements through which a people strives to promote a type of society wherein the best in man can be developed. The very essence of the democratic way of life is a profound 'faith in the capacity of man as a rational and humane creature to achieve the good life by rational and humane means.' (P. 723—Introduction to Social Science—The Macmillian Co.)

Democracy which is truly a child of liberalism propounded by such men as Locke and Mill, regards the dignity and worth of the individual as of paramount importance.

Mac Iver in 'The Web of Government' has postulated the following generalizations without reference to any particular country:—

(i) A people cannot bring democracy into immediate being by a sudden change of attitude. No borrowed scheme of democracy can be abruptly thrust upon a people that has not already met some of its convictions and not learned some of its ways.

(ii) An immobile agricultural society is on many counts more congenial to the demands of oligarchy than the mobile industrial society. If a community is at the same time predominantly agricultural and very poor, it is most unlikely to achieve any form of democracy.

(iii) Democracy has proved to be unworkable where the majority of the people are illiterate, politically inert, uneducated, unconscious of their unity or of any binding common interest.

Indian statesmen and philosophers who drew up the Constitution of India opted for Democracy, holding the view that Indian history, tradition,

religious beliefs and philosophy of life are not altogether incompatible with democracy in its widest sense. There is no gainsaying the fact India's struggle for freedom, the achievement of independence, and the way the country has been governed since the advent of freedom have all contributed to turn a static society into a dynamic one. Social and economic inequalities are being gradually levelled up by legislation, mobilization of public opinion and the implementation of the five-year plans.

Education under Indian democracy continues to be treated as a Cinderella when budgets are made by Government, presumably because teaching cannot be classed as a 'productive activity' in the same way as growing rice or making bricks and tiles. Enlightened public opinion should show a sense of awareness of the urgency for free and compulsory education of boys and girls at least of age-group 7 to 14.

It is well to recall what Prof. K. G. Saiyidain presiding over the joint meeting of State Education Secretaries and the Members of the Working Group on Education, said recently. "There is a tendency on the part of educationalists to present their case and their demands apologetically and for the dispensers of resources to receive them somewhat condescendingly. This particular relationship is somewhat unhealthy and abnormal. We need to make our stand quite clear and demonstrate how our plea for education is not merely a demand for more schools and colleges but a basic condition for selfguarding the future of the nation."

The public cannot be too careful to guard against the attempts of the government to have complete control of education, teachers, subject matter and methods from the belief that 'to control educative processes through control of the educational system is to control largely the attitudes and interests of the future citizens.' Some

people sincerely believe that "democracy must follow the dictatorships in using the school as an agency to indoctrinate its pupils with a common outlook on life. In fact their view asserts that the school cannot remain impartial and objective, though it may; therefore the school must take the initiative in moulding the thoughts and actions of the individual. In recent decades, such democracies as France, England and Switzerland have acted in accordance with this philosophy. The highly centralized school system served the State in glorifying the history of the nation. This type of education has been termed as training in citizenship or civic education."

Our educational system provides for adequate training in citizenship, the aim being to make pupils understand the democratic way of life. But the enforcement of the syllabi in the name of standardization and uniformity, the control exercised on teachers and their methods and above all the unwholesome attempt of the policy of State publication of text-books are calculated to kill what little freedom and initiative the teaching profession has.

In respect of secondary education the aim of making it a self-contained and complete stage up to the age of 17 is accepted. Diversified Courses of studies are being provided for through the conversion of the existing secondary schools into Higher Secondary multi-purpose schools. Before the end of the Third Five year Plan it is proposed to convert at least 50% of the existing high schools into higher secondary schools.

The Secondary Education Grants Committee has made recommendations for the enactment of an Education Act. That Act will define the extent of control over the schools under local bodies and aided schools. The rules under this Act will lay down conditions of service of teachers as well as security of tenure in aided schools.

If a democracy is to work successfully the electorate must be given sound education which can be had only if qualified teachers are appointed in schools. At present the teaching profession is not attracting the best men because of poor pay and lack of prospects. Unless the Government take steps to improve the pay scales and provide facilities for in-service training and make adequate old age provision, the quality of education will, not only not improve in schools, but will go down.

If democracy works successfully in other countries which have democratic form of government, it is because of the high quality of education which is imparted in those countries. It is high time that a high priority is given to this aspect in our country.

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STUDY-CONFERENCE OF HEADMASTERS OF HIGH SCHOOLS ON THE USE OF DYNAMIC METHODS FOR THE TEACHING OF ENGLISH

- (1) "Schools are aiming too much at teaching pupils the content of other men's minds and too little at training them to discover the capacity of their own"
- (2) "You cannot do today's work with yesterday's methods and be in business tomorrow".

These are the underlying principles in the concerted effort which some of the schools in the North Arcot District have undertaken under the guidance of the Extension Services Department of the Meston Training College, Royapettah, Madras. — Ed. S. I. T.

THE APPROACH

The Department of Extension Services of Meston Training College, Madras has been trying to develop the interest of teachers in the use of Dynamic Methods for the teaching of the various subjects of the High School curriculum in general, and for the teaching of the English Language in particular. To achieve this aim we are organising the following type of school Level Extension Services Programmes :—

1. *School Level Workshops* for co-operative Action Research for
 - (a) Improvement of Handwriting.
 - (b) Improvement of Spelling.

2. *School Level Intensive Courses* for Training the Teacher in the techniques of Maintaining Cumulative Records.

3. *Intensive School Visits* for improvement of the Teaching of English. These include (a) Observation of the teaching of English Lessons in the class room (b) individual conferences with the Teachers whose lessons were observed, to discuss ways and means of improving the teaching of English in all the classes and

means of improving their procedures, (c) demonstration lessons on the use of dynamic methods (d) general conferences with all the teachers of the school to discuss ways and means of improving the teaching of English in all the classes and forms with special reference to (i) Teaching of English Grammar, (ii) Teaching of English Composition — oral and written and (iii) Diagnostic and Remedial Work.

4. *Seminars for Teachers of English* at which the problems which worry teachers of English such as (a) the problem of oral work in large classes (b) problem of correcting pupils' written work, (c) problems connected with the teaching of structures are discussed.

PROBLEMS

In the course of carrying out the abovementioned programmes in the three districts of Madras City, Chingleput and North Arcot we became aware of the fact that there is a great deal of unwillingness and hesitation on the part of teachers and Headmasters to introduce Dynamic Methods for the teaching of English and other school subjects. The following is a list of the

reasons usually given against the introduction of dynamic methods :—

- (a) Dynamic methods involving group work are "time-consuming." As we have to complete a heavy syllabus in every subject, dynamic methods are unsuitable. Teacher-centred methods alone can help us to complete the prescribed work of the year.
- (b) Classes consist of more than 45 pupils and the class rooms are small and the furniture in them are unsuitable for organising group work.
- (c) The Inspectors do not view with favour experimentation in new methods.
- (d) The result at the Public Examination is still given so much importance that it is dangerous to take risks, by introducing methods, the implications of which are not known fully.
- (e) The daily work load of the teacher is so heavy that he will not be able to prepare and plan adequately for organising group work.
- (f) In a group every pupil does not participate in the discussion. A few pupils alone actively participate.
- (g) All aspects of English Teaching cannot be organised on the basis of group work.

THE PIONEERS

Towards the end of the academic year 1957-58 our Department of Extension Services discovered that the Islamia High School, Pernambut in the District of North Arcot was trying some experiments with group work in connection with the teaching of social studies, general science and English. The Headmaster of the school came to Meston Training College for the Action Research Workshop in the

Summer of 1958 to find a solution for his problem of "How to make every pupil in the group participate actively in the group discussion"? He then invited the Co-ordinator to visit his school and to discuss with the members of his school staff on the use of dynamic methods. This initial visit was soon followed by three or four additional visits by the Co-ordinator. Slowly but steadily, the initial fears and doubts which the teachers had, were disappearing as a result of the loyal support and great enthusiasm of a few teachers and the encouragement and suggestions given to them both by the Co-ordinator and by Dr. (Miss) J. F. Forrester; and by the middle of 1958-59 dynamic methods had been introduced in all the classes and for all the subjects.

The rapid success achieved in effecting the change over from traditional teaching to Dynamic Methods was largely due to the careful and elaborate planning which the teachers of this school are helped to make by means of the monthly "Faculty Meetings" organised by the Headmaster.

OUR CAMPAIGN

Encouraged by the rapid success of the experiment in the Islamia High School, Pernambut, our Department of Extension Services decided to launch out an intensive campaign for the spread of the use of dynamic methods at least in ten more High Schools in the district of North Arcot during the current academic year (1959-60). Our campaign consisted of two stages. During the first stage we organised a number of Intensive School Visits to selected High Schools. Dr. (Miss) J. F. Forrester our Resource Person on the teaching of English was requested to spend one full day at each of the selected school and she was asked to show to the teachers how group work can help in overcoming many of the problems which confronted the teachers of English.

These intensive school visits were arranged for the benefit of the follow-

ing High Schools during the period June to August 1959:—

1. St. Andrew's High School, Arkonam.
2. Goodlet High School, Sholingur.
3. Sri Venkateswara High School, Vellore.
4. Voorhees High School Vellore.
5. Don Bosco High School, Katpadi.
6. Board High School, Ranipet.
7. Municipal High School, Walajapet.
8. Board High School, Pallikonda.
9. Concordia High School, Ambur.
10. Hindu High School, Ambur.
11. Islamia High School, Pernambut.

On account of limitations of time and financial resources, we organised a Seminar for the Teachers of English at Gudiyattam and all the teachers of the three High Schools in that town were requested to participate in the Seminar and thus separate visits were avoided.

The second stage of the campaign consisted of a study Conference of the Headmasters of the schools in which the preliminary spade work had been carried out. The proposals made by the Co-ordinator in this regard were approved by the President of the District Teachers' Guild, the District Educational Officer of Vellore, the Secretary of the District Secondary Schools Headmasters' Association, the District Board Educational Officer and some of the Senior Headmasters in North Arcot, at a conference held at the Sri Venkateswara High School, Vellore on 2-5-59. The Headmaster of Islamia High School, Pernambut very kindly agreed to let us organise the Study Conference at his school on Saturday 5-9-1959 and to make arrangements for demonstrations of group activity procedures in the teaching of English.

THE PARTICIPANTS

Invitations were sent to the following Headmasters. Each Headmaster was also requested to bring one teacher from his school in whose class dynamic methods were proposed to be introduced as an experimental measure. Some of the Headmasters brought two to three teachers with them.

1. Mr. Dorairaj, B.A., L.T.—Headmaster, Concordia High School, Ambur.
2. Mr. Yahya Sahib, B.A., L.T.—Headmaster, M. U. High School, Ambur.
3. Mr. Chinnathambi Nainar, B.A., L.T.—Headmaster, Municipal High School, Tirupatur.
4. Mr. Varadachari, B.A., L.T.—Headmaster, Board High School, Pallikonda.
5. Mr. Rajagopalan, B.A., B.Ed.—Headmaster, Municipal High School, Gudiyattam.
6. Mr. Ulaganathan B.A., L.T.—Headmaster, Nellorepet High School, Gudiyattam.
7. Miss Rajammal, B.A., L.T.—Headmistress, Govt. Girls High School, Gudiyattam.
8. Mr. Rahmon Sahib, B.A., L.T.—Headmaster, Islamia High School, Melvisharam.
9. Mr. Lakshmana Rao, B.A., L.T.—Headmaster, Board High School, Arni.
10. Mr. Krishnamurthy, B.A., L.T.—Headmaster, S. S. High School, Arni.
11. Mr. Vittal Rao, B.A., L.T.—Headmaster, Board High School, Chengam.
12. Mr. Ramiah Naidu, B.A., L.T.—Headmaster, S. V. High School, Vellore.
13. Father Thomas, B.A., L.T.—Headmaster, Don Bosco High School, Katpadi.

Except the last two, all the invited Headmasters attended the Study Conference.

THE OBJECTIVES

1. To observe demonstrations of Group Work in the Teaching of English.
2. To discuss the problems connected with the introduction of Group work as a method of teaching the English Language in their own schools as an experimental measure in one or more classes during the current year.

INAUGURATION

The District Educational Officer, Vellore was requested to inaugurate the conference. But he was not able to come on account of being laid up with sudden fever. The Co-ordinator requested Dr. Forrester to preside. Mr. C. M. Fazalur Rahmon, B.A., L.T. Headmaster, Islamia High School, Pernambut opened the conference with his welcome address.

In the course of his talk he said "The main purpose of the demonstration lessons will be to show how group activity procedure can be one of the most effective means of teaching and can be utilised to provide learning experiences at first hand." He also gave a list of advantages "We were able to discover only after the procedure had been practised for some time" and said that with every passing day they were able to discover fresh possibilities and additional advantages.

The Co-ordinator then gave an introductory talk explaining the purposes and procedures of the conference.

VISIT TO CLASSES

Under the guidance of Dr. (Miss) Forrester, the visitors were then taken to classes to observe demonstrations of Group Work. The following demonstrations were arranged during the forenoon session:—

1. Precis Writing in Form VI.
2. Assignment Exercise in Form III.
3. Non-Detailed Text in Form V.
4. Teaching a New Lesson in Form III.
5. Spelling Drill in Form II.
6. Reading Exercises in Standard VIII.

Demonstration No. 4 was arranged in the afternoon from 2-30 to 3-15 p.m. at the request of the visitors. Demonstrations Nos. 5 and 6 were arranged in the forenoon and those of the visitors who were interested were requested to observe them.

THE CONFERENCE

On account of the additional demonstration in the afternoon the Conference began at 3-15 instead of 2-30. The visitors were requested to ask questions relating to the use of dynamic methods for teaching of English. These were then answered by both Dr. Forrester and the members of the Staff of Islamia High School.

1. *All pupils in the group do not participate actively. Is it not a defect of the method?*

In each group there are one or two pupils who do not contribute actively during the discussion. In the open session class the majority of the pupils never get an opportunity to speak or read or write English. In addition to this, there is also the problem of inattention which upsets the teachers. In group work the majority of the pupils learn actively and the problems of inattention are also eliminated.

2. *Is it possible to complete the prescribed syllabus under this method?*

The assumption that dynamic methods are 'time consuming' has been proved to be baseless in the Islamia High School, Pernambut. Every teacher of the school testified that the year's portions were completed well

in advance and they found time for two and even three revisions during the year. The Headmaster pointed out that the elaborate planning carried out in the monthly "Faculty Meetings" helped teachers to complete their work in time. If any teacher was lagging behind, it is found out at the next faculty meeting and appropriate steps are planned to overcome the difficulty.

3. Is it possible to teach sublime truths and abstract ideas by means of dynamic methods?

The use of dynamic methods for teaching a subject does not mean that the teacher never teaches. Often teachers must spend some time to teach difficult ideas and truths. Sometimes it is possible for groups of children to discover truths and ideas themselves by discussion and we should encourage them to do so as often as possible. Truths discovered by pupils and abstract ideas understood by them through their own efforts are far more valuable to them than information given to them by teachers. In the ordinary open-session classes "Teacher Activity" occupies more than 95% of the time. Our aim is to increase the time occupied by "pupil activity" by means of the introduction of dynamic methods.

CONCLUDING SESSION

The Co-ordinator reminded the participants of the purpose of the Study Conference and requested the Headmasters to introduce dynamic methods in their own schools during the current year as an experimental measure in one class, preferably in Form III or Standard VIII for the teaching of English. He pointed out the need for cautions and stage by stage introduction of the method because of the need for training and experience both for teachers and for pupils who are accustomed to traditional methods and the behaviour appropriate to such methods.

He then gave to each of them a proforma to be filled up and sent to him

indicating the class in which they proposed to introduce dynamic methods for the teaching of English and the type of the follow-up help they would need from the Extension Services of Meston Training College for the successful implementation of the Experiment. We are glad to report that 5 of the Heads of Schools have already sent proposals for the introduction of dynamic methods in their schools and have invited the Co-ordinator to plan follow-up help.

Cyclostyled copies of "Notes on Group Methods in the Teaching of English" prepared by Dr. (Miss) J. F. Forrester, our Resource Person for English, were given to each participant.

OUR THANKS

The Headmaster and members of the staff of Islamia High School, Pernambut are a brave band of pioneers in Experimental teaching. Without their full co-operation it would not have been possible for the Department of Extension Services to organise the Study Conference of Headmasters on Dynamic Methods for the Teaching of English.

If any teacher wishes to gain a full understanding of how dynamic methods are used in the school, he should stay in the school at least for one full week. A teacher who gets a practical training in this manner will be an asset to any school which wants to introduce dynamic methods. We are quite sure that the Headmaster and every member of the staff of Islamia High School, Pernambut will not hesitate to help a fellow-teacher to light his own candle from the torch which they have already kindled and keep burning in their own school.

On behalf of our Extension Services I offer to these pioneers our most sincere and grateful thanks.

NOTES ON GROUP METHODS IN THE TEACHING OF ENGLISH

"A child remembers 5% of what he hears and 90% of what he does".

The more a child uses English the more he learns. If he uses it incorrectly he learns it incorrectly. If he does not use it but only listens to others using it his progress will be very slow.

Under present methods in large classes the individual's opportunity of using the language is very restricted. Chorus answering is one way of ensuring that all use the language but it has obvious drawbacks. Written work requires each child to express himself. The only way to ensure improvement in written English is to see that pupils have plenty of practice. But this presents the teacher with an impossible burden of corrections.

Group work provides the maximum amount of practice for the pupil with the minimum amount of correction work for the teacher.

THE GROUPS

These should if possible contain not more than 8 pupils each, fewer are better. Each group should contain bright and backward pupils. Care should be taken to see that the pupils in each group are congenial to each other.

The following three procedures may be tried as an experiment, teachers adapting the procedure to suit their own personality and circumstances.

PROCEDURE A

(for exercises)

The exercises may be of any type, statements to be changed to questions, change of tense, change of person, direct to indirect speech. One sentence answers to questions. Each group may be given a different exercise if desired.

The pupil leader reads the first question, a pupil suggests the answer. If this is accepted by all, it is repeated by all and written down by all. If it is not accepted there is discussion, the final choice being written down. When the exercise is completed the teacher

goes to the group and corrects it in the presence of the group, discussing mistakes where necessary. (This is as good as correcting an individual's work in his presence). The other boys correct their exercise from the one corrected. Fair copies may be made for homework. Groups can change exercises, doing those done by other groups.

PROCEDURE B

(for Precise, Essay, or essay answer on the text)

The pupils in groups make a list of the main points to be included. The teacher goes round the groups pointing out where omissions have been made or mistakes, but leaving the group to make the necessary correction.

The teacher takes the best outlines and uses them for a BB outline, taking one sentence from one group, another from another, and discusses briefly.

The precise or essay is written in groups, each boy writing down what the group decides.

PROCEDURE C

(for non-detailed reader)

The teacher assigns different paragraphs to different groups.

The groups frame questions and answers on the paragraph or paragraphs assigned to them.

The teacher calls on the first group to give their first question. He writes it on the board and asks if it is correct. If it is not he asks if any one can correct it. The answer is treated in the same way, and the remainder, of the questions and answers are treated also in the same way.

NOTES

There are usually 3 to 4 boys reasonably active in each group. If there are 6 groups 18-24 boys are active during the period. This is more than what they normally contribute in an open session of the class. All the boys will have repeated and written all the answers.

Those passive in the group would have been passive in an open session also.

THE BACKWARD PUPIL IN THE GROUP

It is important that groups should be urged to hurry a little. The present large classes cause the pace of teaching to be slower than formerly and the pupils tend to develop leisurely habits. Group methods can cure this lethargy.

When children are accustomed to group work they achieve a great deal in a short time. Naturally it takes a little time for newcomers to this method to achieve this. Group methods should not be discarded on the grounds that they take more time.

Fair note books must be checked by the teacher from time to time. As there will be fewer mistakes they will not take so long.

It is sometimes objected that the backward pupils only copy what others say and write. That is so. But it must also be remembered that where there are no groups he either copies, does nothing, or produces rubbish. By working in a group he is prevented from writing a great deal of rubbish. Even if what he writes is not his own he will be writing moderately correct English. He is practising correct forms rather than incorrect forms and there is a chance that in time the correct forms will become established in his mind and the incorrect fade out.

INDIVIDUAL WORK

From time to time the teacher will give assignments to be done independently.

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THE GUILD ANNUAL CONFERENCE *

There has been increasing awareness in the past six years that reform and improvement of secondary education is of crucial importance for improvement of education at all stages. It is from secondary schools that teachers are drawn for primary schools. It is from secondary schools again that pupils are drawn to the University, to technical courses and to employment in the various fields of administration. The new re-organizational pattern of secondary education, recommended by the Secondary Education Commission and supported by the teachers' organizations, has been accepted by almost all the States in India and most of the States have begun to implement. Our own State introduced that scheme in IV Form this year. Hereafter Form IV will be called 8th standard. The secondary education stage is an important one and if it is neglected, both University education and Primary education will suffer. Not only these two, even the administrative departments of the Government will suffer.

The South India Teachers' Union and the District Teachers' Guilds affiliated to it have played a notable part when the new pattern was being discussed. All these years the District Teachers' Guilds have paid equal importance to academic questions as well as to matters relating to the legitimate demands of the teaching profession. In this the Madras Teachers' Guild since its inception in 1895 has been playing a significant part. Our District Teachers' guilds are entirely different from other employees' Unions. It must be fully recognized that as children are entrusted to our care and that as we are expected not only to teach but also to mould their character, we must take active interest in the curriculum of studies, frequently dis-

cuss among ourselves how to modify for improvements, and bring it to the notice of the authorities whenever any change is needed. This task is ours and we should not fail in this. When this is emphasised, it does not mean that we should not press for redress of our legitimate grievances. The reason why emphasis is laid on the other role which is that of taking increasing and sustained interest in academic matters is that our profession demands such a thing.

This year is particularly of great importance to us. Secondary Schools have to equip themselves from now on to be upgraded into higher secondary schools. Qualifications of teachers to handle XI standard have been prescribed. The Madras University has given publicity to the courses that would be opened for teachers in employment with a view to proper staffing of schools when the XI standard is opened. We are grateful to the University of Madras for such a step. Two things must be brought again to the notice of the University and to the Government. The existing experienced B.A., L.T's, if found efficient and competent, should be allowed to teach XI standard. They should not be superseded by men of lesser experience simply on the ground of higher academic qualifications. Secondly teachers who are deputed by the Managements to undergo the courses started by the University, should be paid full salary during the period they undergo this course. The Central and the State Governments should come forward to meet this extra expenditure. Further our libraries and laboratories have to be improved so as to fit in with the new scheme. Aided managements cannot meet the extra expenditure involved. In the interest of efficiency, the

*Address by Sri T. P. Srinivasavaradan to the Madras Teachers' Guild Members.

Government should come forward to meet the entire capital expenditure. A concerted effort should be made by the Government, and the Managements to upgrade all the present secondary schools into higher secondary by 1965.

We have been emphasising again and again that in-service training lasting at least three months for trained teachers should be started in Training Colleges and Training institutions. Every teacher should undergo this in-service training at least once in five years. This is very essential to keep the teacher well-informed of the latest discoveries and additions in various fields of knowledge, and also to get himself acquainted with the new methods and technique of teaching. In advanced countries this is being done regularly. When Government spend nearly 12 crores of rupees on education, they should not stint to spend a few lakhs every year to maintain and improve efficiency at all levels of education. All of us have noted with pleasure the step taken by our Government to improve the standard of teaching of English in schools. It is a timely step. It has further shown that the Government have come to realize that the study of English cannot be discarded as it is the only channel through which we can acquire advanced knowledge in the fields of Science and Technology. The Bombay Government which till now have not favoured the study of English in standards below VIII have changed their mind and they have since permitted the study of English from Standard V. We are glad to note that the British Council in Madras has come forward to render all assistance to our Government to improve the standard of teaching in English. Any hasty step to replace English as the medium at the University level will not only result in the low standard of attainment of our graduates but will also bring in deterioration in the standard of teaching, in the absence of suitable teachers and suitable reference books in the regional languages.

In the new scheme in standards V to VII, a pupil studies only Regional language and English. There is no provision for the study of either Hindi or Sanskrit. Further it is only in Standard VIII, a study of a third language besides Regional language and English is provided. Here again Sanskrit is put as alternative to Hindi. The suggestion that the Government should permit the teaching of Sanskrit in Standards VI and VII and in Standard VIII to XI in addition to Hindi, either within or outside the school hours has been partly accepted by the Government. Sanskrit occupies a unique place in our country. It is a sad thing to note that in a great number of schools this facility has been abolished. At present there are about 150 schools offering facilities for the study of this great language. We appeal to all managements, particularly aided managements, to provide all facilities for the study of this language to such of the pupils as are desirous of taking it. It is the duty of the Central Government to come to the aid of the State Government in this matter by giving liberal financial aid.

Most of the city schools have no playgrounds. The open spaces are being utilized by the Corporation in some cases and by the Government in certain other cases for purposes other than recreational and as playgrounds. The open spaces are the lungs of the city and every effort should be made to keep them so. Recently a report has appeared in the Press that the Central Government realizing the importance of playgrounds and the difficulties of schools situated in thickly populated parts of urbans, are going to place at the disposal of the State Governments funds for acquiring playgrounds. It is hoped that at least now the Government will wake up and not to utilize open spaces for putting up buildings.

The Education Grants Committee published its recommendations and

invited the opinions of teachers' associations and other bodies to offer their remarks. In the light of these remarks, an Education Bill is being drafted. As soon as it is published along with the rules, for public opinion, all District Teachers' Guilds should study it carefully and offer their constructive criticisms. This Guild specially should form study groups. One of the recommendations made by that Committee related to the revision of the scales of salaries, which are a little bit higher than the present ones. It was earnestly hoped that by an order of the Government, those scales, though inadequate, but accepted as a temporary measure, would be given immediate effect to. The delay has caused greater frustration leading to discontent. Justice delayed is justice denied.

While we gratefully acknowledge the benefits granted to teachers in the way of fee concession to their children and the granting of pension, it is to be noted with regret that house rent allowance and medical aid have not yet been granted. The former will cost about twelve lakhs of rupees and the latter about a lakh. Thirteen lakhs of rupees is too small a sum for our State. We appeal to the Government not to delay any further the granting of these benefits. The rules framed for the granting of pensions to teachers are such that unduly long time is taken for the disposal of papers. The present scheme shuts out from the benefits of the scheme even teachers who have put in long years of service. Modifications to the rules are necessary to benefit as many as possible. That the salaries of teachers are very low is well known. Minister after Minister, both at the centre and in our State, has proclaimed from platforms about our low salaries which are much less than what a post man gets and what a sweeper gets in a mill. Even the Prime Minister of India deplored the wretched pay given to primary school teachers. But nothing tangible has been done. Mere

lip sympathy is no panacea for the ills. The South India Teachers' Union has submitted the minimum salary scales for various categories of teachers to the Pay Commission. When the Pay Commission will submit its report and how long the Government would take to come to a final decision, no one can say with any amount of certainty. It may take more than a year. In the meantime the Government should immediately announce some interim relief. However much the dearness allowance is enhanced from time to time, it is only a palliative and not a permanent remedy. Unless the rise in the prices of food-stuffs is arrested and brought down, people will not be happy. Steps should be taken to bring down the prices. We do not know which is helpless, the State Government or the Central Government in this matter. Day by day the sufferings of the people increase. Of late, the training colleges are not attracting our graduates. It is reported that there are still many seats vacant in the B.T. classes. It clearly shows that the profession has ceased to attract even misfits. It is as clear as day light that unless immediate steps are taken many more high schools will go under-staffed. It is well-known to the Government that already there are a number of schools, with inadequate staff and they have openly expressed so on a number of occasions. One of the ways of solving this shortage is to raise the age of retirement to 60 for all categories of teachers under whatever agencies they serve, besides making the service conditions attractive.

One other problem which engages the attention of elementary school teachers at the present moment is this. They have not yet received their salaries for the previous months. The Government have stated that in the case of elementary schools which opted as non-fee levying from fee-levying they would send by M.O. the salaries direct to teachers. The intention of the Government is to see that teachers receive their salaries in full. But

there is a danger in this. The headmaster and the management will have no control over the teachers even in the day-to-day administration. Inefficiency and indiscipline may result. The Government should find some other method to see that teachers receive their due without any deduction. Our people have chosen democratic form of Government. For democracy to work successfully, people should be educated and the education imparted must be on sound lines. This can be done only by teachers. To discharge this great function, they should keep aloof from politics, devoting themselves solely to the teaching and training of children. The political parties should observe non-involvement of teachers and students in politics. Then alone there will be a healthy growth. Our District Guilds and the South India Teachers' Union

have all along been non-political and it is hoped that they will continue to be so.

In the field of secondary education private managements have done a great deal. No attempt should be made by the Government to unduly curtail their freedom to take initiative and maintain efficiency in the institutions under them. On the ground that they receive grants from the Government, no inroads should be made in the discharge of their responsibilities to the society and in the administration of their institutions. The teachers, while pressing for the redress of their legitimate demands, should try to observe the code of professional ethics. The public judge us by the high standard of character we maintain. Let us be men of character, even in our sufferings.

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TEACHER vis-a-vis INTERNATIONAL UNDERSTANDING

GURNAM SINGH, M.A., M.Ed.,
*Officer-in-charge, Govt. Nai Talim
Centre, Rajpura (Punjab).*

The danger of the third world war is looming large on the international horizon. No one knows when the barn of international peace will catch fire and atomic war will engulf the whole world. The advance of science and technology, the development of communications and the conquest of air have brought one country within easy reach of the other. The dreadful weapons like the rocket and missiles that man has invented can play havoc anywhere and everywhere and have eliminated altogether the security that distance afforded. Speaking briefly world unity is absolutely essential and the salvation of every individual lies in bringing it about. Advances have already been made on many fronts to achieve this ideal. Economically no single country or a group of countries constitutes economic unit. Trade and commerce defy all sorts of curtains and barriers. In the sphere of culture, too, the world is moving towards oneness. Translation of important books from one language to another and the evolution of international ideologies like Communism, Socialism etc., have brought people of different countries much closer. For instance, an Indian having faith in democracy has more in common, spiritually and culturally, with a person in England than his fellow Indian believing in Communism or totalitarianism. That a number of global organizations attempting to consolidate the existing economic, cultural and geographic unity and make its constructive use have sprung up is a sufficient proof of the fact that enlightened men and women all the world over are thinking along similar lines, and have in view a common solution of the ills of the present day world.

Notwithstanding the progress made in economic, cultural and strategic spheres and the birth of U.N.O. and its allied organizations, "One World" idea has not taken a practical shape politically and psychologically. There is a yawning gap between the peoples of the world and with the passage of each day it is on the increase. The world state will come into being politically only when the peoples of the world are ready intellectually, morally and spiritually to receive it and all that it implies. Only true understanding between nations and peoples, a realization that all men are brothers and sons of the same father and heirs of common heritage can bring about psychological and political unity on the international level.

Some sort of "World Consciousness" born of true understanding is an essential pre-requisite for international solidarity. Politicians and international organizations, howsoever perfect, cannot deliver the goods. It is a task that only education can accomplish. Education for international understanding is the only path that will lead to international solidarity, peace and harmony. It is here that the teacher has to play an important role and foster a feeling of friendliness and brotherhood towards the peoples of the world among his students. Politicians as also the economists will be helpless till the educators have prepared the soil in the hearts and minds of men and women where the seed of international understanding can sprout and take roots. "Wars are born in the minds of men, hence it is in the minds of men that the defences of peace must be built up". And it is the educator

who can plan peace strategy and execute it.

Example is better than precept—so goes an important adage. A teacher can inspire his students and others who come into contact with him by his personal example. A teacher who is free from regional, racial and national prejudices can bring wholesome influence to bear upon the coming generation and save them from falling in narrow grooves of petty prejudices. A teacher who is in the habit of glorifying one nation or his own country and running down others can hardly expect his students to think in international terms. No racial group is richer in personality, character and intelligence than any other. It is only the teacher who can explode the 'myth of race' which has done and is still doing incalculable harm and poisoning the minds of men.

Speaking in broader terms there are faulty theories in education and the teacher has to save his students from their onslaught. Such theories lead to lop-sided education resulting in isolation of one country from the other. A teacher by giving undue weight to differences rather than similarities between races makes his students suspicious of other races and is consequently responsible for the development of hostile attitude by his students for those races. Only the teachers can guard against such Jingoism and bigotry. Examples are too numerous to be quoted wherein children from their very childhood are fed on the hymn of hate against persons of a particular origin. The result is bitterness and never ending strife.

Teachers of social studies have a special responsibility and, day in and day out, situations arise in and out of classroom, which they can utilize to advance the cause of international understanding. No subject is more potent than history and geography to produce bigotry. Geography can emphasise exotic differences more than

similarity between the peoples of the world. And history tends to be an instrument of promoting narrow nationalism and militarism. History should be a record of human endeavour to attain greater and greater heights, an account of noble and great men of all countries who have enriched the culture and heritage of the world. Teachers while dealing with the subject matter should abhor false nationalism. Loyalty to one's country and patriotism can be inculcated without creating hatred for other countries and nations. Children can be taught to love their own heritage and culture and be proud of them without despising those of others.

Teachers are not only life-givers but also light-givers. They have to illumine human minds and banish darkness of suspicion, ignorance, selfishness and hostility from the inner recesses of the human mind. It is this darkness that leads to aggressiveness and war. Teachers have to give vision to their students to enable them to see things in their right perspective. They have to bring nationalism in harmony with internationalism. They have to show that one does not militate against the other; rather healthy nationalism can form nucleus of internationalism.

As authors teachers can silently, but solidly, work for promotion of international goodwill and amity. A good many of the subjects need a new interpretation, and greater emphasis on certain hitherto neglected aspects of these subjects by competent teachers, can be very helpful in fostering good relations between different nations. Similarly the teachers can use the press to mould public opinion in the desired manner.

Teachers must reorientate objectives of education. Education may continue to emphasize the greatness of a nation's culture and heritage but at the same time never losing sight of the fact that other nations too have contributed their share and that great ideas and ideals are the common heri-

tage of the whole mankind. While putting the ideal of service to one's country, the wide prospect of service to mankind should not be lost sight of. The virtues of tolerance, understanding and charity can be developed among children by emphasizing the common humanity in brotherhood of the peoples of the world.

Teachers visiting foreign land must make it their mission to carry culture, ideals and atmosphere of their countries to the lands they visit.

Every teacher must take a pledge of loyalty not merely to his school or college and his country but also to "One World". Unless teachers are serious about it they will be strengthening the fissiparous tendencies already let loose by politicians the world over. The beauty of Tagore's prayer lies in

unrestricted bigness that he wanted for his India — where the world has not been broken up into fragments by narrow domestic walls and where the stream of reason has not lost its way into dreary sands of dead habit.

The world is on the brink of a III World War and 'one world' ideal seems to be something impossible and unattainable. Yet desperate attempt must be made to attain this impossible ideal, for it is not only the peace that is threatened but the very survival of human civilization is at stake. A revolutionary change of head and mind in individuals and nations is the need of the hour. This change can be brought about by a system of education or re-education specifically planned and directed towards this end. And it is only the teachers who can shoulder this responsibility.

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WORLD EDUCATIONAL CONFERENCE — TEACHERS FRAME PROGRAMME AT WCOTP CONFERENCE

New East-West bridges of understanding were built during the eighth annual Assembly of Delegates of the World Confederation of Organizations of the Teaching Profession.

Almost 700 participants, representing 75 countries, met in Washington and considered what educators can and must do in this field. They also discussed ways of eliminating international tension, strengthening teacher organizations, and improving education in general.

In his presidential address, Sir Ronald Gould set the tone of the meeting by stressing the need for greater inter-cultural understanding, based on ideas of human freedom and dignity. Unless these ideas prevail everywhere, he said, "there will continue to be international tensions, international incidents and even war."

U. S. Commissioner of Education, Dr. Lawrence G. Derthick, welcomed the Delegates and told of progress made in the United States toward de-emphasizing Western bias in teaching.

Dr. William G. Carr, WCOTP secretary-general, read a telegram from President Eisenhower stressing the importance of "the free exchange of free ideas in the teaching profession."

Sarah C. Caldwell, member of the WCOTP executive committee, in a summary of reports from national members, said that there was growing activity in the conference subject, "Teaching Mutual Appreciation of Eastern and Western Cultural Values," but that much more remains to be done.

Four discussion groups were formed to study various aspects of the theme; many of their conclusions were incorporated in resolutions later approved

by the full Assembly. Full reports were submitted by five WCOTP committees which met regularly after plenary sessions.

An unscheduled by-product of the Assembly was a spontaneous movement, initiated by the Netherlands delegation, to promote the exchange of ideas and teaching materials between individual teachers in the East and West. Delegation after delegation promised that the program would get started this autumn in their countries. Dr. Carr, impressed by the "snowball" effect of this resolution, said that the program would be limited at first to an exchange of correspondence but thought it entirely possible that later some foundation might want to make it possible for teachers from the East and West to exchange positions for a period of time.

In various resolutions the Assembly urged:

All countries afford to all their citizens, irrespective of race, sex or creed, the right of equal access to all forms of education and sources of culture.

The incorporation in education of ideas that promote greater respect for and appreciation of the cultural values of other peoples.

The recognition of adult education as a public responsibility and as an integral part of all education systems.

Re-writing history text books to minimize their "blood and thunder" content and reflect a point of view free from national prejudices.

Possibly the most important single issue that emerged was the conference's deep concern about the plight of teachers in East Germany who are

fleeing to the West because of intolerable teaching conditions. The meeting asked that the widest possible publicity be given to these conditions. It acted on the basis of a report prepared by a special European committee headed by Theophil Richner, president of the Swiss Teachers' Association.

The Assembly also disapproved the teacher merit rating system now in effect in some parts of Japan.

It elected Denis Forestier of France and Ricardo Castro of the Philippines as members of the WCOTP executive committee. S. Natarajan of India was re-elected vice president and Sarah C. Caldwell, U.S.A., was re-elected to the executive committee.

Approved as new national members were 12 teacher organizations in Ghana, Greece, Kenya, Netherlands, Northern Rhodesia, Thailand, Vietnam, the West Indies, Peru and Ethiopia. Almost all of these countries were previously unrepresented in the World Confederation.

Also added as new members, under a constitutional amendment passed at this Assembly, were three international organizations: the International Council on Education for Teaching (ICET), the International Reading Association, and the International Council on Health, Physical Education and Recreation.

The Assembly approved the establishment of a permanent commission on educational policy for Africa. The move arose from meetings held previously in Jos, Nigeria, and in Washington prior to the Assembly. Other pre-

Assembly meetings were held by Asian and Latin American representatives.

It was announced during the conference that the Ford Foundation had made available to WCOTP \$42,700 to help the organization defray the costs of these conferences on African educational policy.

Speakers at the farewell banquet were the Philippine Ambassador to the U.S., Carlos Romulo; U.S. Under Secretary of State Robert Murphy; Sir Ronald Gould; and Ruth Stout, immediate past president of the National Education Association of the U.S.A., host organization.

The NEA treated the Assembly participants to a number of recreational events, including a tour of Washington and a boat trip to George Washington's home. Several embassies opened their doors to the visiting teachers; Dr. Carr tendered several receptions; Dr. Paul S. Welty, WCOTP assistant secretary general, hosted a barbecue; and Washington area teachers welcomed individual delegates to their homes on "Friendship Night." Participants in an international editors' workshop toured Williamsburg, Virginia.

Portraits of Sir Ronald Gould, WCOTP president, Dr. William G. Carr, WCOTP secretary general, and Dr. William F. Russell, president of the World Organization of the Teaching Profession (WOTP) were unveiled at WCOTP headquarters during the Assembly. The portrait of Sir Ronald Gould was given by the National Union of Teachers of England and Wales.

— Echo.

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

A meeting of the Executive Board of the South India Teachers' Union was held at 11 a.m. on Saturday the 26th September 1959 in the office of the Union with Sri T. P. Srinivasavaradan, President, in the chair.

The following members were present:

Smt. Saraswathi Srinivasan (Vice-President) and Messrs. G. Krishnamurthy (Secretary), C. Ranganatha Aiyengar (Journal Secretary), C. M. Fazalur Rahman (Vice-President), P. V. Ramaswami (Treasurer), K. N. Venkataraghavan (Chingleput), S. M. Lakshmanan Chettiar (Salem), S. Subba Rao (Joint Secretary), N. Shanmugam (Madras), A. Paul (Tanjore), M. Subramaniam (Tirunelveli), D. Sebastian (Ramanad), A. R. Chandrasekharan (North Arcot), J. Soundararajan (North Arcot), P. S. Subramaniam (Madura), C. H. Govindarajan (Chombatore), S. Balasubramanian (Tanjore), S. Natarajan (Ex-President), N. K. Venugopal (Tiruchirappalli), and L. Mariapragasam (Madras).

Letters were received from the following members expressing their inability to attend the meeting:—

1. Sri M. Rajah Iyer of Ramanad.
2. Sri A. M. Kanniappa Mudaliar of Kancheepuram.

At the outset, the President, in offering a warm welcome to the members, pointed out that all along there had been harmonious co-operation among the members of the Board and stressed the need for such co-operation and helpful attitude in the years to come.

The minutes of the last meeting were taken as read and approved.

Sri M. Subramaniam of Tuticorin desired to know why the election to the Working Committee was held in June whereas elections to the Executive Board by certain District Teachers' Guilds were held in July and August.

The President pointed out that there was no uniform procedure and that previous attempts to have elections to the Board by the District Guilds did not succeed on account of local conditions and difficulties. He stated that whatever changes there might be, there was the continuity of the Board.

The President then informed the Board that he forwarded the resolution regarding revision of eligibility list on account of the large number of failures in Social Studies to the University of Madras, but no reply was received. He said that it was expected that the S.S.L.C. Board would consider this question to avoid such a repetition of questions.

The following condolence resolutions were passed:—

1. The Executive Board of the South India Teachers' Union records its deep sense of sorrow at the demise of Master Valluvan son of Sri N. D. Sundaravadivelu, our Director of Public Instruction, and resolves to convey to him and his wife our condolences in their irreparable loss.

2. The Executive Board of the South India Teachers' Union records its deep sense of sorrow at the dastardly and fatal attack on Sri Solomon Bandaranayake, Prime Minister of Ceylon, and resolves to convey to the Government of Ceylon and to the members of his family our heartfelt sympathies in their tragic loss. The Board further records that in his death, the teaching

profession in the world has lost a valued friend and patron.

The President then made a statement of the work done by him.

Representation was made to the Government to absorb the retrenched teachers from the elementary schools which opted to remain as fee-levying.

He represented to the Government that such of the retrenched teachers as were still unabsorbed should be taken by the Corporation of Madras or the Local Bodies as supernumerary and that they should be paid the salary last drawn during the period of unemployment.

He also represented that immediate orders should be passed to enable the children of unabsorbed teachers to enjoy the fee concession.

He made representation that Deputy Inspectors of Schools might be asked to disburse the salaries to teachers of schools which opted from fee-levying to non-fee-levying, as that would not entail the deduction of money order commission from the salaries of teachers.

He also stated that certain managements of elementary schools which opted to remain as fee-levying were paying salaries to teachers since June 1959 lower than what they were getting before. Representation was made to the Government that recognition should not be given to such schools. If teachers resigned because of reduction, they should be absorbed just as retrenched teachers.

He further represented to the Government that in the case of First Grade Pandits, L.T.'s and Physical Directors who retired between 1st April 1955 and 1st April 1958, pension might at least be paid from 1st April 1958, though not from the date of their retirement.

Arising out of the above statements and discussions that took place, the following resolutions were passed:—

1. The Board views with grave concern that in the direct payment of salaries to teachers by money order, the money order commission is deducted from the teachers' salaries which are already low. It therefore requests the Government to disburse the salaries without deducting money order commission from the teachers' salaries.

2. The Board resolves to appoint a sub-committee to devise a method of disbursement.

The President further stated that he represented to the Government that in fixing salaries to teachers who are paid direct as per Government scale, the following procedure might be adopted. Weightage for the service put in before 1947 and annual increment for every year of service from 1947 and the difference between the salary so fixed and the actual salary to be treated as personal pay. He pointed out that by so fixing, the amount of pension would become greater.

3. The Board resolved that the case of elementary school teachers who were serving before 1947 might be sympathetically considered for giving weightage for service before 1947 and early orders passed. It further resolved to recommend Headmaster's Allowance to Headmasters of Aided Elementary Schools who were paid direct from 1st June 1959.

The Secretary then made a statement giving the District Teachers' Guilds in arrears of affiliation fee and stressed the need for up-to-date lists of members of the Guilds. He said that the District Teachers' Guilds of South Arcot and the Nilgiris were not functioning and there was no District Teachers' Guild in Kanyakumari.

The Board resolved to address the District Teachers' Guilds of Tirunelveli and Ramanathapuram to send membership lists for 1956-57 to enable the Union to fix the affiliation fee and to write off arrears, if any.

The Secretary reported that he received affiliation fee from the State Clerks' Association and gave affiliation to it. There was a discussion on the action taken by the Secretary without the approval of the Board or even the knowledge of the President.

As regards the affiliation of the State Clerks' Association it was resolved to write to the Association that it would be admitted as Associate Member, subject to ratification by the General Body and that it could not be given any representation on the Board. The Executive was asked to frame suitable amendments.

As regards the admission of elementary school teachers of Madras City directly to the Union, the Executive Board resolved that where a Guild was existing and where its rules permitted the admission of such members, direct admission should not be made.

The Board then resolved that an Admission Committee consisting of the President, local Vice-President, the Secretary and the Treasurer be constituted to admit members bearing in mind the policy which the Union has been following all these years.

The Board then passed the following resolutions :—

1. This Board reiterates its previous resolution recommending that Higher Grade Teachers who passed the Secondary Grade in March 1958 be paid secondary grade salaries from the day following the examination.

2. This Board resolves to request the Government that, pending a decision with regard to Dearness Allowance at Central Government rates, an interim relief be granted to teachers in view of the soaring prices.

The President stated that he would place before the Vice-Chancellor of the Madras University the request of Intermediate passed teachers to appear the next year for certain parts of the third year Degree course but to get the degree only after two years.

3. The Board resolved to request the Government to take steps to bring down the prices of essential articles as that alone will give relief.

The Secretary said that Madura Guild has confirmed its invitation to hold the next State Educational Conference in their district.

The resolution of Mr. Sebastian could not be taken up for want of time, but the President said that the non-controversial resolution would be forwarded to the proper authorities for action.

The Board then took up for discussion the circular sent by the President, stressing the need for non-alignment by the officers of the Union and the Guilds with other non-teacher organisations and trade unions. All the members supported the policy of non-alignment which the Union has been pursuing so far. The Executive Board also recorded its view that our efforts to improve teachers' welfare should not be actuated by a desire to create a sensation or spectacular demonstrations but should be based on constructive ideas, taking due care of the welfare of teachers. The Board viewed with disfavour the secretary's remarks about his desire to have programmes revolutionary and sensational in character.

Sri S. Subba Rao, Joint Secretary, then raised the question how the Secretary issued directions first that the observance of the House Rent Allowance Day was to be preceded by a procession when neither the Executive nor the Working Committee had given such a direction.

After discussion it was resolved that decisions on such matters should be made either by the Executive Board or the Working Committee. All circulars, unless of a routine nature, should go in the name of the President and the Secretary.

The Board resolved that while the President was out of India, the Vice-

President, Srimathi Saraswathi Srinivasan, would act as the President.

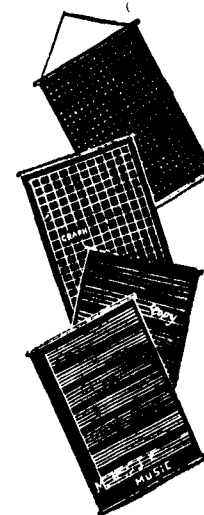
Felicitations to the President in connection with his impending visit to United Kingdom and the Continent was taken up. Many members including Sri S. Natarajan vied with one another in offering felicitations and

the Secretary garlanded the President. The President suitably replied, assuring his services to the Union as the Head of which he had been invited by the British Council.

With a vote of thanks by the Secretary the meeting came to a close.

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FROM OUR ASSOCIATIONS

N.C.B. ARYAN SECONDARY SCHOOL
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Mahatma Gandhiji's birthday was celebrated at 10-00 a.m. The Scout-master Sri S. Ananthanarayanan, hoisted the National Flag, and in his address he impressed upon the students the necessity for truthfulness and sympathy, citing instances from the life of Gandhiji. The speaker asked the students to learn spinning and thereby fulfil the self-requirement.

EXCURSION

97 Students and eight Teachers Mrs. D. Apparaj, S. Ananthanarayanan, Y. Jayaraman, A. Subramania Sarma, R. Mathrubhootham, P. Lakshminarayanan, N. Subramania Iyer, and K. Srinivasa Ayengar of the N.C.B. Aryan Secondary School, Tiruchirapalli, went to "Grand Anaicut" on Saturday the 19th September 1959.

DT. TEACHERS' GUILD,
COIMBATORE

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G. R. Damodharan, M.L.C., Principal, P. S. G. Tech., Peelamedu, Coimbatore-4.

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S. Venkatraman, Headmaster, Sarvajana High School, Peelamedu, Coimbatore-4.

S.I.T.U. Representative :

C. L. Govindarajan, Asst., S. R. I. Mpl. High School, Pollachi.

DT. TEACHERS' GUILD,
TIRUNELVELI

QUARTERLY CONFERENCE

The quarterly conference of the Tirunelveli Dt. Teachers' Guild was held

on '5-9-1959 at Courtallam presided over by Sri V. D. Abraham, B.A.L.T., Headmaster, Cathedral High School, Palayamkottai. After prayer Sri V. Antonysamy, B.A. (Hons.) L.T., the President of the Guild introduced the distinguished guests and welcomed the delegates. He referred to the observance of "House Rent Allowance Day" in various centres of the District on the 29th of August. He said that the problems of teachers are akin to those of labourers in some respects and so much so there is a fear in certain quarters that teachers' organizations tend to become trade unions. But, he pointed out that we need not and must not adopt the same methods as labourers do. He also pleaded for the speedy organization of Parent Associations in all places in order that parents may understand the plight of teachers with sympathy and kindness and also the problems connected with education. Sri Veerasivam who declared the conference open, paid a tribute to the Guild for making its own Vice-President to preside over the conference. He was critical of those who were once office-bearers when they did not attend Guild meetings and conferences after they had relinquished their offices. He pleaded for the retention of English and its effective teaching in schools and colleges. Sri V. D. Abraham, in his presidential address, helped the audience to have introspection. He exhorted teachers to realize that teaching was God-given and divine and teachers must be God-conscious and duty-conscious in order to merit the respect of their own pupils and the public at large. Then it would be much easier to gain what they desire and aspire for their profession. In all our dealings with our pupils and public and in our daily duty we must be guided only by strict principles of honesty and spirit of service. Sri C. S. Ramalingam, M.A.L.T., who spoke on "Education and how best to impart it", said that Education

is not Instruction. Education is drawing out whereas Instruction is pouring in. Education must be imparted in such a way as to make pupils more and more self reliant, self realizing and self dependent. He also pleaded for giving greater importance to English. He deplored the tendency to replace Religious Education in schools by Moral Instruction. He insisted that Religion must be given the foremost place in Education. Sri Ramasamy then spoke on certain problems that have risen due to the introduction of the Revised Scheme in Secondary schools.

The following resolutions were passed :—

This Conference requests the Government of Madras

1. To include Book-Binding also in the list of Main Crafts under the revised syllabus of Secondary Education from Standard VIII.

2. To permit the managements of aided elementary schools to make suitable appointments in leave vacancies immediately, as the delay caused by the Department in sanctioning the appointment very badly affects the efficient and smooth running of the schools.

3. To sanction T. P. F. and pension benefits to the peons and other servants of the schools.

4. To give up publication of Text Books as it will lead to indoctrination, dull uniformity and favouritism and stifle private enterprise.

5. To give refresher course in English to graduate teachers of more than fifteen years' experience so that they may be enabled to handle XI Standard without additional financial burden to the management.

6. To modify the existing rules in such a way as to make any notice of termination of service of a teacher by the manager or resignation notice given by the teacher to the manager to take effect only when such notice is recor-

ded in the T. S. R. of the teacher and signed by the teacher and countersigned by the manager and the Deputy Inspector of Schools.

7. To grant pension, medical aid and house rent benefits to all grades of teachers, clerks working in elementary, secondary and training schools.

NORTH ARCOT DISTRICT
TEACHERS' GUILD

SEMI-ANNUAL CONFERENCE

Report

The Semi-Annual Conference of the North Arcot District Teachers' Guild was held in the Diamond Jubilee Hall of Sri Venkateswara High School, Vellore, on Saturday, 12th September, 1959. Janab C. M. Fazalur Rahmon, President of the Guild presided. More than 250 delegates from the educational districts of Vellore and T. V. Malai attended the conference.

Sri R. Perumal, B.A. (Hons.), B.T., District Educational Officer, Vellore, delivered the inaugural address.

Mr. F. L. Billows, Education Officer, The British Council, Madras, spoke on "the Madras English Language Teaching Campaign". He traced at length the reasons for the fall in standards of achievements of pupils in secondary schools and touched upon remedial measures.

A symposium on "the causes for the large percentage of failures in the S.S.L.C. Public Examination" was then held. The president Janab C. M. Fazalur Rahmon, introduced the subject and placed before the delegates a summary of the discussions held at the Annual Conference of the North Arcot District Secondary Schools Headmasters' Association in the forenoon.

Sri S. V. Chittibabu, M.A., B.T., Principal, Govt. Training College, Katpadi, initiating the discussion on the symposium appealed to the teachers to be more zealous in their work, for zest in learning is the result of zest in teaching.

Sri D. Dorairaj, Principal and Correspondent, Concordia High School, Ambur and Sri N. Diwakara Rao, M.A., L.T., District Educational Officer, T. V. Malai and a few other delegates participated in the discussion which was very useful and enlightening.

The following resolutions were then moved and passed unanimously :—

RESOLVED :

1. That this meeting of the North Arcot District Teachers' Guild regrets that the Government have not yet removed the discriminatory treatment among teachers in the matter of grant of House Rent Allowance and urges upon the Govt. to sanction with retrospective effect House Rent Allowance to teachers in all Aided Elementary and Secondary Schools and to teachers in such of the Local Body institutions where the allowance has not yet been sanctioned.

2. To request the Government that emoluments of all kinds whether they be pay or any allowances paid to N.G.Os. and teachers in Madras State should be made applicable to the staff of all aided institutions and it must be

made obligatory on the part of the Managements to pay the same to the employees by the concerned Managements.

3. That the pensions for all categories of teachers should be one fourth of the pay last drawn by them.

4. That while fully appreciating the principle involved in the matter of the appointment of Secondary Grade teachers as Asst. Examiners in Tamil Part I paper II of the S.S.L.C. Examination, to request the Director of Public Instruction, to reconsider the proceedings in the matter and thus utilise the services of experienced Secondary grade teachers thereby offering to them the only possible source of remuneration they can hope for in the present set up of Secondary education.

5. That a remuneration of Rs. 10 at least may be sanctioned to the secondary grade teachers who handle not less than 12 periods in higher forms wherever there is deficiency of B.T. hands.

6. That the pension scheme may be extended to the clerks and other categories also.

OUR LETTER BOX

HINDI TEACHERS' TRAINING COURSE

S. R. Sastri, M.A., Secretary for Education, D. B. Hindi Prachar Sabha, Madras, writes :—

For the benefit of those who have passed either the 'Rashtrabhasha Praveen' Degree examination in Hindi of the Sabha or M.A. or B.A. (Hons.) in Hindi, a Hindi Teachers' Training Course will be conducted from 1st December, 1959 for a period of five months.

In this course, instruction will be

imparted on Educational principles, Educational Psychology, Methods of teaching of language with special reference to teaching Hindi to non-Hindi speaking pupils.

Course will be conducted in the Hindi Pracharak Vidyalayas conducted by the Sabha.

Application to join to the course may be sent on or before 30th. September, '59. Printed application forms and prospectus are available in the Sabha, which will be sent on request on sending 8 nP. stamped envelope.

REPRESENTATION TO GOVERNMENT ON PENSION

"In the order issued in September 1958 by the Government it has been stated that a trained teacher, though completed 55th year prior to 1-4-'55 or 1-4-'58 as the case may be, if continued in service inclusive of or after those dates either in the same school or in any other school *without break* shall be eligible for pension, subject to the condition that service put in by him upto 60 years will be reckoned for purpose of pension. Sri T. P. Srinivasavaradan, President, South India Teachers' Union, had made a representation to the Government that even if there had been breaks in his service after 55th year, the breaks should be condoned as the breaks before 55 are condoned and the teacher should be made eligible for pension as the grant of pension is to be based on loyal service rendered and not on the technical ground of a break or breaks in the service which are inevitable in the case of teachers serving in aided institutions when they go from one school to another. Recently the Accountant General, has raised a point that in the case of the Government employees, service beyond 55 is not reckoned for purposes of pension. Again the President made a representation that service up to 60 should be reckoned for purposes of pension as had been originally ordered by the Government. The Government have now conceded both the points in the recent order issued. It is quite clear from this order, amending para 2 of Rule 9 of the Pension Rules that if a teacher is in service on 1-4-'55 or 1-4-'58 or after, he is eligible for pension even though he attained the age of superannuation before those dates, and even though there have been breaks after 55th year. All breaks have thus been condoned. Service up to 60 is to be reckoned for purposes of pension. Even if a teacher is past 60 on the crucial date 1-4-'55 or 1-4-'58, provided he is in service on those dates, as the case may be he is eligible for pension. The Government have so far not conceded

the request made by the Union that all L.T's, First Grade Pandits and Physical Directors, retired between 1-4-'55 and 1-4-'58 might be made eligible for pension."

MINIMUM STRENGTH FOR SANSKRIT CLASSES

In G.O. No. 1344 Education, dated 12-7-'56, the Government ordered that a minimum strength of 15 pupils per class or 45 pupils in the aggregate in the three forms (I to III or IV to VI) in secondary schools would be fixed for the propose of providing facilities for the study of Sanskrit, Arabic, and Urdu and that in secondary schools the above order would take effect from 1956-57. Immediately Sri T. P. Srinivasavaradan, the President of the South India Teachers' Union, made a representation to the Government, that if such a minimum was to be fixed, then many of the schools would not be in a position to provide facilities for the study of these languages. It was then pointed out as the language Sanskrit and Arabic are classical languages no minimum should be fixed but on the other hand every encouragement should be given. It was also represented that as the reorganization of secondary education was under consideration, the whole question might be deferred. The Government immediately issued orders to keep in abeyance for the year 1956-57 the fixation of minimum strength as ordered in G.O. No. 1344 Education dated 12-7-'56. Subsequently every year the President made representation that that G.O. should be kept in abeyance. The Government have since ordered in G.O. Ms. 341, Education, dated 28-2-1959 which was communicated in the Director's Proceedings dated 14-8-'59 that the G.O. Ms. No. 1344 dated 12-7-'56 fixing minimum strength should be kept in abeyance until further orders. The effect of the latest G.O. is that no minimum strength is fixed for purposes of grant and for continuing the classes.

GOVERNMENT ORDERS & NOTIFICATIONS

OFFICE OF THE DISTRICT
EDUCATIONAL OFFICER,
MADRAS SOUTH

F. Dis. 518 G/59 dated 20-8-'59.

Copy of the Director's Proceedings
Dis. No. 5335/59 dated 14-8-'59

Government of Madras

ABSTRACT

SCHOOLS — Secondary — Study of
Sanskrit — Fixation of minimum
strength orders in G.O. Ms. No. 1344 —
Education dated 12-7-'56 — Kept in
abeyance — Provision to be made for
intensive study of the language — Pro-
posals — approved.

HEALTH, EDUCATION AND
LOCAL ADMIN. DEPT.

G.O. MS. No. 341, Education
dated 20th February 1959

READ :—

G. O. Ms. No. 1344—Education
dated 12-7-'56

Memorandum No. 119531-E3/56-7
Education dated 13-6-'57.

From Sri T. P. Srinivasavaradan,
Headmaster and President S.I.T.U.
Letters dated 17-11-'58 and
3-12-'58 — Sanskrit Academy
dated nil.

Memorandum from the President,
From the President, S.I.T.U. Letter
dated 21-5-57.

From the Director of Public Instruc-
tion Rc. No. 1395-G4/2/56 dated
29-4-'58.

ORDER :

The Government have decided that
the orders issued in G.O. Ms. No. 1344,
Education, dated 12-7-'56 should be
kept in abeyance until further orders.

By order of the Governor,

Sd. P. A. HANUMANTHA RAO,
Deputy Secretary to Government.

Copy communicated for information.

Sd. S. PALANISWAMY,
for Director of Public Instruction.

Copy communicated for information
and guidance.

Sd. S. RAJARAM,
for District Educational Officer,
Madras South.

To
The Headmasters of Secondary Schools
in the District.

PROCEEDINGS OF THE DIRECTOR
OF PUBLIC INSTRUCTION
MADRAS

Dis. No. 6552 dated 20-7-'56.
Government of Madras

HEALTH, EDUCATION AND
LOCAL ADMIN. DEPT.

G.O. Ms. No. 1344, Education,
Dated 12th July 1956.

ABSTRACT

Schools — Secondary — Provision
for study of Sanskrit — Fixation of
minimum strength orders passed.

RECT :—From the D.P.I. R.C.
No. 3083-E3/55 dated 5-3-'56 and
14-6-'56.

ORDER :

The Director of Public Instruction
is informed that Madras Education
Rule 60 will apply to the medium of
instruction in secondary schools. Fol-
lowing the principles contemplated in
that rules a minimum strength of 15
pupils per class or 45 pupils in the
aggregate in the three forms (Forms I
to III or Forms IV to VI) in secondary
schools will be fixed for the proposes
of providing facilities for the study of
Sanskrit, Arabic or Urdu in Secondary
Schools. The above orders will take
effect from 1956-57.

GOVERNMENT ORDERS & NOTIFICATIONS

513

Copy communicated for information
and necessary action.

Sd. S. MUHAMED USMAN,
for Director of Public Instruction.

Copy of Proceeding of the Director of
Public Instruction, Madras.

OFFICE OF THE DISTRICT
EDUCATIONAL OFFICER,
MADRAS SOUTH

Roc. No. 93 DI/59 dated 11-8-'59

SUB. :—Teachers' Pension Scheme —
Payment of pensions during the
period of re-employment.

READ :—Letter No. P. V. III.
3-5/58-59-1317 dated 31-7-'59 of
the Accountant General, Madras.

The Correspondents of aided second-
ary and special schools in Madras
South District are informed that no
pension is payable to retired teachers
during periods of re-employment and
hence the certificate of non-employ-
ment should be produced by pension-
ers. The Accountant General has
reported that certain retired teachers
have drawn pension during the periods
of their re-employment by furnishing
incorrect and false certificate. Under
the provisions of article 351 Madras
Pension Code, the Government have
the right to withhold or withdraw a
pension or part of it, if the pensioner
be guilty of grave misconduct. This
may be brought to the notice of the
retired teachers.

Sd.

For District Educational Officer,
Madras South.

To

The Correspondents' of Aided Second-
ary and special schools in South
Madras District.

Copy to the Deputy Inspectors' of
Schools in Madras South for necessary
action in respect of Aided Elementary
Schools.

OFFICE OF THE DISTRICT
EDUCATIONAL OFFICER,
MADRAS SOUTH

F. Dis. No. 109DI/59 dated 29-8-'59.

Copy of the Director's Proceedings
Dis. No. 5265/59 dated 19-8-1959.
Government of Madras

ABSTRACT

Education — Elementary — The
Madras Teachers' Contributory Provi-
dent Fund Insurance Pension Rules,
1958 — Medical certificate produced
from Registered Medical Practitioner—
accepted.

HEALTH, EDUCATION AND LOCAL
ADMINISTRATION DEPT.

G.O. Ms. No. 1625,

EDUCATION

Dated the 31st July, 1959.

Read :

G.O. Ms. No. 109, Education,
dated 31st May, 1958.

From the Director of Public
Instruction, letter No. 411-B10/59
dated 14-3-1959.

ORDER :

1. * * * * *
2. The Director of Public Instruction
is informed that the Government do
not accept his proposal, that medical
certificates produced by teachers from
any registered medical practitioner
should as a general rule be accepted
for purposes of pension in cases of
teachers who were not aware of the
rules. Such cases should be submitted
to Government for orders explaining
the need for relaxation of the rules in
each case. The Director is requested
to bring the contents of the rules re-
garding the production of medical cer-
tificates from commissioned Medical
Officer, District Medical Officer or
Civil Surgeon to the notice of all tea-
chers and institutions so that all tea-
chers will follow the prescribed pro-
cedure in future.

3. * * * * *

(By Order of the Governor)

Sd. K. V. RAMANATHAN,
Deputy Secretary to Government.
Sd. S. VADIVELU

EDUCATION AND PUBLIC HEALTH DEPARTMENT

G.O. M.S. No. 1834 Education,
dated 7th September, 1959.

ABSTRACT

EDUCATION — Madras Teachers' Contributory Provident Fund — Insurance — Pension Rules — Amendment issued.

READ:—

G.O. MS. No. 1109 Education,
dated 31-5-1958.

G.O. MS. No. 2079 Education,
dated 25-11-58.

From the Accountant General,
Letter No. P. V. III/3-6/58-59
2759 dated 12-1-59.

From the President, South India
Teachers' Union, dated 27-4-1959.

From the Director of Public Instruction,
letter Rc. No. 1398-B10/59,
dated 25-5-1959.

ORDER :

The Government direct that the second proviso to rule 9 of the Pension Rules issued with G.O. No. 1109 Education, dated 31st May, 1958 be amended to provide (1) that breaks in service between the date of completion of the age of 55 and the crucial date (1-4-'55 or 1-4-'58, as the case may be) or thereafter do not affect the eligibility for pension of teachers whose age of retirement is 55 and who, having reached that age prior to the crucial date were re-employed in the same or some other school and were actually in service on the crucial date. The service put in by the teachers during the period of re-employment upto the age of 60 years will be counted for pension.

(2) that teachers whose age of superannuation is 60 years will be

entitled to pension even if they had retired before the crucial date (1-4-'55 or 1-4-'58 as the case may be) provided that they were re-employed in the same or some other school, with or without breaks in service and were actually in service on the crucial date.

2. The appended notification will be published in the Fort St. George Gazette.

3. The Accountant General is informed that it is not the intention of Government to deny pension to teachers who come under the second proviso to the Rule 9 of the Madras Teachers' Contributory Provident Fund Insurance Pension Rules, either as it was upto now or as amended now, if they were past 60 on the crucial date (1-4-'55 or 1-4-'58, as the case may be). Whatever be their actual age on the crucial date, they will, if they satisfy the conditions laid down in the provision, be eligible for pension.

(By order of the Governor)

Sd. S. VISVANATHAN,
Secretary to Government.

APPENDIX

In the Madras Teachers' Contributory Provident Fund — Insurance — Pension Rules 1958 in rule 9 for the second proviso, the following shall be substituted, namely :

"Provided further that a trained teacher who, having attained the age of compulsory retirement as defined above prior to 1-4-'55 or 1-4-'58, as the case may be, was actually in service in the same or in any other school in 1-4-'55 or 1-4-'58, as the case may be, shall be eligible for pension subject to the condition that service put in by him beyond the date on which he attained the age of 60 will not be reckoned for purposes of pension."

OUR BOOKSHELF

A GUIDE TO LEARNING OF ENGLISH STRUCTURES : Standard VIII — by T. R. Radhakrishnan, and S. S. Rajagopalan. Price Re. 1.75 nP. published by Book Centre, Raja Street, Coimbatore.

The Authors have taken pains to bring out this book which will help the pupils of Standard VIII in acquiring the Standard in English required by the syllabus. The book is divided into six parts.

1. Conjugation of verbs.
2. Composition and Letter writing.
3. Structures in English and Tamil.
4. Translation.
5. Usage of phrases and Idioms.
6. Proverbs and their Tamil equivalents.

TEACHING IN INDIA SERIES :
Black Board work by H. G. Ramshaw adopted for use in India by David Horsburgh. Price : Boards

Rs. 3.25 ; Limp Rs. 2.50 (Oxford University Press, Madras).

Proper and timely use of black board in the teaching of subjects of school curriculum goes a longway in the effective imparting of instruction to pupils. As a visual aid how far and with what effect it can be used is indicated in words and illustrations in this small book. In the 16 chapters all subjects are covered.

Receipt of the following publications is thankfully acknowledged.

1. An International Bibliography of Technical and vocational education No. 30.
2. Text books and international understanding Vol. XI Nos. 4 & 5.
3. Technical and Vocational Education in the U.S.S.R. No. 30 (Nos. 1, 2, and 3. — UNESCO).
4. Fundamental and Adult Education XI No. 2.

C.R.

NEWS AND NOTES

C. C. C. HINDU HIGH SCHOOL TRIVELLORE

The Donor's Day of Rao Bahadur Calavala Cunnan Chetty's Hindu High School, Trivellore was celebrated in Gramaniar Choultry, Trivellore at 6 p.m. on 5-9-59. After prayer by the girl pupils and after welcome by Sri C. Ethiraj, B.Com. Correspondent of the school, Commemoration verses in

honour of late Sri Calavala Cunnan Chetty were read in Tamil and Telugu by the teachers. The Annual Report for the year 1958-59 was read by the Headmaster, Sri N. Appalaraju, B.A., B.Ed., Sri C. Emberumanar Gupta, B.Sc., B.Sc. (Tech.), a member of the Board of Trustees of the Management delivered the commemoration address.

EDITORIAL

EDUCATION AND DEMOCRACY :

During the 29th South Indian Education Week sponsored by the South India Teachers' Union, public attention was drawn to the importance of Education in a Democratic State, and the implications of Governmental efforts to fulfil the aims of Education in a Democracy. The speeches at several meetings on the subject are almost unanimous in the sense that party politics should be kept out of Education. Both Sri Balakrishna Joshi (whose address at the inaugural meeting of the Week held at the P.S. High School, Mylapore, will be published in our December issue), Headmaster, Hindu Theological High School, Madras and Smt. Nallamuthu Ramamurthy, M.P. who presided at the meeting were very critical of the State interference in matters of Education and particularly in the domain of the teachers.

party in power, assumed the power to speak for the entire people and introduced reforms in the face of the openly pronounced opinions of the teaching profession.

An instance in point is the attempt of the Congress Government in Madras to nationalise text books in elementary schools from 1960-61. The Government are well aware that the entire teaching profession is against such a move. Strongly worded resolutions of the Madras State Educational Conference of the S.I.T.U. and the Conference of the All India Federation of Educational Associations held in December 1957 were duly published in the Press and communicated to the authorities. The present move by the Government tantamounts to flouting the opinion of the teaching profession. Is this the way of Democracy?

They said that in the name of popular government, a few men leading the After all the State should realise that the working of any scheme sponsored by it rests with the Teachers!!

IMPORTANT TO TEACHERS

Besides the "SOUTH INDIAN TEACHER" the official organisation of the South India Teachers' Union,

Every Teacher should read

1. THE AIFEA NEWS BULLETIN

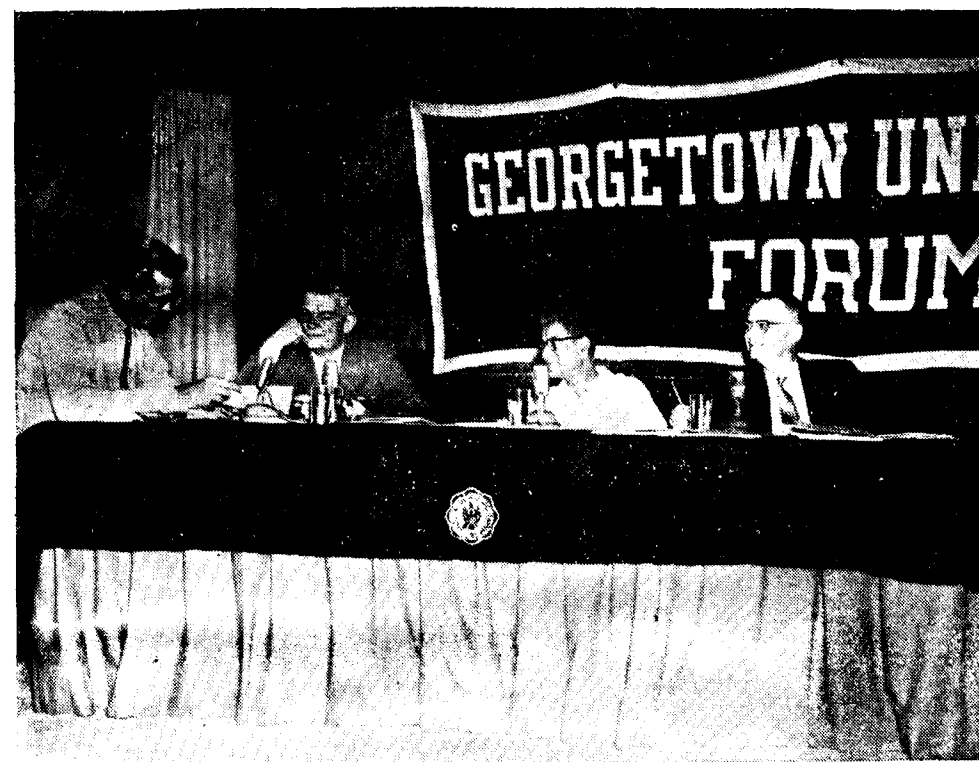
A monthly issued by the All India Federation of Educational Associations. It gives records of activities of affiliated Associations in India and events of importance in the field of Education.

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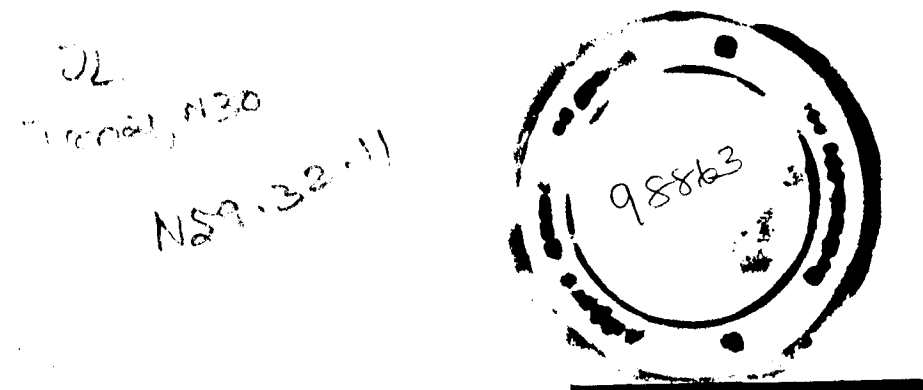
2. THE PANORAMA

Published by the World Confederation of Teaching Profession (WCOTP): 1227, Sixteenth Street, N.W. Washington 6 D.C. U.S.A.

FOUR ISSUES : 2 DOLLARS.



Sir Ronald Gould, President, Sri S. Natarajan, Vice-President and Dr. William G. Carr, Secretary-General discuss Educational Problems of the World and the Theme of the Eighth General Assembly of the World Confederation of Organisations of the Teaching Profession at the Broadcasting Station of the George Town University Forum.



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