

THE SOUTH INDIAN TEACHER

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EDITORIAL

THE 34TH SOUTH INDIAN EDUCATION WEEK

The Education Week organised every year by the South India Teachers' Union is generally to appraise the world of the task and achievements of the teaching profession and affords ample opportunities for the parents to get into contact with the teachers and for the teachers to meet and consider on what lines their teaching should improve so as to help the nation progress rapidly. The public who are interested in shaping the future of the country, should understand fully the role of the school in nation-building and the successful reconstruction of educational pattern to suit the needs of the time. These are days of rapid changes in political and social conditions owing to the mechanization of industrial and agricultural processes and the rapid progress made in science. The attitudes of the people change rapidly and the old guides and measures are found to be absolutely inadequate either to satisfy our immediate educational needs or to determine future educational aims and objectives. The broad changes that are to take place in schools, must be the joint effort of the Government, the teachers and the parents and with a view to stimulating their thought and bringing together these three huge agencies the Education Week is sponsored in the Madras State.

This year's Education Week is to commence on October 26, the theme for study and discussion being, "Planning

Education for Socialistic Pattern of Democracy". A Central Education Week Committee has been constituted with Sri S. R. Venkataraman, Secretary, Servants of India Society, as Chairman. It is felt advisable to publish the November issue of the *South Indian Teacher* as a special issue with articles relating to the above theme. Members of the teaching profession and educationalists are requested to send for publication in this issue, articles on such titles as the following ones: The Objectives of Education, The Role of Teachers' Organisations, The Parent-Teacher Contact, The Role of the Citizens and the Problems of Teachers.

The Central Education Week Committee is preparing a booklet containing the aims and objectives of the Education Week and suggestions for its celebration and copies of the same will be available at the offices of all Teachers' Guilds for distribution to the affiliated associations. It is hoped that teachers will organise the Education Week and celebrate it in a fitting manner.

Contributors of articles for the November issue of the *South Indian Teacher* are requested to send their article so as to reach the office not later than 10-10-64.

SCHOOL TEXT-BOOKS

As school text-books form the chief means by which knowledge is acquired by children, it is absolutely essential that text-books are error-free and attractive and serve well their purpose. Production of text-books which has

been so far in the hands of foreign firms, is now done by local publishers and has not yet reached a stage of perfection because of such initial difficulties as the paucity of trained personnel and suitable machinery. It is gratifying that the State Government and the Central Government have considered the immediate necessity of bringing out quality text-books and are thinking of ways and means of printing cheap books. The National Council of Education has under it several bodies for examining the syllabuses, contents of books and methods of teaching and it is learnt that before long model text-books will be prepared in all subjects for use in schools throughout the country. So great is the ambition of the Central Government to have books of quality that experts are sent to foreign countries to study thoroughly the problem of producing text-books. As teachers interested in children using the best books, we feel it our duty to insist that the writing of text-books is done by experts in the profession and that the freedom of writing and publishing is enjoyed by all so that people vie with one another in producing the best books. When the publication is entrusted to a single body, as a result of the absence of competition, no interest is evinced either in the presentation of subject-matter or in the printing and get-up of the book.

Fired by a desire to get cheap books available for school children, State Governments attempt at nationalisation of text-books and even in cases of careful presentation of subject-matter and printing criticisms have been heaped up that the language and matter for study are too high for the standard. Authors chosen for preparing text-books should be those who have made a special study of writing text-books and should have ripe experience as teachers. Language books in the lower classes in particular, should be written carefully and should not be a mere compendium of verses and prose-writings selected in a haphazard manner. Knowledge books require a greater care as they

are to be free from factual errors. As text-books are the best treasure of the nation, teachers interested in the profession and interested in the progress of the nation, should make a special study of the subject-matter to be taught and of the methods of presentation and discuss the same in meetings of consultative bodies and the encouragement in this direction should come from the Educational Department. It may be not be out of place to suggest here that retired teachers with ripe experience be encouraged to make a study of up-to-date books on teaching the subjects and to recommend the correct methods to the beginners in the profession. In this way members of the teaching profession may develop an attitude for research and when called upon to write books, may present to the nation the best they can.

While it is felt that the preparation of text-books is to be done by experts, some state governments have been attempting at nationalisation and have burnt their fingers on many an occasion. The Geography text-books recently brought out by the Maharashtra Government are found to abound in "serious errors of language, of syntax, of Grammar and lapse of good taste" and the entire press has given lurid accounts of these mistakes. Following the storm of criticism from the press and the public, the Government withdrew the books from circulation and ordered the suspension of teaching of Geography in the first term. Other State Governments who were serious about nationalisation have found the task of bringing out text-books very stupendous, not to speak of the supply of the required copies in time and realising the cost of the books sold to the book-sellers. When a publisher brings out a text-book, he is interested in everything connected with it, while when the Government does it, the interest does not vest with one and indifference sets in everywhere and this accounts for the failure of Government enterprises.

State Governments will be doing a real service to the country by bringing

out guide books for teachers or even model books which are to be scrutinised and approved by the text-book Committee as the books brought out by private agencies; only then will the authors who are in charge of preparation have a keen desire to present the best material and that too in an attractive way. It is accepted on all hands that single text-books prescribed for study do not answer the purpose well, as a variety of books with varying presentation can appeal better to the children and it is psychologically unsound to force the same method of

treatment on all children alike. Government may give training to teachers in writing text-books and draw on their ability and knowledge to prepare the best books.

Above all it is the primary duty of the Government to see that no text-book prepared for use in schools contains any passage or statement likely to offend the religious or social susceptibilities of any section of the community or indoctrinate the minds of the young with particular political or religious ideologies.

SYSTEM OF EXAMINATIONS AT THE SECONDARY STAGE—DOES IT NEED A CHANGE?

BY T. N. MULEY,
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Types of examinations :

There are two types of examinations. They are either internal or external. External examinations coming at the end of Secondary or Higher Secondary stage are held twice a year in the months of March and October and are conducted by the Board of Secondary Education. Internal examinations are held weekly, monthly, quarterly or yearly. That which is held in the month of April is called Annual Promotion Examination.

Purpose of examination

The main purpose of all these examinations is to evaluate the progress of students. Besides his, the purpose of the Internal annual examinations and the external examinations is to grade the students and promote them to the higher class. Just as it is necessary for students to know where they stand, it is equally necessary for parents, teachers and the society to know from time to time how the pupils are progressing and what their attainments are at any particular stage. This kind of check up of the school work is essen-

tial in the interest of all concerned—pupils, teachers, parents and the society.

Defects of the present system of examination

The external as well as internal examinations are so modelled that they test mainly the academic attainments of a pupil. They do not test other aspects of the pupil's development. Education of a pupil does not mean only the progress in his intellectual pursuits, but it is also concerned with an all-round development of his personality. The emotional and social development of a pupil, his physical and mental health are some of the characteristics of an all-round development. Even as a test of intellectual attainment, these examinations have not been found to be very useful. As there are essay type questions in the papers, pupils are apt to cram the answers. Cramming is thus on the increase. Success in examination is, therefore, a test of memory rather than a test of intellectual attainment. Secondly there is much scope for the subjectivity of the examiner.

When pupils see that their promotion to a higher class depends on the intellectual attainments, it is but natural that other aspects of education are neglected. They do not take interest in the activities which do not directly help them to pass the examination. Examples of students who pass the examinations on the strength of cramming the answers of some expected questions without reading the text books are very common. They do not pay any attention even to reading of text books as no marks are allotted to it in the present set up of examination. Cramming is thus encouraged. To pass the examination is their sole goal.

Even teachers become examination-minded because their success as a teacher depends on the results of the examinations. A teacher who gives a large percentage of results in the examination is supposed to be better than a teacher who helps students in character building. Teachers, therefore, concentrate their energies on getting good results. They follow those methods of teaching which help them to prepare students for the examination in a short time. Teachers who dictate notes are liked by students. Not only do some teachers purchase 'Keys', 'Guides' and 'Notes' for their own use but they even ask students to do the same. There is no sound preparation of lessons even on the part of the teachers. It is not uncommon to hear from trained teachers that methods of teaching learnt in teacher Training Colleges have to be forgotten while working as teachers in their own schools. While it is very difficult to show immediate and tangible results in other aspects of an all-round development of a pupil, it is much easier to show results in his academic progress. In order to show good results in the examination, teachers often spoon-feed the pupils rather than encourage habits of independent study. Teaching is thus subordinated to examination and not the examination to teaching.

Even parents are affected by the craze of examinations. If their ward passes the external examination in the

first division, it is easier for him to secure an employment. Parents, therefore, look upon the passing of examination as the sole aim of education. Some of the parents are so crazy that they do not allow their wards to play games or take part in the tournaments; because it does not help to increase his score of marks in the examination. Even admission to a college depends on the marks a pupil gets in the examination rather than his depth of knowledge in a subject.

Thus the present system of examination does not test an all-round development of a pupil. Though it is intended to test all aspects of education, it tests a part of it and that too not correctly.

Place of examinations

In spite of these defects of the present system of examination, it cannot be totally done away with. Examinations are necessary as they have a stimulating effect on teachers as well as pupils. Internal examinations as they are taken at present may be abolished gradually; but external examinations will always retain a place in any scheme of education. They put a certain goal before students and teachers and to attain that goal they make continuous effort. It is, therefore, necessary to make improvements in the present system of examination.

The following is the account of the humble effort done by Government Multipurpose High School, Buldana in this connection.

Improved form of examination

The essay-type examination of today is beset with the following limitations.

(i) Marking is not always reliable because of the subjectivity of examiners.

(ii) Pupils are more interested in 'Notes' and 'Guides' than in text books.

(iii) Questions are set over a limited area of the subject matter.

(iv) Certain objectives in the study of languages and other subjects cannot be tested in the written essay-type test.

(v) No weightage is given for day-to-day class work and co-curricular activities of pupils.

In order to reduce the subjectivity of the examiners, the number of essay-type questions is lessened. In each question paper of this school, 50% marks are allotted to the essay-type questions, 30% marks to short answer-type questions and 20% marks to the New type-tests. The essay-type questions cannot be altogether done away with, because they test certain capacities which cannot be otherwise tested. An attempt, is, therefore, made to set the essay-type questions in such a way that the 'Keys', 'Notes' and 'Guides' cannot come to the help of students. In doing so, the purpose is to check the habit of cramming on the part of students. For example, instead of asking pupils to write an essay on a given subject, the points of the essay are given along with the necessary vocabulary to help them to write an essay. They are required to use the very words and phrases to construct their own sentences. This type of question prevents them from cramming the expected essay. Gradually it inspires them to write answers in their own language.

The first and the foremost advantage of the short answer-type questions is that the large amount of the prescribed portion can be tested by this method. It leads to intensive study with full understanding on the part of students. Cramming is thus discouraged. Moreover, the subjectivity of the examiner is minimised because of the brief and pointed answers of questions. Besides, the assessment of short answer-type questions lightens the burden of teachers.

New type questions possess the same advantages as short answer type questions. New type questions do not give scope to the subjectivity of the examiner. Marking is quick and accurate. They afford much wider sampling of

pupils' achievement in a short time. Since our students were not used to such type of questions, in the beginning they were allowed to solve them along with other questions during the allotted time of the written question paper. Now they are asked to answer such New type-questions during the specified period of 15 minutes. Definite instructions for marking papers are prepared before a teacher begins valuation of answers.

Another feature of the question paper of this school is that very little scope is given for choice. In some papers no choice is given at all, though there are a number of optional questions in the question papers set by the Vidarbha Board of Secondary Education. The system of setting a number of optional questions has a bearing on the preparation of students. When they know that ample choice is given in the paper, they are apt to neglect some topics while doing preparation for the examination. By giving very little choice, they are urged to make thorough preparation of the subject.

As the tendency of cramming answers on the part of students is increasing they cram even the explanations of sentences without bothering to learn the meaning of new words and phrases appearing in their text books. The result is that their vocabulary remains very meagre. Hence, one question on the meaning of words is set in each of all language papers to encourage pupils to enrich their vocabulary and thus to enable them to understand the text books more closely.

There are certain objectives in the study of languages which cannot be tested in the written test. Oral test is, therefore, taken. Reading with comprehension, recitation, use of dictionaries and reference books, comprehension of spoken English are some of the items of oral test in the annual promotion examination. Ten per cent marks are allotted to the oral test. In order to test the comprehension of spoken English, students are asked to listen to an unseen passage already recorded on the Tape Recorder. Record

is repeated thrice. Then a written test of short answer type questions pertaining to the passage is administered. In our first attempt, we did not get satisfactory response. One of the reasons was that the students were not used to tape-record-listening. As the experiment is in an initial stage, we hope that the practice will ensure better results in future.

Just as oral tests are held in languages, practical tests are held in the subjects having scientific back-ground e.g. Physics, Chemistry, Biology, Agriculture and Geography. Twenty per cent marks are allotted for this test which inspire students to do experiments in the Science Laboratories.

With a view to creating in pupils the habit of regular study and liking for cultural activities, this school has undertaken another project of Internal Examinations. Under this scheme, marks are allotted for day-to-day work of a pupil such as Home work, punctuality in submitting the same, reading of books other than text books, preparation of charts, diagrams and models and participation in cultural activities. 20% marks in each subject are reserved for this internal assessment. Obviously every subject cannot have the same classification. Items differ according to the nature of the subject. This assessment is done at the time of every periodical examination by all subject teachers of all classes.

Thus, out of 100 maximum marks for a language paper in the annual promotion examination, the written test carries 70 marks, oral test 10 marks and internal 20 marks. Out of 150 maximum marks for a subject in a Diversified Group, the written test carries 100 marks. Practical test 20 marks and internal assessment 30 marks. It will be seen from above, that promotion of students to a higher class does not depend only on their performance in the annual examination. Once the students become used to regular study habits, the percentage of internal assessment will be gradually increased and a time will come when there would be no annual promotion

examination and promotion to a higher class will depend only on internal assessment.

EVALUATION

It has been stated in the beginning that examinations of to-day test only the intellectual attainment of pupils and not the other important aspects of his development. Even the improved form of examination does not test the other aspects of development. If at all, they do so indirectly and that too, to a small extent. Therefore new forms of evaluation technique are adopted in addition to the improved form of examination.

Evaluation is based upon the continuous observation of a pupil for the whole year and takes into account such psychological aspects as attitudes, interests, appreciation, understanding as well as skills and knowledge. In order to record these aspects, a cumulative record card for each pupil is maintained in this school. A record is made at the end of each session under ten heads in this sard.

- (1) Academic achievement — Under this head, marks obtained by a pupil in the annual promotion examination are recorded.
- (2) Intelligence and
- (3) Special aptitude — Results of the intelligence and aptitude tests administered by the school counsellor are recorded.
- (4) Physical condition — Physical defects if any which are likely to interfere with vocational plans are mentioned here.
- (5) Attendance — if absent for a long time, reasons of long absence are stated.
- (6) Extra curricular activities — There are six sub-heads as follows :
 - (a) Intellectual (e.g. Participation in debates and Cultural programmes)
 - (b) Social (e.g. Membership of Scout Troop ; N.C.C. ; A.C.C.)

- (c) Practical (e.g. Model making in wood work centre, stitching of garments (for girls only) gardening, participation in Science Club)
- (d) Physical (e.g. Games, athletics)
- (e) Aesthetic (e.g. Drawing of charts, diagrams, pictures, music, participation in Drama).
- (7) Present Vocational Choice.
- (8) Work experience if any.
- (9) Home circumstances — Those circumstances which are likely to interfere with school work are stated.
- (10) Personal qualities such as (a) Hard working (b) Sociable (c) Shows initiative (d) Self confident (e) Emotionally stable (f) Dependable (g) Conscientious.

These qualities are assessed by three points. These qualities are assessed by three point scale as A, B or C. (ii) Any other remarks about the pupil.

The work of filling in the columns of this card is done by the class teachers in consultation with other teachers of the school. Each teacher of the school is given a pocket note book in which he is expected to mention the good or bad points of any student he comes across in the school premises or outside. At the end of the session, all teachers meet together and discuss about the interests and qualities of all students. Teachers have been trained to fill in these cards.

The school counsellor takes interviews of students and arranges conferences with the parents if need be. The problem students reported by the subject teachers are referred to the school counsellor who studies their cases and prepares the reports for information of other teachers.

Parents of pupils are required to sign the progress cards after each periodical examination. There is a

regular parent-teacher contact for this purpose. A class teacher after discussing with the parent his ward's academic achievement, his weak subjects, attendance, punctuality in school, participation in the activities of the school, takes his signature on the progress card.

One of the advantages of the maintenance of cumulative cards is that the tone and discipline of the school is fairly maintained. When students know that the record is maintained about their activities, they begin to take more interest.

As the interests and aptitudes of all student are discussed in the meeting of teachers and then recorded, it goes very easy for the teachers in charge of activities to select suitable students for the promotion of their activities.

This system of examination and evaluation has been in vogue in this school for the last 5 years. The experience of the last 5 years shows that it works well with advantage. But it is expected to give the maximum results only when it is adopted in the external examination for which our students are preparing.

VACANCIES IN AFRICA

A booklet of information regarding vacant posts in Educational Institutions in African States has been published by the UNESCO. Teachers who are interested in service in Africa can obtain copies of the above publication "Teachers for Africa" by applying to Education Officer, Indian National Commission for Co-operation with UNESCO, Ministry of Education, New Delhi.

or

United Nations Information Centre,
New Delhi,

or

UNESCO, Paris-7e (France).

(Ed.—S. I. T.)

ONE HUNDRED AND ONE HINTS TO A BUDDING TEACHER

By V. SUBBARAMA IYER,
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In the Class Room.

1. Do not go to the class late. Be in the class when the first bell rings and begin your lessons at the stroke of the second bell.

2. Do not fail to see that the pupils are regular in attending the Prayer and Assembly classes. Impress upon them the fact that prayer is a great spiritual force, which will give them light, purity, devotion and knowledge.

3. Do not enter the classroom with 'Pansupari' in your mouth, i.e., with reddish lips. Wash your mouth well before you enter the classroom.

4. Do not fail to note down if there are any boys who do not stand up when you enter the class. If you notice any, do not immediately sit on the chair, but be standing for a few seconds, staring at the boy. Then he will correct himself. Keep a watch over him if he persists.

5. Do not allow the boys to crowd round the table: this is the root-cause of indiscipline.

6. Do not borrow a book, or a pencil or a pen or any material from a boy in the class as he will be put to inconvenience during teaching. Do not allow the boys also to borrow things from their neighbours. Be strict with regard to this even from the very beginning. Allowing them to do so is only misplaced sympathy.

7. Do not fail to take the teaching aids with you to the class beforehand. It is quite improper to send a boy to get them during class hours.

8. Do not begin to teach a lesson without previous preparation.

9. Do not allow two or more boys to answer at the same time.

10. Do not allow the boys to copy from their neighbours, but let them hear what you say and then write.

11. Do not think that you should tell the boys all that you know about a particular topic. You should deal only with the required points. Any extraneous matter may make the boys forget the essential points.

12. Do not fail to take note of any slight disturbance in any corner of the class while teaching or while you are writing on the board. If so, stop the work suddenly for a few seconds and then everything will be all right.

13. Do not indulge in unnecessary talk in the class.

14. Do not say that you have no time to finish your portions. That will give an impression that you have been wasting your time or dealing with unnecessary points in the class. Your motto must be: "I have no work for my time," and not, "I have no time for my work."

15. Do not be talking with any visitor in the class during working hours, but come out and finish your work in a few seconds. It is better you meet him after the period is over.

16. Do not engage the class on any account after the bell rings,—i.e., after the school is over, both in the morning and the evening—as the boys will only be eager to go home.

17. Do not talk about your attainments or status to the boys, nor about your colleagues; do not allow the boys also to talk about them.

18. Do not try to silence the boy if you do not know the answer to any question put by him. There is no harm in saying that you will refer and clear his doubts later. That will not lower

your dignity. But don't fail to clear his doubts the next day.

19. Do not give an impression that you are partial in your treatment of boys.

20. Do not discourage a boy if he is found to be below the standard, but give him all encouragement and suggestions to come up.

21. Do not fail to see that your instruction is more deep than wide, and more impressive than superficial.

22. Do not fail to attract the attention of the whole class to your teaching; this can be done by the modulation of your voice, as and when occasion arises.

23. Do not forget that the first day's discipline in the class is the lasting discipline. So be strict even from the very first day of the school. Remember the saying, "Bend the twig, bend the tree."

24. Do not forget that "less talk and more work" should be your aim in class teaching.

25. Do not forget that what you write on the blackboard must be legible, bold and correct, so that even boys in the last bench may be able to read without any difficulty.

26. Do not draw dashes in the various steps while you are working a model sum on the blackboard. Write the steps in full in the same way as you expect the boys to do in their note books.

27. Do not allow the boys to scribble in their note books or books. See that they keep them neat. Tell them that due credit will be given for neatness.

28. Do not allow the boys to use very short pencils, which should be only for fixing in compasses. Insist that they should have separate pencils for drawing lines and for taking notes.

29. Do not allow the boys to use both ink and pencil in class note books. To keep up uniformity let them use either pencil or ink for class work. In any case, whatever they write must be neat and legible.

30. Do not be a slave to the Text Book. It is only a guide to you. Make a judicious selection of what is to be taken and what not.

31. Do not fail to see that no boy leaves any problem unfinished in the note book before he begins a new one.

32. Do not fail to insist upon preciseness and neatness in the Practical Geometry and Graph note books.

33. Do not fail to see that the boys read the *Text Book* well instead of mugging up the notes only.

34. Do not resort to the habit of dictating notes and giving questions and answers. You may help the boys by giving hints wherever necessary.

35. Do not overburden the boy with home work every day, as he will have time only to revise that day's lessons and to prepare for the next day's lessons. But he may be given home work for week-end holidays. ,

36. Do not forget to see that there is co-ordination in the home work given to the same class in different subjects by different masters.

37. Do not forget that mistakes (e.g., a word with incorrect spelling or an incorrect sentence) should not be written on the board and left out for a long time. If they are written as examples, they should be rubbed off immediately. ,

38. Do not think that language mistakes should be corrected only in the language periods. Due attention should be paid to them in the non-language subjects also. e.g. Mistakes like சிலவு for செலவு. சவந்நில் for சவரில் etc. should not be ignored—They should be immediately corrected.

II. In the Staff Room.

39. Do not think that the Leisure period is for taking rest only. It is also for doing light work in the Staff Room.

40. Do not waste your time in the Staff Room by chatting with others. You may have short talks with them on educational and literary topics, without engaging in any hot discussion.

41. Do not fail to refer to a dictionary, when you feel any doubt about the spelling of a word.

42. Do not fail to inculcate this 'Dictionary Habit' in your students as well.

III. Exercises, Examinations and Correction Work.

43. Do not carry the Composition Exercise note books to the house for correction; this should be done in the Staff Room during leisure periods. Begin your correction work even on the day of assignment of work.

44. Do not be slipshod in correcting the exercises. This is the work which requires extreme care.

45. Do not merely score out the mistakes, but draw the boy's attention to the nature of the mistakes and write the words in full if there are mistakes in spelling.

46. Do not over-write by merely altering the letters or numbers, as the boys cannot read out what you have done.

47. Do not fail to have a note book of mistakes committed by boys in their composition exercises and other written work. Allot one page for each boy. As you go on correcting the exercises, note down the mistakes committed by each in each exercise. Deal with these boys individually as and when occasion arises and watch whether they commit the same mistakes again.

48. Do not fail to have another note book of common mistakes committed by the boys. Allot one page for each kind of mistake and note down the names of boys who commit the same type of mistake.

49. Do not fail to prepare a 'Corrective Course' for each type of mistake in separate cards using the Substitution method and hand over the cards to the respective boys for drilling with instructions to return them as early as possible for passing on to the other boys.

50. Do not forget to tell the boys that they should maintain a separate note book of words that are likely to

be mis-spelt and they should go through them as often as possible. It is better that the teacher also maintains a similar note book, which will help him in testing the boys orally.

51. Do not give a fresh exercise in composition before correcting the previous one.

52. Do not hold a test if you think you cannot value the papers.

53. Do not return the answer papers to the pupils without drawing their attention to the mistakes committed by them.

54. Do not revise your valuation of answer papers or composition exercises to satisfy one boy. If you think that you are either strict or lenient and your valuation requires revision you should do it before the scripts are returned.

55. Do not aim at originality in the answers of the pupils in the lower standards. Due credit should be given if they write the answers correctly as in the text. The question "Write in your own words," is only a misnomer. The language of the text will, in due course, become the boy's own.

56. Do not fail to go through the text in detail, while setting question papers. Do not be merely satisfied by selecting questions from the exercises at the end of each lesson, as they will be only suggestive and will not cover the whole lesson.

57. Do not forget that the questions you select should be self-explanatory, i.e., they should be worded in easy language.

58. Do not forget to descend to the level of the pupils while setting questions for the examinations. The questions should be such that an average boy is able to get through. The paper may contain one or two questions to be tackled by intelligent boys.

59. Do not forget to see that no single question, especially in mathematics, is based on two or more points. If so, split the question into two or more sub-divisions.

60. Do not select questions of the type, "Correct the following—," as

they involve the printing of incorrect sentences.

61. Do not forget to see that the questions in Mathematics should as far as possible, be based on life problems. Also see that the numbers that are used are not imaginary.

62. Do not fail to note that the questions should on no account be outside the portions prescribed. Also see that sufficient time is given for revising the answers.

63. Do not fail to hand over the question papers or return the answer scripts or submit the Notes of Lessons within the allotted time.

64. Do not fail to prepare the answers to the questions set by you. This will help you in determining the time needed for answering the questions and to assess the relative difficulty of the questions at the time of valuation.

65. Do not fail to begin the correction of the Examination papers even from the very day of your receiving them. Don't postpone it to the last day for submission of marks lists. The work should be evenly spread and should be done with utmost care.

66. Do not fail to underline the mistakes as you go on valuing the papers.

67. Do not forget to attend to the totalling work at least twice, as there may be every chance of slips to occur.

68. Do not forget that your valuation must be uniform and impartial throughout.

69. Do not fail to distribute the monthly progress cards at the proper time and see that they are returned to you within the prescribed period.

IV. *Punishments.*

70. Do not forget that the fear of punishment is more effective than actual punishment. So you can have effective discipline even by mere threats and stern looks, which should be followed from the very beginning.

71. Do not fail to see that the punishments are common to all offenders committing the same offence.

72. Do not resort to punishments by which the boy will lose that day's lessons.

73. Do not resort to punishment of an inhuman kind, e.g., asking the boys to stand in the hot sun or kneel on the floor for a long time etc.

74. Do not give impositions which convey no meaning and which will result only in malpractice. e.g., asking the boys to write 1000 times or more, "நான் இனி நன்றாய்ப் படிப்பேன்."

If a boy fails to recite a poem, you may ask him to write that poem twice or thrice so that this might aid him in getting it by heart.

V. *At Home.*

75. Do not forget that a thorough knowledge of grammar is necessary in language teaching, and hence you should go through a grammar book in detail and refer to it whenever necessary.

76. Do not fail to devote sometime in a day to read some books written by eminent authors. This reading habit should also be instilled in the boys.

77. Do not fail to make a note of special idioms and phrases in a note book set apart for the purpose as and when you go on reading. Let that note book be a literary treasure-house to you.

78. Do not fail to write the Notes of Lessons in a detailed manner in the beginning. It is only then that you will find your class teaching very easy.

79. Do not fail to prepare the Teaching aids as and when they are needed and use them in the class whenever necessary so as to make your teaching more effective and interesting.

80. Do not fail to prepare a separate big-sized album for every subject. Let that album contain pictorial representations, diagrams, statistical data, important and apt quotations etc. The contents of this album should be in the order of the topics mentioned in the syllabus of each subject and reference should be made to this in your

Notes of Lessons. These albums must be of a permanent value, and should swell as years pass on.

81. Do not fail to have a small library in your house. Interesting books—Text books as well as General books—, these pictorial albums, your Notes of Lessons and your Idioms etc. note books should decorate your library and they should be made use of whenever necessary.

82. Do not fail to have a pen or a pencil when you go through the newspaper daily. Mark the matter which you think important and worth preserving. At the end of a week, make a clear cutting of these items, note down the date and the name of the paper from which it was cut. At the end of a month or on any convenient day arrange the cuttings according to the different subjects and paste them neatly in an album, naming it, "News Cuttings Album"! This album should be an addendum to your pictorial album and this will help you in class teaching.

VI. General.

83. Do not engage any boy to go on errands for you, as he is likely to take advantage of this help.

84. Do not pay heed to the complaints of the tale-bearers. See that you inculcate in the boys the spirit of friendliness, obedience and dutifulness.

85. Do not allow the boys to meet you "சுட்டமா." Make them know that "to know teachers is an honour, to know them and talk to them is a privilege, but to know them and talk to them 'சுட்டமா' is an abuse of both."

86. Do not enter into politics and become a member of any political party. You should see that the boys also behave like that.

87. Do not forget to impress upon the boys that they are in the school for study and that they may hold free opinions in politics after they finish their education.

88. Do not fail to attend any of the meetings that are being conducted

in the school, for which you have been invited.

89. Do not fail to take notes during staff meetings and during the conferences conducted by Inspecting Officers and see that the suggestions given by them are duly carried out.

90. Do not forget that you should wear a decent dress when you go to school. Remember that 'Dress is half-man,' and it commands due respect from the pupils and the public.

91. Do not forget that you should attend the school during the Examination supervision work also in the same decent dress.

92. Do not fail to maintain a diary of your academic activities and also advise your students to maintain a similar one noting important events in their school work.

93. Do not think that your duty is only to prepare the boys for answering particular types of questions in the examination. This will not be conducive to the proper acquisition of knowledge.

94. Do not forget that forty future citizens have been entrusted to your care, whose future devolves upon you and whose character is to be moulded by you. So you must be a "true friend, philosopher and guide" to them.

95. Do not forget that 'Example is better than precept. So do not indulge in the use of tobacco in any form.

96. Do not play cards, nor sit near the place where they are being played. You have a number of recreational occupations other than this for your spare time.

97. Do not throw the blame on the Headmaster, if any parent complains to you about the detention of his boy; but tell him that neither the Headmaster nor the teacher has any grudge towards the boy and that the boy has not fared well and hence he has not 'earned' a pass.

98. Do not forget that promptness and punctuality should be the guiding

principles in your day to day work in the school as well as outside.

99. Do not think that the authorities are there to criticise your work. Profit by their honest criticism. Do your work earnestly and enthusiastically to satisfy your conscience.

100. Do not forget that you should shine by your hard, sincere and syste-

matic work. Be friendly with your colleagues and with the public.

101. Do not forget that you have a status in society and that you should maintain it at all costs.

NOTE: The above hints are gathered from the author's experience as a teacher with a continued service of more than thirty-five years in the same High School.

IS IT ALWAYS NECESSARY TO MAKE THE LEARNING PROCESS EASIER ?

By S. RANGASWAMI, M.A., B.T.,
O.V.C. High School, Manamadurai

Of course, the whole Science of Pedagogy is developed on the basis that it is the teacher's duty to reduce the mental strain of the children during the learning process to a minimum. But does it automatically follow from this that children are merely to take from their teachers only that mental food which has been cooked well and made ready for easy digestion? Is it not necessary for the boy also to learn some cooking?

While nobody can deny the fact that a teacher who makes no efforts to remove the difficulties of his boys stands self-condemned there is another side of the picture which cannot be easily overlooked. A teacher who leads his boys by the nose and who takes upon himself all their burden really does a great disservice to the development of their personality. Particularly in these days when spoon-feeding has become the daily feature of school-life and educational institutions have become coaching centres (the author does not claim any purity in this respect!) this question needs to be analysed in all its implications.

The work of the teacher is two-fold. One is to make the work of his boys easier if it is too difficult. The other is

to make it difficult if it is too easy. The latter statement may sound to be cynical but in actual fact it is not so. Let us study the two specimens of class-room conversation given below.

SPECIMEN (1)

Teacher : What is the figure that you see on the black-board ?

Pupil : A circle, sir.

Teacher : (after drawing a square within the circle) What do you find within the circle ?

Pupil : A square, sir.

Teacher : Name it.

Pupil : A B C D, sir.

Teacher : Name one of its diagonals ?

Pupil : AC, sir.

Teacher : What is it with regard to the circle

Pupil : Diameter, sir.

Teacher : Suppose, the radius of the circle is 3 inches. What is the measurement of the diagonal of the square ?

Pupil : Six inches, sir.

SPECIMEN (2)

Teacher : What do you find on the black-board ?

Pupil : A square within a circle, sir.

Teacher : Let us suppose that the radius of the circle is 3 inches. Can you find out the diagonal of the square ?

In Specimen No. 1 the teacher is leading the pupil through every step affording no scope for the latter to project his imagination farther than the question demands. In Specimen No. 2 the teacher has simply asked a thought-provoking question and left the bit questions to the boy himself. Which of the two teachers has adopted the correct method ? The teacher in Specimen No. 1 ought to have been a conscientious sincere teacher who has prepared his lessons well in advance. That does not mean that the teacher in Specimen No. 2 is a lazy slipshod man who has come into his class-room in a hurry and fired a question off-hand. May be, he would have deliberately framed his question this way !

The aim of the teacher in the first case is simply to drive home a particular point in Geometry but the aim in the second case is quite different. Here it is to make the boys think creatively to face and solve problems. If the subject-teacher is merely interested in his subject and in his boys getting mastery over it and if he is ready to be satisfied with a mediocre set of boys the former method will suffice. But the aim of education is somewhat wide. It is the teacher's duty to train his boys well in the art of creative thinking and finding solutions to problems. The various formulae or theorems over which the boy gains mastery with the help of the teacher may fade from his memory. But the training he receives while learning them will stand in good stead. The particular point or points that the boy learns becomes less important and how a boy learns becomes

more important than what he actually learns. So if the teacher really feels that a little bit of difficulty added to the work of the boys is going to pay dividends there is nothing wrong in trying it.

The above lines have not been written with a view to making the work of the teacher easier. If it is granted that the work of the boy may be allowed to be made difficult it does not mean that the teacher can go unprepared to his class. Difficulties or hurdles to be placed in the way of the boys should also be planned. Each and every problem cannot afford to be made difficult and each and every boy cannot afford to be made a victim to this experiment. Boys as well as problems are to be selected. The experiment has to be phased since it cannot be tried in every period. Much depends upon the resourcefulness of the teacher and his faith in this project !

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THE EXTERNAL ASPECTS OF SCHOOL EDUCATION

N. S. LAKSHMINARASIMHAN

School Education

If we compare our present educational system with the ancient 'Gurukula' system, we can find a vast difference between the two. Man's knowledge is widening day by day and the educational institutions are playing a vital part in developing the educational talent, but here are so many defects to be rectified soon. Many say the standard of education is falling slowly and it goes on non-stopping. It is true to some extent. It is the aim of this article to bring out the problems relating to the external factors that affect the school education. We see high schools are increasing in number every year. But many of the schools do not satisfy the conditions of an ideal High School. Insufficient accommodation, building, and furniture are the existing marks of these schools.

Accommodation and Building

The increasing number of schools is a blessing to those who are uneducated and the villages are benefited to a great extent. But what is the condition of most of the schools? They have no proper accommodation and building. Panchayat building or any other building available is converted into school when the scarcity of building occurs. Verandah classes are more common. Vital things like water and latrine facilities are not provided in these schools. In the old as well as new schools some of the classes are run in the thatched sheds. The thatched sheds are as dangerous as the improperly built buildings. We are familiar to the accidents in both the cases. So school buildings should be well built, attractive, airy and constructed according to modern design.

Articles for science and other subjects are not provided in many schools,

Even if they are provided there is no facility to provide a laboratory.

Play ground, only for its name exists in some schools. The great educationists say physical education is as important as mental. The students cannot develop their skill in play in the schools having insufficient play ground. They feel great difficulty to play freely. So naturally they forget the value of physical education. And the schools have developed the mania of 'Marks in the examination' only. It is a very pitiable one. The proverb "A sound mind in a sound body" is ignored by these schools. Also this condition restricts the enthusiasm and activity of the physical education teacher.

So both the teacher and the students suffer greatly by the schools wanting in facilities.

Residence for Teachers

Teachers in villages know how they suffer to get a house for rent. In most of the villages no comfortable house is available for teachers. So the teachers who are alone are forced to stay in the school itself. If he is a family man his condition is not only pathetic but problematic. If the village is nearer to the town naturally the teachers take their residence in the town and come to the school by bus or train. The house rent and the bus charge swallow one-third or even more of their pay. So wherever a school is opened, comfortable quarters should be built for the teachers.

Working Hours and the Class Strength

Working hours and the class strength should be limited strictly. Since the teacher's job is quite different from other jobs a teacher teaching the subjects (like languages, science etc.) should not have more than fifteen

hours a week in teaching. It is not desirable that some teachers teach twenty and even more hours a week.

The class strength should not in any way exceed twenty-five. More the strength, more will be the trouble to the teacher and it helps the fall of discipline.

Teacher and the Headmaster

The head of the school should not order or threaten the teachers under him. He should definitely know that they are his co-workers and not servants. The Headmaster is only a guide and a corrector and not a dictator. The teacher also should know their limits and must do their work correctly and sincerely. Since this point is ignored in some schools there comes the chaos and confusion.

Teacher and the Society

The teacher in society is considered as a puny creature. An ordinary man

takes more liberty in framing charges against him. So the teacher requires protection against society and this factor should not be left unnoticed.

Teacher and his wants

It is said that the school teacher is the poor man of the middle class society. It is a thing to be ashamed of. He doesn't meet out his ends. His pay is less in this age of soaring high prices of articles.

So a reorganisation in the above aspects is quite necessary so that the desired end can be achieved. There is no use of crying from the house tops "Oh! The teacher's profession is a noble one". Nobility is not in the word but in eradicating the inconveniences and uncomfortable barriers lying before this profession. The teachers' organisation should become a more powerful one, so that they can build their future over it.

Increasing International Understanding through teaching about the United Nations

The World Confederation of Organisations of the Teaching Profession (WCOTP), which has a membership of 200 educational and teachers' organisations representing four million teachers in 85 countries, met recently at Paris and discussed the main theme "Increasing International Understanding Through Teaching About the United Nations."

War in modern days means total destruction and the world's important problem is how to maintain peace among the peoples, Mighty political and diplomatic efforts are necessary for internal harmony and world peace. But permanent world peace must be born in the minds of the people and this can be achieved only through education. In the first place children in schools should know that the United Nations Organisation is an instrument for world peace and that it is a democracy

of nations and a nerve centre of the world. Such an education will assist to the fullest the child's growth — mental, moral, and social, help him to interpret the world in which he lives and enable him to come to terms with the world and to play a full and enlightened part in it.

In his presidential address, Sir Ronald Gould, has warned mankind against false patriotism, prejudice and politics. He says, "... one of the tasks of teachers' organisations is to convince teachers that the children's and their own patriotism need be no obstacle to increasing international understanding, that world loyalties can supplement national loyalties without supplanting, complement without contradicting, develop without destroying." He adds, "Children are not born prejudiced, and left to themselves they readily accept others on equal terms, but if they are

brought up in a home where some scapegoat or other is hated and despised, they become infected with prejudice, too. Schools find it difficult to counteract this home-induced prejudice. It must be tackled at its source, by influencing the parents." He suggests that at schools when History, Geography, music, painting, etc. are taught, children should be taught that "our knowledge is derived from all parts of the world and on the wide use of that knowledge all our lives depend."

Resolutions passed at the assembly recommended, among other things, teaching about the United Nations at the Elementary School level, Secondary School level and the adult level.

We are publishing elsewhere in this issue the Notes on Planning United Nations Day or Week Observances and

the appeal issued by the United Nations Information Centre, New Delhi.

We are extremely happy that our Sri S. Natarajan continues to be the Vice-President of the WCOTP and we hope that his association with this organisation will add to the prestige of the South India Teachers' Union. We wish him many years of happiness and devoted service to the teaching fraternity in this country as well as everywhere else. (Ed. — S.I.T.)

Sri S. Natarajan's Sashtiabdha-poorthi Endowment Prize Competition for 1964—Essays on "Conditions for Quality Teaching" were called for—Miss R. Janaki Devi, Savitri Vidya-sala, Tiruchirappalli, has been declared the winner of the Prize.

UNITED NATIONS INFORMATION CENTRE

As in previous years the United Nations Day will be celebrated on 24 October and to make this Day a success material will be sent to those organizations, educational authorities, institutions and other local groups which plan to celebrate this Day. The material that will be made available for the United Nations Day this year includes: *U.N. Day Leaflet* in English, Hindi, Bengali, Assamese, Gujarati, Marathi, Canarese, Telugu, Gurumukhi, Konkani, Tamil and Malayalam; *Notes for Speakers* in English; and *Photo Offset Exhibits* in English, Hindi, Tamil, Bengali, Gujarati, Marathi and Malayalam. As you will notice no United Nations Day poster is being produced this year by the United Nations Office of Public Information.

Besides the above U.N. Day material, literature in English and a few regional languages will also be made available to the organizations, educational authorities, etc., etc. Requestors for these as well as U.N. Day material are advised

to address their requirements to the Director of Information and Publicity in their States. Schools in Madras State can obtain these materials from Mrs. Rajammal Anantaraman, Joint Secretary, United Nations Association, Kasthuri Estate, Edward Elliotts Road, Madras. You may also send in your request direct to the United Nations Information Centre, 21, Curzon Road, New Delhi, giving details of your plans and the material required by you.

Those organizations and institutions which are interested in arranging exhibitions and film shows are requested to send separate requests to this Centre.

We have pleasure to publish a copy of the 'Note on Planning United Nations Day or Week Observances' which we hope will be of help to you, and, no doubt, you can also draw up your own list of programmes to suit your local conditions.

Notes on planning United Nations Day or Week Observances

Each year celebrations of United Nations Day, or United Nations Week, are widely held in schools and communities in countries throughout the world. Such observances are most meaningful when they form part of a sustained programme of study of the purposes and work of the United Nations and its related agencies. The paragraphs below list some of the suggestions, which could be helpful to teachers and other community leaders in planning programmes adapted to the needs and interests of their own localities :

1. Individuals and students could study programmes in some countries which present the aims and activities of the United Nations and its related agencies through lessons introduced into subjects in the regular school curriculum, such as history, geography, social studies, science, health and hygiene, civics and current events. Schools might make a special study of United Nations activities in a single region, such as, Africa or Latin America, or the role of one's own country in the United Nations.

2. Another approach for a school class or community group could be to study in depth a broad theme of major importance, such as the United Nations Development Decade, which provides an effective frame of reference for reviewing the whole range of the non-political work of the United Nations family aimed at achieving new world levels of economic and social well-being.

3. To make possible more and better food for the world's hungry millions, the Food and Agriculture Organization of the United Nations (FAO) has set in motion a large-scale Freedom-from-Hunger campaign in which Governments, international agencies and national organizations are working together intensively during the five years 1960-1965. Schools and community groups may undertake special study and action programmes for UN Day and throughout the year aimed at

helping to reach the goals of this world-wide effort. FAO Regional Offices and National FAO Committees in many countries are in a position to make available booklets, films and other special materials issued for use in this campaign.

4. Organizations and educational institutions can arrange an essay, poster, poetry or public speaking contest on a United Nations subject.

5. Attractive displays of posters, photographs, magazine articles and newspaper clippings on United Nations subjects could be arranged by any organization or educational institution.

6. Attention of the students might be drawn to the UNESCO Gift Coupon Scheme which enables schools or community groups to "adopt" a particular school or educational project from a list drawn up by UNESCO. Details can be secured from the Indian National Commission for UNESCO, Ministry of Education, Government of India, New Delhi.

7. The work of the United Nations Children's Fund (UNICEF) could be studied and contribution made to its programme through the sale of UNICEF greeting cards and other fund-raising activities. For Details UNICEF Area Office, 11 Jor Bagh, New Delhi, may be contacted.

8. Schools and organizations can make a special project of assembling up-to-date books, pamphlets and other materials on the United Nations and its related agencies and present the collection to a local school or public library on United Nations Day.

9. The climax of the observances in many communities could be a school or a civic assembly programme held on United Nations Day. Its special feature, might be: a play, pageant, or festival of songs and dances; a new United Nations film; a model session of the United Nations General Assembly, Security Council or other organs; or a speech by an outstanding personality with knowledge of the United Nations.

NEWS AND NOTES

INDIANS WILL BENEFIT FROM LEEDS UNIVERSITY SCHEME

Leeds University's 670 overseas students, drawn from 78 countries including India, will be among the first in Britain to benefit from teaching-by-television.

A £ 50,000 scheme for using centralized television in teaching and research is to be launched shortly—the first by a British University.

Extra staff is to be recruited to run a central university television service, which will be underwritten for three years with a further annual Government grant of £ 6,000.

The central transmitting point will feed pictures to TV sets in lecture halls and laboratories, and in some cases lectures will be presented as television documentaries.

The university's scheme also envisages employing television as a tool in research and as a visual aid.

Television is already being used extensively at the university, which by next October will have 6,700 students. Its School of English has a studio for research into the teaching of English as a second language by television.

The Institute of Education has been experimenting with closed-circuit TV for teacher-training, and the Department of Education was given a £ 20,000 Government grant in December last year for research on television-teaching.

Leeds University's School of Medicine and the Department of Metallurgy also make use of television. The Department of Social Studies has a television research fellow.—(B.I.S.)

1,543 INDIAN STUDENTS AT BRITISH UNIVERSITIES

There were 1,543 Indian students at British universities at the beginning of the academic year 1963-64 out of a total of 14,117 from countries other

than Britain. The Indians outnumbered students from any other country.

Of the Indian students, 1,385 were men and 158 women. India accounted for the largest number of post-graduates—935.

Fifteen of the 1,543 Indians were studying agriculture and forestry, 226 arts, 19 dentistry, 126 medicine, 261 pure science, 167 social studies, 725 technology, and 4 veterinary science.

These figures were issued in London yesterday (July 1) by the Association of Commonwealth Universities.—(B.I.S.)

VOLUNTEERS FROM LONDON

A party of 137 young men and women aged between 18 and 23 left London by air yesterday (August 23) for India and the Far East to teach and do a variety of other jobs under the auspices of the Voluntary Service Overseas organization.

The volunteers, who are bound for Delhi, Kuala Lumpur and Singapore, are either school-leavers or university graduates. Their expenses are met by the organization, which will also give them pocket money.

Richard Barber, 21-year-old graduate of London University and leader of the group, said at the airport: "The majority of young people here are going out to teach. I am going to work on soil survey being carried out in North Borneo."

He added that the scheme gave him the opportunity to travel and gain experience. "It is an adventure, and I am quite prepared to spend a year away from home and not be paid very much money in order to do this."—(B.I.S.)

RETIRED OFFICIALS' ASSOCIATION, MADRAS

The Seventh Annual Meeting of the Retired Officials' Association, Madras

was held on July 18th, 1964 at 5 p.m. at the Hindu High School, Triplicane.

Prof. M. Ruthnaswamy, M.P., presided. After the election of Office-bearers, etc., speeches were made by Messrs. S. Rajaraman, G. Viraraghavalu Naidu, P. Rajanandam and others and resolutions passed :

1. to appeal to the Madras Government to revise the age-old Pension Code by forming an *Ad Hoc* Committee ;
2. to grant relief to pensioners surviving the period of commutation. ;
3. to raise the pension scales of the State Government to the level of the Central Government pension scales ;
4. to redress the grievances of the School-masters of the Aided Schools ;
5. to fix the minimum pension and sanction D.A. ;
6. to grant educational and medical facilities.

The former President, Prof. M. Ruthnaswamy, M.P., and Vice-Presidents, Messrs. R. V. Krishna Iyer and T. Purushotham were re-elected for the year 1964. Sri A. Rangabashiam, B.A. (Retd. D.S.P.) has been elected Secretary. Messrs. G. Sundaram, N. C. Srinivasan and Rajaram have been elected respectively, Joint Secretary, Treasurer and Auditor. Messrs. Natesa Chetti and Venkatasubbiah have been included as new members of the Committee.

Thereafter Dr. M. Natarajan, Prof. of Orthopaedic Surgery, spoke on Orthopaedic conditions of old age. Sri K. Balasubramaniam, M.L.C., presided.

Prof. M. Ruthnaswamy and Sri Balasubramaniam appreciated the difficulties of the pensioners and promised their active support by urging the cause of pensioners for sympathetic consideration of the State Government. They also thanked Dr. M. Natarajan for his lucid exposition and interesting lecture.

After vote of thanks the meeting concluded.

LONDON COLLEGE TO EXTEND HINDI STUDIES

New three-year courses in a number of languages—including Hindi—and related social studies will start this autumn at the Holborn College of Law, Languages and Commerce, one of the main colleges run by the London County Council.

The college already offers tuition in a choice of 24 languages to over 2,000 students, ranging from beginners to those already fluent in one or more languages.

The new courses are intended for young people aiming to take administrative posts in developing countries or to work with organizations engaged in voluntary service overseas.

Study of a language—such as Hindi—covered by the new courses is to honour degree level. It will be combined with the study of legal, governmental and economic systems, and the cultural background of the countries concerned.

Announcing the new courses, the London County Council commented that they would break new ground by attempting the fusion of the study of languages with that of some social sciences.

The Holborn College also proposes to extend its existing Hindi classes for people in commerce and industry.

A COLLEGE EDUCATION—WHO PAYS THE BILL ?

American students are employed part-time as steel mill inspectors, firemen, waiters and waitresses, gardeners, musicians, taxi drivers, salesmen—in fact, in almost any job that doesn't require a college degree. They work to pay part or all of their expenses because the cost of a college education is formidable, and many parents are not able to pay all the bills without help.

There are 2,000 accredited colleges and universities in the United States. About 1,300 of these are financed by private endowments and charge tuition ranging from as low as \$ 30 to more than

\$ 500 a semester (usually a four and one-half month period). The other 700 institutions, supported by state and municipal governments, charge low or no tuition to state residents, and out-of-state residents must pay only a nominal fee. In any case, the costs of textbooks, food and lodging, clothing and other personal expenses total at least several hundred dollars a year.

About 60 per cent of the 4.1 million American collegians earn at least two-thirds of their expenses by working on or off campus. One-third of them also work during the summer vacation period.

American educators generally have believed that "earning while learning" can be a valuable part of education in the development of young people and usually is not detrimental to scholarship.

"Earning money to meet college expenses is both sociologically and psychologically desirable," as one college official put it.

But working students in recent years were finding they still were under financial pressure, largely because of the increasing costs of attending college. Further, some educators felt it might be better for a student to devote more time to his studies, borrow money to pay his bills, and then pay off his debts after graduation when his earning power would increase sharply. Thus was born the "study now, pay later" plan of long-range low-interest loans to students. It has several variations.

The U.S. Congress took the lead in 1958 by creating the Defence Student Loan Programme under the National Defence Education Act. The programme provides federal funds to colleges for loans to students. No interest is charged on the loans while the student is in college. After graduation the student has up to 11 years to repay the loan at three per cent annual interest.

Most of the loans are made directly to the student, although a parent or guardian may have to co-sign the note, and no collateral is required. In the case of future ministers or teachers,

part of the loan may be cancelled for each year spent in the profession. Loans must be used strictly for educational expenses and are available to any ungraduate who needs them and maintains a good scholastic record.

Between 1958 and the end of 1963, 800,000 loans totalling \$ 360 million were granted under this programme.

The state-guaranteed loan programme is a recent innovation, too. Soon to be operating in nearly all states, these programmes feature a fund created by the state or a private organisation to guarantee long-term, low-interest loans to college students. Although the loans usually are made through banks, this is a non-profit enterprise. Interest rates range between three and six per cent, which are below commercial interest rate levels. In some states no interest is charged while the student is in college; repayments begin some months after graduation and extend three to six years.

A third major loan programme is provided by the United Student Aid

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Funds, Incorporated. Started in 1961, and now virtually nation-wide, USA Funds is a non-profit organisation which raises reserve funds to underwrite loans to students. Under one programme, the organisation helps find guarantee money within a state and endorses loans taken by state residents at participating banks. In other programme the colleges provide reserve money and the organisation endorses loans to their students regardless of which state is the student's permanent residence. A student can borrow up to \$1,000 a year, with a \$3,000 maximum, and pay off the loan over a three-year period starting five months after graduation. The top interest rate is six per cent.

In addition to these various plans, loans, are made by colleges, banks, private financial organisation, and philanthropic, civic, church, business and labour groups.

The American Medical Association has a special loan programme to assist students who need help in their medical education. Limited to \$1,500 a year, the student can borrow up to \$10,000 over a seven-year training period. Interest rates are low and repayment may be made over a 10-year period.

There are two other routes to a college degree—the scholarship and the “co-operative” programme.

Four hundred thousand scholarships are awarded annually in the United States on the basis of scholastic achievement or competitive examination, usually to students needing financial assistance. Scholarships, for part or nearly all of the student's expenses, are granted by universities, fraternal clubs, foundations, patriotic and civic organisations, by alumni groups and churches and individuals. There also are 60,000 fellowships offered to graduate students each year.

In the “co-operative” programme, some colleges combine classroom study with work in the student's chosen field, the students studying one semester and then working one semester. The system has been found to be effective, particularly for students in the sciences and engineering.

Work, loans, scholarships and co-operative programmes—these are available to the student who really wants a college education. While not everyone who wants to go to college can, the number who do is impressive. (U.S.I.S)

FROM OUR ASSOCIATIONS

THE TIRUNELVELI DISTRICT TEACHERS' GUILD

The following are the Office-bearers for the year 1964-65 :—

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

Secretary : Sri M. Subramaniam, H.M. Municipal Hr. Ele. School 204, North Car Street, Tuticorin-2.

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

S.I.T.U. Representatives : Sri Arthur Asirvatham, B.A., B.T., Headmaster, Schaffter High School, Tirunelveli and

Sri M. Jagannathan, Subbiah Vidyalyam Hr. Ele. School, Tuticorin.

Proceedings of the Annual Conference

The Annual Conference of the Guild was held on 2-5-1964, in the C. M. Higher Ele. School, Tuticorin. The President elect of the conference Kumari R. Vajreswari M.A., M.Ed., Principal, Annammal Training College, Tuticorin, along with the delegates from various parts of the District were conducted to the venue of the conference in a grand procession starting from S.A.V. High School, Tuticorin at 8 A.M.

Sri S. Ponnusamy Nadar, M.L.A., Trticorin, hoisted the National Flag. The proceedings commenced with the prayer song rendered by the girls of C. M. Hr. Ele. School, Tuticorin. Sri V. Antonysamay, B.A. (Hons.), L.T., President of the Conference Executive Committee welcomed the gathering. The Guild President Sri T. K. Shanmugasundaram, B.A., L.T., welcomed the delegates and the chief invitees. Sri K. Annamalai, B.A., B.L., Chairman, Tuticorin Municipality, declared the conference open. Rev. Father K. Antony, M.A. Superintendent of R. C. Schools, Tuticorin, declared open the Educational Exhibition organised in connection with the conference.

After the Presidential address, Sri K. R. Chandra Sekara Aiyer, M.A., L.T., formerly of V.O.C. College, Tuticorin spoke on "Secondary Education in our State". The president then gave away the "Rotary Shield" to the H.M.C.M. Higher Ele. School, Tuticorin for the best result shown in the E.S.L.C. Examination.

At 3 p.m. the evening session of the conference began. Sri M. Susai Marian, Headmaster, St. Joseph's Senior Basic School, Adaikalapuram spoke on "Elementary Education".

After the President's concluding speech the Secretary proposed a hearty vote of thanks and made a fervant appeal to all regarding Contribution to the Guild Hall Fund. When Sri A. Sreenivasa Raghavan, M.A., Pringipal, V.O.C. College, Tuticorin, smilingly announced a donation of Rs. 76 towards Guild Hall Fund and Life Membership there was a loud applause. This was followed by 20 members spontaneously becoming life members of the Guild announcing a donation of Rs. 25 each. This was accepted.

Sri M. Sankaralingam, M.A., Professor of Tamil, S. T. Hindu College, Nagercoil was felicitated on his election to the Madras Legislative Council from the Tirunelveli-Kanyakumari Teachers' constituency. Sri M. Susai Marian, Headmaster, St. Joseph's Senior Basic School, Adaikalapuram and Sri Radhasamy Aiyer, Headmaster, Committee

Higher Elementary School, Cherenmahadevi were also felicitated for being the recipients of State Award for Elementary School, Teachers.

Resolutions Passed

Condolence resolutions were passed on the death of :—

Many school children involved in the recent building collapse at Saraswathi Higher Ele. School, Maninagar, Madurai.

Rev. Father S. Arulsamy, S.J., M.A., L.T., former President of our Guild.

Sri S. Palaniswami, M.A., L.T., Joint Director of Public Instruction, Madras.

Other Resolutions Passed

1. This Conference welcomes the Madras State Government's scheme of Free Education.

2. This conference requests the Government to fix the pay of all teaching and Non-teaching staff as per service register entry on 31-3-1964 and to see that the payment of salaries of the staff is made on the 1st day of the succeeding month.

3. This conference thanks the Government for fixing pupil teacher ratio favourably for the teachers and in the interest of Education and requests that the order is implemented from the reopening of the schools in June 1964.

4. This Conference requests the Government to come to a decision quickly regarding the pattern of education and curriculum.

5. This Conference requests the Government to revive the granting of Railway Concession to teachers which was stopped temporarily owing to National Emergency.

Service Conditions, Security, Pay Scales Allowances Etc.

This Conference resolves to request the Government,

1. To sanction Free Medical Aid and House Rent Allowance to teachers under all Managements.

2. To frame uniform leave rules for all Educational Institutions under various agencies.

3. To increase the number of days of Casual leave from 12 to 15 since the three days optional leave has been cancelled.

4. To adopt a uniform pay scale for Headmasters of all Secondary schools irrespective of the strength.

5. To set up an arbitration Council to settle disputes between the staff and the managements of schools, so that teachers can have full justice done to them.

6. To grant one-third of the Secondary Grade assistants and one-third of the B.T. assistants the 'Selection Grade' with a higher scale of pay so as to encourage teachers with long experience and also to promote the quality of Education.

Retirement and Pension Rules

This Conference requests the Government,

1. To raise to 60 the age of retirement of teachers under all managements and to permit managements of schools to keep in service teachers till they complete the age of 63.

2. To grant an ex-gratia pension of Rs. 30 to teachers who retired before 1-4-1955.

3. To so modify the pension rules so that no teacher gets a pension lower than Rs. 30.

Privilege and Difficulties

This Conference requests the Government.

1. To retain the Teachers' Constituency in the Madras Legislative Council.

2. To extend the right of voting for Teachers' Constituency to Elementary Schools also.

3. To issue instructions not to enforce any scheme of uniform dress for teachers.

4. To issue orders that Headmasters of schools are not in charge of Care Food Scheme and that the responsibility is transferred to the local Panchayat.

5. To sanction all Secondary Grade Teachers, the Secondary Grade Scale of pay irrespective of the posts in which they work.

6. To give the Assistant Examiners for S.S.L.C. Examinations four Consecutive chances as in the case of Chief Examiners.

7. To frame an act with proper codification of the rules relating to Elementary Schools and Service conditions of teachers.

8. To permit the managements to appoint one full time P.V.I. one Physical Education teacher and one Tamil pandit in Higher Ele. schools without insisting upon the number of periods.

9. To raise liberally the remuneration of Chief Examiners and Assistant Examiners for S.S.L.C. Examinations as well as Superintendents and Chief Superintendents.

MUNICIPAL HIGH SCHOOL TEACHERS' ASSOCIATION, GOBICHETTIPALAYAM

The following members have been unanimously elected as office-bearers for the year 1964-65 in the General Body Meeting held on 11-8-1964.

Sri K. P. Dorairaj, B.A., B.T. Headmaster — President; Sri Ponnusethuraman — Vice-President; Sri P. A. Kuppuraman — The Secretary.