

Dr. Alagappa Training College JOURNAL OF EDUCATION

KARAIKUDI

Editor: V. N. SUBRAMANYAM

Vol. III

MARCH

1955

CONTENTS

	PAGE
Editorial	V. N. Subramanyam 1
The Workshop way of Learning an action research	A. Raju, B.A., M.Ed., 4
A study of the attitudes of pupils to Learning English and Hindi	Miss F. Meiyappa, B.A., M.Ed., 9
The teacher and his Mental Health	P. Nagarajan, B.A., 23
What have Hobbies done to me?	A present B. T. Student 29
The new Structural Pattern of Education	K. Narayanan, M.A., L.T., 30
Dental Care	Dr. A. W. Berchmans L. D. Sc. 37
Education outside the School	P. V. Srinivasan, M.A., L.T., 40
Reorientation of Elementary Education	P. Doraikannoo Mudaliar, M.A., M.A., L.T., Dip. Ec. 47
What shall we teach and how? —In Educational Psychology	V. N. Subramanyam. B. A., (Hons.) L.T., 55
கவிதைகளை உணர்	சி. இராமசாமி B.O.L. 81
Book Review	... 85
Citizenship Camp at Pillaiyarpatti	T. V. Nilakantan, B.A., B.L., 92
College Chronicle	... 98
Annual Report	... 108

Dr. Alagappa Training College Journal of Education,

KARAIKUDI.

SOUTH INDIA.

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REVIEWS AND NOTICES:

Educational books are accepted for review. Two copies should be sent to the Editor.

PUBLICATION:

The Journal is published once a year on the 31st March.

Karaikudi, }
31st March 55 }

P. Doraikannoo Mudaliar,
Principal

Dr. Alagappa Training College

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EDITORIAL BOARD

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Journal of Education

KARAIKUDI

Editor : V. N. Subramanyam

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EDITORIAL

The educational world of the Madras State must be grateful to the Government of Madras for having appointed a committee under the chairmanship of Dr. R.M. Alagappa Chettiar, whose connection with education at all levels from the pre-school to the University level makes him specially fitted to be the chairman of the committee. After all, when it comes to the actual implementation of the Universities Commission Report and the Secondary Education Commission's report, realism in education will require that the framing of the syllabus at the University level should depend on the actual accomplishments of the students at the end of the Secondary School. The implementation of the report of the Secondary Education Commission will in its turn depend partly on the standard of education attainable by pupils when they leave the Elementary School. It is therefore very appropriate that Elementary Education should be tackled first. We wish the committee all success in its endeavour and eagerly look forward to its report, which we are sure will contain valuable suggestions useful to the administrators, teachers, and trainees alike.

We are specially happy in this context to publish an article by our Principal, Sri P. Doraikannoo Mudaliar giving a broad treatment of Elementary Education as it was, as it is, and as it might be. Education being a continuous process, the teacher will do well to bear in mind the educative forces outside the school, as pointed out by Sri P. V. Srinivasan in his article.

EDITORIAL

Independent of the type of Elementary Education, there is another vexed question agitating the minds of educators in our State, namely, the duration of the Secondary Education course in the new set up. It does not seem to us as though the age 17+ is such an important factor. It is absolutely true that before the boy leaves High School he should have developed his character at least to some extent along the lines of personal ideals rather than along the lines of mere social conformity. From this point of view 17+ seems to be the proper school leaving age in the West. Similarly 6+ seems to be the age for beginning reading in the West according to Psychological tests of reading readiness; but whether these are the appropriate ages for Indian children also is questionable. Indian children seem to mature faster (This was also the opinion expressed by Madam Montessori as a result of her observation of children both in the West and in India, in a personal conversation with the Editor). It may therefore be necessary to begin before six and stop before seventeen, thus giving the student one more year of earning potential. But this is a matter which should be decided on the basis of carefully conducted Psychological and Educational Research on Indian children and not on the basis of investigations carried out in England or America, because climate, both physical and social, seems to have an influence on the rate of maturation both physical and mental. Further in all these it is the mental age that should matter more than the chronological age. Sri K. Narayanan touches on this point in his article "The New Structural Pattern in Education."

Whatever may be the duration of the course much will depend on the methods of instruction and on the attitudes of pupils to what they learn. The 'Workshop technique' is coming to be recognised more and more in India as an important method, since the organisation of 'Workshops' for teachers by the U. S. E. F. I.. We are therefore glad to publish in this issue an article on 'The Workshop Way of Learning' by Mr. A. Raju, one of our former students. We commend this article for two reasons. Firstly, the technique itself is interesting and new to our schools. Secondly, it is an example of the kind of 'action research' this journal has always been keen on publishing. 'Action research' is a new expression gaining currency among the educational workers in the West. 'Action research' is conducted in the actual class room by the working teacher and is comparable to 'pilot plant projects' in Industrial Research. 'Action research' makes the teachers' work interesting and tests out the

EDITORIAL

theories and the results of laboratory experiments and sometimes contributes new problems on which Fundamental Research may be needed. This journal invites more of such research from the alumni of our College and also from the staff of our practising institutions. Another research investigation reported here is that of Miss F. Meyyappa on 'A Study of the Attitudes of Pupils to Learning English and Hindi'. Its full significance for the teachers is well brought out by the writer herself and needs no elaboration here. If desirable attitudes towards subjects are to be cultivated in children, they must be helped to appreciate what they read and this aspect of teaching has been treated with reference to Tamil literature by Sri. S. Ramaswami in his article.

Effective learning does not depend merely on Mental Age, duration of course, methods adopted and the attitude of pupil but also on the Mental Health of the teacher and the taught 'The Teacher and His Mental Health' by Sri. P. Nagarajan one of our present students brings this out admirably and another present student of ours (whose name is withheld lest it should cause him any embarrassment) points out from his own experience how hobbies could do much to help the teacher maintain his mental health. The mental health of the teacher as well as his pupils depends on his sense of 'rejection', which may be caused by such trivial factors as badly formed teeth or Halitosis, factors of which the 'rejected' individual may himself remain unconscious. Seen in this context, the article by Dr. Berchmans will appear extremely valuable to the teacher.

If the teacher is to make use of his knowledge of psychology and mental hygiene his knowledge of psychology should be made functional and how this may be done during his training period is discussed in a separate article by Sri V. N. Subramaniam.

As we go to press, we hear that the Education Minister of our State has announced fee concession to all poor children upto the VIII standard. This is encouraging news and we may be hopeful of better days to come in the education of our children.

Kgratikudi

V. N. Subramanyam

14-3-55

THE WORKSHOP WAY OF LEARNING— AN ACTION RESEARCH

Even the best curriculum and the most perfect syllabus remain without life unless brought to life by dynamic methods of teaching. The success of a lesson or unit does not depend so much on the amount of subject-matter covered as on the efficiency, appreciation, and understanding, achieved by the pupils. Knowledge has to be actively acquired by every individual pupil through independent effort. So the business of the teacher is to plan a programme of work in such a way as to provide ample opportunities for self-expression in speech, writing, collective reading, independent research, constructive activities and other activities that coordinate the Hand, the Head, and the Heart. In short, self-activity approach is what is envisaged in this workshop technique.

In this technique the classroom becomes a workshop. Just as in a workshop, the pupils work on different assignments which go to make up a unit or topic in the course of studies or syllabus. An opportunity for the unfolding of the innate potentialities of every pupil is present. Each pupil works according to his ability and interest and contributes to the whole, helping one another and indirectly pulling up their weaker brethren to a sense of achievement and security. The teacher helps them in planning, guides them to sources of information, teaches and gives them practice in the necessary skills and becomes the chief co-ordinator of the whole activity.

This technique is nothing new to the teaching world though they might not have learnt it as such. It is based on sound principles of educational psychology and theory, which everyone of us knows but rarely takes pains to put into practice. In the West, especially in the U. S. A. it has been found to be the most practical way in which real, meaningful, and efficient learning will and can take place.

Boys are boys, be they in America or any part of the world. Though India and America cannot be equated as countries, every boy or girl in India could be equated to boys and girls in America or any other country in the world. But for certain limitations, such as economic conditions, social environment, lack of opportunities and amenities and the like, our pupils should be equal to them in most respects.

An attempt to follow the technique under class-room conditions obtaining in our schools was made with Form V boys (average age 15). The unit 'Our struggle for freedom' from the social studies syllabus was taken up for study in the workshop way.

The motivation for the activity was done with help of the current event in Andhra - a live issue. Most of the pupils responded very well to the motivation questions because of their previous knowledge and a knowledge of current events from the school newsboard. But further questioning led them to dead ends. Here was a situation to be exploited. After a few deft suggestions, it was really surprising to find that nearly 60% of the boys were ready to start learning the circumstances that led to our freedom and the various stages in our struggle for freedom.

After this step the boys were given a dozen books on Indian History, (only one in Tamil, the rest being in English) two Government of India publications regarding our Constitution, bound volumes of The March of India, back numbers of the Kalaimagal and Kalki and four different textbooks in social studies each by a different author. The boys were asked to look into the books placed in their hands and come with a plan or programme of study. After some discussion in a free atmosphere, the whole area of knowledge to be learnt was divided into five sub-units.

* Five groups were needed to work at the project. Instead of arbitrarily thrusting the assignments on the groups, boys who were willing to take the lead were asked to volunteer. Only four boys volunteered. They were asked to choose their own associates to form four groups.

After the selection, with some give and take on the part of the leaders, 11 boys were left out. The 11 were their weaker brethren unwanted by the group leaders or co-ordinators. Four of the sub-units were taken up by the four groups. The teacher took up the weaker brethren to form a group under his leadership and the remaining sub-unit was taken up for work by him.

* This kind of grouping though not based on pupils' own interests had to be followed in view of the Departmental syllabus prescribed for the various school levels.

THE WORKSHOP WAY OF LEARNING

The next step was the group conference. The leaders of the respective groups discussed the contents of their assignments with the help of the books. At this conference the individual assignments were settled. During this step it was found out that most of the boys did not know how to look up a reference, or use the table of contents and index.

At this stage general instructions to the whole class were given by means of demonstrations by the teacher, regarding the use of books, table of contents, index, Atlas (English), note-making and note-taking. The boys were also given a number of demonstrations in diagrammatic representation of facts. There was also a diagnostic check up to find out whether the requisite skills had been learnt or not. The pupils were encouraged to represent the ideas as much as possible in pictures, maps, and diagrams.

Collection of information began. All the available books on the subject in English and Tamil were placed at the disposal of the boys in a class-room locker. The outline was drawn from their class text book. On the basis of this outline they began their research. Both useful and useless information found a place in the boys' note books. With the facts gathered they were asked to dress up the salient facts in grammatically correct Tamil on the model of a self-contained essay. The teacher had to be continuously helping the boys in translating information found in English books and correcting their language. The boys prepared a number of charts, the average for each group being eight. Every boy had prepared a map or a chart or both, to help him to explain his assignment. They were allowed to use only the maps and the charts while reporting to the whole class.

Now the boys were ready to report but there was one difficulty. The individuals were thorough with their small assignments. The groups were thorough with their sub-units. All the work of the boys had to be co-ordinated in an effective way. To this end, the whole subject matter was split into a number of small problems and dictated to all the pupils before the reporting by the sub-groups commenced. As reporting went on, the boys noted down the answers to the problems. The maps and the charts prepared by the respective groups were hung up in the classroom after having been used during reporting and the pupils were asked to copy them in their note books for permanent record. Immediately after a

group had done its work, the boys were orally tested to find out whether the salient features had been learnt by all. Reporting was done by most of the boys in a planned way. Of course there were some who did not do it well. It was more due to their not having had any previous experience in telling an audience of 40 boys the facts they knew, in a cogent and consistent manner. The leader (co-ordinator) summed up the report of each boy and kept up the continuity. The teacher gave a final resume of the topic, and the whole project took eight weeks of five periods (45 mts.) a week, with one double period each week.

Some of the problems faced.

The first and foremost problem was the attitude of the pupils to this way of learning. Spoonfed boys, used to the chalk and talk and notes dictation methods, do not at first respond to appeals. They undoubtedly think that the teacher is shirking his work by refusing to use his voice-box and entertain them. Such an attitude is there owing to our examination system. It is a problem which even the most enthusiastic teacher will have to face and handle with care.

The boys lacked skill in looking up books for information, looking up a reference given, using the table of contents and index freely, note-making, note-taking and diagrammatic representation of facts and figures. A number of demonstrations had to be given before they could be left to do things on their own initiative.

The lack of suitable books in Tamil was the next important problem. Books in English are plenty. They had to be read and translated and dictated to the boys. Especially for the unit chosen, so much of current history had to be learnt. Radio talks given for high schools and articles written in Tamil in special numbers of magazines were utilised.

The next problem was that of balancing individual and group activities and coordinating the work of the whole class, so that the pupils might have organised knowledge and not unrelated fragments with gaps in their learning. The only successful method of getting over this problem was to dictate questions before the work of reporting commenced and to make the boys jot down the answers and for the teacher to fill up the gaps by the telling method.

THE WORKSHOP WAY OF LEARNING

The problem of the bell ringing once every 45 minutes was sometimes an annoyance felt both by the teacher and the pupils when reporting was going on. It was felt that a whole afternoon during reporting work would be advantageous.

But for an efficient co-ordinator, the reporting may become haphazard. He should be on the alert to guide the members of his group and to make up the deficiencies. So it would be better to have the best boys as co-ordinators for the respective groups.

The problem of discipline was there at the beginning. In an institution where self discipline is aimed at, this technique would go a great way in achieving that end. The boys were at first really noisy but by degrees there was marked improvement and real self discipline was slowly being ushered in.

Enthusiasm and planning on the part of the teacher, an understanding school administrator who sincerely believes in modern methods without being conscious of examinations, marks, and results, an encouraging inspectorate, a well equipped library, a management which would supply all the necessary craft material for the required craft work and a proper attitude on the part of pupils, parents and the community towards teachers, schools, and examinations are all the basic essentials for the successful working of this technique. At the same time we should not be carried away by the immediate results achieved but should see if there is any real long term benefit by following up such a technique over long periods, not failing to create the proper attitude in the minds of our pupils.

A. Raju B.A., M. Ed.

A STUDY OF THE ATTITUDES OF PUPILS TO LEARNING ENGLISH AND HINDI

(The following is a part of an investigation conducted by the author in some schools in Madurai in the year 1950.)

Mis^s F. Meiyappa, B.A., L.T., M. Ed.

INTRODUCTION

Two languages of great social, cultural, and political importance, English, with immense international significance and the other Hindi, with a tremendous national significance, the tie that is to bind the millions of Indians together—are introduced in our schools at the first form level; and if these languages are to serve the purpose which they are intended to serve, it is of utmost importance that our children develop the proper attitude to them.

Stanley Hall once said, "Our intellect is a speck afloat on a sea of feeling". The attitudinal make-up of the pupil is this sea of feeling. No doubt, the 'speck' of intellect is tremendously important but at the same time we cannot afford to neglect the 'sea of feeling' on which it floats and the possible effect of this 'sea' on that 'speck'. Therefore education can no longer proceed as if human beings were intellectual machines motivated by pure reason. Attitudes are the dynamics of human action and therefore right attitudes are as necessary for education as a bright intellect. Hence a teacher must always be careful as to what kind of attitudes his pupils are developing consciously or unconsciously.

Attitudes :- Definition.

As Floyd W. Hoover says, "Attitudes, like intelligence or electricity, do not admit of easy definition. They have an elusiveness about them that makes definition difficult." Yet, several psychologists have attempted to define "attitude", and an examination of some of their definitions show that attitudes have five important characteristics.

They are .—

1. Attitudes are emotional rather than intellectual.
2. They have direction (for or against).
3. They are considered only in relation to some object.
4. They affect behaviour.
5. They are learned and not innate.

A STUDY OF THE ATTITUDES OF PUPILS TO LEARNING ENGLISH AND HINDI

Taking into account all these characteristics, Remmers and Gage define attitude as * “a more or less emotionalized tendency, organized through experience, to react positively or negatively toward (for or against), a psychological object.”

Measurement of attitudes

Thorndike says, “Whatever exists at all, exists in some amount,” and McCall adds, “Whatever exists in some amount can be measured”. Yet human abilities, though they exist and exist in some amount, are difficult to measure, and as the science of measuring attitudes is still in its infancy, measurement of attitudes presents a great problem. However, attitudes have been measured by direct observation of behaviour, recording of opinions expressed at interviews, analysis of personal records such as letters, compositions, autobiographical data and case studies. But as these methods are liable to be subjective, psychologists like Likert, Remmers, Thurstone and Chave, have attempted to devise a special technique for measuring attitudes on a scientific basis. Of these, the scaling technique developed by Thurstone is considered to be the best procedure yet devised for obtaining valid and reliable measures of psychological variables.

In the investigation under report, Thurstone and Chave's method of measuring attitudes was adopted with slight modifications.

The Investigation-Scope:

It was the aim of the author to study the attainment of some school children in English and Hindi and see how far the achievements (that part of the investigation which relates to the achievement of children in these languages, has not been included in this report) of these children in either of these two languages, affect or are affected by, their attitude towards that language. It must, however, be made clear that it was not the aim of the investigator to make a thorough study of the various factors that may have affected children's achievement in, or attitude to, these languages. Hence no attempt was made at studying or controlling the existing class-room methods of teaching these languages. However, an attempt was made in Part B of the attitude questionnaire to investigate some of the conditions at home which may exert some influence on pupils' achievement and attitude.

* Educational Measurement and Evaluation—Remmers and Gage. Page 87

Subjects

The subjects for the investigation were children who had just passed form I, from a Boy's High School, a Girls' High School and a Girls Middle School in Madurai. These schools, being big residential schools, draw their pupils from both rural and urban areas. The age of the children varied from 9+ to 16+, their average age being 12 years and 2 months. Nearly 300 children participated in these tests.

Construction of attitude tests :

Selection of statements.—To make the tests realistic and suited to the age, a preliminary attitude questionnaire was prepared. This questionnaire consisted of two parts, Part I containing nine questions concerning the study of English and Part II containing nine questions concerning the study of Hindi in schools. The responses to each question were graded on a five point scale, from strong like to strong dislike and the subjects were asked to select one of those five responses. A small space was also provided below each question for the subjects to write in one sentence the reason for their response. Some of the questions included in the questionnaire are given below.

1. Do you like learning English ?

- a) Like very much (b) Like (c) Do not like (d) Dislike
- e) Dislike very much
- Because

3. Do you enjoy your reading lessons in English ?

- a) Enjoy very much (b) Enjoy (c) Not bad (d) Do not enjoy
- e) Do not at all enjoy
- Because

8. Do you think a knowledge of English will be useful to you in future ?

- a) Very useful (b) A little useful (c) Not useful
- d) Not at all useful
- Because

The very same questions were given in Part B with respect to Hindi.

This preliminary questionnaire was administered to one section of Form II in a Girls' High School (36 girls) and one section of Form II in a

A STUDY OF THE ATTITUDES OF PUPILS TO LEARNING ENGLISH AND HINDI

Boys' High School (43 boys), in Madras and the responses with the reasons were collected and arranged into three groups according as they expressed a positive, negative or neutral attitude towards these languages. On the basis of the material thus collected, twenty statements expressing the different attitudes of form II children towards the study of English and twenty very similar statements expressing their attitude towards the study of Hindi were drawn up.

These statements were then read to a set of students in the B T. class and they were requested to write on a piece of paper whether they considered each of these statements as favourable, unfavourable or neutral. Where there was difference of opinion as to the nature of attitude expressed in any particular statement, the statement was considered to be ambiguous. Such statements were carefully re-worded taking into account the particular word or expression which had been differently interpreted, so that the meaning was made unmistakably clear.

While finally drawing up the statements the criteria prescribed by Thurstone and Chave for an attitude scale were borne in mind and utmost care was taken to see that,

1. the statements were as brief as possible,
2. the statements were such that they could be endorsed or rejected in accordance with their agreement or disagreement with the attitude of the reader,
3. no statement was double barrelled i.e. no statement expressed more than one complete thought,
4. one or two neutral statements were included,
5. there was an equal number of positive and negative statements,
6. For every statement in the English attitude test, there was a similar statement or statement of equal strength in the Hindi attitude test, so that the attitude tests for English and Hindi were well balanced.

Arranging the statements on the scale

These statements were then written on separate pieces of card-board and all statements expressing attitude towards English were put together

into one envelope while those expressing attitude towards Hindi were put into a second envelope. Twelve such sets were prepared and given to twelve post-graduate students, the majority of whom had at least three years of teaching experience on an average. These students were requested to sort the twenty statements in each envelope into seven piles according as they expressed:—(1) Very strongly positive (+ + +) (2) strongly positive (+ +) (3) just positive (+) (4) neutral (0) (5) negative (—) (6) strongly negative (— —) or (7) very strongly negative (— — —) attitudes. To help them in the classification, they were advised first to group them into three main groups — (a) positive (b) neutral (c) negative and then further subdivide the (a) and (c) groups into three each. They were also given clear instructions that they were not asked to express their opinions on the statements but simply to grade them according to the degree of favourableness or unfavourableness of the attitude expressed in each.

Assigning scale values

Each statement was given a scale value on the basis of the ratings given by the above judges.

The final attitude questionnaire

In the final questionnaire, statements expressing positive and negative attitudes were well mixed up to guard against the pupils simply ticking off the first few statements.

A sample of the questionnaire with the scale value of each statement is given below.

* Name	Age
School	Boy or girl
Class	

Some children were discussing what they felt about their English and Hindi lessons and some of the things that they said are given below.

PART A

Read these carefully and put a $\checkmark$ mark against those statements which you think are right.

* Name was required for purposes of correlating attitude scores with achievement scores.

A STUDY OF THE ATTITUDES OF PUPILS TO LEARNING ENGLISH AND HINDI

Score	Serial No.	Statements.
1.6	1	I like English because it is easy to learn.
-1.6	2	English is not as interesting as some of the other subjects.
1.6	3	I wanted to learn English and so I am glad it is taught in school.
2.9	4	I like English best of all the school subjects.
-3.1	5	I hate English lessons.
1.3	6	To be able to get on well in the higher classes, I think a thorough knowledge of English is very necessary.
-8	7	As English is a foreign language, it is quite unnecessary to learn it.
.9	8	It is difficult to get a good job without a good knowledge of English.
2.1	9	I enjoy picking out all the English words that I can recognise in newspapers and advertisements.
-2.8	10	English should not be included in the school curriculum.
3	11	I look forward to the English conversation lessons with pleasure.
0	12	It is the same to me whether I do well or not in English.
3	13	Writing English is a pleasure to me.
2.8	14	I am never tired of learning English.
-2.15	15	I learn my English lessons just to avoid punishments.
-6	16	I learn English just as I learn any other school subject.
-2.4	17	I wish we had no reading lessons in English.
-3	18	I long to run away from the English conversation classes.

Miss P. MEIYAPPA

Score	Serial No.	Statements
•8	19	I think that a knowledge of English is useful because it helps me to understand some of these English pictures.
—1.5	20	I may like English if it were not a school subject.

PART B

Underline the appropriate answer against each of the questions given below.

1. Do your parents know English ?
(a) Father (b) Mother (c) Both (d) Neither
2. Do your parents know Hindi ?
(a) Father (b) Mother (c) Both (d) Neither
3. Do you speak English at home ?
(a) Always (b) Often (c) Sometimes (d) Never
4. Do you speak Hindi at home ?
(a) Always (b) Often (c) Sometimes (d) Never
5. Do you speak English with your acquaintances ?
(a) With many (b) With some (c) With none
6. Do you speak Hindi with your acquaintances ?
(a) With many (b) With some (c) With none
7. Do you go to Hindi pictures ?
(a) Often (b) Sometimes (c) Never
8. Do you go to English pictures ?
(a) Often (b) Sometimes (c) Never
9. Does anybody help you at home with respect to your English lessons ?
(a) Much (b) A little (c) None
10. Does any body help you at home with respect to your Hindi lessons ?
(a) Much (b) A little (c) None

A STUDY OF THE ATTITUDES OF PUPILS TO LEARNING ENGLISH AND HINDI

PART C

Read these carefully and put a $\checkmark$ mark against those statements which you think are right.

Score	Serial	Statement
1·6	1	I used to feel sorry that I could not learn Hindi privately at home. Therefore now I am glad that Hindi is included in the school curriculum.
—3·1	2	It is a waste of time to learn Hindi because it is not useful to me in my everyday life.
·9	3	In future a knowledge of Hindi will be absolutely necessary for securing a good job.
2·9	4	There is no other subject which I like as much as I like Hindi.
—3·1	5	I hate Hindi.
—·6	6	Hindi is just the same to me as any other school subject.
0	7	I do not particularly care how I do my Hindi lessons.
3	8	I look forward to Hindi conversation classes with pleasure.
3	9	Writing Hindi is a pleasure to me.
—3	10	I long to run away from the Hindi reading lessons.
—2	11	I learn my Hindi lessons just because my teacher will punish me if I do not.
2·8	12	The more I learn Hindi, the more I want to learn it.
—1·5	13	Hindi is not as interesting as some of the other school subjects.
1·6	14	I like Hindi because it is easy to learn.

Miss F. MEIYAPPA

Score	Serial No.	Statement.
—2·4	15	I wish we had no Hindi conversation lessons.
1·3	16	It will be a great pity if they do not give more periods to Hindi at least in the Higher classes.
—1·4	17	I have no objection to learning Hindi but I do not like to learn it as a school subject.
2·1	18	I am so interested in Hindi that I stop and read Hindi words wherever I find them.
·8	19	I am glad we are learning Hindi because I like to learn some of the Hindi songs that we get on the radio and in Hindi pictures.
—2·9	20	I do not think it is right to ask us to learn Hindi also, when we are not able to learn our mother tongue properly.

The actual questionnaire was administered to pupils in Tamil.

Part B was put between the attitude test for English and the attitude test for Hindi, so that pupils may not carry over their attitude towards one subject to the next as they are likely to do, if they pass on directly from one to the other. This part was also intended to serve as an investigation into the facilities at home for the study and use of the two languages, which may throw some further light on the matter under investigation.

A discusson of the data

Pupils' responses to the attitude questionnaire were carefully scrutinized before assigning scores. It was noted that children had read the entire questionnaire while ticking off statements with which they agreed, as was quite apparent from the fact that statements at the very end of the questionnaire had also been frequently ticked off.

The responses of children whose opinions seemed to be unreliable were discarded and 279 attitude papers were selected as reliable. Of these 179 were those of boys and 100 were those of girls.

A STUDY OF THE ATTITUDES OF PUPILS TO LEARNING ENGLISH AND HINDI

TABLE I

Frequency distribution of the attitude scores of 279 pupils of Form II to English and Hindi.

Nature of attitude	Attitude score	Frequency	
		English	Hindi
Very strongly favourable	18 - 20	124	52
Strongly favourable	15 - 17	58	61
Favourable	14 - 12	40	43
	11 - 9	16	27
	8 - 6	12	10
	5 - 3	7	14
Neutral	2 - 0	4	8
	-1 to -2	4	11
Unfavourable	-3 to -5	4	11
	-6 to -8	1	8
Strongly unfavourable	-9 to -11	2	13
	-12 to -14	3	10
Very strongly unfavourable	-15 to -17	2	8
	-18 to -20	2	3

TABLE II

Classifying children according to the nature of attitude shown towards English and Hindi we get the following distribution.

Nature of attitude	Frequency	
	English	Hindi
Favourable	92%	74%
Neutral	3%	7%
Unfavourable	5%	9%

From the above tables we find :

1. A very high majority of children of this school stage are in favour of learning English.
2. A fairly high majority of these children are also favourable to learning Hindi. But more children are favourable to English than to Hindi.
3. Very few children show an unfavourable attitude to either English or Hindi. But slightly more children show unfavourable attitude to Hindi than to English.

Table showing the range, mean score and standard deviation

TABLE III

	English	Hindi
Range Maximum Minimum	20 -18.7	20 -20
Mean score	13.99	8.26
Standard deviation	7.68	11.01

From the above table we see that

1. The maximum score obtained in both English and Hindi is the topmost score on the scale (20), indicating that individual children are capable of developing a very strongly favourable attitude towards English and Hindi.
2. Considering the minimum scores, we find that very strongly unfavourable attitude to both these languages is also prevalent among individual children. But it must be noted that only a very small minority of children come under this class.
3. There is a slightly greater variability in children's attitude to Hindi than in their attitude to English as seen from the range and standard deviations.
4. Judging from the mean scores we find that children at this school stage show a definitely favourable attitude to both the languages. But their attitude to English is more strongly favourable than their attitude to Hindi.

Conclusions and their educational significance

The main conclusions arrived at as a result of this investigation may be summarized below :

1. Children in general seem to be definitely favourably disposed to the study of both English and Hindi. They seldom seem to develop an unfavourable attitude to either of these two languages. Even where they show an unfavourable attitude it is very rarely of a strong degree.

A STUDY OF THE ATTITUDES OF PUPILS TO LEARNING ENGLISH AND HINDI

This interest evinced by children in the study of these languages will make the teachers' task easier and more pleasant. Further it may also be utilized to widen pupils' interest in the children of the regions where these languages are spoken, through reading stories about them and by maintaining correspondence with them whenever possible. This will serve to nip in the bud, narrow provincialism and misdirected nationalism which are not uncommon in our youths to day and serve to sow the seeds of the right kind of nationalism and broad-minded internationalism.

It is up to the teachers to strengthen and maintain this interest throughout the school course.

2. Children tend to show a more favourable attitude to English than to Hindi.

As English is still held to be the language of the educated elite in India, it is probable that children have a fancy for it. It is also possible that some children may have picked up this strongly favourable attitude to English from their parents and elders who probably have a favourable attitude to it due to their education which had laid much stress on English.

One important task before the Hindi teacher is to help children form a more favourable attitude to Hindi. His main concern should be to maintain among his pupils a steady interest in the subject by employing interesting methods of teaching. Further as a real sense of proficiency and awareness of progress are great incentives to favourable attitude, children specially backward children, must be encouraged whenever real effort and slight improvement are found in their performance. 'Success reinforces performance, releases further energy and engenders favourable attitudes toward learning; constant frustration discourages effort, gnaws viciously at interest and begets indifference, resistance or even severe inferiority.' *Hence a little caution on the part of the teacher while pointing out children's mistakes or warning children against poor achievements, will avert a great deal of harm that will otherwise be caused in this connection. When mistakes occur they must be pointed out in a quiet

*Educational Psychology by Jersild, Gates, Macconnell and Challman

and unobtrusive manner without giving occasion for anger on the part of the teacher or fear and disappointment on the part of the pupils, because strong emotions like anger and fear-fear of the teacher, fear of being scolded or punished or put to shame in front of the class may produce unfavourable attitudes in children.

Further a *study of the facilities that children have at home for learning and speaking these languages has shown that children have more facilities at home for learning English than for learning Hindi. This is a matter demanding the special attention of Hindi teachers. They have to depend more upon the school and class room conditions for improving children's attitude to Hindi than the English teachers. Hence, as an active use of the language has been found to be of the greatest help to children in this respect, it is the duty of the school to provide such facilities to children, through Hindi literary societies and dramatic clubs.

3. Children are more variable in their attitude to Hindi than in their attitude to English.

This probably is due to the fact that the position of English in our educational system is more stable than that of Hindi.

It must be made clear that this investigation does not claim that the conclusions arrived at are final, as no single investigation of this type can make that claim. We have attempted to measure only the attitude that children chose to express, but it cannot be said with absolute certainty that these are their genuine attitudes. However, this at least shows that children wish to show a favourable attitude to these languages. Hence the conclusions arrived at are more significant as guides to teachers towards the development of healthy attitudes in children to these two languages, rather than as final conclusions on the matter. Further, these results may be of some significance and interest to teachers and educationists in that they may serve as an incentive to further thought and attention on the matter and open new vistas for further investigations.

Suggestions for further study

During the course of this investigation various fields for further investigation suggested themselves to the investigator and the following are some of them.

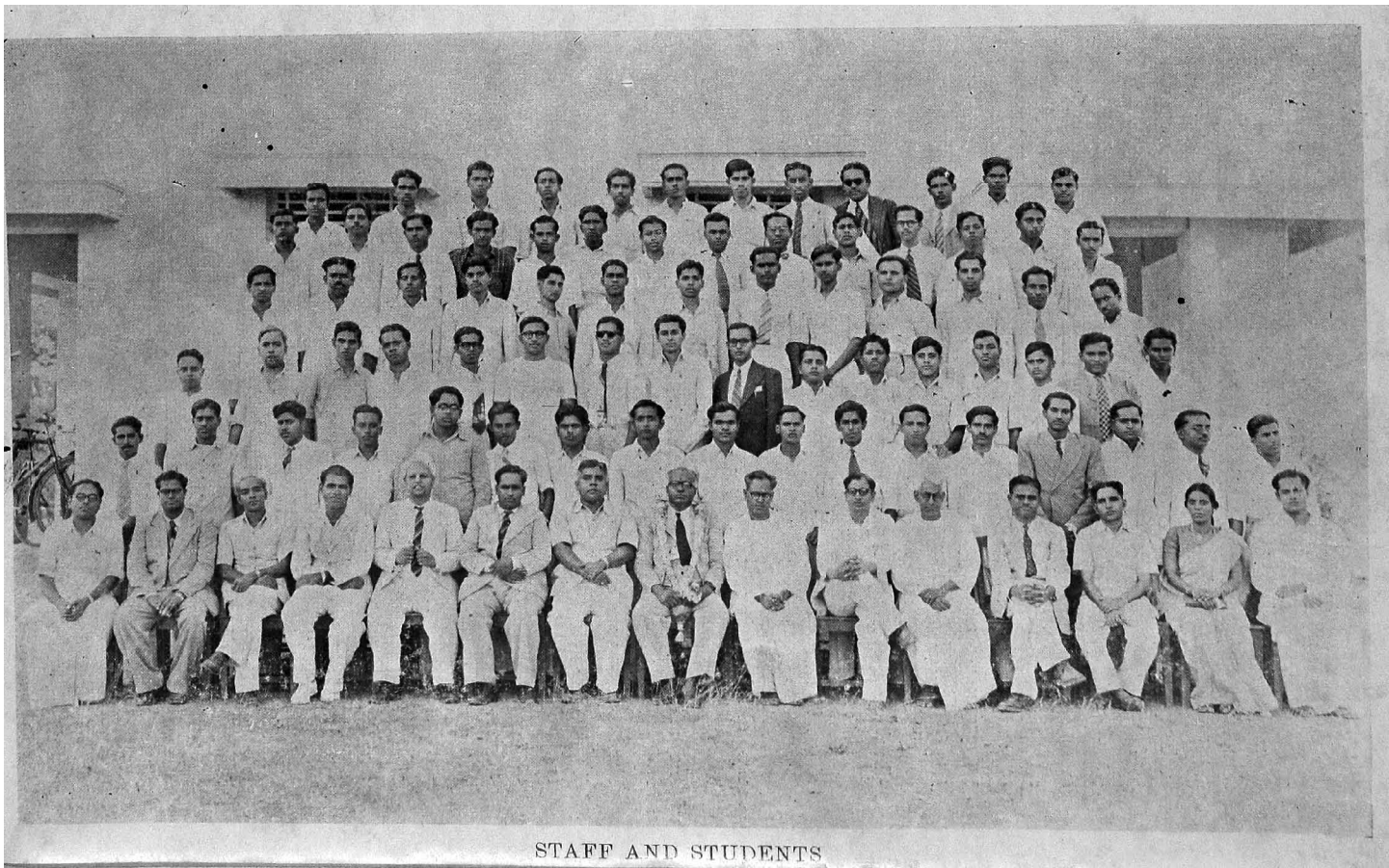
*Details of this study, which formed a part of the original investigations, have not been included in this report.

A STUDY OF THE ATTITUDES OF PUPILS TO LEARNING ENGLISH AND HINDI

- 1, Studies of the attitude of children towards English and Hindi towards the end of the Middle School.
- 2r Sex differences in attitudes to the languages taught in the Middle School.
- 2, Diagnostic studies of pupils' difficulties in the study of English and Hindi in Form I.

Miss F. Meiyappa

Lecturer in Education.



THE TEACHER AND HIS MENTAL HEALTH

P. Nagarajan B. A.

There is no other aspect of hygiene so intimately connected with education as mental hygiene. Mental hygiene is not merely concerned with the sickness of the mind but with the systematic application of measures for the preservation of mental health. According to Averill.¹ "Mental health is that condition in which each aspect of the mental life is adjusted harmoniously to every other aspect, yielding in consequence an integrated and a unified personality which evidences and expresses itself in the concordant interaction of rational thought life, a normal affective life, and an unimpeded volitional and conative life." The progress of the human race depends upon the efficient functioning of the minds of individuals. With the progress of civilisation the problem of living has become so complicated that many forces affect the life of the individual. An individual has to make many adjustments to society. For the stable life of the individual and, through him, the society in which he moves, mental hygiene is indispensable. The individual who is not socially adjusted or unstable affects the stability and efficiency of his fellowmen.

Adjustment to environment begins early in one's life. Hence most of the problems of mental hygiene start from there. Next to home the school exerts a direct influence on development of the child. The class room is filled with children of different mental calibre. The environment being simplified, the interaction of personalities is facilitated. The impact of the teacher's personality on the children is very great, as his is the adult personality which the children readily imitate. Just like parents teachers exercise their own bias and prejudices on the children. Therefore the treatment of 'mental hygiene in education' begins with the mental health of teachers. For their own personal adjustment teachers should have a knowledge of psychology. The teacher has to deal with a group of children. The various problems that children create and the difficulties of class management produce tensions in the mind of the teacher. He has to find proper outlets to release these pressures. If the teacher is capable of releasing these pressures through his work and recreation they will not disturb his mental health. But if he is incapable of ventilating them he is liable to have emotional disturbances and maladjustment.

1. L. A. Averill ; *The Hygiene of Instruction*, Houghton Mifflin, Boston 1928 Page-61

THE TEACHER AND HIS MENTAL HEALTH

The personal difficulties and emotional disturbances of teachers impair to a great extent the work, efficiency and happiness of teachers. The teacher who has family troubles cannot find the peace of mind necessary for school work. But the profession of a teacher requires sound mental health. It is an integral part of the profession itself. The teacher has to deal with individuals of different varieties and to withstand pressures of various kinds. The teacher must learn to keep his mental tensions and other personal difficulties out of the class room.

The effect of the teacher's mental ill-health on pupils is far-reaching. Snyder² observes, "Adjusted teachers do much to bring about pupil adjustment, and the converse is also true. Probably the most satisfactory way of measuring whether or not a class room is smooth running and effective would be to measure the degree of personal adjustment of the teacher".

The personal difficulties of teachers are usually revealed in their treatment of children. Sometimes teachers lose control or resort to unusual forms of punishment. In one case a teacher kicked a boy out of the class for his failure to memorise a poem. Another teacher attacked a boy to such an extent that he fell down unconscious. These instances show that the teachers concerned behaved abnormally as a result of their emotional instability.

Symptoms of maladjustment can be easily found out. An irritable nature and frequent loss of temper are the reflections of underlying emotional difficulties. The teacher who punishes the whole class for his inability to find out the culprit is definitely in need of some help in resolving his mental conflicts. The teacher who feels insecure expresses his insecurity by trying to tear down the reputation of others. He will always find fault with those who try to discharge their duties in an efficient manner. He will also be diffident in trying to experiment on new techniques in the teaching method.

Some teachers find it very difficult to confront normal aggressions of youngsters. These teachers are unable to control the class and very often the headmaster has to come to their rescue. Even a slight disturbance is enough to aggravate their anger. Here again their inability to control the class may either be the cause or the effect of mental conflict.

² Encyclopaedia of Educational Research, Ed. Munroe The Macmillan & Co.

From these instances we cannot conclude that all personal problems and emotional disturbances originate only in the classroom. Other factors like persistent worries are also responsible for emotional unrest and cause sleeplessness and nervousness. Most often the inefficiency of teachers in their work is due to mental distress. But it is also the other way sometimes. Teachers are hard hit by a number of unfavourable circumstances which finally result in mental conflict. These interfere with their own personal adjustment and happiness. The teacher who comes to school enraged due to some unpleasant occurrence at home, may not have a pleasant mood while teaching his lessons.

Inadequate instruction, improper planning, ambiguous motivation and such other defects lead to pernicious consequences which may result in increasing the teacher's sense of insecurity. Sometimes these are due to maladjustment of teachers and leave the teachers even more insecure than at the beginning. Another factor which affects the teacher's sense security is the undue hardship caused to him by the administrators. The governmental policies influence the psychological well-being of teachers. The lack of security of tenure and the tyranny of the management aggravate the mental agony of the teacher, who finds no outlet to release it except by directing it against children.

Let us now trace the causes for the maladjustment of teachers. The fundamental cause is frustration. This is the result of their inability to attain their ambitions in life.

Every individual desires security, recognition, new experience and independence. Teachers are no exception to this. They become disgusted when these are not granted to them. Teachers want appreciation and encouragement. The teacher whose efficiency is not recognised by the school management may relieve his emotional tensions sometimes by engaging in day dreams and more often by decrying other people's work.

Personal security and psychological balance are indispensable for teachers to maintain sound mental health. When they study the various factors which affect the mental health of the pupils they can have a better knowledge of themselves. This insight may certainly increase the effectiveness of teaching. A clear knowledge as to the origins of and reasons for children's misconduct

THE TEACHER AND HIS MENTAL HEALTH

will enable the teacher to diagnose the difficulties of the pupils. If teachers are given a knowledge of child development they will be helped to view the failure of some children to learn, as being not so much evidence that the teaching is defective but as meaning that the child is not yet ready to learn. This will minimise his feeling of insecurity to some extent.

There are many ways by which the teacher's personal and emotional difficulties may be solved. First of all we have to find out the origins of mental ill-health from various angles. Let us first take his community life. The success of a teacher depends on the extent to which he wins the appreciation of the community. He should not be indifferent to the wishes of the community. To a certain extent he should move with the adult personalities of the community to get acceptance there. He has to take part in the various activities, like the religious festivals, social gatherings etc. of the community. If it is a village he can run an adult night school and thereby contact the adults of the community. Community recognises only those teachers who are conscientious in the discharge of their duties. Many a teacher has been applauded by the community for his efficiency in discharging his duties. So teachers should put forth their full energy and enthusiasm in their work and become prominent in the community by their honest work.

Sound scholarship is the first requisite of a teacher who seeks the acceptance of the community, especially where the parents are educated. Unless he is fully equipped for his profession he cannot expect the appreciation of the community. The teachers who are honoured by the community have all been great scholars. So teachers should always be accumulating knowledge.

The tensions which result from the turmoil of the classroom may be prevented to some extent by the teacher himself. The first task of a teacher is to bind himself with the children. He has to instil the spirit of harmony among the children and weld the class into a group having mutual acceptance. Harmony cannot be attained through fear. The teacher should neither rule by fear nor be very passive. In school life, his success depends on his relationship with his pupils. He must expect differences among the individuals as he deals with a group of children. He must knit them by love. He should create confidence and respect in the minds of his pupils. The pupils are the best judges of teachers.

A teacher can have hobbies like music, gardening, photography etc. His emotional tensions which occur sometimes even when his class management is efficient may find release in hobbies. These will also be recreative. These will enable him to recuperate from his mental fatigue and help him to forget his mental distress for some time at least.

As regards his family life, his success there depends to a great extent upon his his cordial relations with his wife viz. sex life. Unless he gains acceptance at home he will not have peace of mind. Family happiness is influenced by economic factors. Usually the teacher's salary is inadequate. At times this inadequacy is coupled with irregularity. He finds it difficult to make both ends meet and this results in frustration. Frequent quarrels between the husband and the wife create great mental hazards. To avoid this, teachers should be better paid to enable them to meet their needs and get acceptance in the family circle.

In the school, the teacher should be an all round man. He should maintain a harmonious relationship with his colleagues. To facilitate frequent contact among themselves teachers can form literary clubs, where they can meet and talk frequently and thereby sublimate their mental distress. The drama is an excellent outlet for releasing one's emotions. So where there are teachers with different aptitudes they can enact a play. It has two advantages. First, it serves as a gate-way to release their repressed emotions. Secondly, it brings all teachers together, which enables them to move with each other intimately and to see one another in their full perspective and to appreciate one another's talents rather than to find fault with one another's shortcomings. Another way of improving their mental health is by taking part in games. Those teachers who have no aptitude for drama but have an aptitude for games can join together and form teams and take part in tournaments. Games make one forget his mental distress, and give fresh stimulus for work. As for the teacher they enable him to get acceptance in the group of his colleagues, because they learn to appreciate one another's abilities and skill in the playground.

To sum up, the mental health of the teacher is a major factor in the educative process. To maintain good mental health he needs the acceptance of his family, the community, and the school. He must be always conscious of his drives and goals. The community

THE TEACHER AND HIS MENTAL HEALTH

and the administrators should reduce the undue pressures placed on the teaching profession. Provision should be made for psychiatric and counselling services to enable the teachers to check up their mental health. At the same time we have to bear in mind that adjustment is a relative matter. It is the duty of the teacher himself to strive his best to maintain as high a level of personal adjustment as possible. By maintaining his mental stability he not only makes his life happy and fruitful but safeguards the mental stability of a number of children under his care.

WHAT HAVE HOBBIES DONE TO ME ?

B. T. Student

Till I was 18 years of age, I was all right and had no difficulties. Between 18 and 20, due to many reasons, such as academic failures, spiritual experience, bad home environment, unhealthy attitude to sex and excitement, conflicting interests cropped up in my mind and I had intense mental conflict. I worked under stress and strain. I thought I had a weak mind and felt helpless. Sometimes I became desperate. I lost interest in life and looked upon my future as something uninteresting and uncertain. I was all the time thinking of myself and it only aggravated my mental condition. In short, I was more or less a hypochondriac. My religious experiences helped me to some extent from utter desperation.

I tried my best to get out of this depressing position. Even after my twentieth year, after leaving college, I had very little change in my mental troubles. Yet I gained some experience in life, which helped me to change my outlook on life. I read some psychological literature (magazines). To my great surprise, I found that they spoke about the same kind of troubles which I had. I took keen interest in their helpful suggestions. Now and then I analysed my mind and tried to find out the causes for the troubles. The magazines also suggested that hobbies are very useful to cultivate an interest in life and advised the readers to cultivate many good hobbies. This caught my attention and I tried to see whether I had any special interests which could be cultivated. This is how I chose my hobbies-photography, drawing and story-writing.

I had a passion for photography and drawing even during my college days. But I had to suppress my love of the former for many reasons. The latter, I tried to cultivate. But every time I tried to scribble or draw some pictures on paper, my parents discouraged me and even scolded me for wasting time over unnecessary things like drawing. So that interest also was suppressed.

Only last year I decided to cultivate them. My parents did not interfere with me now. I did not have to depend on their opinion at all. The hobbies have greatly helped me. Every time I produce a successful and good photograph, I feel proud of my achievement and I gain confidence, which I badly needed before my 24th year. I have drawn two fine pictures. I have also begun to write a story in Tamil though it is not yet finished. These hobbies have given me pleasure and increased confidence. I am looking forward to cultivating new hobbies. They carry my thoughts away from thinking about myself all the time. I see my own abilities and powers before my eyes. My mental state is far better now than it was 2 years ago.

THE NEW STRUCTURAL PATTERN OF EDUCATION.

A. 'Introduction'

The Conference of Vice-chancellors of Universities and Chairmen of the Boards of Secondary Education in the states recommended that the general pattern of educational reorganisation as suggested by the Secondary Education Commission should be adopted by the Universities and the Boards concerned, i. e. the Higher Secondary Course should be continued up to the age of 17 years followed by a three year integrated course leading to the Bachelor's Degree. The Government of India has accepted this recommendation. For Madras this would mean a twelve-year school pattern.

India has already accepted the eight-year integrated Elementary Education course. Considerable interest is being evinced on the vital question of the duration of the High School course. Should it be a three-year course as it is, or should it be a four-year course as recommended by the Commission?

Conflicting opinions have been expressed on this question by Teachers Organisations themselves. The South India Teachers' Union has expressed its opinion in favour of a four-year Higher Secondary School course. The Madras State Headmasters' Conference favours the retention of the present three-year high school course.

We shall now briefly examine the recommendations of the Commission and the International Team and give our considered view.

B. *The Existing Pattern :*

Broadly stated, the existing pattern of organisation in Madras is as follow :

- a. 5 years of Primary Education.
- b. 6 years of Secondary Education.
- c. 3 years of University Education.

C. *The New Pattern*

The Secondary Education Commission has recommended the following pattern :

- a. 8 years of integrated Elementary (Basic) Education : (6-13)
- b. 4 years of Higher Secondary Education (14-17)
- c. 3 years of University Education leading to a Degree: (18-20)

The Commission has addressed the following arguments in favour of this fifteen-year education from the age of six to the age of twenty.

Arguments for lengthening the school course by one year (8+4 or 5+3+4).

1. As it is, Secondary Education has been geared to the passing of the S. S. L. C. Examination, which will open the gate-way to the University. Teachers and parents regard it mainly as a stepping-stone to the University.

“It should be remembered that for a large majority of students, Secondary Education marks the completion of their formal education; and therefore it should be viewed primarily as a stage complete in itself, with its own ends and special purposes. On passing out of the Secondary School, *such students should be able to enter on the various walks of life, and fill the role of what may be called, leadership at the intermediate level.*”

2. “The Secondary School must make itself responsible for equipping its students adequately with vocational efficiency so that they may be able to play their part worthily and competently in the improvement of national life. They should no longer emerge as helpless and shiftless individuals who do not know what to do with themselves, and can only think of either crowding the colleges or as a last and reluctant resort, take up some clerical or teaching job for which they have no material inclination.” With this end in view the Commission has recommended the introduction of diversified courses in multilateral schools. The multi-purpose school endeavours to provide for each individual pupil, suitable opportunities to use and develop his natural aptitude and inclinations in the special course of studies chosen by him.”

“Judged by the requirements of several of the diversified courses, *a somewhat longer period of training will be necessary if they have to be taught with thoroughness and efficiency.*”

3. Properly planned education covering about 7 years (Middle School-3 years and Higher Secondary School-4 years) should enable the school to give a thorough training in the course of study taken up by the student and also help him *to attain a reasonable degree of maturity in knowledge, understanding and judgment, which would stand him in good stead in later life.*”

THE NEW STRUCTURAL PATTERN OF EDUCATION.

4. "At present the standard attained by students seeking admission to the University is low and the average age of entrance is also low. *A somewhat longer period of training before entrance to the University is likely to be useful both for those who want to pursue higher education and for those who finish their education at the Secondary stage.*"

Arguments for a three-year Degree course :

"At present, both in the Junior Intermediate class and in the Junior B. A. class, much time is lost in trying to adjust and reorient the students to the new situation and the new courses taken up by them. The abolition of a separate Intermediate stage and the institution of a three-year degree course would undoubtedly lead to a considerable *saving of time and a better planning of educational Programme and activities.*"

"The Intermediate Examination is also a handicap because it breaks up the continuity of the college course, and makes a proper planning for the Degree course difficult".

To sum-up, the addition of one year to the Secondary School stage will add to the efficiency of training given there, and also improve educational efficiency at the University stage by providing a continuous and compact period of three years' duration.

The present Intermediate stage should be replaced by the Higher Secondary stage which should be of a four-years' duration, one year of the present Intermediate being included in it.

D. 'The Project Team's Recommendation'

The International Secondary Education Project Team, after a thorough study of the patterns in the U. S. A., England and Denmark has stressed the vital need for flexibility in organisational structure, and for more terminal stages.

Flexibility in structure is a feature which helps growth, efficiency and adaptability to the Society. Again it is desirable that in the entire structural pattern of school and collegiate education, there should be more terminal stages or points which would divert a greater proportion of students than at present to avenues other than the higher courses in the University.

The Team has recommended that the Secondary course may be of 4 or 3 years' duration on the lines of the 4 year Higher Secondary School recommended by the commission and the existing 3 year High School respectively. Both these courses should be flexible in their objectives so as to cater for pupils who wish to offer them as terminal courses or as preparation for higher courses of study.

The team has also recommended that an institution similar to the Junior College in America be developed for pupils who wish to continue their education after the High School or the Higher Secondary School, but are not thinking of higher University Studies.

The Primary function of the Junior Colleges should be to provide an all-round terminal education with an added emphasis on semi-vocational and semi-professional preparation. They may, in addition, provide the necessary pre-university preparation for students from three-year high schools, proceeding to the three-year degree course. They might also very well be the main source for supply to the public services and for the staffing of Higher Secondary stages of the eight-year Elementary Schools for some time to come.

Terminal points may occur at the ages of :—

- 14 + at the end of the Elementary Stage,
- 17 + at the end of the High School Stage,
- 18 + at the end of the Higher Secondary Stage,
- 19 + at the end of the Junior College Course,
- 21 + at the end of the three-year Degree Course,
- 22 + or 23 + at the end of the professional course of the University Stage.

E. Our View

- (a) It is our considered view that a *eleven-year schooling will do*.
We would advance the following arguments.

i. Pattern abroad

In most of the countries the duration of the school course is eleven years.

Argentina :

Primary :	6 years
Secondary :	5 years
	—
	11 years
	—

THE NEW STRUCTURAL PATTERN OF EDUCATION.

*England :

Primary :	6—11	6 years
Secondary :	12—15	4 years
	or 16	5 years
		11 or 12 years

France :

Primary :	7—10	4 years
Cycle d' Orientation	11—14	4 years
Cycle d' Determination	15—17	3 years
		11 years

Denmark :

Primary	7—10	4 years
Middle School	11—14	4 years
High School	15—17	3 years
		11 years

Russia :

Primary and Secondary	7—16	10 years
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Australia :

Primary :	7—12	6 years
Secondary :	13—17	5 years
		11 years

China (Peking)

Primary :	6-11 :	6 years
Secondary :	12-17 :	6 years
		12 years

U. S. A.

Primary :	6-11 :	6 years
Junior High School :	12-14 :	3 years
Senior High School	15-17 :	3 years
		12 years

* The General Certificate of Education is open to any one aged 16. The majority of pupils at Grammar Schools remain until they are 16, and the great majority of Modern School pupils leave at 15.

2. One of the vital reasons for a four-year Higher Secondary School is as already pointed out, the introduction of the diversified courses.

But on page 91, in the second edition of the Report, the Commission says that differentiation should come in the second year. Again in page 97, of the same edition the commission reiterates the same thing with a slight modification. "The differentiated curriculum will really begin in the second year though the selected craft will be taken up from the first year. One other subject *may also be taken up* in the first year for the sake of convenience."

The reason given for this recommendation is that "it would be advisable to provide for an initial period of transition in the High School stage which will enable students drawn from different schools (Senior Basic and Middle Schools) to pass through certain common educational experiences and programmes and develop a common outlook and approach to their work".

The provision of one full academic year for this kind of adjustment may not be absolutely essential if suitable steps are taken to ensure uniformity in the courses and methods of teaching in the Middle Schools and the Senior Basic Schools. Then the diversified courses may as well be introduced in the first year of the Secondary School course itself and in three years it may be possible to cover the curriculum recommended by the commission.

3. The International Team rightly points out that the generally high level of attainment of pupils abroad at the end of the Primary and the Secondary stages as compared with Indian pupils at the same stages, is to be connected with the higher age levels of pupils at equivalent stages. They are more mature and therefore able to achieve greater progress.

As maturation is the starting point of learning and as the rate and scope of learning is a great deal affected by maturation, we can safely assert that it is a waste of time and of resources to attempt to teach a child things which the child is too immature to learn. To have the happiest and best results, education must be adjusted to the child's stage of maturation.

THE NEW STRUCTURAL PATTERN OF EDUCATION.

It is interesting to note in this connection that in France, Denmark, Russia, and Australia, children commence school at 7. We can do the same thing in India. If we do this, children can easily learn in eleven years what they have to learn in twelve years according to the new pattern.

4. One can safely argue that with an increase in the number of working days, with the adoption of dynamic methods of teaching, with better equipment and above all with better teaching personnel it may be possible to raise the efficiency of the present schools without prolonging the period of training.

The school course in Northern India lasts for ten years while it is eleven in the South. For the northern Indian schools to adopt the commission's recommendation would have meant an addition of two full years. This they have refused to do, and the Central Advisory Board has agreed to their proposal that only one more year should be added. This would mean a 11 year school course.

(b) *Junior Colleges are not necessary*, as the Inter-University Board has already decided on a three-year Degree course. One who can afford to study for two years in the Junior College can as well take up the three-year Degree course.

(c) To sum up, *the new organisational pattern* may be as follows :

8 years of integrated Elementary Education (7-14)

3 years of High School education (15-17)

3 years of University Education (18-20)

It is open to a University to have a pre-University course of one year.

It is interesting to note in this connection that the Travancore-Cochin Government are in favour of retaining the present three-year course of study in the High School stage, instead of the four-year course suggested by the Commission.

The Madhya Pradesh Government have taken a decision to have a three-year Degree course and a total of fourteen years from primary to University. This is an adaptation of the Central Education Ministry's proposals, and it makes no provision for a one-year pre-University course.

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7-3-1955

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DENTAL CARE

by

Dr. A. W. Berchmans L.D.Sc.

Real dental care starts in one's infancy and it lasts not merely till old age but I should say till one's death. Even when we lose our natural teeth there arises the problem of taking care of our artificial teeth.

Many of us have postponed or failed to make necessary trips to the dental surgeon, when we had teeth that needed filling or when we required some special dental attention. An important reason for this neglect is pure indifference and another reason is the cost involved but the more important reason for the neglect of our teeth is that we often dread the hour or so that we would have to spend on the dental chair. Apprehension or fear of dental work constitutes a great psychological barrier against getting people to give their teeth proper care but modern dentistry has to a great extent solved the technical problems involved in controlling worry, nerve tension and pain which dental operations might otherwise cause. Therefore there is no reason why anyone needing dental care should postpone it because of fear that his visits to his dentist will not be both pleasant and painless.

Temporary or Milk Teeth

Temporary teeth are twenty in number. Most people think that it is not necessary to take care of milk teeth and that they will normally fall and the permanent teeth will erupt in the normal place. At times it happens the temporary teeth don't shed off at the proper time and the permanent teeth erupt over-lapping or behind the temporary teeth, and in rare instances the milk teeth remain in position and the permanent teeth don't erupt at all. In order to avoid such eventualities it is best for the child to visit the dentist periodically and to get extracted such teeth that don't fall off at the proper time. In the susceptible child, pitecaries or decay will usually begin to form about the third year and it is always necessary to get such teeth filled. Even earlier we should see that the infant child does not breathe through the mouth, suck the thumb continuously or bite the lower lip. If the child persists with those habits the result will be protruding upper teeth.

Permanent Teeth and Caries

Permanent teeth are thirtytwo in number. The first permanent molar erupts about the sixth year and the last molar or the wisdom tooth erupts somewhere between the seventeenth and twentyfifth year. The common affliction with permanent teeth is caries or decay and especially with cavities which start developing in between teeth, the patient is not aware of the serious damage done to his tooth or teeth till he starts getting the pain. I will just illustrate this point. A buxom young girl once visited the dentist to get her tooth extracted. After the extraction was over she examined the tooth and said. "Well doctor, this cavity seems to be so small, but whenever I felt with my tongue it appeared as though there has been a large hole." The doctor said, "Well, young lady, it might have been the tendency of your tongue to exaggerate things." It only goes to show that in these matters it is the dentist who is the better judge and he will be able to diagnose and find out cavities that really exist and which the patient is not aware of. Carious teeth should be filled sufficiently early. Otherwise the pulp or nerve in the tooth gets infected and the infection is carried to the roots of the tooth or teeth resulting in dental abscesses. Medical and dental sciences have established the fact fairly well that diseased teeth may prove an avenue for systemic disorders which may impair the general health.

Pyorrhoea and Halitosis

Another common affliction in the layman's language is pyorrhoea. Pyorrhoea is always preceded by a stage in which the gum becomes soft, flabby and sensitive, bleeding under slight pressure and this condition is known as gingivites or inflammation of the gingiva. If unchecked pus pockets are formed it leads to the wasting of the gum and the alveolar bone with resultant loss of teeth. The treatment of pyorrhoea is a prolonged process involving months. No tooth paste or powder, mouth wash or injection will cure pyorrhoea. Pyorrhoea needs the attention of a skilful dentist.

Most of us are victims to a condition known as "Halitosis" or bad breath. The pity of it is that the person who is suffering from it is never aware of its existence. It is mostly due to the bad condition of the teeth and gums.

How to Preserve the Teeth

All through the animal kingdom, we find that in their natural surroundings and in eating uncooked foods animals have little trouble with their teeth. Uncivilized tribes of mankind who live principally on uncooked roots, herbs, fruits and meat have little trouble with their teeth. This seems to be the result of the vigorous chewing of tough fibrous foods which mechanically cleans all surfaces of teeth and leaves them highly polished after each meal. The adage that a clean tooth never decays is literally true. In Western countries, the adding of flourine in drinking water has to a certain extent brought down the incidence of caries. Prophylaxis based upon oral hygiene is very important. We must get our teeth scaled or in other words get the tartar removed at least once a year. You should use a tooth brush carefully for brushing the teeth and massage the gums, the first thing in the morning and the last at night.

Excessive smoking and chewing of betel has an adverse effect on the teeth and gums and has been found to be one of the causes of mouth cancer.

Compulsory dental examination of school children will go a long way in the early diagnosis of dental ailments and their treatment. In certain countries there is compulsory dental examination by the school dentist. Certain progressive municipalities in India have opened free dental clinics and I hope it will not be long before they open such free dental clinics in all the municipal towns in India. If this is done it will pay valuable dividends in mouth comfort, better health, and a long and happier life.

EDUCATION OUTSIDE THE SCHOOL

(P. V. Srinivasan, Lecturer, Dr. Alagappa Chettiar Training College, Karaikudi.)

Introduction

A careful reminiscence of our early days will reveal to us that many experiences outside the class room have shaped our thinking and behaviour. After all, only a limited portion of one's time is spent at the school. We must realize that education includes the broad influences of the home and the community. Without an adequate understanding of these educational influences, it is not possible for any one to fulfil his task as a teacher and guide.

The educational programme of a community consists of the total range of influences in the environment. The school, it is well-known, is after all a special agency set up by society for directing the learning experiences of the young members in the group. There are many agencies in the community that directly or indirectly contribute to the nature of experiences that condition the growth of children. We look upon a group of people, living together in a region with common modes of thought and action and a common culture, as a community. Education is a broader process, not at all confined to the four walls of the class room. It is a social activity by which communities continue to exist.

We should take notice of the fact that the school is after all a small community within a larger community. So the differences in the attitudes, ideas of values and types of behaviour, that are found in the community, will have their own reflection on the life at school. For making education effective, we have to concentrate our attention on improving the conditions of life in the community also.

2. Community educative forces

The home is a major factor in determining the kinds of experience for the children and it is the most basic educational agency. The child's attitudes, habits and abilities, are formed in the home. The parents satisfy the basic requirements of the child regarding food, clothing, shelter etc. and build in him right attitudes. They make the boy or girl imbibe the habits which are considered normal by the community. They strive their utmost to eliminate undesirable and abnormal behaviour. We have to remember that the youngster learns the basic socio-psychological habits of adjustment to the group in the formative years through the interpreta-

tions of the elder members of the family. When he plays with his play-mates, he learns fresh habits and finds the necessity for modifying his own habits and attitudes in the light of their habits and outlook. He realizes more and more the fact that his actions must be so good as to win the approbation of the other members of the group. Gradually the youngster becomes aware of the various adult members in the group and the community functions carried out by them. These ideas are reflected in play during early childhood. "By the alchemy of imagination the most unpromising materials are transmuted to suit their fancy ; a bolster becomes a baby and prodigies of horsemanship are performed on the end of the sofa." The youngster assumes the roles of the milkman, the teacher, the shopboy, the doctor etc. In this connection we have to remember that homes vary widely in quality.

There are certain groups like the religious group, the scout group and the school group. Their functions are respectively religious training, training in out-door life and training for membership in society. The first two are organized secondary groups which influence the growing child. We must see to it that the groups do not pull in opposite directions and make educational improvement difficult. The good qualities of trustworthiness and integrity learnt in scouting must not in any way be marred by other community influences. In a way, life in the community has to be one of encountering conflicts in diverse situations. One has necessarily to scan well, compromise and combine the aspects learnt into harmonious behaviour in society.

Next, we have to take cognizance of the rapid expansion of facilities in the civilized world, like the radio, movies, newspapers, magazines and the rest and their reaction on the feeling, thought and action of the youngster at school. The religious organization, the recreational centre, the neighbourhood, charitable agencies, youth organizations—all these have their own effect on the learning process of the pupil. Even the governmental organizations like the department of health, department of crime investigation and the juvenile Court, public libraries and welfare agencies have their own contributions to make in this regard.

The recreational facilities are now-a-days very important among the factors that determine education. The theatre, the music sabah, the park, the swimming pool, the gymnasium, the voice of the demagogue and the

EDUCATION OUTSIDE THE SCHOOL

carnival have their own influence on the child. A time there was, when the recreational activities centred round the activity of the family. With the growth of facilities for communication and transportation, the scope for recreation has very much expanded.

Thus we have to realize that the school may be regarded as an asset of the community to continue its life. Sane appraisal, selection and control of educational influences are very necessary in the interests of children at school. The community to a very great extent determines the skill, attitudes, habits, motives and values of the individual. Hence the panacea for the ills of society is to be sought in improving the standards of the members of the group. Wrong notions have to be curbed by healthy and persistent propaganda. We must study with consummate care the ways in which the forms of social life influence the child at the different periods of his development. As it has been alluded to already, there is the need for making a proper study of the diverse contradictory influences which are likely to determine the development of children. The teacher has necessarily to do his very best in the direction of drawing the attention of the pupils to the conflicting thoughts and help them to chalk out their own courses of action.

3. The task of the teacher

It is really hazardous for the educational authorities to fail to recognize the wider influences of the community. It is up to the teacher, by a study of the different aspects of the life of the community, to make the school a greatly realistic agency for the benefit of the pupils. In the first place he must soon get conversant with the history of the community with particular reference to the educational sphere. The social and cultural aspects of community life must be studied by him with great zeal.

The experiences of the teacher in a huge urban locality and those of one in a small rural area are bound to differ. The restrictions on the life of the latter are likely to be greater than those in the case of the former. In any effort to win in his favour a change of the attitude of the people towards him, the teacher must bear in mind the efficacy of long-range effort, careful planning, patience and perseverance. He must have the ability to identify himself with the community and with tact he must lead the group to a fuller appreciation of the rights of the teacher. He must

participate fully in the activities of the national organization of teachers and thereby aid society to recognize the role of the teacher as a nation-builder.

The teacher must evaluate the various educational agencies and pick out those that deserve encouragement by his fruitful participation. It is for him to judge the usefulness of the various social institutions and foster those which merit his appreciation and help. It may be said of the teacher that he is the man to select, weigh with profound care, harmonize and thereby purify the community, of which the child at school is a member. The child has to be helped in the face of conflicting demands made upon him by groups in the community. The teacher must acquaint the pupil with all the details, of both the sides of any controversial issue. A careful handling of the subject in an impartial manner will enable the youngster to find out the truth for himself. Thus the teacher owes his pupils the duty of guiding them to develop their own view-points with regard to the social, political and economic problems of a controversial nature. For discharging this very important duty the teacher has to make a very careful, unbiased study of the problems himself. He must never succumb to the temptation to become a partisan while placing the relative merits and demerits of an issue before his wards. It is the responsibility of the teacher to help the growing youngster to understand what he learns informally from the community and to relate these experiences to those within the four walls of the school. The youngster must be *trained well to deal respectfully with his fellowmen*. The child must be saved, with great vigil by the teacher, from falling a prey to vicious propaganda or wily indoctrination. The teacher must deem it his duty to impress in an indelible manner upon the minds of the growing youngster the glory of God, the brotherhood of man and interdependence of nations scattered over the various parts of the globe.

It is obvious that the formal learning in the class-room will not be in any way effective if it runs counter to the informal educational influences emanating from other sources. If the various educational agencies do not have a common outlook and set of ideas about the education of the young, the school by itself will not be able to make an abiding and coherent impression on the outlook of its pupils. So the modern educator must never be oblivious to the baneful effects of isolation of school life from the

EDUCATION OUTSIDE THE SCHOOL

life in the community. He must make the pupil realize the significance of his informal learning outside the school. He must be ever alert to find out ways and means of academic learning such as learning through the informal activities like play.

The teacher must be an expert in adult education and he must have the capacity to answer the questions from parents about the progress of their children in studies or about some guidance in deciding the question of vocation. For discharging such a function effectively the teacher must needs have a thorough knowledge of the basic and desirable requirements of the important walks of life and a sound understanding of the aptitudes and the abilities of individual pupils based on the many observations carefully made during the various opportunities for contact both inside and outside the school. The teacher must also be quite familiar with the group and family relationships of each youngster. Visits to the homes of children and frequent informal comparison of notes with the parents and fellow-teachers are sure to be of immense help to the teacher in the task of adjudging the nature of individual pupils. In fine, it may be said that it is the job of the teacher, as the very builder of the nation of the morrow, to direct the experiences of the young citizen in the making, through effective participation in the life of the group. It is no exaggeration to say that the very future of democracy depends very much upon the resources insight, courage and faith with which the teacher begins to discharge this basic social responsibility.

4. The need for developing the school as a community centre.

The percentage of literacy in our land is very low. If the educational programme is to be effective, the atmosphere of the home must be improved. So it is very necessary for the school to chalk out a programme of educating the community along with the children and thereby become an ideal community centre. The authorities of the school must seek parental co-operation in the interests of promoting the common good of the pupils. Contacts between the school and the home must not become a mere sharing of mutual complaints and grievances but should result in a better understanding between them and in reconciling their ideas and values so that as far as possible the same kind of motives, methods and impulses may play on the formation of the student's character at home as in the school'. The co-operative efforts of the teacher and the parent must blossom into good public relations.

The school authorities must provide for a healthy interaction between the school programme and the life of the community. The influential members of the community and leaders of the various educative agencies must be invited to the school to talk to the staff and students and discuss problems of interest. The authorities of the school must see to it that the activities of the institution are psychologically interesting and exacting in the sense of 'challenging the full powers of the adolescents'. These are conditions likely to bring about a healthy atmosphere for the right training of the young at school.

The school will do well to organize celebrations of national days and festivals like the Gandhi Jayanti, the Independence Day and the Republic Day with attractive programmes for the entertainment and the education of the members of the community. The public may by these means be made to get into contact with the school, benefit the institution and be in turn benefitted by it. With a view to enabling students to get closer to the community, the school may organise Social Service camps during the long vacation and make all the students participate in the programmes under the National Extension Scheme like constructing roads in villages. Students must have ample scope for helping fellowmen on occasions like fairs, festivals etc. They must be made to engage themselves in social service by participating in relief work during outbreaks of flood, fire, famine etc. The children at school must have opportunities of listening to the experiences of eminent man. Field trips and camping are sure to be very helpful in bridging the gulf between the life at school and the life outside. When the pupils attempt a community survey, they will learn to respect the worth of individuals, to enjoy the sharing of common interests and above all to contribute their mite to the solution of the problems facing the community.

Really there is an abundant scope for the school to extend its activities to the community. The school must think of plans to educate the public, in regard to the need for a thrifty life by avoiding incurring unnecessary expenditure in social functions like marriages, and with regard to the proper use of leisure by engaging themselves in profitable pursuits like horticulture, crafts, cottage industries, bee farming and poultry farming. The evening hours may be utilized for organizing social education programmes. The school audio-visual unit, library and reading room

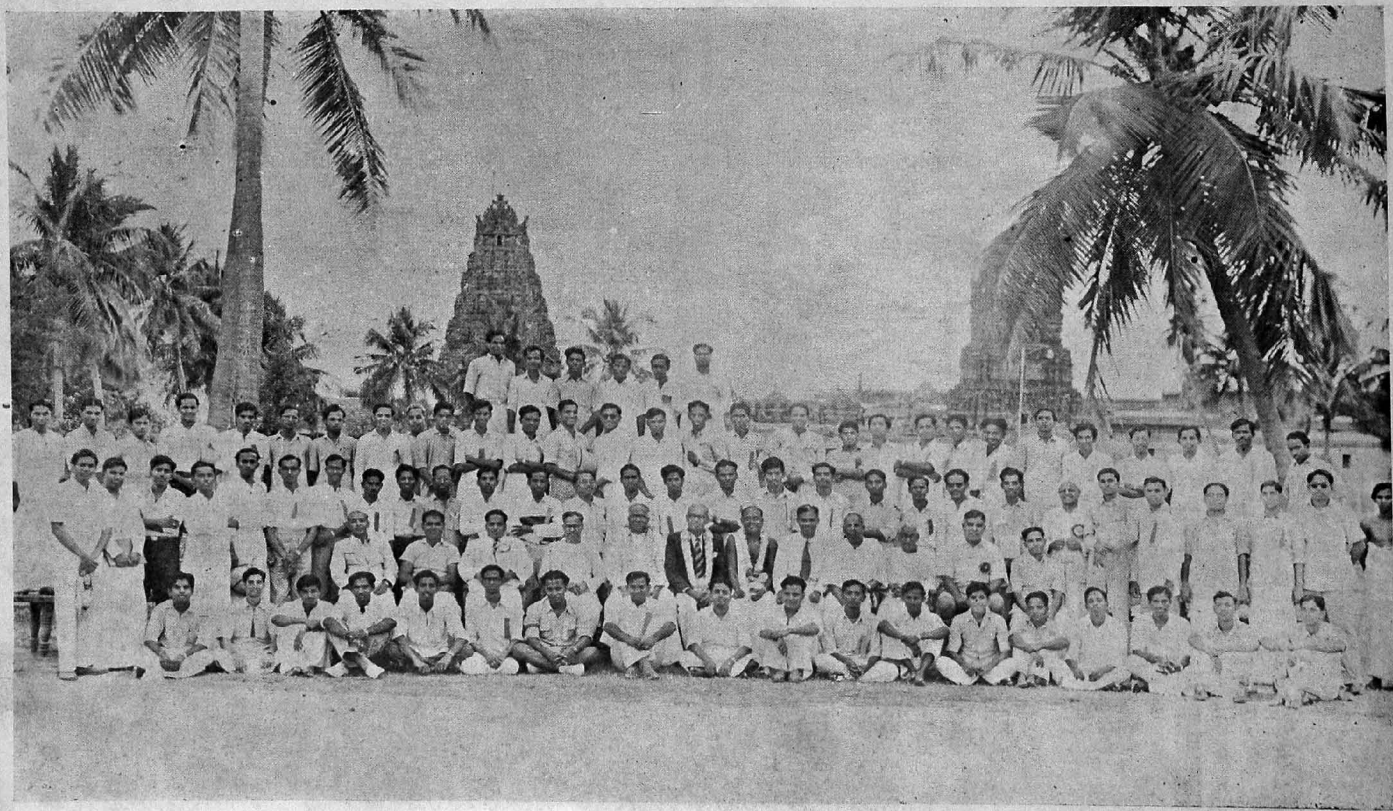
EDUCATION OUTSIDE THE SCHOOL

facilities may be made available for the use of the community. The school with a good library may also think of catering to the needs of the public by organising a programme of mobile library services during out-of-school hours and week-end holidays. It is desirable on the part of the school authorities in backward localities to plan activities like good dramatization with a view to developing the aesthetic tastes of the community.

5. **Conclusion :** Until the school and the society are bound together by common purposes, the programme of education will lack both meaning and vitality. In the interests of achieving a democratic way of living, the school and the community must each contribute its share. It is up to the parent and the teacher to reach a common understanding of the values and plan the educational programme that will be conducive to the fostering of good citizenship in this great land of ours.

24-2-1955

P. V. Srinivasan.



CITIZENSHIP CAMP AT DILLAI VADDATTI

REORIENTATION OF ELEMENTARY EDUCATION

For the first time after independence, radical changes are proposed in the Indian educational system. These changes constitute a reconstruction of the whole educational pyramid. Education at the top level has been investigated by the Radhakrishnan Commission and the implementation of its report is expected. Education at Secondary level has also come in for scrutiny resulting in the report of the Mudaliar Commission. Education at the primary level, being considered more of a provincial character because of its inseparable associations with local conditions and provincial characteristics, a provincial committee has been formed with Dr. R.M. Alagappa Chettiar as Chairman. This committee has not yet concluded its labours. In the Madras State in 1953 the then Chief Minister Sri C. Rajagopalachari devised a pattern which was calculated to disseminate Elementary Education on lines consistent with the aptitudes, requirements, and the living conditions of the people. The Rajaji Scheme, as it was called, was tried for a year and given up on account of the great storm of opposition that was rallied against it both from the ununderstanding public and from the unwilling teachers. Notwithstanding the recommendation of certain modifications by a Committee with Parulekar at its head, the scheme was scrapped at one stroke of the pen. Elementary Education is again in the melting pot, and its final form is awaited.

In this connection it may not be out of place to cast a retrospect of Elementary Education in the State of Madras at least since education became a transferred subject under the dyarchy ushered in by the Montford Reforms. For the first time an Elementary Education Act was passed in 1920 with the intention of introducing compulsory Elementary Education in some form or other. The element of compulsion remained only on paper. When the Hartog Committee published its report a loud complaint was made on the deterioration in the standard of Elementary Education. Wastage and stagnation that had developed in the working of Elementary Schools. The Amendment of 1932 made Elementary Education compulsory but not free and the subsequent Amendment of 1935 worsened the factor of compulsion by introducing "modified compulsion" instead of "compulsion." According to the latter, children once enrolled were required to complete five years of study. Even the modified compulsion was not enforced all over the province. The cry for complete compulsion fell on deaf ears and a general diffusion of education among the people came to a halt. After the grant of autonomy to the Provinces by the Government of

REORIENTATION OF ELEMENTARY EDUCATION

India Act of 1935, Mahatma Gandhi suggested a scheme of education which was a synthesis of swadeshi, service, sacrifice, and self-support then called the Wardha Scheme and now popularly known as the Basic Education. The Congress Party which assumed office in 1937 tried to introduce the Wardha System as an experimental measure in all the states including Madras. As a measure of Post-war Educational Reconstruction, a Committee with Sir John Sargent at its head was appointed to make a detailed survey of the problems of education from the pre-primary to the University stages. The Sargent report recommended the introduction of universal, compulsory, and free education for all boys and girls between the ages of 6 and 14. A line of demarcation was drawn at the age of 14, which was intended to be the terminal stage of the compulsory level which in the parlance of Basic reformers is the termination of the Senior Basic stage. The report which also worked out the financial and administrative implications suggested that, in not less than 40 years, could the element of compulsion permeate the entire population at a cost of Rs. 200 crores spent throughout the period. Soon after Independence in 1947 the Government of India appointed a Committee with Sri B. G. Kher to study the financial commitments for the different stages of a comprehensive system of education. The committee suggested a gradual introduction of compulsory education during an 8 year period through a first Five Year Plan calculated to bring in 40% of the children of age group 6 to 11, a second Five Year Plan to bring in the remaining 60% and finally a Six Year Plan to extend the age of compulsion to the entire range of the age 6 to 14. In the matter of finances, the Central Government was required to subsidise to the extent of 30% of the expenditure, the remaining 70% being borne by the State Government. In the meantime, the Constitution of India promulgated, under Article 45, free and compulsory education for all children until they complete the age of 14 years within a period of ten years from the commencement of the Constitution.

It is now the anxiety of all the State Governments in collaboration with the Central Government to bring about free and compulsory education throughout the Indian Dominion. So far as Madras State is concerned the Elementary Education Act of 1920 has been functioning through such agencies as the Local Body, the District Board, the Panchayat, the Aided Mission, and the Aided Non-Mission. The local bodies and district boards together with the panchayats pay scant attention to their elementary schools. As a matter of fact the schools

are not looked after by an Education Department attached to these bodies. They are managed by their general administration with the result that very little attention is paid to their needs and necessities. In many villages the existing schools are not able to attract all the children of school-going age. Even those that attend school are irregular. On account of the smallness of the numbers of children in the upper standards everywhere, plural class teaching exists under teachers who have not had training in handling plural classes. In urban areas accommodation is inadequate; classes are held in dark and dingy rooms. There is hardly any furniture worth the name. The surrounding area is not clean; the children themselves are dirty and the teachers in squalor and poverty, look miserable and wretched. In the rural parts, in spite of large school areas, class room conditions are poor. In some schools even the thatch of the ceiling is rotten and the surrounding areas are left dirty. The teachers are obliged every day to get unwilling children from their homes to the school, because their parents want them at home for their purpose. In the absence of compulsion every village has at least fifty percent of its children without any education. Those that attend school are kept the whole day under great restraint. The syllabus of instruction which lays emphasis on book-centred education challenges the young minds. The Basic schools are not as many as can be expected. They are confined only to select areas of what are called Basic belts. Some of them here and there do not seem to be any better than the ordinary Elementary Schools. The Basic ideal neither exists in symbol nor in substance in them. Although the Union Government has declared Basic education as their objective, the attempt to start Basic Schools or to convert the existing Elementary schools into Basic schools is very slow. May Dr. Chettiar's Report suggest remedies for the several ills of the Elementary Education System!

A monograph of the Educational Policies Commission of 1948, under the title of "Education for all American Children" describes a good Elementary school as one that helps "to develop those basic skills and that sturdy independence and initiative which will enable citizens to attack the problems that face them and to press forward toward ever improving solutions." It also adds: "A good Elementary school therefore strives for the discovery and the full development of all the humane and constructive talents of each individual. It should also emphasise social responsibility and the co-operative skills necessary to the progressive improvement of the Social institutions." This

REORIENTATION OF ELEMENTARY EDUCATION

objective of Elementary Education can well be realised by our prospective Elementary schools at the compulsory level. An integrated course of seven or eight years might well contribute to both the physical, mental, and social development of our pupils. The mistake has been committed so far, of looking upon them as empty vessels to be filled up with knowledge or wisdom. There is great need for faith in the cycle of relation between mind and activity where the latter should be looked upon as the expression of the superior part of the self. Our young pupils require to be provided with situations in our schools where mental and spiritual developments can be possible through physical movement. Children at the age of 6 or 7 have an intense enjoyment of their environment. They are full of movement and activity with an aptitude for acquiring skills that can be used for any particular interest created for or derived by them. It is the duty of the teacher to understand and appreciate their characteristics without frequently resorting to repressive discipline in order to subject them to the formal discipline of a certain body of knowledge, envisaged in an inelastic syllabi of subjects of instruction. On the other hand it has to be recognised that the medium of instruction is "movement" through which pupils can learn many things. The teacher has therefore to plan for every possible situation in which learning can take place. The class room under such teachers will present itself as an educational workshop with the physical and social atmosphere permeating it. There will be no problem of discipline because the children will be interested in their work and be completely occupied. Discipline is self-imposed as each child will be absorbed in the task on hand either individually or in a group. Whatever may be the curriculum, the teachers' guidance should consist in presenting concrete life situations in the physical and social environment, so that what the child learns becomes part and parcel of his growing activities. The teacher has to employ the technique of integrating instruction and activities.

The Basic system conforms to the ideal of any scheme of popular education. It recognises the creative nature of the child, and it has an ideology which is in accord with its genius. It believes in the unified method and recognises the child as an organic whole, where the mind and body are inseparable. Then why halt is the question,

The difficulty is expressed that there are not Basic trained teachers to staff new schools. If the policy of the Government is of converting the present Elementary schools into Basic schools, it should be easy to give retraining to the present teachers of Elementary

schools who are already trained after a course of two years in Training Schools. The period of retraining need not be for more than 2 months. Then if the necessary equipments are released and made available without the usual delay, the retrained teachers can be expected to infuse the Basic spirit and develop the Basic atmosphere in their schools and practise the Basic ideal. Inasmuch as the Basic ideal amply conforms to the educational principle of learning by doing the children, who do not want to be immobile in their class rooms, would very enthusiastically switch over to the new set-up. All that is required is that they should be infected with some enthusiasm not by precept but by the example of the teacher; and then they would surely react very favourably to the new conditions that may be developed in their school. Children love novelty; and if in their very eyes the school is reorganised and class room instruction is motivated with the practical bias, the whole school will pulsate with a new life, new activity, and new vigour. They would feel a sense of relief from the load of books and bookish lore and very willingly turn out to be explorers of knowledge through organised activity. Basic Education is consistent with democratic discipline; and our young pupils, in their impressionable age, will react to the leadership and guidance of the teacher and imbibe all that the Basic ideal stands for. The craft now taught as a prevocational training unconnected with or completely divorced from school instruction will acquire significance and will turn out to be purposeful to them as an aid to their process of learning and acquirement of knowledge.

The Rajaji scheme served as a half-way house between the ordinary Elementary school and the Basic school. It took into account the physical impossibility of children being kept confined for three hours in the forenoons and two hours in the afternoons. It also made provision for the freedom of the children for the session that they were free, so that they could cultivate a healthy outlook for manual labour of all kinds within their locality. It also contemplated an opportunity for the child to get acquainted with the occupation of the father and in the case of girls to learn house-keeping in the company of their mother. The scheme, if it had worked with whatever modifications were necessary to suit local conditions, would have gone a long way in serving the purpose of education in rural areas in tune with rural economy. It would also have bridged the gulf between Elementary education and Basic education and gradually infused the spirit of the Basic ideal in the period of transition. The objectives of the modified

REORIENTATION OF ELEMENTARY EDUCATION

scheme might have been better appreciated ; but troubles were met half way ; unnecessary emphasis was laid on organised craft instruction in the school itself and a good scheme had been given up before it was properly tried and the results awaited. The co-operation of the teachers could have been obtained by raising their emoluments for their duty both sessions of a day and by adequate enhancement of maintenance grant to the managers of schools.

In the present state neither the Elementary schools give a good account of themselves nor the basic schools excepting a few work out their ideal so as to make them sufficiently attractive. The cry has therefore been for a reform of Elementary education. According to the census of 1951, 50% more of the children of school age have yet to be brought into schools, and it would mean the starting of as many schools as there are today. It is contended that the agency in charge of Elementary education should be the state and that the other existing agencies should go. While it cannot be denied that the responsibility is that of the state, it should be pointed out that the agencies should continue to be as many as there are today, for it will be a very stupendous task for any single agency to administer thousands of schools now existing and yet to come. In the local bodies and district boards if a department of education is allowed to function and an education officer is appointed to supervise the schools, the management and efficiency of their institutions, will certainly improve. Teacher-manager schools really do good work and they do not at all suffer by comparison. The educated and wealthy classes prefer an aided school under a teacher-manager to a local body or a district board or a panchayat school. The teacher-manager is a survival of the fittest, and he cannot by means other than by efficient management make his school popular. The visit of a school by an education officer or an inspector is unfortunately mistaken for policing. Surely an Inspector who knows his job is a real guide to our schools. All that has to be expected of him is a certain amount of sympathy and insight into the individual conditions of the schools in his charge, so that he can play the role of a friend and guide both of the teacher and the manager. At present the Inspectors of schools are saddled with all and sundry jobs in addition to their regular duties of visits and inspection of schools. Their suggestions for the improvement of schools are not fully enforced by the State authority nor is the progress of every school surveyed periodically. An influential committee consisting of a fair proportion of the elite of the locality can be expected to

serve the schools in an advisory capacity subject to the ratification of its recommendations by the Education officer of the District. State aid should not be slow; and wherever possible local aid must also be obtained for building up the schools. If local interest is harnessed and the people of the locality look upon the school as their own because it educates their children, the future of the school is assured.

A singular type of elementary school is the single-teacher school. In the State of Madras, where there are villages with less than a population of 200, such schools have been inevitable. The villagers, being generally unconvinced, and refusing to be convinced, of the need for education except for immediate utilities, cannot be expected to send their children to far away places for schooling. The number of pupils of school going age in the villages is limited, and the number of those who are likely to attend school in the absence of compulsion is still further limited. One teacher for every class of eight or nine pupils is not allowed under the existing rules; so combinations of classes and plural teaching have been necessary. The Royal commission on Agriculture in India condemned such schools as a waste, and the department of education at one time ruthlessly closed down any number of them. It has to be pointed out that, to bring all the children of school-going age into school in small villages, one school for each village under a single teacher is not only feasible but also advisable. Such single-teacher schools can be made efficient by training their teachers in plural class teaching and in framing the time-table in such a way as to keep each class profitably engaged.

It is contended by several teachers that have actually taught Elementary schools that a span of 5 years is unnecessary for covering the courses prescribed for the Elementary school and that four years will suffice. The suggested reduction may be accepted with advantage. Instead of fixing six as the school going age, it may be raised to 7. On this question, Parulekar quotes the opinion of the experts appointed by the Government of Switzerland from the Year Book of Education 1937.

The committee pointed out :

“ The development of the organs of the senses also is still incomplete in the six-year old child. The eye of the child is by nature long-sighted. If then it has to adjust itself too early to close work, as is the case at school, this may give rise to derangement of the nervous

REORIENTATION OF ELEMENTARY EDUCATION

system. The same remarks apply to the development of the Kinaesthetic feeling. The six-year-old child has often insufficient command over its voluntary muscles to the extent required by school work. This often finds expression in derangement of speech and manual clumsiness".

They also add : "The experience gained every year with the six-year-old children confirms the fact that they are generally not yet fit for school. They tire quickly both physically and mentally, and it frequently happens that a child who has started too young and has been described by its parents as very forward, fails after a short time and is overtaken by other children. Moreover, in many cases the harm done only becomes apparent, later. i.e., on transfer to a Middle Grade School".

It may be clear that six years is too early an age for the admission of children into schools. Children of 7 can have the power of greater sustenance to work and learn more than children of five or six years of age. The activity-centered curriculum contemplated in the Basic schools can better suit older children than younger ones. There will be far less wastage or stagnation than if compulsory education should start at 5 plus. The state in the discharge of its responsibility of free and compulsory education can draw a line between 11 and 14 and start compulsion in two successive stages.

The Elementary School teacher is considered to be proverbially poor and always in abject poverty. He has neither status nor security. He must be kept above want by removing the dissatisfaction with his present conditions. Any educational reform has to secure his active co-operation without which all legislation can only remain on paper. It is a question of harnessing his heart. Only a life of contentment can ensure his heart for work. Let the teacher for his part challenge himself to the limit of his capacity and enter upon his tasks ahead.

P. Doraikannoo Mudaliar,

WHAT SHALL WE TEACH AND HOW?

—IN EDUCATIONAL PSYCHOLOGY

V. N. Subramaniam

Why Teach Psychology?

What is the object of introducing educational Psychology in the syllabus for teachers under training? It should obviously lead to their better appreciation of the problems of human behaviour as encountered in the class room and give them an insight into child development. The correct test of this insight will be not a paper and pencil type of examination but a test of the ability on the part of the trainee to make a psychological analysis of behaviour situations as they arise in the class room and to apply principles of psychology in bringing about desirable types of behaviour both as applied to the pupils in his charge and to himself in relation to his colleagues. Too often at the beginning of the academic year the students in the B. T. class say, "What is the use of all this psychology? When we go back to our schools we cannot apply these principles in our own schools." If it is true, then the time devoted to educational psychology is a tragic waste indeed! So, the question is whether in the teaching of psychology we can adopt the principle of 'teaching for transfer' about which we speak such a lot to our students. This means that the teacher of psychology should be an expert not only in psychology but in teaching psychologically.

Unfortunately upto now no investigations have been made to test the hypothesis that the present 'lecture-notes-written examination' method of teaching psychology will bring about such a transfer. But *a priori* one may say on the basis of what we know of the psychology of transfer that such transfer will not take place or will be very insignificant event if it does take place. The present method of teaching therefore stands self-condemned and the lecturer can very well be accused of not practising what he preaches.

That the method of teaching psychology has not been satisfactory has been felt even in American Universities. As John E. Horrocks points out, "Presentation ranges from a straight lecture to an all out kind of ultra-progressive approach. Some courses are centred round problems or case-studies and some around the memorization of research studies. Some emphasize a single text-book, some dispense with a text-book altogether and some have several. One instructor will make great use of collateral reading and another will

WHAT SHALL WE TEACH AND HOW? — IN EDUCATIONAL PSYCHOLOGY

not. Visual aids and illustrations form an important part of presentation in some courses, while in others they never make their appearance. Further there appears to be little or no agreement about the inclusion of field trips and various kinds of practicum experience".¹ In 1933 Remmers carried out a detailed and careful investigation of three methods of teaching an introductory course in psychology and concluded that on the basis of measures of achievement, degree of retention, cost of instruction and student attitude as criteria of evaluation, the lecture method was justified. But F.L. Marcuse noticing the indifferent attitude of the students taught by the 'lecture' method introduced the lecture discussion technique and based on student opinion, student participation and lecturer reaction concludes, "The lecture-recitation method of teaching elementary psychology needs closer scrutiny as to its purpose. A lecture-discussion technique with a larger class as shown by student attitude and participation can be successful".² But even in the above investigation the question of 'transfer' does not seem to have been kept in view. John E. Horrocks discusses the method adopted in Ohio University in which the emphasis is upon co-operative learning and a socialised type of recitation which places considerable responsibility on the student. The instructor is merely a helper who facilitates learning by answering questions, setting problems and by guiding discussion. The whole method resembles very much what is familiar to us as "workshop technique". He concludes "The method has shown promise in terms of students' attainments of the objectives set for the course."³ But even he does not indicate whether 'transfer' was a criterion. The need for such 'transfer' was however clearly realised by D. R. Stone, who reporting on a similar method which he calls 'A Four-phase Learning Project' says, "Transfer to real life experience was sought by basing the experiment on basic steps in problem-solving procedure".⁴ The grading of the course as indicated by him however does not indicate how 'transfer to real life situations' was achieved or what criteria of transfer was adopted. Warren Baller indicates a teaching device which has worked succes-

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1. John E. Horrocks "Methodology and the Teaching of Educational Psychology, *Journal of Educational Psychology* Vol. 42, 1951, page 278.
 2. F. L. Marcuse, "On Methods of Teaching Elementary Psychology" Jr. of Edn. Psy., Vol. 42, 1951, Page 240.
 3. John E. Harrocks, 'Methodology and the Teaching of Educational Psychology, Jr. Edn. Psy. Vol: 42 1951, page 284.

fully in a different form with teachers in service.⁵ It consists of preparation, reading, and discussion of a child study record. Each student is required to select for study a child of the age he expects to teach and these records are read and discussed in a class. He says, "It is expected that the discussion of the child study records will help give meaning to the main concepts of the course as set forth in the syllabus. And in this connection it may be emphasised that it is the critical discussion of the record, not simply writing the record, which makes this objective possible." But he too does not indicate how far the method has been successful in achieving 'transfer.' Discussing the 'group project method' tried in Ohio, John E. Horrocks says, "In a sense the project tends to make educational psychology more practical and interesting and stimulates the desire to know more about what educational psychology has to offer."⁶ Louis Barclay Murphy points out that the course should be an illustration of the principles of learning and teaching and not a contradiction of them and shows how the technique consists of getting acquainted with the college student during the first two weeks to know his learning experiences and experiences with children and their problems, his knowledge of child development and his readings in the field. "This is done by discussion on problems in child learning, school and school practices and autobiographical reports such as "What I learned as I was growing up." Self-rating by students of their own relations with children is constantly encouraged. "...to help the student toward a balanced picture of his strengths and weaknesses and his potentialities.....In this way the student from beginning to end is asking and answering his own questions and actively using his learning in the field of educational psychology."⁷

Harry N. Rivlin describing in great detail the method of 'the year long study of an ordinary child' used for training Elementary School teachers, says, "This study of a child is more than an assign-

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4. D. R. Stone. "Four-phase Learning Project in Teaching Educational Psychology in College," *Jr. Edn. Psy.*, Vol. 42, 1951, Page 301
 5. Warren R. Baller. "The Teaching of Educational Psychology," *Jr. Edn. Psy.*, Vol. 43 1952, Page 4.
 6. John E. Horrocks, "An Approach to Teaching Educational Psychology" *Jr. Edn. Psy.*, Vol 43, 1952 Page 14.
 7. Louis Barclay Murphy. 'Teaching procedures in Educational Psychology'. *Jr. Edn. Psy.*, Vol 43 1952 page 21-22.

WHAT SHALL WE TEACH AND HOW? —IN EDUCATIONAL PSYCHOLOGY

ment ; it is practically a course in itself." Regarding the training of the prospective Secondary School teacher he says, "The students have been encouraged to participate actively in field work with many kinds of agencies," and about the value of such participation he concludes "1. Youth group leadership seems to affect favourably student, attitudes of understanding and acceptance toward the behaviour of young people. 2. The programme appears helpful in modifying the attitudes of less well-adjusted students toward themselves." He has also indicated the additional facilities students have had since the starting of an Educational Clinic by way of 'observing', 'testing', 'case-conferences' and 'therapy sessions.' Finally he indicates how the course in psychology can be interrelated with the course in Methods.⁸

William F. Bruce discussing the functioning of psychology in the education of teachers points out the need for a lecturer to 'accept' a wide variety of students. He points out two aspects of such 'acceptance', one being the student's attitude towards teaching, and the other his social-intellectual qualification. He says, Motivation and guidance in the child study are supported by a combination of experiences, including viewing and discussing modern pictures that help explain behaviour, the observing of boys and girls in the campus school with interpretation of their behaviour under the guidance of the children's teacher, and the reading-discussion procedures of the college class group. Another avenue.....usually develops in more useful and genuine form through the analysis of the behaviour of youngsters or of one's mates, until the student reaches a stage where he voluntarily turns the psychology back upon himself at the rate at which 'he can take it.' As the student increases his interest in the psychology of behaviour it becomes much easier for his instructor to 'accept' him as a student in so far as his attitudes are concerned.....Another aspect of the acceptance is related to intellectual and social qualifications. The function of psychology in the development of the student teacher into a master-teacher involves, then, a fully sympathetic experience with children, which can interact with a growing comprehension of the general principles of learning. Thus the functional ability to use these concepts in a wide variety of situations is acquired. Within this intellectual process barriers of inhibiting emotional attitu-

8. Harry N. Rivlin, "The Teaching of Educational Psychology" *Jr. Edn. Psy.* Vol. 43, 1252, pages 93-95.

des toward pupils of certain social backgrounds must be removed." ⁹ He points out that this kind of teacher education must be made specific for the individual student and indicates how by the use of the more deeply psychological films and by discussion on the basis of written reports of students to questions designed with projective intent some of his difficulties in interpretation and some of his own personal inhibitions may be removed. He concludes by saying, "Another valuable form of guided experience is the group observation of children with their teacher in class activities, when followed by a group conference the students with the children's teacher and the college instructor." In actual practice the campus school teacher meets in a pre-conference with the group of students who are to observe the class. During this pre-conference the campus school teacher learns of the interest and concepts of the students concerning the age group they are going to observe, and the students in turn get a pre-view of the programme of the group of children they are going to observe. He concludes by saying, "College instructors.....find that specific experiences can absorb a student's attention so fully that his understanding of the general psychological principles of development and learning may be neglected. To make the student's rich, vivid, absorbing experiences become actually functional, consistent attention needs to be given by the instructor and the student to the conceptualizing aspects of the learning process". According to Armstrong, Hollis and Davis, upto 1944 in Texas, "The first field trip of the year led to the first realisation of the actual problems. Curricular experiences were planned then in the light of this provocative question, 'Assuming that you were forced to begin service as a teacher next week, what problems or difficulties would give you the greatest concern? From the answers received the group organised a series of topics for the semester and filed others for future use'" ¹⁰

All the various methods illustrated above emphasize in some way or the other, school, and community laboratory experiences in teacher training. The American Association of Teachers' Colleges summarised in 1948 the Basic Principles and Issues involved in such laboratory

9. William F. Bruce' "Psychology Functioning in the Education of Teachers"
• *Jr, Edn. Psy.*, Vol 43, 1952, Pages 93-95.

10. Armstrong, Hollis and Davis, *The college and Teacher Education* American council on Education 1945, Washington, Page 131.

WHAT SHALL WE TEACH AND HOW? —IN EDUCATIONAL PSYCHOLOGY

experiences as follows: '1. The laboratory experiences give opportunity to implement theory and raise questions and problems and thus motivate further study in theory. 2. The nature and extent of laboratory experiences should be planned in terms of the abilities and needs of the students and individual differences in such abilities and needs should be recognized and concentrated effort is required on the part of many persons in the college programme. 3. The laboratory experiences should provide guided contact with children and youth of differing abilities and maturity levels and of differing socio-economic backgrounds so as to contribute to functional understanding of human growth and development. 4. Such professional laboratory experiences should be co-operatively developed by the students and his advisers and adequate supervision, and guidance of such experiences should be provided through co-operative efforts of laboratory and college teachers.

Practical work for teachers under training should include. 1. participating in and directing individual instruction, excursions, field work, and social activities of pupils. 2. participating in adult community activities. 3. sitting in on principals' conferences with pupils regarding truancy, discipline, tardiness. 4. listing the goals which the school appears to be striving for 5. observing activities of different age and grade levels. 6. observing activities which bring out different types of pupil behaviour 7 observing procedures in giving direction. 8. remembering good procedures for dealing with individual differences of pupils. 9. knowing curriculum requirements for different groups. 10. diagnosing needs of particular pupils in various subjects. 11. planning and giving remedial work after diagnosis 12. observing ways in which teachers motivate work. 13. noticing different levels of growth in a single room. 14. analysing the role of the teacher in various activities 15. observing different types of teachers and teaching. 16. discovering problems to be explored further in the college class. 17. visiting some homes 18. learning about home backgrounds from pupils and teachers. 19. playing with children. 20. encouraging children to be helpers 21. helping children with individual problems. 22. noticing difference in height and weight at different age levels. 23. assisting children in respecting the rights of others. 24. participating naturally in children's own investigations. 25. lis-

11. The American Association of Teachers' Colleges: *School and Community Laboratory Experiences in Teacher Education* 1948.

tening to a parent discussing her child. 26. observing children at lunch. 27. discussing with children their likes and dislikes. 28. noticing child's behaviour when parent or maid calls him. 29. finding out what child does out of school. 30. listing direct quotations from children of different age levels. 31. analysing a few children for differences in physical, mental, emotional and social status. 32. finding out from children and from other sources why the children are not succeeding in any part of the work. During supervised teaching the trainee must be guided in observing the principles involved in observational learning, motor learning, associative learning, problem solving, experimental learning, creative learning, development of attitudes and appreciations.

The association also recommends individual conference during which there may be (1) a discussion of the children from the point of school management, individual differences, special needs and how to meet them and there should be frequent discussions of problems with illustrations from particular situations.

In view of such varied practices we would do well to think of how we should teach psychology to our students in our training colleges. But even before we decide on how to teach we should decide on what to teach in psychology for, as we know it, 'transfer' depends on identity of content and method. Therefore the problem studied and discussed and analysed in the study of psychology should be similar to what the students are likely to come across in their teaching career. In constructing a course in psychology for the teacher under training we should take into consideration several factors such as the type of work they will be called upon to do and the facilities available. Obviously the time factor must be given priority. Different Universities in India lay different stress on the relative importance to be attached to practical and theoretical courses respectively. In South India itself we have Universities which demand as much as 35% of the total time for practical work. Taking our own B. T. syllabus, we see that out of a total of 1800 hours a student may be expected to devote for his studies in an academic year (25 hours per week in the college and 25 hours outside the college) the amount of work implied in the scheme of practical work takes away as much as 700 hours (350 hours in college and 350 outside). Thus nearly 35% to 40% of the trainees' time is taken up in practical work and hardly 1100 hours are available for theory. In other Universities probably there may not be such a heavy demand

WHAT SHALL WE TEACH AND HOW? —IN EDUCATIONAL PSYCHOLOGY

on the trainees' time for practical work. But even those Universities which follow a syllabus like the old L. T. syllabus of Madras will require a student to spend at least 300 hours (150 in college and 150 outside) practical work. This wide variation in the time allotted to practical work is not peculiar to India alone. That such is the condition even in American Universities is quite evident from the report by the American Association of Teachers colleges ²¹ already referred to, which points out the amount of time required for professional experiences prior to student teaching varies from 0 to 350 hours. Hence we see the possibility of a wide range in achievement in theory. Therefore it will not be possible for us to discuss in this short article any detailed syllabus in educational psychology. Assuming an average of 1300 hours for theory we may reasonably expect a student to spend about 150 to 200 hours for psychology (75 to 100 hours in college). In our University the student has to learn in addition to educational psychology, educational sociology also within this period of 75 hours of work in college. The time devoted in American Universities for these two subjects together varies widely and again many American Universities require a course in general psychology as a prerequisite to the course in educational psychology. Upto 1940, in Stanford University the course in educational psychology and educational sociology together required 8 quarter hours which is equivalent to 96 hours of work ¹³ as compared to 75 hours available in our University. The course in educational psychology in Nebraska is a two semester course carrying six hours of credit ¹⁴ which is equivalent to 108 hours of work.

Now, how much psychology can we teach in a year assuming student spends 5 hours a week for 30 weeks out of which $2\frac{1}{2}$ hours per week could be expected to be spent in the college? This question should be kept in mind throughout our discussion for, the content as well as the method are related to the time factor. If the content of the syllabus is heavy and if the scope of the syllabus is not indicated by any prescribed text-book and if the external essay examination is the sole-criterion of pass, the lecture and notes method is likely to prevail in the college and 'covering' the syllabus is bound to be the major aim of the lecturers. Under such conditions we need not be surprised if there is no 'transfer.' Throughout our discussion there-

13. Armstrong, Hollis and Davis, *The College and Teacher Education*, Washington American Council on Education, 1949, Page 150.

14. Warren Baller "The Teaching of Education Psychology" Jr. Edn. Psy., 1932.

fore we should bear in mind the influence of the time factor and the external essay type examination.

What Shall We Teach?

Now to the question, "What shall we teach?" Psychology has several wide branches each of which can contribute to educational psychology in addition to what educational psychology has developed as its own distinctive contribution to psychology. But since the course is limited by the time factor we have to pick and choose. No purpose is served by pretending to give the B. T.'s a comprehensive knowledge of the subject in all its aspects. Even a three year honours course cannot give this. We have therefore to choose the topics for study with an eye for their 'transfer' value and bear in mind Herbert Spencer's famous question "What knowledge is of most worth?".

One way of choosing topics to be included in our syllabus would be to select the topics included in well known text-books both English and American. This would obviously not be the best method for, there is generally a difference in approach, sometimes quite contradictory, between the British and the American authors. The British authors for example give considerable importance to the theory of instincts and all that it implies for the study of emotion, sentiment, character etc., and to topics such as imagination and imagery, topics which are conspicuous by their absence in American text-books. The Committee on Contributions of Psychology to Problems of Preparation for teaching¹⁵ in the U. S. A. reported in 1942 as follows with regard to the content of the course in educational psychology. "Basic in any programme for the preparation of teachers must be a thoroughly scientific broad and insightful understanding of development in childhood and adolescence. The teacher should be familiar with present knowledge regarding growth in physique, intellect, interests, emotion, attitudes, character traits, social adjustments and the influences affecting these developments". But still the American authors vary considerably among themselves in the choice of topics as pointed out by John E. Horrocks¹⁶ who says, "An examination of extant text-books Committee reports and conversations with those who teach educational psychology leads to the conclusion that there is not a recognisable pattern in the organi-

15. Quoted by Blair, Jones and Simpson: *Educational Psychology* 1954 page 8

16. John E. Horrocks 'Methodology and the Teaching of Educational Psychology' *Jr. Edn. Psy.*, Vol. 42, 1953, page 277.

WHAT SHALL WE TEACH AND HOW? —IN EDUCATIONAL PSYCHOLOGY

sation of course. There is considerable disagreement about what content shall be taught, what emphasis shall be placed upon content included, and in what sequence or organisation the selected content shall be presented."

"For some a course in educational psychology is conceived of as a course primarily in school learning, for others the organisation tends to emphasize mental hygiene, and for still others development and child behaviour receive the major emphasis. Most courses tend to include all three—development, learning and mental hygiene—but with different emphases. Some instructors speak of their approach as sociological and affirm that their emphasis is built around the sociology of childhood. Others are preoccupied with a technology of learning. And still others place emphasis upon a methodology of instruction in specific subject matter areas." Under such circumstances an eclectic selection of topics aiming at combining the advantages of both the American and the British schools of educational psychology may not be productive of much good for such a course may demand much more time than what is spent in American or British Universities. So by forming such an eclectic course we are only likely to increase the work load of students to such an extent that no intelligent learning will result. The useless method of 'lecture and notes' and cramming for the examination will be the only result.

But even in such a method a good enough course could be worked out if we bear in mind the time factor and pick and choose the topics. Such a course was worked out in the Utah State Agricultural College as reported by D. R. Stone¹⁷. The selected topics were (1) Physical Growth and Health (2) Abilities (3) Interests (4) Emotional and Social Development (5) Moral and Aesthetic standards (6) Learning-General theme (7) Learning Appraisal and Direction (8) Learning-Applied to specific subjects (9) Understanding the individual (10) Psychology of Organisation for Total Development.

According to Warren Baller¹⁸ in the University of Nebraska the first half of the year is "devoted largely to the development of the idea that behaviour is caused, and that the cause complex and inter-related as they are—reside in the peculiar connections which the individual has with his origins, his development and surroundings" The Second half

17. D. R. Stone, "A Four Phase Learning Project in Teaching Educational Psychology in College", *Jr. of Edn. Psy.* Vol. 43, 1951, Page 301.

of the year "follows the same general theme into the study of the learner and the learning situations with the emphasis upon the nature and improvement of the learning process."

An attempt has been made to set-up main concepts around which to organize the knowledge of the course. Some examples of these central concepts are as follows (a) The causes of behaviour are multiple, complex, and interrelated (b) The behaviour of the child reflects, to an important degree, the influence of the institutions with which he is identified. (4) the goals of the learner determine in large measure what he will learn in a given situation. Some three dozen such statements have been worked out for the two semesters with each lesson of the syllabus headed by one of them."

A different method of approach would be to list a series of problems. Teachers will be called upon to face in their day to day work and to pick and choose topics in psychology which will have a bearing on these problems. On some such basis a sub committee appointed by the Executive Committee of the National Society of College Teachers of Education¹⁹ in the U. S. A. reported in 1950 on the basic content in several areas of educational psychology for teacher education. No such investigation has been done in detail in India and it is hoped that some enterprising student of psychology will undertake such a research. Only a curriculum so designed on the basis of trainees' own problems is likely to effect a great amount of transfer, other factors like the trainees' attitudes and methods of teaching being favourable.

Since no such curriculum has been designed it will be best to see how we can deal with the prevailing curriculum so as to effect the maximum transfer. For effective transfer, learning must be meaningful and purposeful. So, the first task of the teacher is to make the learning have significance to the trainee. He should make the topics 'interesting' in the sense that they have some significance, that is, some relation to the trainees' 'felt problems.'

In order to determine which topics had such an 'interest' value the students in the B. T. class, 73 in number, were each asked to write down three problems they came across in their teaching experience which needed the help of a psychologist for their solution. This was done after they had a month's course in psychology and knew something of the nature and scope of psychology. The questions

19. "Educational Psychology for Teachers" *Jr. of Edn. Psy.* Oct. 1950, Vol. 41' pages 321-372.

WHAT SHALL WE TEACH AND HOW? — IN EDUCATIONAL PSYCHOLOGY

were written down on each cardboard strips $1\frac{1}{2}$ " x 6" each and these strips were sorted out according to the topics in psychology which had the most bearing on them. Soon it was evident that all the questions were not genuine. Some of the questions were merely taken from the B. T. Examination papers. (e.g.) "What is a stimulus? What are the stages between a stimulus and the resulting behaviour?" Such questions and some which were too vaguely worded (e.g.) "How to get rid of mental weakness?" had to be rejected. There were also a few questions which had bearing in methods rather than on psychology and these also had to be discarded. Finally there were 94 different questions left, repetition of substantially the same question not being counted. When these 94 questions were analysed with a view to the relevant topics in the prescribed course in educational psychology it was found that some of the questions had a bearing on more than one 'topic' in psychology. So cross references were given from these questions to all the other topics on which they had a learning. It was also found that there were a few topics on which no direct questions as such were asked though questions dealing mainly with other topics had a bearing on them. An analysis was also made of the topics in the syllabus not touched upon by the questions either directly or indirectly. These also have a significance for teaching as we shall see later. Some of the questions touched on topics not included at present in the syllabus in educational psychology. The results are given in the following tables.

TABLE I

Table showing the frequency with which question had a bearing in topics in educational psychology

S. No.	Topic	Frequency of direct questions.	Frequency of cross references.	Total
1.	Heredity and Environment	16	4	20
2.	Intelligence	11	9	20
3.	Emotions (including Body mind relationship)	10	9	19
4.	Personality and its problems	10	7	17
5.	Discipline and character	7	7	14

V. N. SUBRAMANIAM

S. No.	Topic	Frequency of direct ques- tions.	Frequency of cross referen- ces.	Total
6.	Social factors in behaviour (leading to educational sociology)	2	12	14
7.	Motivation and interest (including instincts)	9	4	13
8.	Transfer of Training	8	3	11
9.	Individual differences (including sex differ- ences and its bearing on co-education)	7	3	10
10.	The Backward child	1	9	10
11.	Sex Education (including co-education)	3	3	6
12.	Psychology of special subjects*	1	4	5
13.	Fatigue	1	3	4
14.	Teachers' personality problems	3	1	4
15.	Stages of development	—	4	4
16.	Factors in attainment*	—	4	4
17.	Examination*	3	—	3
18.	Memory and Learning	—	2	2
19.	Attitudes to school subjects*	—	2	2
20.	Maturation	—	2	2
21.	Sensation and perception	—	1	1
22.	Play	—	1	1
23.	Psychology of skill*	—	1	1
24.	Freedom in Education	—	1	1

TABLE II

List of topics on which the questions had no bearing, direct or indirect.

1. Physiological basis of mind — nervous system and the muscular system.
2. Ideational thinking, including imaginative thinking, judging and reasoning.

*indicates topics not specifically included in the syllabus.

WHAT SHALL WE TEACH AND HOW? —IN EDUCATIONAL PSYCHOLOGY

3. The group mind—the types of social groups
4. Sympathy, Suggestion, and Imitation
5. Attention
6. Cumulative Records and personality ratings
7. The gifted child and the clumsy child

Discussion of Results

An analysis of the results indicated in Table I would reveal here from the students' point of view physiological factors and the psychology of cognition have practically no interest value. Even the psychology of learning, which is the central theme in all courses in educational psychology has very little interest value. Even this is only in the form of indirect interest because no question has a direct bearing on 'learning' except the question on transfer of training, which is concerned chiefly with the uselessness of psychology for students under training. Substantially the analysis indicates that the teacher-trainees are interested chiefly in the effective and conative aspects of behaviour, (biological basis, intelligence-emotion-personality-discipline-character-social factors affecting behaviour-motivation-individual differences sex education) and practically have no problems on the cognitive processes, the physiological basis of mind or in such a typical cases as the backward child, clumsy child or the gifted child. This is quite understandable because in their short experience as teachers they have not developed a sufficient degree of introspection by which alone one could analyse cognitive processes or even realise their presence. The wide individual differences in affective-conative aspects of behaviour as well as their failure, as revealed by personality and behaviour disorders are so obvious that students have evidently been impressed with them even in their short teaching career prior to joining the training college. On the other hand they have been evidently satisfied with their own teaching procedures and the learning techniques implied in them. This may be because they have not seen other teachers teach or if they have seen, they have had no opportunity of seeing any different method of teaching. In other words they have had no reason to doubt the efficiency of their methods. As such they have had no reason to suspect failure in the cognitive processes in the learning techniques, their own diagnosis even in cases of academic failures being as due to failure of affective-conative processes. Another interesting feature is that problems typically the province of edu-

cational psychology, such as examinations, teacher's personality factors leading to attainment, of psychology special school subjects, attitudes to school subjects, and psychology of skill indicate the direction along which the syllabus needs revision. The fact that the 'gifted' and the 'backward' or the 'clumsy' have not evoked their attention may be due to the fact that these are in a small minority compared to the average children and also due probably to the fact that they have not yet developed an interest individual children in their short teaching career, during which they are likely to have been concerned with the progress of the class as a whole. On the whole it appears that while the contributions of child psychology and social psychology have a direct bearing on the students' own problems, the contributions of physiological psychology and experimental psychology have no such interest value. Even in the 24 topics which have a bearing on the questions raised it is evident that only about two thirds of the topics have 'direct' interest and even here if questions having a frequency of one is omitted on the ground that they will not interest more than one student it will be found that roughly 50% of the topics alone have 'direct interest' for the class but even here it is not likely that all the members of the class will be equally interested in all the topics. If the omitted topics are included it will be seen that out of a total of 29 topics listed here only 20 topics (i.e.) 6% have a total of more than one question and may be assumed to interest the class as a whole though not all the members of the class will be equally interested in all these topics. Even here only 15 topics may be assumed to have direct interest. That is only 50% of the topics can be related to the direct interest of the student's problems as obtained in this investigation. On the other 50% of the topics an indirect interest' will have to be created or still better their observation during visits to schools should be so guided as to give them problems on those topics on which they have at present no problems. This will give them better motivation. Further the usual sequence of topics, namely, the course beginning with the physiological basis of mind, followed by cognition, seems to call for a radical revision. It may be worthwhile to begin with the biological basis of behaviour, pass on to the affective and conative processes and then take cognition at the end of the course. The advantage of taking cognition at the end will be that sufficient 'apperception mass' and 'mental set' towards these topics will have been created by the earlier topics in the sequence and also by the guided observation meanwhile. As for physiological psychology it

WHAT SHALL WE TEACH AND HOW? — IN EDUCATIONAL PSYCHOLOGY

may be safely omitted from a first course in educational psychology as is evident in most recent American text-books in educational psychology. Their contribution to students' abilities in the analysis and guidance of behaviour is practically nil.

As a further method of motivating the students in the topics on which they have no felt problems it would be desirable to start the year with a series of films, designed to direct the students attention to problems for the solution of which, the psychology of cognition will be important. Discussion on such films should lead to the formulation of questions dealing with cognition. The technique of getting additional question from students is necessary, if we have to get through a syllabus in the framing of which neither the students nor their instructors have had a hand. So it would be necessary to create 'interest' in the topics in spite of Dewey's objection to 'selecting the topics first 'and' then trying to create interest in them. But as we have no choice in the matter of syllabus we have to make it interesting by showing the trainees that the syllabus is not irrelevant to their needs.

We may assume justifiably that the problems have motivated the students to study psychology. This type of motivation requires some hard work on the part of the lecturer and since sequence of topics is likely to vary from year to year much time and energy will have to be spent by the instructor adopting the 'lecture and notes' method especially in adopting and reorganising his notes every year but in compensation for such extra work will be the lack of monotony that is likely to be the case otherwise and the work of each year is bound to have an interest of its own because it is creative to some extent in nature.

The next question to be settled with regard to the method is whether it should be 'lecture and notes', 'lecture and discussion' or some sort of 'project' or 'workshop technique' like the 'supervised study.' If 'transfer' is to be our aim, our method should be identical with the method that we would desire our teachers to adopt in their schools. Surely, if we want our teachers to provide for individual differences and pupil activity, to facilitate social development and co-operation, and to teach children to solve problems of their own, to make an analysis of children's personality and help children to make satisfactory social adjustment and to adopt improved techniques in examining children, our method of teaching psychology to them should exemplify the application of these principles and techniques. From this point of view the adoption in the Training Colleges of all the various methods

referred to above as being practised in the American Universities would seem desirable. Each method illustrates the application in actual practice of at least a few principles of educational psychology. The time factor and the facilities available in the matter of library, equipment, type of schools in the locality and the staff-pupil ratio, will decide the techniques to be adopted in any particular college. Not all these are adopted in any single University even in the U. S. A.

Another question that may be raised is the place of Experimental Psychology in the B. T. Course. The purpose of experimental Psychology would be 1. to create a fresh interest in psychology. 2. to focus attention on certain experiences of psychological importance which may usually escape the notice of the student and thus to help in the better formation of certain concepts in psychology (3) to illustrate the experimental method which will transfer itself to educational experimentation. But owing to the limitation of time such experiments should be strictly limited to those processes which cannot be appreciated or understood by the trainees without the help of examination.

Finally there is the vexed question of examination. Examination is part of the teaching technique and as various investigations have conclusively established, the type of examination determines the type of study²⁰. The usual essay type of examination will only lead to cramming answers to selected questions. It cannot lead to functional thinking. Examination reform at the B. T. level is urgently needed for two reasons. Firstly, such reform is needed in order to discourage the useless method of study of psychology from the point of view of 'transfer' and to encourage the desirable types of study. Secondly, it should give the trainees practical experience in the type of reforms they are expected to introduce into the schools when they go back as teachers. (refer : Report of Sec. Edn. Commission page 154.)

If such examinations are not conducted at the B. T. level where the lecturer fully realises the urgent need for them, where else are they going to be introduced? Without proper reforms of the examination at the B. T. level by the staff of the training College, who are competent to carry out such reforms without the fear of standards

20. *Encyclopaedia of Educational Research*, Ed. by Munroe, 1950 Page; 411

WHAT SHALL WE TEACH AND HOW? — IN EDUCATIONAL PSYCHOLOGY

going down one cannot expect such reforms to be introduced at the Secondary School level. There will be no 'transfer' as far as this topic is concerned if it is not applied in the Training College. Credit should therefore be given to trainees' work in the various activities connected with the practical application of psychology such as child study, testing etc., If the fear of not 'finishing' or 'covering' the syllabus is to be removed from the minds of instructors, so that they may experiment by honestly implementing some of the improved techniques of teaching psychology outlined above, at least partial credit must be given to work done in the class in connection with projects, discussions, etc., for, the external examination cannot be completely abolished in a University having several training colleges. That examination reform at the B. T. level is possible even in India has been demonstrated recently by Dr. Kamat. But without waiting for a lead from the Universities, the Training Colleges can introduce new type tests and short answer tests in their terminal or monthly examinations. New type tests could also be used periodically to check up trainees' mastery of the basic concepts, facts and principles, and the essay type reserved for testing their ability to 'interpret given types of behaviour or to apply psychology to bring about desirable types of behaviour changes. The teacher of psychology may also use suitable remedial material after the administration of these periodical new type tests, which should serve to help in 'diagnosing' trainees' understanding of the basic concepts of psychology.

It should be borne in mind that in the modern system of examination the concept of teaching is being replaced by the concept of 'evaluation' which is a wider term. Evaluation is more than answering questions. In the light of this concept trainees must be evaluated not only for their ability to answer a paper and pencil test even if the questions are intended to test their ability to apply principles of psychology to the given situations similar to those in the class room. They should be evaluated for their ability to 'locate' or 'identify' those problems in the classroom, which require an application of psychology. Very many students who get first class marks in the theory paper may not be able to 'locate' problems. They may not be 'sensitive' to the existence of problems in the classroom requiring an application of psychology. Such 'sensitivity' or 'skill' can be tested only by observing the trainee at work,

specifically from this point of view. As George K. Morlan says,²¹ "The observer should pay particular attention to the psychological aspects of the methods being observed during the observation and criticism of field situations. This was the opinion of the students themselves as revealed in the self-evaluation programme."

Self evaluation is another new concept gaining ground in modern education. Learning is best only when the individual purposes and plans his goals and continuously evaluates his progress towards his self-chosen goals. Such self-evaluation techniques both formal and informal can be easily introduced in our Training Colleges, irrespective of the type of University examination. The informal type of self-evaluation can be best conducted in connection with the residence supervision system obtaining in some of our colleges. The tutor can discuss individually with his wards their goals and purposes, the obstacles in the way of their attaining those goals etc.

It is now realised that the evaluation should be done co-operatively by the trainees and the staff. The State Teachers' College, Jersey City, New York, for instance evaluates trainees for (1) the activities which the trainees regarded as having profited them; (2) ideas learned from supervising teachers; 3. favourable comments made by others about his work. 4. weaknesses pointed out to him. On these points the trainees evaluate themselves. There is a separate form for evaluation by the supervising teacher and a form for co-operative evaluation by the trainees' supervising teacher, and the instructor, and there is a form for evaluation by the instructor alone. With regard to this scheme of evaluation the authors of the School and Community Laboratory Experiences in Teacher Education point out "Evaluation is an integral part of learning process. Many of the growth values sought are best evaluated through critical analysis of descriptive evidence of specific behaviour and situations.....The evaluation process used with the College student should demonstrate the principles basic to helping children evaluate their work."²² Self evaluation becomes more important especially when the workshop technique is adopted. In such projects it is a problem to evaluate fairly the complete product.

21. George K. Morlan, 'A Student Project in Educational Psychology' Page 244
• *Jr. Edn. Psy.*, 1951

22. American Association of Teachers Colleges School and Community Laboratory,
Experiences in Teacher Education 1948 Page 250

WHAT SHALL WE TEACH AND HOW? —IN EDUCATIONAL PSYCHOLOGY

Though the instructor is present in the group discussions for a short period and gains some idea during such periods of what the various individuals contribute to the project, it is ultimately the members who are competent to judge as to what has happened, and as to what roles were assumed. They are "the students who have completed the project together and who have suffered from the dilatoriness and ineffectiveness of one of their numbers or who have profited from the enthusiasm and efficiency of another."²³ So each student is asked to rate on a five point scale every other student belonging to his group. The rating is done for 1. attendance 2. attitude to project 3. ideas contributed by the individual 4. the way the student got along with others. 5. how well the student accepted the majority rule. 6. how well he carried on his share of the work. Apart from this kind of mutual evaluation the trainees are also required to rate 1. the project as a whole with regard to its usefulness 2. the techniques of presenting results 3. strong and weak points in the organisation and procedures and facilities available.

Conclusion

Which of these various methods shall we adopt in the teaching of psychology bearing in mind the time factor and the system of external examination. The following seem to be quite feasible under the circumstances in the Indian Training Colleges.

1. Lecture hours may be supplemented with discussion periods, some of the existing 'tutorial' classes may be used for such a purpose.
2. The workshop technique may be used at least with a few problems so that students may have an example of at least partially learning in the most desirable manner.
3. Making a child study record and discussing such child study records may also be followed (ordinary child or problem child).
4. Lecturers may attempt more systematically to understand the 'apperception mass' of trainees for learning psychology by discussing their knowledge of children's methods of learning etc.

23. John E. Horrocks. "An Approach to Teaching Educational Psychology" *Jr. Edn. Psy.*, Vol. 43, 1952, Page 12.

5. Constant self-rating by students may be encouraged in regard to their personality and progress in teaching skill.
6. Psychology can be interrelated with the course in Methods.
7. Motivating the course by discussing student's questions obtained by directed observation and discussion of films.
8. Removal of barriers inhibiting emotional attitudes toward pupils of certain social groups by Group Analysis based on films and observed behaviour.
9. Observation of children activities with instructor and pre-conference and post conference with the teacher.
10. Provision for individual conferences.
11. Using experiments in psychology where possible without an undue demand on time.

As most of our Training Colleges have no Educational Clinics attached to them our trainees cannot be given the opportunity to attend 'case Conferences' or 'therapy sessions'. Participation in community activities connected with youth welfare, will also be impossible for lack of time and due to the fact that except in large hours there are for such activities organised.

The laboratory experiences may be made more useful by organising them as suggested by the American Association of Teachers' Colleges, quoted earlier.

Of all those techniques special mention must be made of the 'workshop technique'. It is a practical illustration of the application of several principles of psychology. Firstly it provides for individual differences in interests, for students could choose to work on topics interesting them most and provides for better personal contact between the teacher and the student in the small groups in which the discussion takes place, and more so if provision is made for individual conferences. Such personal contact will be almost impossible in the large groups inevitable in the lecture classes. As a result the teacher is able to judge the students better and assess their strength and weaknesses. Students get training in gathering data and evaluating them. This valuable training is almost missed in the 'lecture notes' method and it is this method which will stand in good stead in later life. Social planning, co-operation and integration are fostered to an extent impossible in the 'lecture notes' method, in which learning is almost

WHAT SHALL WE TEACH AND HOW? —IN EDUCATIONAL PSYCHOLOGY

an individual project for each student. As a result of the personal interdependence in group work considerable pressure is exerted in each individual to do his part to the best of his ability and hence there is increased motivation for learning.

If each group cyclostyled well prepared notes of the studies made by them for the benefit of the whole class it would save considerably the time of the students in writing their notes. The experience of oral reporting to the group will force the students to think carefully and thus clarify their concepts. Finally it teaches trainees to realise that every one has something useful to contribute and thus to recognise others and to respect others personality, something that every teacher must do with reference to his pupils. Since the problems chosen are of personal interest to the students they seem 'worth-while' and the whole project especially because of the insistence on charts, diagrams, illustrations etc. as forms of reporting, is in the nature of a 'productive and purposive activity, the type of activity which makes learning most effective. The project is also useful because it inevitably leads to self-evaluation of the project by the group as a whole and to the mutual evaluation of the contribution of one another to the project. Since these are the types of changes that teachers will be expected to bring about in their pupils it is desirable that they should be taught their psychology in a psychological manner, by the adoption of the 'Workshop technique' at least with regard to a few problems. There are however several difficulties that are likely to be met and will have to be overcome for the successful implementation of this technique.

1. The predetermined syllabus is a real handicap but we have seen how it could be made interesting, by starting from students own problems and rearranging the order of topics on the basis of such questions so that students participate in the planning and purposing' of their activities.
2. Our syllabus is definitely heavy compared to the time available, if considered along with American courses but to some extent this difficulty can be overcome by carefully integrating the studies and correlating the various subjects. Even if no systematic correlation is possible by the introduction of 'panel discussions' and 'cracker-barrel' sessions.

in which the whole assembly puts question to be answered by the staff as a whole will bring about a considerable economy of time. One period a week may be spent on such sessions.

3. An essential need for successful group discussion is that every member should face every other member and this requires a rearrangement of the classroom for this purpose so that such seats are arranged in small square blocks or circular blocks. The tutorial halls must be large enough to provide for at least two separate groups to work at a time, so that the same lecturer can spend a few minutes at least with each group during the same period. It is suggested that the groups should have about six members so that each will have an opportunity of contributing something and at the same time give scope for sufficient variety of opinion and activities. Though John Horrocks says that a class of 36 divided into six groups can be managed at a time by an instructor, to us more than two groups of six may be difficult at a time due to the newness of the technique both for lecturers and students.
4. Another difficulty in the way of working out the 'workshop technique' is due to the lack of agreement among psychologists regarding terminology. Words like sentiment, emotion, and personality may cause difficulty if students study different books and start their discussions. Discussion will be futile if different members give different meanings to these words. A further difficulty with regard to terminology is that most words used in psychology are used in everyday speech in a different sense. This necessitates some sort of general orientation course, in which terminology is adequately discussed or in the alternative students must be supplied with a cyclostyled glossary of such words. The writer has counted about 500 such words which a student will have to master if he is to comprehend easily the standard text-books in educational psychology. To get over the difficulty at the beginning of the year a common text-book may be adopted so that all the trainees know what they are talking about. When a sufficient mastery of the terminology in this common text-book has

WHAT SHALL WE TEACH AND HOW? —IN EDUCATIONAL PSYCHOLOGY

been attained collateral reading may be suggested and students may be asked to note any difference in the sense in which the technical words are used. They may also be encouraged to use the dictionary of psychology. New type testing should frequently test mastery of technical terminology and basic concepts.

5. In all such group method of learning we should take care to see that the individual does not get neglected, for individuals may have problems which do not interest the group as such. Since the progress of the individual is as important as that of the group, and since one of the applications of psychology will be to provide for individual differences, we should provide in our time tables for individual conferences.
6. Lack of reading skills, and the lack of effective reference service in college libraries are serious handicaps. Reading comprehension in English, as well as rate of reading is poor in most students and till some effort is made to improve the Reading Ability of students it may not be possible to cover even a third of the present syllabus by the workshop technique.
7. In the course of the investigation reporter above it was found that some students had really no felt problems. This will happen especially with students who have had no prior teaching experience. But the difficulty can be overcome easily if they are asked to think of any difficulties they had in their own student career in the High Schools or by starting a discussion on the films or classes observed as suggested earlier.
8. The most serious difficulty is the heavy time demanded of the students in this method. Though John E. Horrocks says "We have not found that our projects are carried on at the expense of the other more traditional aspects of Educational Psychology but they are instead motivating influences for wide and more adequate learning,"²⁴ due to the rather heavy work load in our syllabus and due to the

24. John E Horrocks, *An Approach to Teaching Educational Psychology Jr. Edn. Psy.*, Vol 43, 1952 Page 14

poor and inefficient reading skills of our students only a few 'problems' may be attempted by this method, for the external examination necessities the whole portion being 'covered'. As a result two 'problems' at the beginning of the year and two at the end may be the maximum possible.

9. A further serious difficulty at least in our Universities is the attendance problem. Since the work in each group is divided among the members the absence of even one member often holds up the progress of the group considerably. Hence until our attendance regulation (at present 75% is regarded as sufficient by the University) is changed it will be very difficult to do much work along these lines.
10. Finally, there is one difficulty which supports the necessity for the lecture method being continued in spite of the 'workshop-techniques.' According to the authors of the College and Teacher Education, the staff members began to doubt the wisdom of relying so heavily on student initiative and on problems selected by students. They remark, "students were inclined to consider their task finished and the subject exhausted when sharing had been completed. There was a reluctance to penetrate more deeply into fields and failure to pursue new leads growing out of initial studies."²⁵ This failure to achieve depth is all the more serious when external examinations are important and hence the need for the continuance of the lectures though one or two workshops should be conducted to help in the initial studies. They should be recognised only as such and no more. At the end of the year if time permits, the organisation of one or two workshops will help the students to organise the whole of their knowledge of psychology around one or two problems. This will be a far better way of 'review' than the mere reading of the same text-book or still worse the same notes again and again because as a result of such workshops the whole of their knowledge will be integrated and not remain as merely isolated facts and principles in the minds of the students.

25. Armstrong, Hollis and Davies: The College and Teacher Education, American Council of Education 1944 Page 69

WHAT SHALL WE TEACH AND HOW? —IN EDUCATIONAL PSYCHOLOGY

SUMMARY

A course in educational psychology is useless if it is not made functional and for this purpose the learning of the students should be motivated. One way of motivating them by centering the course round 'felt problems' of students has been indicated. Such problems will satisfy the condition of 'identity of matter' in transfer theory. In addition to that the method adopted is also important for 'identity of method' is another important condition of transfer. The lecture cum discussion method is suggested in which some problems at least may be tackled along the 'workshop technique'. The difficulties likely to be encountered in adopting the technique and the methods of overcoming them are also suggested. Hence a judicious combination of the lecture-method and the workshop method is suggested for the time being under the present heavy syllabus and the system of external examinations. In addition to this a year long study of a child has been recommended both to suggest problems and to give an integrated view of psychology centering round a whole living child. Finally what can be done by way of examination reform at the College level even in the absence of such reform at the University level, has been indicated. More important than everything else is the self-evaluation of the learning process by the learners themselves. Finally the workshop technique is recommended because in this technique the teacher learns along with the pupils and satisfies the Upanishadic prayer,

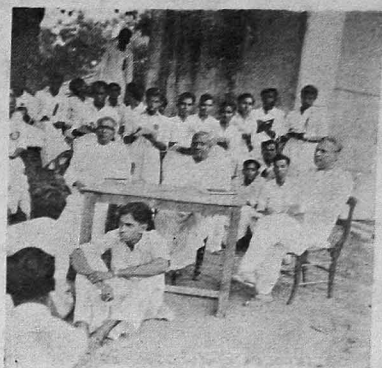
Saha viryam karavavahi!

Tejasvinau adhitamastu!

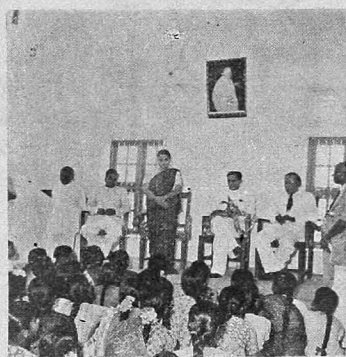
which when translated means "Efficiency may we both attain!
Effective may our study prove!



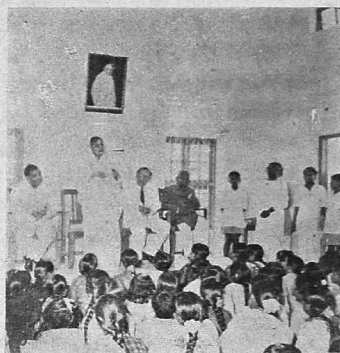
NEAR THE TANK



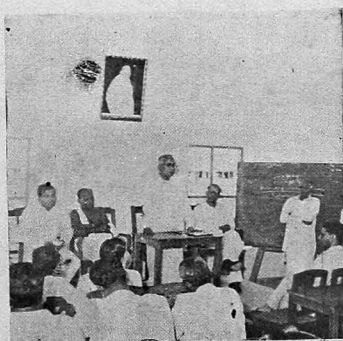
THE CORRESPONDENT AT THE CAMP



THE HON. & MRS. DESHMUK



THE HON. MINISTER FOR HEALTH



THE HON. MINISTER FOR
AGRICULTURE



THE VISIT OF THE HON. DY. MINISTER
FOR RAILWAYS

கவிதைகளை உணர

சி. இராமசாமி

சொற்கள் எண்ணங்களுக்கு வடிவம் கொடுக்கின்றன. அவை பெருகப் பெருக எண்ணங்கள் விரிந்து கற்பனைக்கு இடம் கொடுக்கும். கவிஞர்கள் இத்துறையில் சிறந்து விளங்குகிறார்கள். கவிஞன் சிந்தனையாளன் என்ற நிலைபிவிருந்து ஒரு படி மேலே சென்று தன் எண்ணங்களுக்குத் திரும்பவும் சொல் வடிவம் கொடுக்கிறான். அவன் தானடைந்த இன்பத்தைப் பிறருக்கும் பகிர்ந்தளிக்கிறான். தானின்புறுவதை உலகின்புறக் கண்டு மகிழ்வதன்றோ கற்றறிந்தவர் தொழில்? இந்நிலையில் கவிஞனும் ஓர் ஆசிரியன் என்றே கூறவேண்டும்.

கவிஞன் நம்மிடையேதான் வாழ்கிறான். ஆனால் அவன் ஆழ்ந்த பார்வையோடு உண்மைகளைப் பார்ப்பதுபோல நாம் பார்ப்பதில்லை. உண்மைகள் அவனுக்கு அழகு வடிவங்களாகக் காட்சி தருகின்றன. பொதுமக்களுக்கு அவை அழகற்றக் காட்சிகளாகத் தோன்றலாம். கவிஞன் சூழலையும் பட்டறிவையும் பயன்படுத்தி அவற்றிலும் உண்மையின் சாயலைக் கண்டு மகிழ்ச்சி யடைகிறான். அதுபோல வாழ்க்கையில் வெற்றியடையாத மக்களையும் ஆராய முனைகிறான். மெருகிட்ட தன் சொற்களால் அங்கு கண்ட உண்மைகளையெல்லாம் எல்லாரும் அறிந்து சுவைக்கச் செய்வது அவன் தொழிலாக அமைகிறது. இவ்வாறு வாழ்வில் மறைந்துகிடக்கும் உண்மைகள் அவன் மனக் கண்ணில் உண்மையின் வடிவங்களாக அழகு என்ற மெருகு பூசப்பட்டுக் காட்சி தருகின்றன. உள்ளத்தில் உணர்ச்சியோடு கலந்து அவ்வழகாகிய உண்மைகள் அமர கீதம் பாடுவது அவன் செவிகளுக்குக் கேட்கிறது. இசையோடு பாடல் வெளிவருகிறது. ஆயிரமாயிரம் ஆண்டுகள் சென்றாலும் கவிஞன் அழகு செய்த காட்சியைக் அழிக்க காலதேவனாலும் முடிவதில்லை. கலைஞனுக்கு அவை பற்பல கலைச் சித்திரங்களாகவும், சிற்பங்களாகவும் உதவுகின்றன. அவ்விதக் காட்சிகளைக் கலைஞன் நமக்குத் தரும் போது, நம்மைக் கவிஞனுடைய வாழ்வு - உண்மைகளுக்கு அழைத்துச் செல்லுகிறான்.

ஆசிரியர்கள் தங்கள் வாழ்வு முழுவதும் கற்றுக்கொண்டிருக்கவேண்டுமென்பது பெரியோர் கண்ட முடிபு. அவர்களும் கவிஞனைப்போல வாழ வேண்டும். கவிதைகளிலே இன்பம் காணவேண்டும். தாங்கள் கண்ட இன்பத்தை மாணவர்களும் காண முயலுவதுதான் அவர்கள் தொண்டு. “யார் ஒன்றைச் செய்ய முடியுமோ அவர் செய்க; முடியாதவர்கள் கற்பித்தலை மேற்கொள்க” என்று பெர்னாட்ஷா கூறினார். அவர் கவிதைக்களைத் தாமும் சுவைத்தறிந்து பிறருக்கும் வழங்குவதில் உண்டாகும் இன்ப வாழ்வை அறியார் போலும்.

கவிதைகளை இன்பம் காணப் பயிலவேண்டுமெய்ன்றி தேர்வுக்காகவும் - ஏன் அறிவுக்காகவும் - பயிலுதல் சிறந்ததாகாது. தலைவன் கொங்குதேர் வாழ்க்கை அஞ்சிறைத் தும்பியை நோக்கி, ‘அரிவையர் கூந்தலில் நதியவு முளவோ நீயறியும் பூவே’ என்று கேட்டால் அறிவுக்கு அங்கு இடமில்லை. தலைவன் பேசிய சூழ்நிலையும் பேச்சும் அவ்வாறுதான் அமையும். அங்கே தலைவனுடைய உணர்ச்சி அறிவையும் மிஞ்சி நிற்கிறது. ஆசிரியரும் மாணவர் மனதில்

உணர்ச்சிகளைத் தூண்டிவிட்டு இன்பம் காணச் செய்யவேண்டும். அவர் அதற்குப் பொருத்தமான கவிதைகளை மாணவர் உள்ள வளர்ச்சிக்கும் பட்டறிவிற்கும் ஏற்றவாறு பொறுக்கிக்கொள்வது சிறந்தது. மாணவர் இன்பத்தைக் காண்பதே ஆசிரியர் இன்பம். தன்னைவிட உயர்ந்த உள்ளமும்; காலமும், இடமும் கடந்த அகக்கண்ணும் உடைய மாணவர்களும் இருப்பார்கள் என்பதை ஆசிரியர் உணரவேண்டும். பாடலைக் கற்பிக்கும்போது தனிமையில் புலப்படாத உண்மைகள் புலப்படுத்தலும் உண்டு.

மாணவர்கள் பற்பல விளையாட்டுக்களில் விருப்பமுடையவர்கள். வாழ்க்கையும் ஒரு விளையாட்டுதான். வாழ்க்கையின் சாயல்தான் கவிதை என்று கூறுகிறோம். அப்படியானால் எல்லா விளையாட்டுக்களை விடவும் வாழ்க்கை விளையாட்டு பெருமையுடையது. கல்வி, வாழ்வின் மறுமலர்ச்சி; ஆகவே அதை எல்லையில்லாத திருவிளையாடலாக, கவிதைகளிலே காணவேண்டுமது ஆசிரியன் பணியாகிறது.

கவிதைகளை இசையுடன் படிக்க வேண்டும். அவ்வாறு படிக்கும்போது உணர்ச்சியும் பாவமும் நிகழ்ச்சியையும் காட்சியையும் விளக்கும். உச்சரிப்புத் தெளிவாகவும் சொற்களின் சேர்க்கையும் அடுக்கும் கலையாமல் இசையோடும் படிப்பது நல்லது. ஒருமுறைக்குப் பலமுறை படிக்கவேண்டும். இரண்டாம் முறை படிக்கும்போது முதல் முறை படித்ததைவிடத் தெளிவாகப் பொருள் விளங்கும். மூன்றாம் முறை படிக்கும்போது இன்னும் தெளிவாகச் சொற் சித்திரம் காட்சியளிக்கும். கண்ணகியோடு மதுரையடைந்த கோவலன் மாதிரி வீட்டில் தங்குகிறான். கண்ணகி தன்கணவனுக்குத் தானே சமையல் செய்து உணவு படைக்கத் தொடங்கும் காட்சி அவள் நீர் தெளித்து நிலத்தைத் தூய்மைசெய்யும் போது கவிஞன், “தண்ணீர் தெளித்துத் தன் கையால் தடவி, மண்ணை மடந்தையை மயக்கத் தீர்த்தான்” என்று கூறும் காட்சியைச் சொற்களால் விளக்கிச் சென்றால் காட்சி கலைந்துவிடுவதைக் காணலாம், இரண்டடிகளையும் திரும்பத் திரும்ப இசையோடு படித்துக் காட்டினால் ஒவ்வொருவரும் தத்தம் நினைவாற்றலுக் கேற்றவாறு சொற்களால் கூற முடியாத ஒரு காட்சியைத் தங்கள் மனக் கண்ணில் அமைத்துக்கொள்ள வாய்ப்பினை நல்கலாம். ஆசிரியர் மாணவர்களின் ரசனையை அவர்களின் முகபாவ மாறுதல்களிலிருந்து அறியலாம். பிறகு அவர்களையும் செய்யுளை உரத்து இசையோடு படிக்கச் செய்யலாம். இங்கே “பாடலை முதலில் உணரச் செய்க, பின்னர் அறியச் செய்க.” என்பதை ஆசிரியர் கருதவேண்டும். பாடல் ஒசை, வரிவடிவமன்று. பாடல்களை முழு வடிவத்தோடு படித்துவருவதுதான் முறை. அருஞ்சொற்களின் பொருள், அணி, நயம் ஆகியவற்றைப் பின்னர் வைத்துக்கொள்ளலாம். இது மாணவர்களுக்குத் தங்கள் பிறகால வாழ்வில் கவிதைகளைப் படித்துணரத் துணை செய்யும்.

உரைநடை அல்லது வசனமுறை மொழி வளர்ச்சியில் பின்னிட்டுத் தோன்றியிருக்கவேண்டும். செய்யுள் அமைப்பே முதலில் மக்களின் ஆசைகளையும் உணர்ச்சிகளையும் தன் வசப்படுத்தியது. அப்படியிருக்கப் பள்ளிப் பாடத்திட்டத்தில் மாத்திரம் மாணவர்களுக்குச் செய்யுள் என்றால் அவ்வளவு ஆசையும்

உள்ளொருமையும் இல்லையென்றால் இதன் காரணம் யாது? நமது முறைகளால் இயல்பான விருப்பத்தை நசுக்கிவிட்டோம் என்றே கருதவேண்டியிருக்கிறது. மாணவர்கள் தேர்வுக்காகக் கவிதைகளைப் படிக்கிறோம், என்று நினைத்தல் கூடாது அவ்வாறு அவர்கள் நினைத்தால் நல்ல முறையில் பாடலைச் சுவைத்துப் படிப்பார்கள் என்று கூற முடியாது. தெளிந்த உள்ளத்தோடு அவர்கள் பாடலைப்பாடி சுவைக்கவேண்டும். கவிதை நோட்டம் பொருளை உணர்ந்த பின் இருப்பது நல்லது. கவிஞன் செய்யுளில் குறைந்த சொற்களைக் கொண்டு உயர்ந்த காட்சிகளை எழுப்புகிறான். அது இன்பச் சுவையைப் பெருக்கி மனத்தில் ஆழ்ந்த சுவடுகளை அமைக்கும். செய்யுள்களில் காணப்படும் கற்பனைச் சித்திரங்கள் மனப் பயிற்சிக்குப் பேருதவியாக இருக்கும்.

செய்யுளைப் படித்து ரசிக்கும்போது அச் செய்யுளை இயற்றிய கவிஞனுடன் நாம் உறவாடுகிறோம். அவன் பார்த்து உணர்ந்து தன்னை மறந்து கண்ட காட்சியை நாமும் காண்பதே கவிதை இன்பம்.

கவிஞனுடைய வாழ்க்கையைக் கவிதையைக் கற்பிக்குமுன் கூறுவது ஒரு முறை. கவிஞன் வாழ்வு கவிதையை உணர வழி செய்யுமானால் அதைக் கூறுவதில் தவறென்றுமில்லை. கவிஞன் தன் வாழ்வில் பட்டறிந்த உண்மைகளோடு தான் அழகான கவிதைகளை நமக்குத் தருகிறான். இதைத் தவிர அவன் வாழ்வை உணர்ந்துகொள்ளவேறென்ன வேண்டும்? அவன் வாழ்ந்த வாழ்க்கையும் அவன் கவிதைகளை உணரச் சிறிது வழி செய்கிறது என்று வைத்துக்கொண்டாலும் ஒன்றைமாதிரி ஆசிரியர் மறந்துவிடக் கூடாது. ஆசிரியர் தான் கற்பிப்பது கவிதை என்பதை எப்பொழுதும் நினைவில் வைத்துக்கொள்ளவேண்டும்.

மாணவர்கள் கவிஞர்களுடைய வரலாறுகளைத் தனிப்பாடமாகக் கற்றுக் கொள்பவர்கள். ஆனால் ஆசிரியர்களில் சிலர் அவ்வாறு நினைப்பதில்லை. கவிஞன் தன் வாழ்வின் சில பகுதிகளை வேண்டுமென்றே தன் கவிதைகளில் கூறுது விட்டிருக்கலாம். அவைகளை நாம் நுனித்துணர்வதால் யாதொரு பயனும்மில்லை. கவிஞர்களுடைய வாழ்க்கையை எழுதுகிறவர்களும் பெரும்பாலும் அவன் மறைத்த பகுதிகளை விட்டுத்தான் எழுதவேண்டும். கவிஞன் மறைத்த பகுதிகளையும் வேண்டுமென்றே எழுதுகிறவர்களை என்னவென்று சொல்லுவது? நமக்கு வேண்டியது அவன் எண்ணிய அல்லது அடைந்த உயர்நிலையே யன்றி அவன் மறைத்த செய்திகளல்ல.

மேலும் கவிஞனும் நம்மைப்போல ஒருவன் என்பதை மாணவர்களும் உணரவேண்டும் என்று சிலர் கூறலாம். உண்மையில் கவிஞன் நம்மைப்போன்றவனானவன் என்று அவர்கள் எண்ணிப் பார்ப்பதில்லை. கவிஞனை மதிப்பிடுவதற்கு நமக்கு என்ன உரிமையிருக்கிறது என்பதை அவர்கள் எண்ணிப் பார்த்திருக்க மாட்டார்கள். ஒன்றுமட்டும் உண்மை. இவ்வித ஆராய்ச்சியில் நாம் இறங்கும் போது கவிஞனுடைய கவிதைகளைச் சுவைக்கும் மனப் பண்பு நம்மைவிட்டுப் பிரிந்துவிடுகிறது என்பதே அது. கவிஞன் எந்த உண்மையைத் தன் சொற் சித்திரத்தால் கொடுக்கவேண்டுமென்று நினைத்தானோ அது மறைந்து கவிதை வெறும் சொற்கோவையாக மாறிவிடுகிறது. “அகர முதல் எழுத்தெல்லாம், ஆதி

பகவன் முதற்றே உலகு ” என்ற பாடலை எண்ணி அதன் உண்மையைப் பார்த்தலை விட்டு வள்ளுவர் ஆதி என்பாளுக்கும், பகவன் என்பாளுக்கும் பிறந்தவரா என்று செய்யும் ஆராய்ச்சிபோல இதுவும் முடிந்தவிடும்.

கவிதைகளைக் கற்பிப்பார் தொழில் கவிதைகளில் உண்மையும் அழகும் எங்கே மறைந்துகிடக்கின்றன என்பதை எடுத்துக்காட்டுவதுதான், கவிதைகளில் குற்றம் காணும் முறை மறைந்து அழகு காணும் பெற்றி யமையும்போது ஆசிரியர்க்கும் மாணவர்க்கும் மகிழ்ச்சி தங்களை அறியாமலே உண்டாகிறது. ஆசிரியர் கவிதைகளைக் குற்றம் காணும் நோட்டத்தோடு கற்பிக்கும்போது அழகுச் செல்வம் எவ்வளவு விரைவாக மறைந்துவிடுகிறது ! குற்றமுள்ள மனமே குறுகுறுக்கும். அழகான கவிதைகளில் குறை காணும் ஆசிரியர் தன் மனச் சிறுமையை வெளியிடுகிறார் என்றுதான் எண்ணவேண்டும். அவ்வமயம் கவிஞன் கண்ட உயர் வாழ்வை அவர் வீரும்பவிலை என்று கூறிவிடலாம்.

உண்மை ஆய்வாளன் குணம் நாடி குற்றம் களைபவன். அவன் கவிஞனோடு வாழ விழைகிறான் என்று கூறலாம். மாணவர்கள், “ பிறப்பொக்கும் எல்லாவுயிரும் ” என்று இசையோடு பாடும்போது ஒரு கணம் கவிஞன் கண்ட வாழ்வில் வாழ்கிறார்கள் என்று சொன்னால் மிகையாகாது. குறை காணும் உள்ளம் இவ் வாழ்வின் நிலையை அறிய முடியாது. கணப்பொழுதாக இருந்தாலும், அப்பொழுது தோன்றி மறையும் அவ்வயர் வாழ்வின் இன்ப நிலையையும் அறிய முடியாது.

மாணவர்கள் தம்மைவிட ஆசிரியர் கவிதைகளை மிகுதியாகச் சுவைத்திருப்பார் என்று எண்ணியிருக்க அவர்களிடம் அந்நிலையை வளர்ப்பதன்றோ முறை ? அதைவிட்டு அவர்கள் எதிர்பார்த்ததற்கு மாறாகக் கற்பித்தால் கற்பிக்கும் தொழிலுக்கே இழுக்கன்றோ ? அதுவுமல்லாமல் ஒன்றைப்பற்றிய ‘உண்மையை’ அறிந்த பின்னன்றோ அதன் நன்மை தீமைகளைக் கூறவேண்டும். கவிஞர்களுடைய உண்மை நோக்கத்தை மாணவர்களுக்கு ஆசிரியர் எடுத்துக் காட்டினால் போதுமானது. அதன் நன்மை தீமைகளை ஆராய்வது மாணவர்களுடைய பங்கு என்பதை ஆசிரியர் உணரவது நல்லது.

பாடலை ஒரு தடவை படித்தவுடன் அதனை விளக்கிக் கூறத் தொடங்கிவிடுவது சரியான முறையன்று. கவிதையென்பது பாட புத்தகங்களில் இல்லை. ஆசிரியர் கற்பித்தலில் இருக்கிறது. கேள்வியால் செவிகளைத் தோட்கப்படாது. மாணவர்கள் கண்ணோட்டமாகப் படிப்பதால் கவிதைச் சுவையை அறியவே முடியாது. எனவே ஒருமுறை படிப்பதால் மட்டும் அவர்கள் எவ்வாறு கவிதைச் சுவையறிய முடியும் ? உண்மைக் கவிதை யின்பம் வாய்விட்டுப் படிப்போருக்குத்தான் கிடைக்கும். மாணவர்கள் கவிதைகளை உணரவேண்டுமானால் அவர்களுக்குப் போதிய காலம் வேண்டும். கவிதைகளை அவர்கள் உணரத்தொடங்கி விட்டால் பிறகு ஆசிரியர் அவற்றின் சுவையை அளிப்பது மிகவும் எளிது.

BOOK REVIEW

'Can We Measure Ability?'

University of London Press Ltd., London: Price 3 s.

To provide each child or adolescent the type of education that suits him best is a cherished objective of any democracy; and in order to allocate the pupil to the school where he would make the most of his abilities there must surely be some rational basis understood and appreciated by parents and accepted by teachers. In countries in which provision for such diversified courses of instruction and training exists, the selection is based on an examination which includes the administration of objective tests of intelligence and attainment tests in the mother-tongue and arithmetic.

The book reviewed here gives a good account of the technique of the examination for selection, its strength and weakness, and offers useful suggestions for its improvement so that the error in allocation may be reduced to a minimum. The book opens an interesting dialogue which focusses the attention of the reader on some important problems relating to the use of the intelligence tests. In the succeeding chapters is found a clear discussion of them.

The description of the intelligence tests is adequate, though brief. But the method of validating the test is not clearly indicated. The explanation that the test constructed is compared with another 'which as proved its worth', is not satisfactory. The author frankly admits that, with whatever care the test may be prepared, it does not measure the general ability precisely and that coaching can raise the average score by as much as five to nine points. This is one reason why the teacher cannot depend entirely on the intelligence test and he has to supplement it with tests of attainment in the basic subjects to get a better estimate of the pupil's abilities.

The value of using the essay-type questions and the interview method to get an idea of the pupil's capacity to marshal facts and argue cogently and to find the levels of comprehension of expression is discussed.

With regard to those pupils that develop late the author points out the inadequacy and inappropriateness of these routine methods and suggests that an estimate of their capacities should be determined by their progress throughout the period of their primary education. This implies

BOOK REVIEW

that the teacher should maintain correct records made under observation. The importance of the teacher in guiding the pupil to select proper courses of study is thus brought out; and the author rightly concludes with a note on the future responsibility of the teachers to raise their status by preparing and equipping themselves 'so as to show that they are capable of assessing a child's abilities and aptitudes with impressive accuracy and of prescribing for him a form of educational treatment that is demonstrably appropriate'.

The book is free from technical jargon and is readily understood. Teachers, parents, and those interested in the education of the young will find it stimulating and useful.

S. Krishna Iyengar.

Elementary Experiments in Psychology by B. Kuppuswami.

145 p. p. price 4—8—0

Oxford University Press, Madras.

The book under review is a timely publication though it is unfortunately true that in the Madras State, Psychology has not made rapid strides. The author's wide experience in the teaching of psychology for nearly three decades and his experience in the starting of a psychology laboratory completely from scratch are fully reflected in the careful planning and preparation of this book. Foreign publications of this nature are too expensive and not quite suited to the needs of Indian Universities. From these points of view the present book is a very welcome addition to the few existing Indian publications of this nature.

The author must be congratulated on keeping in mind the special needs of the increasing number of students who register for psychology at the B.A. level. In most Indian Universities, Psychology has not yet attained the status of a science and the craze for Science being what it is, students who go in for Psychology are mostly those who have done no science or mathematics at the Intermediate level. As such the chapter on scientific method in Part I adds greatly to the value of the book for too often even the student of science at the Intermediate learns science but not scientific attitude or the scientific method. Another welcome feature of this

BOOK REVIEW

book is the lucid and clear introduction to statistical methods which are so important for the scientific study of psychology. The author has taken good care to see that statistics is intergrated with the practical work, thus making statistics have practical value in the student's day to day work. This practical application of statistics is bound to result in a better learning of both statistics and psychology.

The author has done well to give certain general rules for laboratory work. Some of the rules given by him are, 1 "The purpose of the experiment and the reason for each step in the procedure should be clearly understood." 2 "After an experiment is completed ask your instructor which experiment will be taken next. Study the references given and acquaint yourself thoroughly with the problem and procedure, before you go to the next class." In the reviewer's opinion a slight modification is required in the above general rules. While these rules, are excellent where the student is going to be only the experimenter, they are not suitable where he would have to act as subject, for then, the knowledge of what should be is likely vitiate his introspection report or even behaviour, thus violating rule 3 which says "The subject should never strive to obtain a certain kind of score".

In the section on statistical methods there is a slight discrepancy which is bound to be corrected in the next edition. Though in page 16 which discusses the frequency polygon the author says, "In order to complete the figure, the frequency of the class below the lowest (36-40) and that of the class above the highest (91-95) are both taken as zero, and consequently the frequency polygon begins and ends in the X axis", actually in the polygon illustrated in page 15, the class with 0 score has been taken as the lowest class instead of the class (36-40), the error being probably due to indicating 0 to 43 as one class in the graph. Brief mention about the difference between the continuous and discrete series, the meaning of a score and the occasions for using the different measures of central tendency, would have enhanced the value of an already excellent book. The calculation of the median for the grouped data is a significant omission.

Part II, dealing with Experimental procedures is admirably written, the indication for tabulation of data for each experiment being a special feature. The book contains several useful appendices. Mention must be

BOOK REVIEW

made of the excellent bibliography and the list of Indian firms supplying psychological apparatus in Appendix A and the list of Apparatus in Appendix C. These will be of particular value to the many new psychology laboratories yet to be started in our state. The notes for instruction will also be found very useful.

A few printer's errors which caught the eye of the reviewer are

(1) d2 for fd2 in Table III page 21

(2) $\sqrt{3.4} = 1.84$ for $\sqrt{3.4} = 1.84$ in Table VI in page 25.

These are likely to confuse the non-mathematical student. (3) In page 29 "correlation is a device for finding out the extent to which scores of standing in the scores of measurements may be predicted on the basis of known scores or standing in another series, ought to be "correlation in a device for finding out the extent to which scores or standing....."

In view of the difficulty of obtaining many of the references given in the notes for the instructors, especially the journal ones, by mufussil Colleges proposing to start courses in psychology in future it would have been desirable if those tests etc., had been printed in the body of the text or in the appendix.

Despite these few errors the book is a useful addition to the rather scanty Indian publications on the subject. Many of the experiments require such simple equipment that they can be performed even in the Training Colleges if only they could find the time. The printing and the get-up are neat and the price of 4-8-0 is very reasonable.

We eagerly look forward to the promised companion volume of experiments suitable for the Honours or M.A. level. It is also to be hoped that a companion volume on Experimental Psychology corresponding to the well known book by Collins and Drever will be published by the author, giving the theory for which these experiments will form an introduction.

V. N. Subramanyam.

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1. Junior English-Composition and Grammar by T. A. Bright
 2. Teacher's Hand Book for the above
- Longmans Green & Co. Price 3 s. each.

The Student's book and the Teacher's Hand book are intended primarily for schools in Egypt. Though they cannot be used as Text-books in Indian schools due to the difference in the order of the tense forms and

BOOK REVIEW

differences in structures and vocabulary, they can be used with advantage by the teacher. The numerous exercises given for drill are of a nature, that will be highly useful to the teacher. If the book can be rewritten keeping in view the requirements of the new syllabus it will be very useful to the pupils also.

3. *Empty Drum and other stories* by Tolstoy, Oxford University Press. Price 14 as.

This small book contains five stories that Tolstoy wrote for the young. The great Russian whom our Mahatmaji admired, has the skill of leading on his readers unconsciously to share his serious thoughts. The book may prove useful to the V or VI Form pupils and also for the school library.

General Science Text—Books for Forms I, II and III by M. S. Subramaniam Assistant, Tilak Vidyalaya, Kallidaikurichi, Tinnevely Dt.

Price Rs 1—2—0, 1—2—0, and 1—6—0 respectively.

The Text-books follow the Departmental General Science Syllabus. The subject matter is adequate. The language is simple and lucid. The books contain adequate, and appropriate Visual illustrations in the form of Charts, diagrams, pictures and photographs. Reference to the lives of the great Scientists is given here and there. Plenty of experiments for demonstration, and a good number of practical activities for observation and individual experiments are suggested. Review questions in the form of old and New Type tests are given. The printing and the get-up are good. The author is an experienced teacher. The books are suitable for the middle school forms

D. Aiyadurai Jesudasan.

Basic Way Series: What Basic Education means

by

Hans Raj Bhatia

The general aims of education enunciated by Mr. Hans Raj Bhatia are in accordance with Mahatma Gandhi's "efforts to build a new social and economic order of better men and women through better education." In a succinct account the author develops the successive stages by which the basic ideal has come to be recognised as the goal of Indian National Education. He also sets forth nine "distinctive merits" to explain the Basic system consistent with the title of his book "What Basic Education means." That its first merit is the recognition of the child as the centre of all education, is corroborated by the testimony of the great exponents of child-centred education from Rousseau to John Dewey. Occasion is rightly taken to invalidate the criticism of its craft-centredness only for productive purposes by validating the educative possibilities of craft in an atmosphere of freedom for the child "to plan, propose, and produce." Since all knowledge is best acquired in its natural setting, emphasis is laid on the 'theory' that the basic curriculum is "functional and dynamic" in "what it does" instead of "what it is". So its integrated character is clearly posited as against the subject-dominated traditional curriculum. Basic education is appropriately assigned its foundations in the principle of learning by doing. The author elaborates the philosophy of children's self-activity stressed so much by all great educationists. According to him the practical aspect which is the *raison d'être* of the Basic Education can be realised through "units of work, projects, problems, and meaningful experiences wherein activity becomes purposeful". Craftwork is just simple handwork at start. It gradually leads on to the exercise of manual ability and the production of things which "adults can put to practical use." On the question of the self-supporting aspect, the author is not very meticulous. He recalls the view of the Central Advisory Board of Education "that craft work is to be used for its educative possibilities and not for the income it brings." At the same time he draws pointed attention to the fact that "the self-supporting aspect has not had sufficient trial", and that in most of the Schools except for one or two states, like Bombay and Bihar, "Basic Schools continue to be just five year Junior Schools where children finish their education at the age of eleven plus." He adds that, with a low standard of craftsmanship among junior basic children, the self-

BOOK REVIEW

sufficiency ideal cannot be reached, and advises the safe-guards taken by the Bihar Government to ensure the productive aspect. Craft work to be really meaningful should be related to the type of raw material readily and cheaply available in the locality and the teacher should have considerable efficiency and skill to be able to place before children a high standard of achievement. In another chapter he finds fault with the teaching of craft in an ad hoc manner just to impart particular skills and explains through concrete examples of how best craft-work can be the medium of instruction of the several subjects of the curriculum organised into a psychological unit. Other virtues claimed for basic schools are a sense of independence and freedom enjoyed by teachers and pupils, respect for labour born of a healthy mental attitude to manual work, service to the community through an understanding and appreciation of the social environment, and above all the cultivation of a spirit of mutual understanding and sympathy through co-operative manual projects creating "a strong force making for world peace."

Every chapter in the book is a reasoned and argumentative exposition of the different aspects of Basic Education analysed with clarity and perspicuity. Each aspect is explained in its psychological background, so as to fortify it against scoffing criticism or imaginary diffidence. The book can enable even a superficial reader to understand the basic principles of Basic Education, and can exert its influence on the unbelievers in favour of the Basic Faith.

P. D. Mudaliar



CITIZENSHIP CAMP AT PILLAIYARPATTI

Extracts from the report by Sri T. V. Nilakantan, B.A., B.L., Camp Officer

Talks and demonstrations

Instruction was given through talks and demonstrations, and these were whenever possible coupled with games. The "play way" was adopted to the extent possible. While citizenship activities were explained and demonstrated, care was taken to impress upon the campers the particular reason for the inclusion of such activities in a scheme of education like citizenship training; and the manner of approaching a topic was pointed out as being of far more importance than the subject matter concerned. The importance of creating an atmosphere of joyful activity was fully emphasised; so also the importance of organising work so as to provide full scope for the initiative of the various leaders. It was also pointed out that success is to be attained by the avoidance of the class room atmosphere for this type of work, and the allotment of active jobs on what may be described as squad basis. Emphasis was also laid on the fact that citizenship aimed at the formation of good habits such as would be advantageous to a citizen, and that every endeavour should be made to infuse right out-look, and to build up right habits and attitudes.

Interpretation of topics

Attention was drawn to the suggestions contained in Section XI of the Guide Book and to the notes given at the very end of the revised syllabus published by the Education Department. The campers were enabled to appreciate the educative foundations of citizenship activities. The study of the National Flag, national heroes, and national songs were interpreted as helping the pupils to a proper sense of patriotism; and it was further dealt with as helping the pupils to appreciate the history of the freedom struggle, and the success that has been attained by the practice of non-violence. The inclusion of health practices in a scheme of citizenship training is to make the boy feel personal responsibility for his health, and to encourage him to lead a healthy life. The inclusion of firstaid is done with the view of making the boy self-confident and self-reliant, and also to equip him for useful service to others. The insistence on orderly movement in groups is based on a desire to make the boy

CITIZENSHIP CAMP



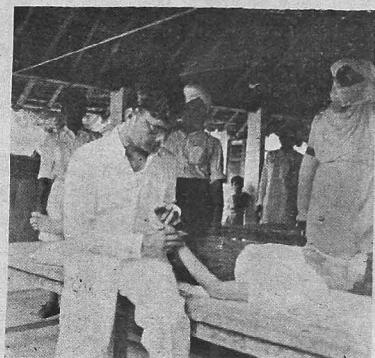
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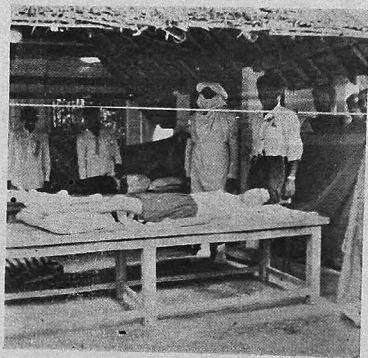
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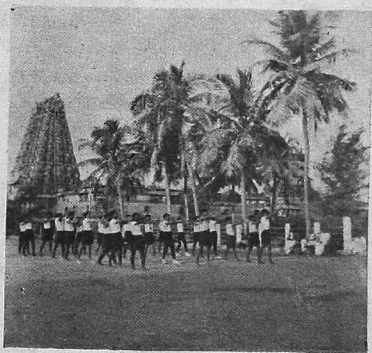
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FIRST AID



FIRST AID



PHYSICAL JACKS

develop smartness of bearing and proper gait, besides instilling a sense of discipline, and facilitating united action. The inclusion of tracking games, treasure hunts, compass games, sense training games, observation games, and message carrying games is done with the object of inducing the boy to enjoy the great out-of-doors, and the teacher to make sure that he gives the boy this advantage. Such interesting activities in the out-door provide the boy with a welcome relief from the congested and close atmosphere of the class room. It was pointed out that the aim of including knowledge of knots and lashings was to bring the boy into close and intimate contact with villagers and village life. The campers were enabled to see how every aspect of village life, whether agricultural operations, or provision of human shelter, or transport for going from one village to another, or even domestic work as falls to the share of the women of the village, depends on the proper use of ropes. When a cart is to be made ready for transporting manure to the paddy fields for instance, or when it has to be used for the transport of vegetables and other agricultural produce, the villager (it was pointed out) finds a knowledge of knots useful, in preparing the sides of the cart or in building a suitable roof, in fixing the yoke to the main shaft, and in several other ways. And it was explained that the village woman who has to lift water from the well or to stretch wet clothes for the purpose of drying them, has to make use of ropes and suitable knots. The building of huts and shelters, the erection of garden fences, the putting up of pandals for vegetable cultivation, all called for almost expert knowledge of knots and lashings on the part of the villager who has to carry out these tasks. Such activities being associated with village life from time immemorial, it was realised that a boy accustomed to the ways of the town and almost ignorant of village life would feel a welcome kinship with the villager if he is encouraged to practise knot-tying, and to get into touch with operations commonly undertaken in villages. Likewise Folk-dances and Folk-songs were interpreted as enabling the boy to appreciate village culture and villager's entertainments and to get him to like the villagers and feel one with them in course of time. Other aspects of citizenship training were dealt with in a similar manner, and every effort was made to enable the campers to see that the basic conception of citizenship was to instil a feeling of oneness between the villager and the less fortunate towns folk, and to bring about a feeling of unity as a nation. Campers were made to realise that the "why" of these topics was as important as the "how" of them.

CITIZENSHIP CAMP AT PILLAIYARPATTI

Training in democratic living

Training in democratic out-look was aimed at by organising the life of the camp as that of a democratic social group, with proper leadership at different levels. The body of leaders as a whole were made responsible for the well being of the camp and for its proper functioning; and they organised the work in such a way that each squad had a responsible share of camp work to carry out, and each pulling for all, and all pulling for each brought about order and system and the camp was benefited. Assumption of responsibility for the common well being was good training in democracy, and it enabled the campers to learn to co-operate with each other, to develop tolerance, to govern their actions by "give and take" and putting others before self to achieve the utmost gain in comfort and health for the entire group. Apart from this, the organisation of camp Parliament, with a full complement of ministers, enabled the campers to gain experience of parliamentary government. For want of time, the parliament could not meet more than once for formal discussion, but enough was shown to make the campers realise how a school parliament can be made to work usefully, and how in the long run it will enable the members and their pupils to develop such attributes as tolerance of others views, respect for the majority and willingness to abide by its decision, respect for constituted authority, and respect for constitutional methods of modifying conclusions or decisions.

Out-door activities

Several out-door activities were planned and carried out as projects. The adoption of this method gave sufficient scope for action and initiative for each squad, and at the same time to bring out forcefully the inter-dependance of the squads in achieving what is a common gain. Every squad has a definite job to do, and when all the various jobs were completed, the effect was something of a gain for the whole school community. Planning of the work on these lines put the individual squad leader in a position of importance, and his share of work being of real importance in relation to the whole, he felt called on to exert his utmost and to get the very best of co-operation from his fellow pupils in the squad. Leadership was thus built, and loyalty for each other was developed gradually by such practices carried out on squad basis, without at any time breaking the composition of the squad. The more active of the squad in trying to work with the less active or with those who are less experienced, are

motivated by their sense of responsibility to drag the latter kind along with them, and in course of time such attempts lead to the development of a common bond of kinship, and to the feeling that every man counts, whether he is able or otherwise.

Projects like cleaning the area, and providing an out-door class-room, community survey, helping the tiller in his work in the field and providing amenities for the people of the village were undertaken by the campers. These projects also illustrate how best the citizenship-hour (by which is meant the double period provided for citizenship activity in the time table for each class) can best be planned and worked out. Various topics can be tackled at the same time one by each of the squads, and when the different squads have completed their share of the afternoon's work a certain unity must be discoverable, so that all their jobs dovetail into each other, and provide something of benefit or advantage to all.

These projects also illustrated the fact that the adoption of the method suggested transformed a humdrum activity or practice into a thrilling adventure, affording scope for the importing into its execution of a great deal of zeal and earnestness on the part of the participants.

Recreation

Games and other out-door exercises were indulged in whenever possible. Full advantage was taken of the nature of the ground available around the camp area, and different games were played. On one evening the campers played a wide game, on another they set out on a nature ramble and for a visit to a neighbouring temple. Another evening was utilised for a community survey, and for the construction of camp latrines; sketches of the camp area and surrounding country were made one evening and so on. The evening games or out-door activities were followed by ablutions (and voluntary visits to the temple) and the campers sat to dinner at 7-30 p. m.

Friends-in Council

The campers gathered together for recreation and merriment round a log-cabin type of fire at 8-25 p. m. All the campers learnt to look forward to this event, and even the villagers who came to know of it flocked in their numbers to share the enjoyment round the Council-fire. The programme usually consisted of individual and group songs, mimicry, stunt displays, humorous recitations and stories, dances, parodies in song, and other items of interest. Improve-

CITIZENSHIP CAMP AT PILLAIYARPATTI

ment in quality was noticed day by day. Some of the campers who had some taste for it tried their hand at composing poems and songs, and writing parodies of folk-lore. There was considerable literary flavour in some of these performances; and the way certain of the songs so composed were sung to character and in proper setting made one feel that the standard of appreciation and understanding evinced by the people who produced them was really high. Through a desire to participate in the programme and an eagerness to contribute some kind of entertainment however humble, and however simple, many a shy camper slowly came out of his shell, and latent genius gradually made itself patent. The standard of performance rose from day to day, and ultimately it reached quite a good height. It was during the council-fire programmes more than anywhere else that the Principal, the Camp Officer or the members of the staff could come closest to the individual camper, and make a study of him, and form a clear idea of his attitude towards the great profession he seeks to join, and the noble work he desires to do under the scheme of citizenship training. The programme of entertainment ending, the campers received a touch of inspiration in the shape of a brief talk, or a simple prayer, and at times by a simple "Good night" following a minute or two of silent meditation. The campers were thus enabled to retire to their beds with an inspiring noble thought in their minds. This was a fitting climax to a day of hard work and toil. The educative value of the friends-in-council was explained to the campers from time to time; and by the practical experience they gathered at the camp they were enabled to appreciate its potentialities fully.

Contact with villagers & Agriculturists

In so far as the new revised syllabus for citizenship training places insistence on co-operative enterprise between students and the villagers, and particularly in the matter of agricultural work, two important projects were undertaken by the campers with this object in view. On 14-9-54 the campers appeared in their physical education uniform round the paddy fields belonging to the Karpagavinayagar Temple, where ploughing and manuring was going on at the time. The campers helped to unload the manure (greenleaves) from the carts and then carried the same to the paddyfields in head-loads. They had the privilege of handling the plough, and ploughing a small area under the guidance of the actual tillers of the soil. Participation in these tasks by every one of the campers helped them to appreciate the valuable work that is being done by the villagers. They realised the dignity of labour and indeed they felt proud at the time that they were

able to try their hand at agriculture, and one could be sure that they will always feel proud of it. Another activity which brought the campers and the villagers into close contact was the clearing up of the several roads leading to the village Elementary School, the construction of the Rest Spot under the big tamarind tree, and the removing the silt from a storm water channel close to the school, and repairing a culvert built across the channel. These tasks were carried out in a spirit of serving the community in the midst of which the members of the course were camping, and in pursuance of the direction contained in the revised syllabus under Part II C., to the effect that "if the camp is arranged in a locality where there is cultivation, the class teacher should see whether the campers can render any service even for a short period in agricultural or other work." And these two projects proved to be a great success.

Religious activities

The location of the camp in such close proximity to the temple of Lord Ganesa led to a very welcome feature as regards the camp. During the time the campers were not engaged in work, one could see numbers of them going to the temple for worship as and when they were so disposed. Almost every one adopted this practice through-out the camp. Those who were not Hindus, and there were just a few in the camp made their own arrangements for devotional exercises every day. The duty of pursuing one's religion earnestly was thus emphasised in an unobtrusive manner by the voluntary action of the campers themselves. No one compelled the campers, or even suggested it, but the fact that they of their own prompting regulated their life in this manner is to be regarded as healthy sign, and one which ought to inspire hope in the rising generation and confidence for their welfare.

Conclusion

The camp which was inaugurated on the 9th September, 1954 at 5 p. m. came to a termination at 5 p. m. on the 18th September, 1954. From the happy faces of the campers throughout the course, and the signs of regret that were noticeable as the camp was drawing to conclusion, it could be said with confidence that the camp was a success. The campers felt an esprit-de-corps that only the coming together in a camp under field conditions could give; and there was ample evidence that the campers had learnt the value and advantage of co-operative endeavour. Thoughtfulness for others, and a sense of good neighbourliness were also noticeable in the action of the campers. These alone would make one feel that the camp was worth while.

THE REPORT OF THE COLLEGE UNION FOR THE YEAR 1954-55

At the meeting held on 13-7-54 for the election of office bearers for the year 1954-55 Sri S. Gopalakrishnan and Sri T. V. Sivasubramaniam were declared elected the Student-Chairman and the Secretary respectively. The election was conducted by the Vice-president of the Union Sri D. Aiyadurai Jesudasan, M.A., L.T., M.Ed., Lecturer in Science. During the year under report a symposium on The Secondary Education Commissions Report was conducted by the Union, in which several members took an active part in discussing the various problems connected with Secondary Education. The various activities carried under the auspices of the union are given below :

No.	Date.	President	Speakers	Subjects.
1.	27- 7-54	Sri Gopala- krishnan, Student- chairman	Dr. Miss. Cornelius, M.A., M.Ed.	Multidimensional type of Education.
2.	2- 8-54	do.	M. S. Shanmugam S. Muthuswami S. Rathnavel Pandian A. P. Pandian S. Venkataraman P. N. Seshadri	} Education for Life
3.	9- 8-54	Sri P. Nagarajan	T. V. Sivaswami R. R. Venkataraman S. Muthuswami B. M. Ramakrishnan C. Arumugam S. Rathnavel Pandian	
4	.23- 8-54	Sri S. Gopala- krishnan Student Chairman.	D. George C. V. Srinivasan T. V. Sivasubra- maniam M. S. Shanmugham T. V. Sivaswami	} Religious and Moral Instruction
5.	21-10-54	S. Sankararaman	M. V. Venkatachala- pathi M. Ganapathisubra- maniam T. V. Sivasubra- maniam M. Shanmugam Sri P. Doraikannoo Mudaliar (Principal)	

COLLEGE CHRONICLE

No.	Date.	President	Speakers	Subjects.
6.	10-12-54	S. Gopalakrishnan, Student Chairman	M. V. Venkatachala- pathi S. Muthuswami A. P. Pandian M. Shanmugam T. V. Sivasubra- maniam Sri P. Doraikannoo Mudaliar, (Principal)	Human Rights Day Celebrations
7.	25- 1-55	Sri V. N. Subra- maniam, Prof. of Psychology	Dr. Eugene P. Link, Professor of Socio- logy, Annamalai University.	Value of Sociolo- gy for Teachers
8.	26- 1-55	S. Gopalakrish- nan, Student- Chairman	Sri S. Ragahava- chiar, Headmaster Model High School, R. Arumugam.	Union Republic Day
9.	27- 1-55	do.	Sri V. N. Subramani- am, Prof. of Psy- chology	Work-shop Technique
10.	1- 2-55	do.	Sri S. Ragahava- chiar, Headmaster, Model High School	Training for Democracy
11.	11-2-55	do.	Sri N. Subbu Reddiar, Lecturer in Tamil	Valedictory address "Tamil as medium of instru- ction and ways of improving it."

We are indeed grateful to the President and the Vice-President of the Union who gave us able guidance in the successful execution of the various activities undertaken by the Union. We are also thankful to the members of the Union who gave valuable talks during the year and also to the other members who took part in the dramas and also

COLLEGE CHRONICLE

in various committees organised for celebration of College Day on-
I9-2-55. We deem it a great honour to have been able to receive
distinguished visitors like Srimathi Rajakumari Amirt Kaur (Minister
for Health, Union Government) Sir A. Ramaswami Mudaliar (Vice-
Chancellor of Travancore University) Sri Kamaraja Nadar. (Chief
Minister for Madras) Sri O. V. Alagesan (Deputy Minister for Rail-
ways, Union Government) Sri Chintaman Deskmukh (Minister for
Finance, Union Government) and Sri M. Bakthavathsalam (Minister for
Agriculture, Govt. of Madras) on behalf of the Union during the year.

T. V. SIVASUBRAMANIAM,
Secretary.

தமிழ்ப் பயிற்சி மன்றம்

தேதி	தலைவர்	பேச்சாளர்கள்	பொருள்	இடம்
29—7—54	திரு. P. துரைக் கண்ணு முத்தி யார்.	திரு. ச. கணே சன்		கல்லூரிப் பொது சொற் பொழிவு மண் டபம்.
19—8—54	திரு. N. சுப்பு செட் டியார்,	திரு. அம்பிகா பாரதி	கலம்பகம்	„
4—2—55	திரு. N. சுப்பு ரெட் டியார்,	திரு. S. கோவிந் தன் திரு. S ராம சாமி திரு. S நடரா ஜன்	பாடத் புது மண்டபம் திட்டம்	
15—2—55	திரு. M. பழகாண்டி	திரு. M. S. ராக வன் திரு. N. நாகலிங் கம். திரு. N. திருவேங் கடம்	தாய்மொழி கற்பிப் பதின் நோக் கங்கள்	„

COLLEGE CHRONICLE

தேதி	தலைவர்	பேச்சாளர்கள்	பொருள்	இடம்
25-2-55	திரு. N. நாகலிங்கம்	திரு. S. வெங்கிட கிருஷ்ணன்	மொழிப் பயற்சி யும்	
		திரு. S. விஸ்வ நாதன்	கட்டுரையும்	
		திரு. P. சண்முகம்		
4-3-55	திரு. N. சுப்புரெட் டியார்	திரு. அருணாசலம்	கையெழுத் தும் உச்	„
		திரு. கிருஷ்ண மூர்த்தி	சரிப்பும்	
		திரு. தக்ஷிண மூர்த்தி		
10-3-55	திரு. S. ராமசாமி	திரு. M. புழுகாண்டி	செய்யுள்	„
		திரு. S. ராமையா	கற்பித் தலின் முறை	

இரா. ஆறுமுகம்,
செயலாளன்.

DEPARTMENT OF PHYSICAL EDUCATION

Our Physical Education activities commenced with the election of the office-bearers for the year 1954-55 at a meeting held in July 1954. It marked an epoch in the annals of our department that the first two joint-secretaries were unanimously elected. The following were elected office-bearers.

Sri S. Rathnavel Pandian	}	Joint Secretaries for Games and
Sri M. Bilavendran		sports
„ M. Sambandam		Captain for Volley ball
„ S. Varadarajan		Captain for Foot-ball
„ S. Muthuswami		Captain for Soft-ball
„ S. Sankararaman		Captain for Tennikoit
„ S. Natarajan		Captain for Hockey
„ M. R. Thiruvengkatachari		Captain for Cricket
„ George Fredrick Samuel, D.		Captain for Badminton

Our Physical Director organised and conducted games and Physical training activities regularly.

Miss F. Meiyappa, B.A., M.Ed., declared open our Intra-mural Tournaments. Prof. V. N. Subramaniam, B.A. (Hons.), L.T., served the first ball in the Volley-ball Tournament. Special mention must be made of the ready and enthusiastic co-operation given by the trainees in conducting the intra-mural tournaments. We thank them and all our captains for the exemplary spirit of sports-manship exhibited by them.

Our College participated in the inter-Collegiate tournaments in Foot-ball and Volleyball. Even though we did not come out successful, it is gratifying to note that we went down fighting.

The combined annual sports meet of the four colleges in the campus was held at the Bhavanagar Stadium on 29-10-1954. Sri S. Govindarajalu Naidu, B.A., B. L., LL. B. Bar-at-Law, Vice-Chancellor, Sri Venkateswara University gave away the prizes. Sri S. Rathnavel Pandian won the honour of the day, being adjudged the Champion Athlete of our College.

We are very much indebted to our Physical Director, Sri Josinath Owen, B. A., L. T., Dip. in Phy. Education for his valuable guidance and advice. We must thank him for his enthusiasm and zeal in conducting special classes on Saturday mornings to coach the trainees..

M. Bilavendran

S. Rathnavel Pandian

Joint Secretaries for games & sports

COLLEGE CHRONICLE

HEALTH ASSOCIATION

At a formal meeting held in the month of August Sri B. M. Ramakrishnan was elected unanimously as the secretary of the association,

Under the auspices of the above association the following meetings were conducted during the year.

No	Date	President	Subject	Speaker
1	3-9-54	Sri P. Doraikannoo Mudaliar	Health Habits	Dr. S. Subramaniam. M.B., B.S.
2	2-12-54	Sri P. Doraikannoo Mudaliar	Dental Care	Dr. Berchaman, L.D. Sc., Dental Specialist
3	3-2-55	Sri D. Aiyadurai Jasudasan	Teacher and his Mental Health	Sri P. Nagarajan Sri V. S. Ramakrishnan Sri George Fredrick Samuel
4	10-2-55	do	Tuber- culosis	Sri M. V. Venkata- chalapathi Sri M. Venkatachalam
5	17-2-55	do	Sex Edu- cation	Sri Ramasundaram Sri Muthuswami Sri M. S. Shanmugam
6	24-2-55	do	Malnutri- tion in Schools	Sri T. V. Sivaswami Sri S. Sankararaman Sri M. R. Thiruv- katachari

Our sincere thanks are due to Dr. Subramaniam and Dr. Berchamans for their valuable talks full of practical suggestions. We must also thank our beloved lecturer Sri D. Aiyadurai Jesudasan for his guidance in the organisation of these meetings.

B. M. Ramakrishnan
Secretary.

COLLEGE CHRONICLE

ENGLISH ASSOCIATION

The English Association, at its first meeting held on 5-8-54 under the Presidentship of Sri V. K. Baskaran, M.A., L.T., elected the office-bearers for the year.

Sri A. P. Pandian, B.A. was elected Secretary and S. Narayanaswami chairman of the English Association.

The inaugural address was delivered by Janab Kunhi Paeki, B.A., L.T., Special Officer for Education, Pudukottai, at a meeting held on 12-8-54, when the Principal presided.

Several meetings were held at which topics pertaining to Methods of Teaching English were discussed informally. Some of the important topics discussed were :

1. The position of English in India.
2. Can English be made the Lingua Franca of India?
3. The Future of English.

We are deeply grateful to the Principal and our Lecturer in English for their invaluable help in making our association function successfully.

A P. Pandian
Secretary.

SCIENCE ASSOCIATION

Sri S. Muthuswami was elected the Secretary of the above association on 21-7-54. The inaugural meeting of the above association was held on 19-8-54. Sri J. Samuel Raj, M.A., M Sc. Professor of Zoology, Alagappa College, spoke on "The Dim Distant Past" and the Principal of the Training College presided over the first meeting.

The following meetings were held under the auspices of the Science Association

No.	Date	Speakers	Subjects
1.	5-11-54	Sri T. V. Sivasubramaniam	Nature Study in Science
2.	12-1-55	do.	Science and Citizenship

COLLEGE CHRONICLE

No.	Date	Speakers	Subjects
3.	19-1-55	Sri Chidambaram Sri S. Gopalakrishnan	Progress of Science Atomic Energy for Human Welfare
4.	25-1-55	Sri Rm. Ramalingam Sri Sankararaman	Glass Industry Sound Recording in Cinemotography
5.	2- 2-55	Sri G. Krishnamoorthi Sri R. Vedamoorthy	Radio Activity Paper Industry
6.	9- 2-55	Sri Madhavan Sri Thiruvengkatachari	Corals and Coral Reefs Community of Cells in Human Bodies
7.	16 2-55	Sri S. Rajagopalan Sri M. Venkatachalam	Insectivorous Plants Television
8.	23-2-55	Sri Venkatasubramaniam Sri S. Ramasundaram	Evolution Petroleum
9.	4- 3-55	Sri Muthuswami Sri S. Venkataraman	Fertilizers Precious Stones
10.	9- 3 55	Sri M. S. Raghavan Sri V. S. Ramakrishnan	Museum Eminent Scientists

The Science Association is indebted to the Principal and other members of the staff and especially to the Science Lecturer without whose support the activities of the Science Association could not have been carried out so successfully. At the same time one cannot but admire and applaud the lively interest of the members of the association. Out of 20 members of the association, 17 members delivered very interesting talks.

S. Muthuswami,
Secretary.

THE SOCIAL STUDIES ASSOCIATION

The business meeting of the above Association was held on the 15th July 1954 under the presidentship of Sri P. V. Srinivasan, M.A., L.T., Vice-President of the Association. Messrs M. S. Shanmugam and R. R. Venkataramanan were elected Secretary and Student-chairman respectively.

No.	Date	President	Speakers	Subjects
1.	25-8-54	Sri P. Doraikannoo Mudaliar, Principal	Rev. Sister Marie Ernest, Sister Vir- ginia	Inaugural ad- dress
2.	9-12-54	Sri R. R. Venkatara- manan	Sri A. Pasupathi Sri U. Meenakshi Sri S. Narayana- swami	The Social Studies Teacher
3.	20-1-55	Sri A. P. Pandian	Sri S. Venkatakrish- nan Sri M. Bilavendran Sri M. Ganapathi- subramaniam Sri P. Nagarajan Sri M. S. Shanmugam	Audio-visual aids
4.	1- 2-55	Sri S. Obidulla	Sri G. Joseph Sri V. Arunachalam Sri C. V. Srinivasan Sri S. Venkatarama nan	

We look forward to a few more meetings and the valedictory address.

Apart from these meetings, the members conducted community survey at Pillaiyarpatti from 9-9-54 to 18-9-54. I thank the President, and the Vice-president for their able guidance and the members for their co-operation.

M. S. Shanmugam,
Secretary.

MATHEMATICS ASSOCIATION

The election of the Secretary was conducted in the middle of July 1954 and Sri D. George Fredrick Samuel was elected secretary of the above association

Our Inaugural function was celebrated on 26-8-54 under the presidentship of our Principal Sri P. Doraikannoo Mudaliar, M.A., M.A., L.T., Dip. Ec. Professor S. A. Mani of Dr. Alagappa Chettiar College of Engineering and Technology gave the inaugural address on Vector Analysis. Sri M. R. Thiruvengkatachari and Sri George entertained the audience with instrumental music.

The following meetings were held in the course of the year 1954-55.

Date	President	Subject	Speakers
4-11-54	Sri S. Krishna Iyengar	Pythagoras	Sri T. V. Sivaswami Sri S. Gopalakrishnan.
20-1-55	Sri S. Sankararaman	Joint Stock Companies	Sri S. Natarajan Sri S. Muthuswami
27-1-55	Sri T. V. Sivaswami	Short cuts in Problem Solving	Sri S. Natarajan Sri D. George
3- 2-55	Sri S. Natarajan	Stock and Shares	Sri P. N. Seshadri
11-2-55	Miss. F. Meyyappa	Mathematics Teacher	Sri Aravamuthu Iyengar

Apart from all these meetings we have had several discussions about the ways and means of teaching mathematics effectively and interestingly. In this respect we are very thankful to our learned lecturer S. Krishna Iyengar for his guidance and help. We also thank all our other professors and lecturers who attended our discussions and shared their ideals with us. Our thanks are due to all the members of the association who by extending their whole hearted co-operation have made all the activities of our association successful and fruitful.

D. George Fredrick Samuel
Secretary.

Dr. Alagappa Chettiar Training College, Karaikudi

Annual Report for 1954-55.

It has been given to me by benign Providence to present this Fifth Annual Report on the working of the Dr. Alagappa Chettiar Training College. The Training College is five years Old. Its auxiliary institutions are the Model High School which is four years old, the Montessori School which is two years old, and the Elementary School just seven months old. All the institutions constitute one organic unit. When the Training College was declared open by the great veteran educationist Dr. C. R. Reddy in 1950. the need for the other institutions came to be felt and Dr. Chettiar, our founder, like the Creator in the Bible, who said. "Let there be light" and caused light to be, in successive years, thought of one institution after another, so that this year the Training College and the dependant institutions have become an indivisible unit conforming to the ideal pattern.

Building and Equipment :

The Training College and its attached institutions are all in close proximity to one another in a part of the campus with adjoining playgrounds for each. Their building schemes are before the Department of Education. The Alagappa Chettiar Educational Trust would before long start the construction of the Administrative Block of the Training College after the completion of which there will be increased accommodational facilities.

The library has had 142 volumes added to it during the year under review. All the books are mostly upto date publications on Educational Psychology and Methods of Teaching. The teacher-trainees are guided by the staff in the choice of books as well as references to reading matter in the journals and periodicals to which the College is a liberal subscriber. The equipment in the Science Laboratory is just adequate for the Training College. It is also used by the pupils of the Model High School for performing the required experiments. The Audio-visual aids consist of a fivevalved radio set, fitted with loud-speaker arrangement in the high school class rooms, a filmstrip projector, and a 16 m. m. Sound Projector. The trainees get the necessary training in the manipulation of all the apparatus and also give audio-visual lessons to the pupils of the High School. There

is a small Psychology laboratory in charge of the Professor of Psychology, and the students get familiar with the apparatus and also get interested in experimental work under guidance. The Arts and Crafts section is fully equipped. The trainees get trained in fret-work, cardboard-modelling, clay work, wood work, drawing and painting, and such others for which they have an aptitude. One noteworthy feature is that all the materials are designed and finished as so many teaching aids useful in the teaching of school subjects, so that the purposeful out-turn makes the training acquired significant and meaningful. The Physical Education Section has a play-for-all-programme and has provision for Volley-ball, Tennikoit, Foot-ball, Badminton, Playground-ball, and Hockey.

Staff :

There were a few changes in the staff at the beginning of the year. Sri S. Srinivasan, M.A., L.T., Dip. Ec., Acting Principal of the College, was transferred back to his substantive post as Professor of History and Economics in the Alagappa Arts College, and Sri P. Doraikannoo Mudaliar, M.A., M.A., L.T., Dip. Ec., was appointed Principal. The temporary vacancy caused by Sri K. Narayanan, M.A., L.T., Lecturer in English, who had proceeded for M. Ed. training, was filled up by the appointment of Sri V. K. Bhaskaran, M.A., L.T. When Sri S. Thiruvengkatachari, M.A., L.T., M. Ed., Professor of Social Studies, obtained a Scholarship under the United States Information and Education Exchange Programme 1954 for a study tour of the United States and left India, his temporary vacancy was filled up by the appointment of Miss F. Meyyappa B.A., M. Ed., Lecturer in Education.

Staff Council :

Seven Meetings of the Staff Council have been held during the year. The members of the staff have had occasions to discuss the scheme of work on the academic side from time to time and plan out practice-teaching of the trainees and their own demonstration lessons. It is hoped that in course of time under its auspices small study circles will be formed to make investigations on several facets of educational problems, so as to make it possible for the College to present its findings and results for the benefit of teachers. Already a beginning on these lines has been made and the staff have become interested in the new line of work.

ANNUAL REPORT

Strength :

As against 235 that sought admission, at the beginning of the year, the maximum number of 75 students, sanctioned by the University of Madras, were admitted. Two of them have since discontinued, and the number on rolls on date is 73.

Tutorial Work :

The tutorial system of the college has been brought into line with that of the Arts College with necessary modifications. The periodical visits of the members of the staff to the residence of the students, have had their desired effect.

Hostel :

The Amirthavalli Hostel has 35 student-residents. No joint mess is run. The Hostellers are free to make their own arrangement for food according to their individual tastes. This has not militated against their corporate life. They are under the control of the Deputy Warden who supervises their studies, and offers tutorial help and provides other facilities they require.

Citizenship Training Camp :

The Citizenship Training Camp was held at Pillaiyarpatti, a village, about 8 miles from Karaikudi, amidst what our Founder at his visit on the eve of his departure for Japan, described as "Poetic Surroundings". The ten-day camp from 2-9-54 to 18-9-54 was inaugurated by Sri A. N. Tampi, B.A. (Oxon), Bar-at-Law, Dip. Edn. (Oxford), Principal, Alagappa College, and was in sole charge of Sri T. V. Nilakantam, B.A., B.L., who had been Special Officer for Citizenship Training with the Government of Madras. He functioned as the Camp Officer, organised the instruction and conducted the camp with the help and assistance of the staff of the College. Instruction was given through talks and demonstrations and whenever possible these were coupled with games. While Citizenship activities were explained and demonstrated, care was taken to impress upon the campers the particular reason for the inclusion of such activities in a scheme of education like Citizenship Training. The scheme included manual work, and the campers were required to construct sanitary conveniences, and lay out roads etc., in the village. Emphasis was also laid on the fact that the Citizenship aimed at the formation of good habits, such as would be advantageous to a citizen and on the need to infuse the right outlook and to build up the right habits and attitudes. The 73 trainees had a rather strenuous camp life, but to their advantage they had abundant

scope for actually living the life of the citizen, conscious as much of responsibility and obligations as of rights. The camp was visited by Sri K. V. A.L. M. Ramanathan Chettiar, our beloved Correspondent, Dr. K. P. Karunakara Menon, M.A., Ph. D., Sri P. Rangaswami Reddiar, B.A., B.L., M.L.A., Advocate, Tiruchirappalli, Dr. S. Subramania Iyer, M.B., B.S., Sri S. Sivasubramania Iyer, B.A. B.L., Sri Rayachockalingam, Sri Thillai Covindan, Sri Saw Ganesan, His Holiness Arunachala Desika Swamikal of Thiruvannamalai Adhenam, the late Prof. A. Muthusivan, M.A., S. Ganapathi Reddiar and Sri K. V. Sundaram, B.A., (Hons). All of them gave very instructive discourses on topics related to Citizenship Training. It was a rare opportunity for the campers to have had the association of their presence and to have derived the benefits of their lectures.

Intensive Teaching Practice :

In accordance with University regulations, Intensive Teaching Practice and apprenticeship of the teacher-trainees with the Senior masters, were arranged in as many as 18 schools both in and around Karaikudi including Ramanathapuram, Pudukottai, and Madhurai. The Principal and the members of the staff visited the schools by turns and observed and watched the classes of the trainees to give them the necessary guidance. They were also able to bring about favourable conditions for effective apprenticeship with the co-operation of the Headmasters and by a discussion of the practical aspects of the B. T. scheme with the supervising teachers. The joy and readiness with which every one of the schools responded was worthy of appreciation, and most of the schools expressed their desire to be permanent practising schools of the Training College. We take this occasion to express our gratefulness to both the managements and the Headmasters of the following Schools and to the Supervising teachers who were willing to impose upon themselves the task of transmitting their rich experience to the students apprenticed under them with a high professional sense :—

1. Dr. Alagappa Chettiar Training College Model High School
2. S. M. S. Vidyasala, Karaikudi
3. Municipal High School, Karaikudi
4. C. A. M. High School, Kandanoor
5. A. C. High School, Pallathur
6. Raja's High School, Sivaganga
7. N. S. M. V. P. S. High School, Devakottai

ANNUAL REPORT

8. St. Mary's Girls' High School, Devakottai
9. Saraswathi High School, Konapet
10. Madura College High School, Madhurai
11. Sourashtra High School, Madhurai
12. American College High School, Madhurai
13. Rajah's High School, Ramanathapuram
14. Brahadambal High School, Pudukottai
15. N. M. Board High School, Tiruppattur
16. S. R. M. High School, Nattarasankottai
17. S. M. S. High School, Kilasivalpatti
18. Sri Visalakshi High School, A. Thekkur

Extracurricular Activities :

The College Union has been holding its usual meetings and has conducted a symposium on Secondary Education in all its aspects on the basis of the Report of the Mudaliar Commission. The Associated subject Societies have had their sessions with intent to rouse an increasing interest in the subjects of specialisation with the active co-operation of the concerned lecturers. The College was represented by student participants at the Inter-Collegiate Debates in Tamil and English sponsored by the University of Madras. Under the auspices of the Health Education Association all the students conducted Health Surveys in their respective native places, while the students of Social Studies made community surveys of their home region. All the students assisted in the setting-up of the Five Year Plan Exhibition organised by the Planning Commission in Karaikudi and for the whole period engaged themselves in explaining the exhibits to the public. On the athletic side they took part in the Sports Meet of all the Alagappa Colleges at the Bhavnagar Stadium. The occasion presented a spectacle comparable to any annual Olympic meet. The students of all the Colleges, participants and spectators alike, really merited the encomiums on their high sense of discipline and their lofty conception of "Play, play the game" from no less than Sri S. Govindarajulu Naidu, the Vice-Chancellor of Shri Venkateswara University who for more than five hours showed such keen interest in watching the events. The trainees followed up their enthusiasm in a series of intra-mural matches and inter-Collegiate tournaments.

ANNUAL REPORT

The College had the honour of deputing Sri V. N. Subramaniam, B.A. (Hons), L. T., Professor of Psychology, to the Secondary Education Extension Course held in Mysore in May last, under the auspices of the United States Educational Foundation in India; and to the Workshoppers' Seminar recently conducted in New Delhi by the Ministry of Education with the assistance of Ford Foundation. The principal and Sri S. Krishna Iyengar and Sri N. Subbu Reddiar are engaged in delivering University Extension Lectures organised for the District of Ramanathapuram.

The Mrs. K. V. AL. M. Ramanathan Chettiar Prize.

The Mrs. K. V. AL. M. Ramanathan Chettiar Prize is awarded to the student securing the highest marks in the Theory Part of the B. T. Degree Examination every year in the shape of books procurable for Rs. 30/the proceeds of a prize Fund of Rs. 500/instituted by our beloved Correspondent, K. V. AL. M. Ramanathan Chettiar in the name of his wife Srimathi Meiyammai Achi. It is prayerfully hoped that this College will receive the much needed support from many sectors of the community in Chettinad which is noted for its philanthropic and charitable activities particularly in the field of Education such as patasalas.

Distinguished Visitors :

The Training College and its attached institutions have had the rare privilege of receiving distinguished visitors during the year. Among them may be mentioned Shri C. D. Deshmuk, Union Minister for Finance, and Srimathi Durgabai Deshmuk, Chairman, Central Social Welfare Board, Srimathi Rajkumari Amrit Kaur, Union Minister for Health, Sri Baktavatsalam, State Minister for Agriculture, Shri S. Govindarajulu Naidu, Vice-Chancellor, Sri Venkateswara University, Sri O. V. Alagesan, Union Deputy Minister for Railways, Sri K. Kamaraj Nadar, State Chief Minister and Sir A. Ramaswami Mudaliar. All of them really enjoyed their rounds in the company of little children, young pupils, and the Post Graduate teacher trainees to the last of whom they had a useful message to give which unfailingly exhorted them to raise themselves the more.

Our Correspondent :

Our Correspondent, Sri K. V. AL. M. Ramanathan Chettiar is a noble example of everything good, and his unostentatious but

ANNUAL REPORT

abiding interest in the welfare of our institutions, is a model for every one of us to follow.

Our Founder .

Our great Founder, Dr. Chettiar, is an unceasing source of inspiration as much to us as to the whole campus. His great self-sacrifice, his unremitting interest in the nurturing and nursing of the great institutions which he has brought into being and his unexampled large-heartedness and generosity, have endeared him to every one of us, teacher and student alike, the Montessori School children, not excepted, every one of whom would like to pull the ends of his coat alike for sweets and for his good smile. Every one of us is proud that by his munificence, he has become a household word in South India, nay in the whole country, that he has had the unique honour at his young age of delivering the year's Convocation Address of a Premier University, of having represented his great country in an international capacity at the Pacific Relations Conference in distant Japan, and of his recent appointment as the Chairman of the State Elementary Education Committee. It is heartening and a source of encouragement to us that he is acutely watching and shrewdly measuring the pace and progress of his institutions, while his own visits off and on give us tone and zest ; and we always welcome with all our heart his counsels and suggestions for the welfare of the institutions in which we have the proud privilege to serve.

Thanks :

Our thanks are due to the Ministry of Education with the Government of India for sending us now and then their pamphlets on Educational problems, to the United States Information Services, and British Information Services, for their free supply of educational bulletins and booklets and loan of films and film-strips, and to Mr. F. L. Billows, of the British Council, for the series of lectures he delivered to the B. T. Students on Teaching of English without any obligation. I wish to take occasion to express my personal grateful thanks to Sri A. N. Tampi, B. A. (Oxon), Bar-at-Law, Dip Edn. (Oxford), Principal, Alagappa College, for letting me share for the past four years of his very wide experience in teacher Education, and for the guidance and help which he still ungrudgingly continues to give me in the service of the Training College.

ANNUAL REPORT

Conclusion

In conclusion, I have to acknowledge and place on record my appreciation of the splendid co-operation I have had from my colleagues who as one team have striven hard with me to give of their best to the teacher-trainees. I have also to thank Sri S. Ragavachariar, Headmaster of the Model High School, for adjusting the work of the school to the requirements of the Training College and affording all possible facilities to the trainees. Let me close this rather lengthy report with an earnest prayer to the Giver of all Goods to bless our beloved Founder and our beloved Correspondent with health, wealth, and happiness. May God bless the students of the College with His best and fit them out as ideal teachers imbued with a missionary zeal in the noble service of education and culture.

Karaikudi, }
19—2—55 }

P. Doraikannoo Mudaliar,
Principal.

Printed at
BARANI PRINTERS,
Madras-2.
