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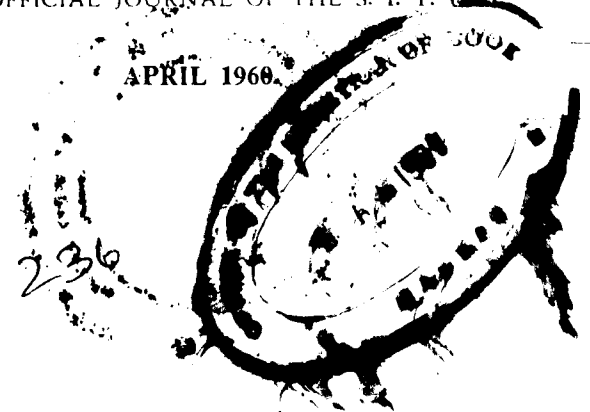
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THE SOUTH INDIAN TEACHER

Vol. XXXIII

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No. 4

34th ALL INDIA EDUCATIONAL CONFERENCE

(Secondary Education Section)

PRESIDENTIAL ADDRESS

(Summary)

BY SHRI THAKORLAL S. THAKORE, B.A., B.Sc., M.L.C.

Principal, Diwan Ballubhai Madhyamik Shala, Ahmedabad.

Secondary Education—the weakest link :—

Secondary education is regarded as the weakest link ; to my mind, it should be the terminus for a large majority of our students who, by that time, should begin to earn and help their parents. Screening should start at that stage and Government should regard that much qualification as essential for service. Only the gifted ones should be allowed to go to Universities. The mass exodus to Universities should be more rigorously checked than the floods of the Brahmaputra or the Kosi. That would solve problems of indiscipline, want of accommodation and unemployment and would be a boon to parents.

Essential preliminaries for a good plan of Secondary Education :—

A plan of secondary education will not succeed unless we look at the base of primary education which has been paralysed during the last ten years by :

1. Neglect of basic subjects such as Arithmetic, Mother Tongue ; 2. Undue importance given to crafts which have no relation to daily life ; 3. Neglect of primary teachers who are the very base of primary education ; 4. Over-

loaded syllabus and extra-curricular activities ; 5. Early schooling ; 6. Very rapid expansion of primary education at the cost of quality ; 7. A wrong approach to basic education.

The following remedies should be adopted to make the plan successful :—

1. Primary education must begin at 6 +, not 5 +. It should be free but not compulsory. Unwilling children should not be dragged and parents should not be punished at an annual cost of Rs. 8 crores. 2. Emphasis should be given to Arithmetic, Mother Tongue, Good Habits and Good Handwriting. 3. The syllabus should be lightened and extra-curricular activities should be controlled. 4. Further implementation of Basic education must be seriously considered as it has failed. 5. Welfare of primary teachers should be given top priority.

All India plan for Secondary Education :—

After these remedies are adopted, secondary education must be planned on the following basis :—

1. A student should not be allowed to enter a secondary school till he is 10 + ; 2. A certain standard of physi-

cal fitness must be regarded as essential for admission; 3. Subjects like Mathematics and Science should not become too elementary. (4) Too many options should not be given. Students should not be encouraged to select easy subjects. They must be made to work hard. Hence there should be more compulsory subjects and greater importance should be given to quality than quantity. 4. Mother Tongue, Mathematics and Science must be studied well. 5. A vigorous test should be taken when students are in Std. VII. Only those who stand the test should be allowed to go further. 6. Screening of students should begin in Std. X. Those who are gifted should be given subjects at a higher level, and may be allowed to go to Universities; those who are mediocre should be allowed to study subjects at a lower level and should be fit for employment. 7. Spinning and weaving have failed as a craft and hence a better practical craft should be selected. 8. A student should not be allowed to enter a University till he is 17+. He should be admitted on merit only. 9. Students must be made to work hard daily. 10. Numbers in classes and schools should be controlled.

All States must adopt a common pattern of education. We cannot solve the problem of education if we allow some States to teach English optionally and some compulsorily; some States teach English for seven years and some for four years. Some States have 5 years, some 6 years and some 7 years of secondary education.

SOME ALL-INDIA PROBLEMS

(1) *Craft and Basic Education* :—

The introduction of craft is due to its advocacy by Mahatmaji to whom spinning and weaving were the dearest. He wanted to create rural India of his dream. The Government of India have accepted the opposite path of industrialisation as its goal and hence these crafts have failed to make any appeal. Basic education is also adopted with a devotional approach and has failed as

is borne out by the Report of the Assessment of Basic Education by the Government of India. It is more Gandhian to acknowledge the failure and find out a better craft. I strongly recommend the Russian system which is more basic in the real sense of the term.

(2) *Physical Education* :—

Physical education during school hours in a hot country like India is an absurd proposition. Hence it is neither impressive nor inspiring. It should be treated as an all-India problem. Three Five Year Plans have created millions of kilowatts of energy and horse power but gymnasia which manufacture man power and energy to combat aggression do not find a place in any Plan. Government spend large amounts on gigantic plans; it has provided a gigantic college for physical education at a cost of nearly 80 lakhs of rupees to prepare 80 teachers per year. It spends 2 crores annually for Sports Council. But they have no money for gymnasia. Government can find 58 lakhs for National Discipline Scheme which is wasteful. There are many schemes and all during school hours, such as A.C.C. or N.C.C. Government should give up the idea of having too many schemes and evolve a basic programme of physical education to be undergone in the morning or evening. Government should aim at preparing a few well-trained youths than many half baked youths.

(3) *Discipline* :—

The following remedial measures should be adopted to improve discipline which is also an all-India problem :—

1. Politicians and leaders should cease giving sermons on discipline: They should establish better standards of conduct on political platforms and in Assemblies and Lok Sabha. Dubious methods adopted by legislators and ministers and some times by Chief Ministers cast a dark shadow. Nepotism and corruption indulged in by relatives of men in power must be dealt

with a strong hand to create discipline among the younger generation. 2. Parents and teachers must maintain a dignified attitude in their daily life. 3. Raw politicians should not be allowed to dabble in education. 4. Head Masters must be invested with more powers to deal with cases of gross indiscipline and misconduct. They should not be left to the mercy of the highest officials. They must have a right of corporal punishment which must be exercised judiciously. 5. Political parties must evolve a code of honour not to utilise students for political purposes, processions and prabhatheries. Government should not also use them to boost their publicity. They must be left to study alone. Khrushchev was right when he said, "Each one, irrespective of the position of his parents, must have only one road to study and on acquiring knowledge to work." 6. Parents should take a greater care of the education of their children. They should not think that their duty is to supply the necessary quota to schools and that, it is the function of teachers alone to educate their children. 7. Indiscipline and truancy should be dealt with a strong hand. Strikes, hartals and fasts must be banned by the united front of schools, parents and Government. 8. Children under 16 should not be allowed to go to cinemas unless they are accompanied by elders. 9. Numbers in schools and colleges should be considerably reduced so that teachers can remain in contact with them.

We should not fail to adopt important features of educational systems of even Communist countries. I recommend the "Pupils' Rules" enforced in the Russian System some of which are :—

1. To study diligently. 2. To attend classes regularly, implicitly carry out the instructions of the Head Masters and teachers; 3. To be neat and modest; 4. To behave decorously at the lesson, in school, in the street and in public places. 5. To be polite, considerate and courteous to old people,

small children, the weak and the sick and to give them every assistance. 6. To obey their parents, help them and look after their small brothers and sisters.

(4) *Nutrition* :—

Another all-India problem is the problem of nutrition which is given top-most priority in the Directive Principles of the Constitution. But the Directive Principle is followed more in its breach and bad adulterated food has been thrust down the throats of our younger generation even at a heavy cost. The following measures should be adopted :—

1. Good milk must be made available at a cheaper rate. 2. The use of milk and wheat should be encouraged. If milk is not available or is costly, "drink-more-dal" campaign should be carried out. 3. Habits for taking nutritious food must be fostered. Likes and dislikes in food should go. 4. Students should be encouraged to bring tiffin from home and should be discouraged from buying from hawkers. 5. Supply of adulterated food must be regarded as a capital crime.

(5) *Recognition of Federations* :—

Another problem of all India importance is the recognition of Federations of Teachers' Federations. Federations of workers, bank clerks and Government servants are recognised but not those of teachers on whom the functioning of democracy depends. States should not shudder at the idea that it will lead to Trade-Unionism among teachers. States should give up imposing humiliating conditions upon Federations for recognition. Recognition of Federations will create confidence among teachers who will play a good role in shaping and implementing educational policy. Active co-operation of teachers is absolutely essential in view of gigantic schemes of educational and social reconstruction. Government will get more educational and even political wisdom by intimate contact with leaders of teachers who should be watch-dogs of democracy.

(6) *Higher Secondary Schools :—*

The scheme of All India Council for Secondary Education for Higher Secondary Education formulated in 1956 is blindly followed by several States owing to allurements of Laxmi from Government of India. Some States have simply changed overnight labels of schools from "High Schools" to "Higher Secondary Schools". The Bengal Government showed the maximum haste in implementing the Scheme in 1957. The Draft Syllabus in Mathematics and Science for the S.S.C. Syllabus is equivalent to the Inter Science syllabus and it is strange that States are supplying hydraulic pressure even when educational standards are falling and good teachers are not available. This ostrich-like attitude of States would be fatal to education. This Scheme can be accepted only if the period of tuition in the secondary stage is increased by one year. That would make secondary education complete for a majority of students.

(7) *Fall of Educational Standards :—*

Another question of All India importance is the fall of educational standards which has taken place in spite of huge investments after education. This is due to our false idealism, tragic indifference to realism and an indecent habit of creating records in the world that India has "done" something which other countries have failed to do. The fall is due to the fact that the politician has dominated the field of education and educationists have preferred to remain in the background. The fall of educational standards is primarily due to causes mentioned above.

(8) *Moral Education :—*

Another important problem of all India importance is moral education which cannot be imparted by chanting verses or hymns from the Bhagvad Gita or Koran or the Bible. That can be done by developing character, integrity and decency of conduct in public and private life. Our leaders should lead the country along those lines by

destroying the avenues of grabbing gold and power which is more intoxicating than alcohol. A prohibition programme of that nature is essential for moral education. An army of teachers devoted to Saraswati should be raised to destroy dragons of casteism, communalism and linguism and bury them fathoms deep. That will deliver a message to our young generation and they will grow in a chaste atmosphere without any sermons.

(9) *Examinations :—*

Another all-India problem is the problem of examinations for which so much research work is being done. We are too much examination-minded. Public examinations are too much with us. Examinations are like ghosts to children. The attitude can be removed by the following :—

1. Annual examinations should not be held every year but at definite stages; for instance, when a boy completes Std. IV, VII and IX. All intermediate annual examinations should be abolished.
2. There should be a public examination in XIth standard only.
3. Students should be promoted by periodic tests taken all the year round so that they will naturally work hard.
4. Objective tests and essay type tests should be blended.
5. Oral tests should be encouraged.
6. Greater importance should be given to day-to-day work and behaviour even in annual examinations.
7. Much importance should not be attached to annual examinations.

Educationists must start their experiments of examination reform in their own way to remove this examination-mindedness. They should come out to the stage of discussion and Government should allow schools to do experiments.

Grandiose schemes :—

Rivers are in spate in monsoon; Government of India is in spate in March when the budget is presented. People are asked to tighten up their belts but enormous sums are provided for schemes that are not of urgent or

paramount importance such as tours, projects, tamashas, dramatic competitions, cultural activities, youth festivals, publicity, swimming pools, open air theatres etc. These lead our young men away from concentration and a devoted rigorous life of study and hard work to an easy-going life of gaiety and pleasure. Ours is not a land of dollars like America. This attitude can hardly develop manhood among our younger generation.

Education and the Moral Crisis :—

The greatest enemy of education in India is the moral crisis through which

India is passing. That crisis is created by politicians out of lust for gold and power. Educationists must impress upon them that investments in moral values of integrity, decency of conduct, good social behaviour are far more productive than investments in iron and steel. The steel frame of character of our youths should be our main target of production. Educationists, parents and politicians should offer a united front to establish the base of education. That alone will make our educational system basic and make our young men and women worthy citizens of Independent India.

BASIC EDUCATION

BY RAGHUBIR SAHAI NIGAM

This system is now the national policy, but it does not catch. The national leaders themselves do not consign their children to Basic schools. It is not even regarded as respectable in the urban areas.

Scientifically it is the most rational system. It is not preparation for life; but life itself. An individual in his growth epitomises the life-history of the race. In the Basic Education also the child lives and learns by working on the principle that 'when Adam delved and Eve span, who was then a gentleman'. It is not under the spell of words, but progresses in its mental development by living and working. The education is not craft-centred, but rather life-centred.

Notwithstanding its being so true to life and deriving inspiration from life, it fails. The reason is that there is an underlying schizophrenic dichotomy. It has not been truly realised whether it is an educational technique or as the means to usher in the sarvodaya society.

The thing should have worked well had all our national effort been going the sarvodaya way. We have to live amongst the modern competing nations

of the world armed to the teeth who in their sub-consciousness are red in tooth and claw though intellectually they are being slowly won over to the cause of Peace. This age of science and technology when Space is being conquered, has no compassion for the noble and the meek who may inherit heaven! Laws of biological self-preservation demand that we should industrialise and march with the times. Posterity, if any is left on this earth, will not excuse us for this criminal and suicidal neglect. This does not mean that in our internal life and thought we must depart from the sarvodaya ideals which are more socialistic than any Marxism, in which system the society possesses and then distributes. In our philosophy there is no such thing as possession. Jainism enjoins not only throwing off of clothes by the authorised, but even of the corporal body which wraps the soul. Our very civilisation and polity is based on non-possession. In the fourth quarter of life (sanyas) everyone has to leave every wordly possession behind. But laws of self-existence demand material development, and striking power, which we can develop without the loss of our soul.

The Basic Education, as it is, does not minister to such a national development. Dr. N. K. Siddhanta stressed this point in his presidential address at the last all-India Educational Conference. To meet this challenge we should incorporate elements of Mechanism in our scheme of crafts. When we say that an individual repeats the life-history of the race, we should not forget that the development of human civilisation has not stopped at the agricultural stage. It has outgrown into Industrial Age and has entered Atomic stage when Space conquest is the race-course and sport symbolising highest national endeavour. When the Basic system was conceived they had only the 80% of the population in view. Now we cannot but plan for the remaining 20% which will play the role of the spear-head with the massive strength of the 80% behind it. Let us include Machinery, power, and the technology in our syllabus as Basic Crafts.

Let us be dynamic in our thinking as well. In the course of biological evolution there has always been 'Differentiation' (branching off). The two aims of Basic Education, its special technique and its aim of sarvodayic society may be separated. The former may be called Basic Education (Nai Talim) and the latter Sarvodaya Shiksha.

At present the Basic Education is under the philosophical canopy of Sarvodaya. Why should the former branch be not allowed to fully grow in its own way and latter be nurtured by the idealists? The nation needs both in equal degree.

Basic Education is really much more costly than the present bookish one. To be honest it can be given only to a few. The material costs money, and the teachers must be of a higher calibre than the present run turned out by the Basic Training institutions. It should have been first tried and standardised in such institutions before being transplanted in the wider national field. The enthusiasts have launched it on the national scale. The result is that everybody swears by it, but does not value it.

Still there is time to cry halt. Let it flourish in the grounds where it has been sown, and then be broadcast. Instead of converting all Primary Schools we should feed the ones already done so, and spend the remaining resources on expansion of the traditional system duly vernalised. When the Basic schools should have had due nourishment and developed into their own, then others may be made to go their way.

There is a Urdu line (Kaun sunta hai chaman men andali bezar ki) meaning who listens to the agonised voice of the nightingale in the garden.

IMPORTANT TO TEACHERS

Besides the "SOUTH INDIAN TEACHER" the official organ 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, Nagpur. 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

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A CAMPAIGN FOR IMPROVING THE TEACHING OF ENGLISH

(Report of Extension Services Programme carried out by the Department of Extension Services, Meston Training College, Madras.)

This campaign was carried out in the district of North Arcot during the period of six months (June to November 1959). This is an "Intensive Campaign". By intensive campaign we mean "School-Level" work carried out in the premises of each school for the benefit of the entire staff of the selected school.

It is said that standards in English have gone down in our High Schools. It is also said that a large number of pupils fail in the S.S.L.C. Public Examination because of their failure in English. The causes for this unsatisfactory state of affairs are quite obvious. The following are perhaps some of the main causes for the deterioration of standards in English:—

1. The adoption of the vernacular medium of instruction has put an end to the opportunity pupils had for hearing, speaking, reading and writing English in connection with the learning of the non-language subjects.
2. The High School curriculum has expanded and therefore the number of periods available for the teaching of English has become restricted. The late commencement of the teaching of English in the High School has further aggravated the problem.
3. The number of pupils in all classes has increased. It is therefore not possible to give adequate practice for speaking, reading and writing English for all pupils in such large classes within the limited number of periods allocated for English.
4. Most teachers complain that pupils show no interest for class room work.

After a careful study of these problems and difficulties connected with the teaching of English we thought that the deterioration can be arrested only by means of introducing methods of teaching which can provide adequate practice for all pupils in speaking, reading and writing English. It is known to every one concerned with education that teachers talk far too much. Most pupils do not get even one chance to say something in English for days together. Even summaries and answers to questions are prepared by teachers and dictated to pupils. If all these do not change it will be difficult to arrest the deterioration in English standards.

At the Islamia High School, Perambalur, North Arcot an experiment for teaching English under "group activity methods" was initiated by the Headmaster and a small band of enthusiastic teachers in 1957-58. This experiment soon gathered momentum through the intensive support and encouragement given by our Department of Extension Services and at the commencement of 1959-60 group activity procedures were introduced in all classes including Form VI and for the teaching of all subjects. By means of this successful experiment we found that group activity procedures help to achieve a variety of desirable educational aims and objectives and can be utilised as a possible solution to some of the major problems connected with the Teaching of English.

1. Pupils become self-reliant and are able to think and plan and work co-operatively.
2. They become "mistake-conscious" and are able to correct most of the mistakes in their written work

themselves and thus minimising teachers' load of written work correction.

3. Pupils get plenty of practice in speaking, reading and writing.
4. Under this method class room work becomes more interesting and challenging for the pupils and the problems of discipline and inattention get solved to a large extent.
5. Pupils develop desirable study habits and the attitude of waiting helplessly for the teachers to do every thing for them is rapidly replaced by initiative and leadership.
6. Although in the beginning teachers are upset over the detailed and systematic planning and preparation which dynamic methods entail, they soon find teaching enjoyable and a voyage of discovery.
7. This is a time-saving device and more pupil-work is turned out in less time. Portions for the year are completed far in advance and it is possible to arrange plenty of revision work towards the end of the year.

In June 1959 we decided to launch a Campaign with the aim of spreading the use of dynamic methods for the teaching of English into ten more high schools in the district of North Arcot. We were convinced that this aim can be achieved only by means of "Intensive School-Level Work" and not by means of "Extensive type of Refresher Courses, Seminars etc." In order to bring about changes in class room procedure it is absolutely essential that the entire staff of the school should be sufficiently motivated and be made to work as a team under the leadership of the Headmaster of the school.

The intensive campaign which was carried out in North Arcot during the period of six months (June to November) consisted of three types of programmes namely, (1) Intensive School Visits. (2) Study Conference of Head-

masters on Dynamic Methods and (3) Follow up visits.

I. INTENSIVE SCHOOL VISITS :

Dr. (Miss) J. F. Forrester, B.A. (Hons.), Ph.D. (Lond.) was our chief Resource Person. Mr. C. M. Fazalur Rahman, Headmaster, Islamia High School, Pernambut in whose school the original experiment took place and who has built up considerable experience in dynamic methods, happens to be the President of the District Teachers' Guild and the President of the District Headmasters' Association and the Vice-President of the South India Teachers' Union. He has given us great co-operation and has helped us a great deal by giving us the benefit of his status and popularity in the district. The District Educational Officer of the Vellore Educational District has given us a great deal of support without which we could not have achieved success in the Campaign.

The intensive school visits are organised for the following purposes :

(a) Observation of English Lessons. Three to five lessons taught by the Teachers of the school are observed by Dr. (Miss) J. F. Forrester, our Expert on Teaching of English. Sometimes the Co-ordinator is also present. The purpose of this observation is to get a real understanding of the particular difficulties and needs of each teacher so as to plan a scheme of help for each teacher according to his own special needs.

(b) Individual Conferences. We hold conferences individually with each teacher whose lessons were observed. During this conference which is conducted in an atmosphere of friendliness and equality, suggestions are given to the teacher for improving his procedures.

(c) Demonstration Lessons. Usually a demonstration lesson is arranged and the teachers of the school responsible for English are requested to observe. The main purpose of the demonstration is the illustration of certain tech-

niques and procedures about which we talk in the General Conference. The demonstration aims at providing group work for the pupils showing that it is a means of providing each pupil as much practice as possible in speaking or reading or writing English.

(d) General Conference. In the evening as soon as the school is closed a General Conference of all the teachers of the school is held. A number of suggestions connected with the teaching of English Composition, Correction of written work, teaching of Grammar etc., are given. At the end we try to show them the value of group work as a means of overcoming some of the major problems connected with the teaching of English.

Although intensive visits mean heavy and continuous work for the Co-ordinator and the resource personnel from 10 a.m. to 6 or even 7 p.m., we do not dislocate regular school work. As we do not pull out teachers from their natural environment and as we involve all the members of the staff in the new experience, this type of work is very popular with the Headmasters and teachers. Moreover by this means we avoid the problem of T.A. and D.A. for the teachers. We have only two limitations. (1) The availability of Resource Person. Dr. Forrester is available only on certain days. (2) Limited financial resources for T.A. and D.A. etc., for Extension Staff and Resource Person and maintenance of Transport Vehicle.

The list of schools for which intensive school visits were arranged during the period under review is shown in Appendix I.

II. STUDY CONFERENCE OF HEADMASTERS AND SELECTED TEACHERS ON GROUP WORK.

As soon as intensive school visits were completed for ten schools we invited the Headmasters of these schools for a one day study conference at the Islamia High School, Pernambut on 5-9-1959. Each Headmaster was requested to bring one or more teachers in whose class dynamic methods

were likely to be introduced. They spent the forenoon session and one period in the afternoon visiting various classes and observed various types of lessons taught under group activity procedures. At 3 p.m. a general conference was arranged. Dr. Forrester and the Co-ordinator spoke on the advantages of group activity procedures indicating how pupils' attainment in English can be improved by this method. The Headmasters and teachers asked many questions in order to clear their doubts and fears. These were answered by the Headmaster and Teachers of the Islamia High School, Pernambut out of their experience in organising group work in their own school.

At the end of the Conference the Co-ordinator requested the Headmasters to state whether they wished to try this method in their school and if so in what classes would they introduce the method during the current year and what type of follow up help they would require in connection with this experiment. A proforma was given to each Headmaster for this purpose. All the ten Headmasters agreed to introduce Group activity methods in one or more classes and requested the Co-ordinator to arrange follow up visits to their schools after they had tried the method for a month.

III. FOLLOW UP VISITS :

Actually twelve schools have introduced dynamic methods for the teaching of English. The list of schools which have introduced dynamic methods is shown in Appendix II. Although dynamic methods have been introduced in these twelve schools there is the danger of some of them giving it up on account of the heavy and detailed planning and preparation which is necessary for organising group work successfully. Moreover the experiment in these schools can and should be utilized for motivating some of the other schools in their neighbourhood as soon as possible. For these purposes we have carried out intensive follow up visits for some

MADRAS LEGISLATIVE COUNCIL
TEACHERS' CONSTITUENCY ELECTION

An Appeal to all Voters

Dear friend,

I am seeking re-election to one of the two seats to the Madras Legislative Council from the Teachers' Constituency for which the election comes off in April 1960. I was elected in September 1956 in the bye-election and so I have not had the full term of six years.

I have had the privilege of serving the teaching profession and the cause of education for over 35 years, as the Secretary of the Madras Teachers' Guild, as the Secretary of the S.I.T.U., as Secretary of the Training Section and Secondary Education Section of the All India Federation of Educational Associations, as a Director and now Vice-President of the Madras Teachers' Guild Co-operative Society, and as the President of the S.I.T.U. since 1955. My recent visit to the United Kingdom has given me ample opportunities to study problems connected with primary, secondary, technical, teacher training, and collegiate education and also the administrative set-up of the education department.

I have now retired from service and I can devote whole-time attention to the cause of education and of the interests of the teaching profession whose salaries including allowances, conditions of service including security of tenure, old age provision, increase in the rate of pension and parity of conditions of service for all teachers including salary scales, under whatever agencies they serve will be main concern.

May I request you to give me your **FIRST-PREFERENCE** and thus give me an opportunity to continue to serve the teaching profession.

T. P. SRINIVASAVARADAN,
President,
 South India Teachers' Union.

Advt.

of these schools. These visits are undertaken jointly by the Co-ordinator and Mr. C. M. Fazalur Rahman, the Headmaster of Islamia High School, Pernambut who has considerable experience of group activity procedures.

During these follow up visits we observe lessons taught under group methods. We discuss with the concerned teachers ways and means of improving their procedures. We not only give them practical suggestions on various techniques and devices but also actually demonstrate these in the classes. In the evening a General Conference is arranged. The Headmasters and teachers of other schools in the neighbourhood are invited for the General Conference. The greater part of the time during the General Conference is devoted to the discussion of various doubts and fears raised by the teachers in connection with group activity procedures.

Upto the end of November 1959 follow up visits have been arranged for the following schools:—

1. Board High School, Arni.
2. S. S. High School, Arni.
3. Mazharul Uloom High School, Ambur.
4. Concordia High School, Ambur.
5. Hindu High School, Ambur.

In connection with the follow up visit to the Hindu High School, Ambur a special demonstration lesson showing group activity methods for teaching a prose lesson for Form III was organised at the Hindu High School for the benefit of all the three High Schools in the town which have introduced dynamic methods.

Our original objective of introducing improved methods in ten High Schools having been achieved, we intend consolidating the gains during the last term — January to March. For this purpose we are planning three types of programme:

1. Continuing the follow up visit programme.
2. Demonstration Lessons. These will be arranged at important centres

where it is possible to get the teachers of two or three schools. One or two demonstration lessons will be arranged at each centre. Educational films illustrating group work will be projected. These will be followed by a General Conference in order to discuss the need for dynamic methods for improving instruction in our schools..

3. Conference on Planning the Year's Work:

The success of the Experiment at the Islamia High School, Pernambut is largely due to the systematic planning which the teachers of the school were helped to make. For this purpose the Headmaster arranges what he calls "Faculty Meetings". The faculty of each subject meets every month on a fixed date and the Headmaster presides over all such meetings. Every teacher makes a detailed plan for one month indicating the portion to be completed, the teaching aids to be used, practical work to be organised and testing to be carried out. He also indicates whether any part of the previous months' work still remains incomplete and how he proposes to complete it during the current month. These are then discussed and approved by the faculty. This plan is then typed with a copy for the Headmaster's file.

The fears expressed by teachers that under group activity procedure they will not be able to cover the prescribed portions will be true only under unsystematic work. Therefore it is very essential that in all the twelve schools in which dynamic methods have been introduced, we should try to introduce the system of faculty meetings for detailed planning and preparation. A conference of Headmasters will be organised for this purpose either at the Islamia High School, Pernambut or at a central place during January 1960.

(Sd.) S. J. DEVASAGAYAM,
 Co-ordinator.

Meston Training College,
 Royapettah, Madras-14.
 15th December 1959.

APPENDIX I

List of Schools for which intensive School Visits were arranged.

Date	Name of Schools	Number of Teachers met individually	Total number of Teachers attending General Conference
8- 4-'59	St. Andrews High School, Arkonam.	5	35
23- 7-'59	K.T.C.T. Girls High School, Madras	5	20
30- 7-'59	S. V. High School, Vellore	6	35
31- 7-'59	Voorhes High School, Vellore	5	30
1- 8-'59	Don Bosco High School, Katpadi	4	16
4- 9-'59	Board High School, Pallikonda	4	15
5- 9-'59	Islamia High School, Pernambut	5	18
11- 8-'59	St. Andrews High School, Arkonam	4	18
12- 8-'59	Goodlet High School, Sholingar	5	14
19- 8-'59	Islamia High School, Pernambut	4	16
20- 8-'59	Concordia High School, Ambur	5	11
21- 8-'59	Hindu High School, Ambur	5	14
22- 8-'59	Seminar at Municipal High School, Gudiyattam		60
28- 8-'59	Lady M. Ct. High School	5	11
1- 9-'59	Board High School, Ranipet	4	12
2- 9-'59	Municipal High School, Walajapet	5	12
4-11-'59	Board High School, Arni	5	14
5-11-'59	Board High School, Kannamangalam	4	11
6-11-'59	Dominic Savio High School, Chetput	4	10
18-11-'59	Danish Mission High School, T. V. Malai	5	13
20-11-'59	Board High School, Chengam	5	11
25-11-'59	Islamia High School, Vaniyambadi	5	14
26-11-'59	Mazharul Uloom High School, Ambur	5	48
27-11-'59	Municipal High School, Tirupattur	5	42
27-11-'59	Ramakrishna Mission High School, Tirupattur	2	—
Total number of Schools Visited		..	25
Total number of teachers for whom individual conferences were arranged		..	101
Total number of teachers who participated in the programme for improvement of English including those from neighbourhood		..	500

APPENDIX II.

List of schools which have introduced improved methods :

1. Board High School, Arni.
2. S. S. High School, Arni.
3. Board High School, Polur.
4. Board High School, Chengam.
5. Concordia High School, Ambur.
6. Mazharul Uloom High School, Ambur.
7. Hindu High School, Ambur.
8. Board High School, Pallikonda.
9. Municipal Nellorepet High School, Gudiyattam.
10. Municipal High School, Gudiyattam.
11. Govt. Training and Secondary School for Women, Gudiyattam.
12. Don Bosco High School, Katpadi.
13. Islamia High School, Pernambut.

This was our central experimental station from the beginning.

EVALUATION OF EXPERIMENTS IN HIGH SCHOOL SCIENCE

BY ARTHUR C. MURDOCK

Science instructors who enjoy their work are continually revising experiments and trying new ones or new approaches in an attempt to interest the students and provide a thorough course of instruction. Most educators agree that the basic worth of laboratory instruction is an integral part of a good science course. Hence, we must improve methods of instruction.

The purposes of this article are to discuss some qualities of a good laboratory experiment and to suggest a quantitative method for evaluating various experiments so that the science instructor can better understand the strong and weak point of his particular series of laboratory exercises. When these strengths and weaknesses are known, the instructor can take steps to improve on the weaker areas.

The first job in the evaluation is to agree on the requirements for a good laboratory exercise, and decide exactly what we are trying to do in the laboratory phase of our courses. Richardson maintains that the science laboratory should

Stollberg sets up the aims of the laboratory exercise in the following manner :

- (1) to increase critical thinking,
- (2) to increase powers of observation,
- (3) to develop keenness of initiative,
- (4) to gain deeper insight,
- (5) to acquire improved understanding of basic concepts
- (6) to increase proficiency in useful skills and
- (7) to develop interest and curiosity.²

From these two examples of aims of the laboratory experience, it is obvious that the proponents of the laboratory as a teaching method have high hopes for its success. It must be noted that merely having the laboratory part of the course included in the curriculum does not insure that the desired aims will be met. Every teacher should have some plan for the constant evaluation and improvement of the laboratory work that is performed.

PLANNING EXPERIMENTS :

- (1) provide a source of problems for the students to solve
- (2) provide for the solution of problems,
- (3) promote understanding of the scientist's role
- (4) provide illustrations of phenomena,
- (5) teach principles of concepts, and
- (6) contribute development of skills, habits, and attitudes.¹

A general criticism of the laboratory centres on the stereo-typed exercises found in many laboratory manuals. The students follow very detailed instructions and merely fill in answers as they go along. There is little or no room for the student to use his own initiative or reasoning. In order to finish the experiment, he may often get the answers to the blankspaces from his neighbour. Watson illustrates the feeling of disgust that is common

¹ John S. Richardson, Science Teaching in Secondary Schools, Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1957. P. 70-3.

² Robert Stollberg, "Learning in the Laboratory". The Bulletin of the National Association of Secondary School Principals, 34: 102-3 January 1953.

when he says "The actualities of scientific investigation are not going to become significant to pupils through the chanting of incantations or filling in of any five-step laboratory report forms."³

From the tenor of the literature it appears that the trend is away from this stereotyped method of teaching.

Today most educators agree that the laboratory phase of science instruction does have a place in the programme. There may be differing views on where the emphasis should be placed i.e., which students should be given this type of instructions, how much time should be allotted, and when; but few educators would suggest that the laboratory experience be eliminated. Most of us feel that a science course without a laboratory phase is not worthy of the name science. The very nature of science explains this devotion to the laboratory, interwoven in the history of science is the experiment, so it is only natural that the opportunity for experiment be part of the process of learning a science. If a person is to understand fully and continue in science, he must be familiar with the methods and techniques of the scientific laboratory. You cannot effectively teach a mechanic by books alone; by the same token, a scientist must be able to manipulate his hands as well as his mind.

Davis lists five types of laboratory activity for high school science courses; (1) Getting information, (2) providing solutions to problems, (3) controlled experiments, (4) verification of items presented, and (5) projects.⁴ Each one of these general experiments allows the individual the opportunity to work

³ Fletcher G. Watson, "The Place of Experiment in Science Education". The Bulletin of the National Association of Secondary School Principals, 37: 100 January 1953.

⁴ Ira C. Davis "A Plan of Laboratory Activities in General Science" School Science and Mathematics, 47: 146-7 February 1947.

independently, to feel things, to weigh them, to smell them, to compare them, and to use or build apparatus. These are some of the reasons why the laboratory exercise can be important as a learning role; he is an active participant in an ever-expanding search for answers to questions.

What, then, are the qualities of a laboratory experiment which make it valuable as a learning experience? Stollberg mentions these important characteristics:

1. The work must be closely integrated with the course.
2. The laboratory schedule must be flexible.
3. Seeking answers and finding information is important.
4. Real problems must be chosen if possible.
5. Practical applications should be stressed.
6. Cooperative planning by pupils and the teacher is highly desirable.
7. Laboratory manuals should be used merely for reference.
8. The laboratory should be thought of as an approach, not merely a place.
9. Some of the experiments should be of a long-term nature.
10. The note taking and recording of data should be truly functional.
11. Required reports should be meaningful.⁵

SELECTION OF PROBLEMS.

The paramount characteristic of a good science laboratory experience is its integration with the regular class-work. For optimum results, it is essential that the student should not become confused with a discussion of one principle while he is in the process of conducting experiments in another. The bulk of the laboratory work

⁵ Robert Stollberg, *Op. Cit.*, p. 104-7.

should be centered around seeking answers to problems and finding information that is desired. If possible, these answers should be answers to questions that are real problems, preferably ones to which the student wants to find the answer. All laboratory experiments cannot be of this nature, yet many could and should be of this type. No one will deny that a student will work more efficiently if he wants to know an answer to a question, than if he were told he should know the answer.

Flexibility of schedule insures that when interest has been developed in an area, work may be done in the laboratory at once, instead of waiting for a particular time on a certain day in the week. Human nature is such that there is a right time for work to be done. To wait may well mean to lose enthusiasm that was generated for a specific learning situation.

The laboratory instruction must be set up to seek answers and solve problems as Stollberg points out, but the important issue that goes along with this suggestion is that the problems are better if they are of a practical nature and are ones which the students themselves want to solve. This is where cooperation of pupil and teacher is involved. The teacher must be able to direct the class in such a manner that significant problems are chosen for the laboratory work. At the same time, these problems must be practical and be desired by the students. This may seem like an insurmountable problem, and admittedly all problems cannot be of this type, yet many can and should be so developed.

One of the highly desirable results of a laboratory experience can be the development of skills in the realm of apparatus design and building. The Physical Science Study Committee working at the Massachusetts Institute of Technology has done a great deal with this in the area of physics. Whenever the choice exists between buying or making the equipment with

reasonable effort, it would seem that the latter should always be chosen. In some cases this is not feasible but in many cases it is to be recommended as pupils must exercise judgment, manual skill, dexterity, ingenuity, and resourcefulness. This makes for better student performance.

Stollberg suggests the use of several laboratory manuals for reference.⁶ This does not imply that the manuals should be used to replace creative planning, but merely to aid in this more desirable process.

Some of the experiments definitely should be carried on for some time so that the student may realize the value of experiments. Naturally, a student must do many simple, short experiments, but these should be augmented by those that evolve day after day, or for several weeks or months. Continued experiments help to develop a greater appreciation for the routine data taking at each student that success and/or failure is a part of this process.

In reference to Stollberg's last two characteristics on recording and reporting, let it be said that science instruction should have little so-called "busy work" included. There is sufficient subject material for the limited time to work and there is no excuse for the instructor giving assignment without some definite purpose. Lefler suggests that the instructor feature one part of discipline of a report each lesson, rather than have the student go through the entire laborious process of a full report repeatedly.

If all or most of the preceding ideas have merit, the problem now arises of finding some fairly comprehensive, yet convenient, method of evaluating the relative merits of individual experiments. The method suggested here for an appraisal of laboratory work is a check list that asks the instructor to make judgments on various characteristics of a proposed ex-

⁶ Robert Stollberg, *Op. Cit.*, p. 106.

periment. Each question has been worded so that a "yes" answer implies a superior quality; the total number of "yes" answers on each experiment may be called the score.

There is, of course, no absolute score involved in this method of appraisal whereby an experiment passes or fails. It is doubtful that any one experiment will measure up to all of the criteria. The check list has the added feature of pointing out to the instructor of the particular areas of an experiment that are weak. These areas might be strengthened by a change of emphasis.

Ideally the instructor would duplicate or mimeograph the check list and eventually build up a complete evaluation file of all the pertinent experiments available. The individual evaluation file ought also reveal that many of the experiments show a consistent weakness in specific areas; it is hoped that this would suggest to the alert instructor those areas where he might best seek to improve the quality of his instruction. It is not enough to leave evaluation to subjective methods; there must be some quantitative way of going about it.

INDIVIDUAL EXPERIMENT EVALUATION CHECK LIST

YES NO

Has there been sufficient preparation for the experiment?

Is the note taking, data recording, or sketching, truly functional?

Does the experiment:

Utilize the scientific method,
Develop critical thinking?

Involve improvisation or ingenuity?

Cultivate good laboratory habits?

Reveal new concepts?

Teach new skills?

Reveal new facts?

Develop the power of observation?

Indicate practical applications?

Involve co-operative planning?

Giving insight into the role of Science?

Have historical value?

Is the experiment

Integrated with the course?

Such that each individual has unique but related results?

Pupil initiated?

Are the required reports meaningful?

Will there be sufficient follow-up?

(From the "Science Teacher",
Vol. 26, No. 8, Dec. 1959)

ELECTION

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EDUCATIONS' MAJOR OBSTACLES

"Airborne television instruction sounds like something out of science fiction, but it can be as profound an advance in American education as it is a dramatic 'breakthru' in technology," declared John Guy Fowlkes of the School of Education, University of Wisconsin, and member of the Midwest Council on Airborne Television Instruction.

"With Airborne television instruction," he continued, "we start a very good chance to hurdle many obstacles to quality and efficiency in education and bright, superior instruction to many, many students, in large and small communities at once more quickly and at less cost than we have ever before dreamed."

EXPERIMENT BEGINS IN 1960

Dr. Fowlkes is one of the ten national educational on the Midwest Council of Airborne Television Instruction, which is planning for the production of as many as 24 full length courses, each consisting of 144 half-hour lessons, during the first part of the experiment to begin with the 1960 fall term of school.

Eventually the Council intends to telecast as many as 72 courses from a DC-7 aircraft flying at more than 20,000 feet over north-central Indiana and covering parts of Indiana, Illinois, Wisconsin, Ohio, Michigan, and Kentucky, which contains 5 million students in 13,000 schools and colleges.

Courses will be recorded on video tape at production centres around the nation. These taped courses, and possibly some "live" ones will then be beamed from a sound transmitter at Purdue University, Lafayette, Indiana, to the circling DC-7 and retelecast by UHF transmitters in the aircraft to classrooms in schools throughout the region.

This bold, imaginative project has grown out of the felt difficulties facing education in the United States. Our schools and colleges are confronted with a dual challenge in the coming ten years of education for more students and giving each student a much better quality education than ever before.

MORE THAN MONEY NEEDED

If we are to give American youth the educational opportunity which we have cherished throughout the years, educational expenditures will have to increase, but it will take more than money to solve the problem posed by this challenge. It will require far-reaching innovations that will increase instructional efficiency and strengthen the curriculum.

In the opinion of the educational leaders of the project only a fundamental break-through in education, as sweeping as past break-throughs in science, industry, and agriculture, can provide the boost in educational quality that is needed, all across the curriculum and all across the country.

Television represents a powerful new tool which can help bring about this breakthrough. Like movable type and the printed page, however, television is simply a medium of communication, though the most powerful one known to man. Its utility to education will depend primarily on how wisely it is used, on the quality of what is communicated, and on how television instruction is integrated with other learning experiences in the school.

Editor's Note: This article is based on a release from the Midwest Council on Airborne Television Instruction, Purdue University, Lafayette, Indiana. The uniqueness of the experiment and its support by industry and educators have created a wide spread interest in the project.

The Midwest Airborne Television Instruction Experiment represents a promising opportunity to harness television to bring the highest quality of education to millions of youngsters, in large and small communities alike, more quickly and at less cost than by any other means available.

OBSTACLES TO BE MET

The expanded use of instructional television is seriously inhibited however, by major obstacles. First is the limitation of geographic coverage of existing educational television stations. A large majority of school children, particularly in small towns and rural areas where educational help is needed most are beyond the reach of the ETV stations.

The second obstacle is that a single open-circuit channel, even when available, cannot serve a very significant portion of the whole curriculum or grade spectrum. A typical 12-grade school system has anywhere from 1,000 to 175 separate courses, and some of these many divided into differentiated sections according to student ability. A single television channel can provide only 12 half-hour units of instruction, however, in a six-hour school day, enough for only one-half hour per day at each grade level. The disparity between broadcasting potential and size of curriculum is even greater at the college level.

This limitation can be overcome by a closed-circuit system with six simultaneous channels, but here the third

obstacle is encountered; the cost is prohibitive when the students to be served are in classrooms which are geographically dispersed.

The contribution of instructional television to improving the quality of American education will be severely restricted unless these obstacles are overcome. The system of multi-channel Airborne instructional television proposed in the Midwest Airborne Television Instruction Experiment holds promise of achieving this.

TV EFFECTIVENESS

The effectiveness of television as a powerful medium of school and college instruction has now been clearly established, though much remains to be learned about the best and fullest ways of employing this new educational tool.

In the 1958-59 school year, 569 public school systems and 117 colleges and universities in America used television for direct instruction than one-half million school children and 100,000 college students.

Despite the primitive technical conditions and other handicaps under which these early instructional television experiments have operated, the results, have been very promising. In the bulk of cases, there has been no significant difference in how much students learned by television and how much they learned by conventional instruction. Where there have been significant differences, however, they have favoured television instruction overwhelmingly.

It has now been demonstrated that television is an effective means for giving far more students access to rare and unusual teachers, for giving students rich learning experiences, such as scientific demonstrations, that cannot possibly be provided in ordinary class rooms, and for improving the skills and knowledge of class room teachers themselves.

TECHNICALLY FEASIBLE

In a three-year experiment soon after World War II, the Westinghouse

Electric Corporation developed and demonstrated the technical feasibility of Airborne Television broadcasting by delivering a satisfactory signal from an airborne transmitter operating at 25,000 feet to receiving sets as far away as 225 miles, where terrain conditions were favourable.

Recent engineering studies, drawing upon the technical findings of the Westinghouse "Stratovision" experiment, indicate that it should be possible to broadcast over six channels simultaneously from a DC-7. Such a system could handle live or videotaped and filmed broadcasts by a first-class faculty from ground studios underneath the plane and distribute these programmes to schools or colleges over much of the territory within a radius of some 200 miles. A second stand-by aircraft would insure high reliability of operation against weather conditions and equipment breakdown.

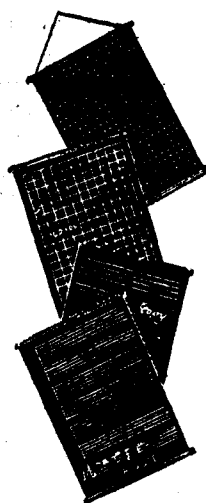
If such a TV broadcasting system can be perfected it will make available, at relatively low cost, a top faculty and a broad and rich curriculum to a very large number of students, both in small rural schools and in large urban schools. About one-third of these are in school systems of less than 2,000 pupils which, according to Dr. James Conant's recent study of the American High School, are too small to provide a satisfactory education under present conditions.

All of these schools and children could be served by a single aircraft except where terrain and similar obstacles caused reception "blind-spots," especially on the outer edges of the circle.

TECHNIQUES DEVELOPED

Telecasting techniques have been developed which will increase the number of channels for educational purposes. Although the experiments have been successful there is one important limitation, at least under present available technology. The signal cannot be received on conventional home sets, thus confining reception to

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schools and colleges equipped with new type of receivers.

The airborne narrow-band system, however, would not interfere with conventional home broadcasting by commercial or other stations. On the contrary, regular educational TV stations could become programme producing centres for the airborne system, and they could "capture" airborne programmes on video tape for later re-broadcast to local audiences, in both schools and homes, by conventional means.

The shortage of top-quality teachers will be the greatest obstacle to the improvement of American Education over the next ten years, even assuming a sizeable increase in teachers' service.

TV has already been demonstrated to be an effective means for extending the reach of rare and unusual teachers to a far larger number of students. It has also proved to be powerful tool for the inservice improvement of regular classroom teachers, for providing special opportunities for gifted children, for improving the design and content of the curriculum, and for supplying rich learning experiences that would be physically impossible in the conventional classroom.

HIGH QUALITY INSTRUCTION

It would be unwise to use airborne television for anything but the highest possible quality of instruction and curriculum. Therefore, only the finest available teachers will serve on airborne television. A staff of researchers and artists will be available to assemble or prepare special materials for individual faculty members. The richest sources of scholarships will be accessible. In short, airborne television will be used to make available even for the smallest rural school, the finest curriculum and quality of instruction that this nation can provide.

The pilot experiment will begin initially with the telecasting of two separate sets of instructional programmes over two conventional UHF

channels (and the same programmes over two narrow-band channels). If this pilot operation proves successful, then it would be possible to expand the service to six simultaneous programmes.

An airborne TV system transmitting six simultaneous programmes could provide 72 separate half-hour units during a six-hour school day. This would make it possible to provide high-quality televised programmes covering a considerable portion of the entire curriculum of a school system at all grade levels, even allowing for some repetition of programmes at different hours to provide greater flexibility of scheduling for individual schools.

SPECIAL PROGRAMMES

In addition, it would be possible to broadcast special programmes before and after the regular school day, such as "advanced standing courses" for bright high school students and improvement courses for teachers.

There is no doubt that excellent courses presented over television will make a marked and prompt contribution towards lifting the standards of quality in a large number of schools and colleges. It must be recognized, however, that unless the programme arrangements are carefully conceived, television broadcasts could inject a greater uniformity into the curriculum than would be desirable or compatible with American educational stations. But a wisely designed televised curriculum could do much to provide greater variety of courses in individual schools and to stimulate individual school systems and teachers to undertake creative innovations and improvements.

Airborne instructional television must aim, therefore, to upgrade quality and at the same time to unleash the creative capacities that are inherent in, but sometimes under utilized, the local schools; there is no reason why it should put any local school system or local teacher into a curriculum strait jacket any more than, or

even as much as, a text-book which is adopted by a large number of school systems.

VARIETY OF IMPROVEMENTS

Airborne television, properly used, can be a catalyst for inducing a very wide variety of improvements in educational practices, in curriculum, and in teacher education. It can, among other things, provide for the first time, an efficient means by which promising new educational developments, experimental results, and important research findings can be quickly communicated to professional educators in all school systems.

Airborne television will not eliminate the need for good teachers in the class-rooms, but it will help to make their efforts more productive. It will open new opportunities to make the whole educational process more effective. Most important of all, it can afford good instruction in schools, which find it utterly impossible to provide a full curriculum and to hire enough teachers. And it can establish high standards of instructional quality even in the best in schools.

The establishment of this pilot programme of airborne instructional television will involve a substantial cost which local school systems, could not hope to finance by themselves. In the long run, the economic implications of a well-developed airborne system which serves a large number of schools are highly favourable, since the costs, would be spread over a large number of individual students and could readily be absorbed in school budgets.

The financing of the \$7 million two-year experiment by the Council comes from a \$4,500,000 appropriation by the Ford Foundation and by other contributions from private industry.

TALENT SEARCH FOR TEACHERS

At present the Council is conducting a talent search to find outstanding teachers throughout America of courses to be televised. After telecast teachers and alternates have been selected and contracts signed, current plans call for

them to gather at the Purdue campus about February 15, 1960. Here the teachers will work with the Council's executive producers, researchers and graphic arts personnel on the preparation of the courses, study guides, and illustrative materials in order to have the course ready for recording on tape by July 1, 1960. *98254* *7m21, N30*

The purposes of the Council are:—

1. To give students educational experiences which often are beyond the scope of conventional means of instruction; for example a costly science laboratory and equipment, via television, which might not otherwise be available. *N60-324*

2. To broaden the curriculum of the smaller schools which are unable financially to offer as complete an educational programme as they would like.

3. To enable the classroom teacher to devote more time to individual learning needs of students.

4. To enhance still further the skills of classroom teachers by coupling with their talents and personal contacts the additional resources of an outstanding television instructor.

5. To allow a larger number of students to benefit from such added learning resources.

6. To help stretch the available school dollar still further and at the same time to improve quality of instruction.

COMMENTS OF EDUCATORS

Samuel M. Brown, Superintendent of Schools, Detroit, and former United States Commissioner of Education, is Chairman of the Council. In expressing his opinion of the project he said:

"The Midwest Council on Airborne Television Instruction was formed because of the concern of educators in this region as in the rest of the country over the challenge which faces American education today. It is the challenge to provide sufficient quantity of educational opportunities for a fast-growing population along with improved quality of instruction and to provide both quantity and quality within feasible costs."

OUR SUPPLEMENTARY READERS

TALES AND LEGENDS OF ANCIENT INDIA. By S. W. COCKS, M.A., I.E.S. Fourth Edition.

TALES AND LEGENDS OF ANCIENT BURMA. By S. W. COCKS, M.A., I.E.S. Fifth Edition.

NAGANATHAN AT SCHOOL. By GLYN BARLOW, M.A. Tenth Edition.

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"The Council has turned to instructional television as one now proven method of bringing quality instruction to large numbers of students. It has decided to conduct a major pilot experiment with airborne telecasting as one method of reaching even greater numbers of students than is now possible by means of ground-based transmitters.

"Far from imposing uniformity and rigidity upon local curricula, we believe airborne television can help to provide greater richness and variety than now exists and can further unleash the creativity and initiative of local teachers.

"One advantage of instructional television is that it is entirely voluntary on the part of the user and therefore makes available the advantage of improved materials and methods without centralized control."

Lawrence G. Derthick, United States Commissioner of Education believes that "the project has splendid possibilities for experimentation in fuller utilization of teacher competencies, a wider variety of courses for more schools and students, developing new and improved methods and means of teaching and promoting regional co-operation. Most encouraging is the fact that the Council is composed of outstanding educators and laymen who are broadly representatives of the region. This kind of direction keeps the control of education close to the people even as it crosses state line through television."

John W. Taylor, executive director of the Chicago Educational Television Association, declares that "there is no longer a question as to whether television is effective as a teaching tool. Our problem now is one of finding an adequate number of channels through which to distribute the needed instructional material. By 1970, the equivalent of six television channels should be available to every school system. If successful, the airborne TV project will solve this problem."

From James R. Killian, Jr. Chairman of the Board, Massachusetts Institute of Technology, and former special scientific adviser to President Eisenhower, comes this statement of confidence:

"Because of the great and urgent importance of exploring every avenue to strengthen education in the United States, I am delighted to hear that a two-year pilot experiment is to be undertaken to test the feasibility and usefulness of a system of airborne multi-channel instructional television for schools and colleges.

"It has long been my view that we must explore every possibility for employing technology to improve teaching aids and to extend the strong arm of the good teacher. Inherent in the experiment on airborne instructional television is a bold concept which, if the experiment proves out, might contribute very greatly to lifting the quality of instruction in a variety of fields and to filling gaps in small schools."

The council is composed of ten distinguished educationists from the Midwest. It includes: John E. Ivey, Jr., former Executive Vice-President of the New York University; Samuel M. Brownell, Superintendent of Schools, Detroit, and former U.S. Commissioner of Education; Novice G. Fawcett, President, Ohio State University; John Guy Fowlkes, School of Education, University of Wisconsin; Lyman V. Ginger, Dean School of Education, University of Kentucky; E. E. Holt, Director of Education and Superintendent of Public Instruction, Ohio; Frederick L. Hovde, President, Purdue University; John W. Taylor, Executive Director, Chicago Educational Television Association; Herman B. Wells, President, University of Indiana; and Benjamin C. Willis, General Superintendent of Schools, Chicago and President of the Educational Policies Commission of the NEA.

(From Vol. 92, No. 4, Dec. 1959, Wisconsin Journal of Education)

OUTPOSTS OF CULTURE—BULGARIAN LIBRARY CLUBS

The Bulgarian Library Clubs (reading rooms in the strict sense of the word) are a very characteristic institution of our national culture. They appeared spontaneously over a century ago as a desire for national self-preservation in the dark years of Ottoman yoke, when the ethnic integrity of the Bulgarians was placed under a severe trial.

In those days the few existing Bulgarian books were considered the people's most cherished possessions. They were spread far and wide, read and re-read and copied by hand until in 1856 the first voluntary unions of "book lovers eager for enlightenment", the so-called library clubs or reading rooms sprang up.

How these "unions" originated may be seen by the constituent protocol of the Svishtov Library Club issued on January 30, 1856, which states that five patriotic Bulgarians "after they had listened to the deeds of their ancestors, and a great fire had been set aflame in their hearts, made a sacrifice every one according to his possibilities in order to found a Bulgarian library club, which was to be a library and a museum."

PATRIOTIC VENTURE

This is what we read in the programme of this library club: "To create a town library, which is to supply books, newspapers and periodicals in Bulgarian, Russian, French, German and other languages; to collect old manuscripts, old books and coins; to aid able young people to get higher education abroad, after which they are to return to their country and serve their people; to aid Bulgarian men of letters to print their works, designated for youth."

Other library clubs were also created throughout the country. They carried on extensive educational and cultural and also revolutionary activities, and were closely connected with the life, ideals and struggles of the Bulgarian people. This revolutionary tradition they preserved after Bulgaria's liberation from Ottoman bondage (1878). During the years of fascist reaction these cradles of culture and education remained centres of the progressive forces and considerably contributed to the fight against fascism.

BEASONS OF PROGRESSIVE CULTURE

For a whole century they were beacons of progressive culture. Throughout their entire existence, they showed exceptional vitality and usefulness, but they developed to the full only after the establishment of the people's rule. The state showed great concern for their cultural mission and generously aided them with an annual subsidy of 15,000,000 leva, earmarked mainly for the enrichment of the book stock of their libraries.

In 1958 the number of library clubs in Bulgaria was 4,394, i.e., there is no settlement without a library club. They are the outposts of the cultural revolution which is under way in our country. They are the centres where the final blows are dealt to the remnants of ignorance, prejudice and age-long superstitions.

AMATEUR ARTISTIC GROUPS

Another proof of the extensive growth and consolidation of the library clubs is the rapid development of amateur artistic activities. Today, there are 8,355 amateur artistic groups

organised at the library clubs: 3,232 dramatic groups, 2,016 choirs, 549 variety groups, 396 orchestras, 161 ensembles, 1,535 dance groups, 303 children's music schools, 78 literary theatres and 24 art circles.

Over 220,000 young people take part in the library club amateur artistic activities, thus developing and popularising the best tradition of our folk singing and dancing.

The lectures, sponsored by the library clubs and the popularisation of

scientific knowledge, greatly aid the formation of scientific and atheistic outlook in the masses and in heightening their labour activity. The local, district and national lecture groups consist of the best specialists.

Through the written and spoken word, through amateur artistic work and educational activities, the library clubs carry on their fine traditions, energetically and truthfully aiding the building of the new culture.

(Bulgarian Information Office).

PROFESSIONAL CODE

I give below the draft outline for a Professional code for Teachers as received from the WCOTP for comments of the AIFEA. As per decision of the Council meeting at Jabalpur, I am circulating this among all members of the Council. I invite them to send their comments on a separate sheet of paper as early as possible before 15th April 1960.

D. H. SAHASRABUDDHE,
General Secretary,
AIFEA, Nagpur, M.P.

A DRAFT OUTLINE FOR A PROFESSIONAL CODE FOR TEACHERS

Education is the most potent instrument available to society for fostering its ideals and for ensuring the growth of the free human being. The school is the medium through which society helps its young people acquire the accumulated knowledge of the ages and prepare to meet the challenges of the future.

Teachers have thus exacting responsibilities in helping the children to grow to their full stature, and society has corresponding obligations to ensure to the teachers and the schools the conditions necessary for the efficient discharge of such responsibilities.

With a view toward understanding the implications of these obligations the teachers of the world formulate the following code for the members of the teaching profession, and record

their hope that society will help them to discharge their responsibilities in accordance with this code, by ensuring for them the freedom and social and economic conditions necessary for their effective observance.

In formulating this code, the Asian Committee of the World Confederation of Organisations of the Teaching Profession observes the following principles:—

1. The primary purposes of education is to develop citizens who are enlightened, useful, patriotic and upright, and who are capable of securing for themselves richer and fuller lives and for the society in which they live progress, peace and prosperity.

2. Universal education is the vehicle of a democratic way of life which believes that every individual if properly guided in his growth and development, is capable of contributing to the common good.

3. The quality of education can be measured not only in terms of the amount of knowledge transmitted from accumulated wisdom of the ages past but also in terms of the provisions made and secured for a healthier, happier and more prosperous life dedicated to the hope and promotion of the welfare of the nation and the peace of the world.

4. Since the outcome of the educational process is a reflection of the ideals, purposes, preparation and conduct of the members of the teaching profession any of whom chooses teaching as a carrier binds himself to live and act in accordance with the ideals and standards of the profession.

THE TEACHER AND THE STUDENT

In fulfilling the above stated obligations it is necessary that the teacher in relation to his students should—

1. Understand that the students' interest and welfare are his first and foremost concern.

2. Share responsibility with the parents of his students, even acting in *loco parentis*, in the task of shaping each students' purposes and actions toward the attainment of socially acceptable ends.

To carry out his responsibility the teachers should establish friendly relations with the home by visiting parents and inviting them to classes in order to acquaint them with their children's progress in school and seek their co-operation in solving individual pupil behaviour problems, and in evaluating pupil progress in certain aspects of their personality development.

THE TEACHER AND NATION BUILDING

The teacher in his role as disseminator of democratic ideas and ideals and as an example of the democratic way of life should—

1. Display no biases in dealing with the students of different physical, mental, or emotional characteristics, or of different political, social, economical, racial or religious persuasions

recognising that children are different from one another.

2. Believe in the efficacy of co-operative action and group, thinking and seek to enable his students to attain competence in their use in the solution of problems affecting their daily lives both in and out of school.

3. Develop in his students positive attitudes and create practical situations for them to enable them to experience fidelity to all forms of duty which demand courage, self-denial and devotion to freedom, serviceableness, toleration and social justice.

The teacher in the discharge of his responsibilities for the future of the nation should —

1. Think of raising the cultural level of the community as his immediate concern, since the children under his charge and guidance are part and parcel of that community.

2. Simulate creativeness in his students to the end that they may discover better ways of doing things.

3. Instill in his students, as well as in the people of the community the idea that all occupations are dignified and honorable so long as they are suited to the ability of the individuals engaged in them and so long as there is a continuous effort on their part to improve the quality of their service.

THE TEACHER AND HIS PROFESSION

The teacher as a member of the teaching profession should—

1. Embrace his calling with zeal and devotion focussed toward the betterment of mankind, placing service above all other considerations.

2. Improve himself professionally through continual study and research, reading professional literature, attendance at conference workshops, seminars and vacation classes and travel.

3. Encourage capable individuals to enter and remain in the profession.

4. Participate actively in educational planning and do his utmost to implement the decisions thereof.

5. Maintain active membership in organisation dedicated to the professional growth and social welfare of teacher.

THE TEACHER AND HIS RIGHTS

In due recognition of the many demands which the above stated obligations and responsibilities make upon any member of the teaching profession, the teacher is guaranteed the following rights :

1. To be assured of a salary scale in keeping with his qualifications, his place in society, and the dignity of his profession that will enable him to meet his growing obligations to his family and lead a life compatible with his role and responsibilities.

2. To be protected from those who wish to enter the profession at lower pay.

3. To be protected from harassment caused by pressure from factors outside the school organisation.

4. To perform his official duties under good working conditions and be provided with an adequate supply of materials of instruction and equipment.

5. To have sufficient time for rest and relaxation, for attending to his personal affairs, and family duties, and for his professional growth.

6. To have the freedom to express his opinion, particularly on educational matters.

7. To have an adequate old age provision to enable him to live in comfort in his retirement.

8. To promotion to higher cadres if qualified, upon recommendation by the proper authorities or by application.

9. To be given opportunities for in-service training during the school year, such as teacher intervisitation, attendance at seminars, conference and workshops in keeping with his specific teaching assignment.

IMPLEMENTATION

Each national Organisation shall take adequate steps :

1. To propagate the contents of this professional code for Teacher.

2. To make the members conscious, of the importance of its provision.

3. To study cases of alleged violations of this code and take appropriate action.

OUR BOOKSHELF

READING TO SOME PURPOSE —

Book 7. : By Ronald Redout. (Oliver & Boyd, Edinburgh-1. Price 3 sh. 9 d.)

This along with the previous six books, some of which were reviewed in earlier issues of the 'South Indian Teacher' trains the children to read for interpretation, selection and accuracy, for comparison, implication and appreciation, for speed, for bias and discrimination. The long range aim is to prepare the pupil to be able to read intelligently in adult life.

The books can be used for class, group and individual work.

STORIES TO TELL TO THE NURSERY : By Margaret Land. (Oliver & Boyd, Edinburgh-1. Price 5 sh. net).

The fifty short stories are all for being told (not for being read) to small listeners whose ages range from nearly three to nearly five. Catering for many different temperaments the stories will be particularly welcome in Nursery classes.

The printing is on thick art paper and the get-up is excellent.

C. R.

NEWS AND NOTES

R.B.C.C.C. HINDU HIGH SCHOOL,
TRIVELLORE

The Anniversary of the Associated Literary Association of the Rao Bahadur Calavala Cunnan Chetty's Hindu High School, Trivellore was celebrated at the Cultural Association, Trivellore at 6 p.m. on the 21st Feb. '60 under the presidency of Sri M. Shamadoss, B.A., B.L., City Civil Judge, Madras. Sri N. Appalaraju, B.A., B.Ed., Headmaster of the School welcomed the President and the guests and read the Annual Report of 1959-60. Srimathi Rukmini Shamadoss distributed the prizes to the winners of the various Literary competitions. Sri S. Varadarajan, M.A., B.T., Assistant of the School proposed a vote of thanks.

The boy pupils put on boards "Manonmani" a Tamil Drama and "Lost Dog Recovered" a Telugu Drama. The girl pupils gave some dance recitals. After singing of the National Anthem the function came to a close.

RAMANATHAN CHETTIAR
HIGH SCHOOL, NACHANDUPATTI

The School Day and the Anniversary of the Students Literary Association of the Ramanathan Chettiar High School, Nachandupatti were celebrated on Sunday, 24-1-1960 at 3 p.m. Sri P. Suryanarayanan, M.A., Head of the Department of Politics, Alagappa College, Karaikkudi, presided. Sri R. Kaliamoorthy, welcomed the gathering. Sri M. Parameswaran, M.A., B.L., L.T., Headmaster read the Annual Report of the school. In the opening speech, the president stressed the need for discipline and character among the students for their success in life. Sri B. Namachivayam, B.A. (Hons.) Lecturer, in Tamil, Alagappa College gave an inspiring talk on "Women poets in Sangam Literature". Prizes were distributed to the winners in various competitions.

TRAINING FOR COMMONWEALTH
TEACHERS IN BRITAIN

It was expected that by the beginning of the next academic year in October more than 400 additional Commonwealth students would be going to the United Kingdom to take courses in teacher-training institutions with bursaries provided by the United Kingdom Government covering their tuition fees and full maintenance. This was stated by the Minister of State for Commonwealth Relations, Mr. C. J. M. Alport, in the House of Commons on February 24.

"This is more than half the existing total of Commonwealth teachers already receiving training in this country", he said.

"Places will be available for these students on a wide variety of training courses at institutions throughout the United Kingdom. Arrangements for their reception and welfare will be made by the British Council".

The Minister had been asked what progress had been made in carrying out the recommendations of the Commonwealth Education Conference, held at Oxford last July, with regard to the training of teachers. — (B.I.S.)

THE P. S. HIGH SCHOOL MASTERS'
ASSOCIATION DRAMATIC CLUB,
MYLAPORE

In aid of the Masters' Benevolent Fund and Poor Boys' Midday Meal Fund, the Masters' Association of the P. S. High School put on boards "Rana Raghupathi Singh", a historical drama, by Thanjai Sri N. Viswanathan on Saturday the 20th February 1960 at Sayi Kala Mandap, Mylapore. This was organised by Mr. P. V. Ramaswami, B.A., L.T., assisted by the Director of Dramatic Activities, Sri R. Sitarman, B.A., L.T.

Sri V. Ramamurthi, M.B., B.S. of Kripa Amateurs presided over the function. It was largely attended by the

parents and public. Dr. Ramamurthi, the veteran dramatist, greatly appreciated the performance and congratulated the dramatic party on its success.

Among the actors that impressed him most was Mr. B. L. Chari who played the part of Ghafferkhan whose expression of divided loyalty was considered to be difficult to be portrayed by even experienced dramatists.

It was a success both as an art and as a source of income to worthy causes. Out of the funds collected the school started the feeding of poor pupils from 9th March 1960. It is reported that nearly 100 pupils are being served free midday meals every school day.

Here is an instance to show what teachers can do by their own efforts.

An Observer.

W.C.O.T.P. Asian Regional
Conference

What teachers in Asia can do to maintain and improve the physical and mental health of the children entrusted to their care will be the principal subject of an Asian Regional Conference scheduled for April 24-30 in Kuala Lumpur, Malaya.

The Conference is sponsored by the World Confederation of Organisations of the Teaching Profession (WCOTP), which has invited representatives from teacher organization in 27 Asian countries to attend.

The meeting will also discuss procedures and programmes for a nine-man Asian Regional Council whose establishment was approved in principle by the WCOTP World Assembly last August. This Regional Council will meet immediately afterward, on May 1 and 2.

The Conference will also examine relations between WCOTP and Unesco at the international level, and between each organization and the Unesco National Commission in its country; a report on salary negotiations machinery; implementation of a professional code for teachers adopted at the

1959 WCOTP Assembly; and the work of WCOTP subject-matter committees.

S. Natarajan of India, WCOTP Vice-President, will act as Conference Chairman.

The Conference will open with addresses by the Prime Minister of Malaya, the Minister of Education and other Govt. WCOTP member organizations in Australia, Burma, Ceylon, Hongkong, India, Iran, Israel, Japan, Korea, Malaya, New Zealand, Pakistan, the Philippines, Singapore, Thailand, Turkey and Viet-Nam are expected to send delegates.

Representatives and observers from Afghanistan, Cambodia, Indonesia, Iraq, Jordan, Laos, Lebanon, Nepal and Okinawa have also been invited.

The World Confederation of Organisations of the Teaching Profession is composed of 105 national members and numerous associate members representing millions of teachers in 60 countries. Its purpose is to enable members of the teaching profession at all stages of education to exert an influence corresponding to the importance of their social function.

It was founded at Copenhagen, Denmark, in 1952, in response to the desire of three international teachers' organisation to speak with a more united voice for the teaching profession. It now includes two constituent federations; national associations; regional teacher associations; and international organizations that specialize in the field of education.

Committees on education in Africa and Asia were formed following a WCOTP Afro-Asian Conference held in Ceylon in April 1958. The organization has consultative status with the United Nations Economic and Social Council, Unesco, FAO, and works closely with other U. N. agencies.

Members of the All India Federation of Education Associations desirous of attending this Conference may contact their local associations for further information.

FROM OUR ASSOCIATIONS

TANJORE DT. TEACHERS' GUILD

Proceedings of the General Body meeting of the Tanjore Dist. Teachers' Guild, held in the K. G. S. High School, Aduturai on Saturday the 12th December, 1959.

Sri S. Natarajan, B.A., L.T., presided. Sri T. P. Srinivasavaradan, M.L.C. and Sri M. Doraiswamy, Co-ordinator, University Extension Services, Annamalai University were present.

Sri A. Gopala Iyer, Headmaster, K. G. S. High School, Aduturai welcomed the gathering. Sri J. A. Paulraj, President of the Guild welcomed the members on behalf of the Guild.

Sri S. Natarajan spoke about the condition of teachers in other countries. In England and France teachers are well looked after in their old age and they are not left to suffer. There is Free and compulsory Education up to the age of fifteen. There are different schools for various age groups. Teachers are given ample facilities to advance their educational qualifications and they are given not only study leave but their expenses are met by the Government. He appealed to the teachers to be united under one organisation — the S.I.T.U.

Sri S. Balasubramaniam, General Secretary of the Guild in his report said that there were only 53 schools on the rolls and many schools have not cared to become members in spite of many requests and reminders. He said that the Golden Jubilee of the Guild falls next year and that it should be celebrated on a grand scale.

Sri M. Doraiswamy, appealed to the teachers to make use of the ample facilities available with the Extension Services.

The following were elected office-bearers for the year 1960-61:—

President: Sri J. A. Paulraj, B.A., M.T., Principal, C. S. I. High School, Negapatam.

General Secretary: Sri A. R. Somasundaram, B.A., B.T., Veludayar High School, Tiruvarur.

Representative of the S. I. T. U.: Sri A. Paul, Headmaster, Blake High School, Tanjore.

RESOLUTIONS

1. Resolved to reiterate the resolutions regarding the House Rent and Medical Allowances to all categories of teachers and the non-teaching staff.

2. Pension for all, including the non-teaching staff was requested.

3. A resolution felicitating Sri S. Ramiah, B.A., L.T., of the K. G. S. High School, Aduturai on his sixty-first birth-day was passed. He has been an enthusiastic member of the Guild.

4. A resolution felicitating Sri T. P. Srinivasavaradan, President, South India Teachers' Union on his return with experience from his tour of the United Kingdom at the invitation of the British Council.

CHINGLEPUT DISTRICT TEACHERS' GUILD

At a meeting of the General Body of the Chingleput District Teachers' Guild held on the 30th of January '60, the following were elected office-bearers of the Guild for the year ending July 1960.

President: Sri A. S. Johnson, M.A., L.T., Headmaster and Correspondent, St. Columba's High School, Chingleput.

Secretary-Treasurer: Sri T. E. Santhanam, B.A., B.T., Headmaster, Sri Ramakrishna Mission High School, Chingleput.

Representatives to S.I.T.U.: 1. Sri S. Kanakaraj Elias, B.A., L.T., Headmaster and Correspondent, Corley H. S., Tambaram. 2. Sri S. Varadaraja Iyengar, M.A., B.T., Asst. R. B. C. C. C. High School, Trivellore.

EDITORIAL

THE BUDGET

While teachers will find poor consolation in the statement found in the budget speeches that Government will have to find additional funds to meet any increased cost of salary and allowances that the Pay Commission would recommend, the budget on the whole is a record of progress. The State has made appreciable progress in elementary, secondary and technical education. But one is constrained to note that the anxiety of the Government was more to keep the progress under check than to stimulate it. The general awakening among the people to give their children the benefits of education is responsible for an increase in enrolment and for a longer stay at school. Government have by imposing restrictions on the number of additional classes to be opened in elementary and secondary schools may well be said to have succeeded in increasing the number of pupils per teacher, thus adding to the burden of the teacher and contributing not a little to the fall in standards. The provision of 1765 additional classes in secondary schools for the year 1960-61 is a case in point. The same number of classes were permitted to be opened in 1959-60. During the current year, the number has to be doubled if we are to provide for the retention of these pupils and yet take the large number of pupils that will be seeking admission.

We trust that the Government will not just take a complacent attitude in as much as they have reached the plan target but will have a realistic view of the situation and permit the opening of new classes as they feel the demand when the new school year begins.

The discussion on the budget in both the houses of Legislature revealed the anxiety of the public to give a fair deal to teachers. We trust, when the Pay Commission's Report is ready,

Government will take note of this public feeling and pass orders that will recognise teaching as a technical job deserving of special treatment. We also hope that the many inequalities that are now allowed will be done away with and that the principle of 'Equal Work — Equal Pay' will be adopted in fixing the scales of salaries of teachers working under different categories of management. Free medical aid for the teacher and his family and house rent allowance have not so far been granted in respect of aided school teachers. We hope that this request of teachers would also be conceded thus ensuring to teachers conditions in which he can pursue his work without anxiety or any sense of frustration.

THE BIENNIAL ELECTION

The biennial election to the Madras Legislative Council from the Teachers' constituency is to be held on Monday the 11th April 1960. We are glad that the Election Commission has agreed to declaring that day a public holiday and to have the election hours extended from 1 p.m. to 3 p.m. It is also a matter of satisfaction that a larger number of polling booths are to be set up for the purpose.

The two sitting members Messrs. T. P. Srinivasavaradan, President, South India Teachers' Union, and G. Krishnamurthy, Secretary, S.I.T.U., are seeking re-election. Sri M. J. Sargunam, for many years was Headmaster and Correspondent of the Union High School, Coimbatore, who was closely associated with the Coimbatore District Teachers' Guild and for some time Joint Secretary of the S.I.T.U., is also contesting the election. We are sure that the electorate will make the right choice. We only commend to them the principles enunciated by the Union as early as 1952 and appeal to them to go to the appropriate polling stations and exercise their franchise.

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

Our readers may be aware that in accordance with the resolution of the State Educational Conference held at Mangalore in 1953, the Executive took the initiative in setting up the S.I.T.U. Council of Educational Research as an autonomous body. It was registered under the Societies' Registration Act of 1860, as S. No. 2 of 1956 on the 16th January 1956.

The Council has its membership open to individual teachers and others interested in research and to Institutions. Individual may become either ordinary members or Donors. This Council has been doing some study into classroom problems of Education, such as, the difficulties experienced in the new structural approach to the teaching of English, diagnosis in Mathematics for children seeking admission in Form I, etc.

We are happy that the Council has secured a liberal grant from the Ford

Foundation to enable it to carry on its activities in respect of the objective study of classroom problems with a view to improving the quality in methods of teaching, for a period of three years. The Council has now drawn up a programme for the year 1960 which includes the study of the organisation of practical activities in respect of social studies, diagnosis of the difficulties of pupils in mathematics and suggestions for remedial teaching, a study of the causes relating to the fall in standards, an investigation into the teaching of mathematics and science and a study of the reading disabilities of pupils and possible remedial measures.

The Council will need the help of teachers and schools. It is our earnest hope that the members of the Union interested in research will enrol themselves as members and that educational institutions would also enrol themselves as institution members and in all other ways extend their help to the Research Council in its work.

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