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EDUCATION IN THE UNITED KINGDOM*

By

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Education is not considered merely as a concern of the Ministry, the teachers and the parents, but as an active partnership of all sections of the Society. One will find to his pleasant surprise that even industrialists, business men and other employers of man power do not content themselves with simply picking and choosing the best of the educated youth but also provide facilities for further education of their young workers so that they may, in due course, be competent to hold posts of higher responsibility in their own industry or business. As all sections of the public take a keen interest in education and understand the problems, they are ready to bear the burden of the expenditure on education, and it is easier than in other countries, for any Governments to get adequate public support for considerable expenditure on provision of educational facilities.

In view of the public awareness of the value of education and their readiness to shoulder the burden, U.K. has reached a stage when education has been made free and compulsory not just for a few years or upto the stage of Elementary education but for full 10 years covering the Secondary School stage as well. Every child irrespective of its sex has to attend school from the time it completes 5 years upto the completion of 15 years. A recent survey

of the nature and extent of provision of educational facilities in the various countries in the world revealed that U.K. is the only country, with the exception of one province in Australia, in the world which has provided for free and compulsory education for such a length of time as 10 years. Education upto the Secondary stage is compulsory not merely on the statute but in reality. Schools in adequate number are being provided not merely in the big cities and towns but also in remote and thinly populated rural areas throughout the length and breadth of the kingdom. Schools are provided not only for the normal children but also for the physically handicapped, the slow learners and the sick, with the result that no child of school-age in the present generation goes without education, whatever its physical or mental handicaps be and wherever it might happen to be born. I do not mean to say that every town or country has separate schools for the handicapped. By certain administrative arrangements with the authorities concerned handicapped children of a particular area is educated at public expense, at a school in some other area, in case there is no such school in the specified area.

Now and then one comes across schools in hospitals which are meant for children who are obliged on medical

* An Address delivered at the Annual Educational Conference of the Madras Teachers' Guild.

advice to be in-patients for a considerable length of time above a certain minimum prescribed.

You may wonder at this stage how education is possible for the sick and the handicapped, and how such children can cover the courses. Let me point out to you that their system of education does not insist on a hard and fast course for one and all. On the other hand they aim to provide educational facilities to everyone according to his age, ability and aptitude. The absence of a set syllabus and consequently of the list of approved text books are the most unique features of their educational system. It is the only country in the world which has given such freedom and a blank cheque to their teachers. In the absence of the set syllabus, the teachers in these special schools adopt such methods as are suitable to the aptitude of the children they are dealing with and educate them to the extent of their abilities. The teachers on the whole have been fully conscious of the fact that academic freedom can co-exist only with a high sense of duty and have established a tradition of a high standard of professional efficiency.

To quote a pamphlet of the Board of Education, their educational system differs in three main respects from the systems to be found in many European countries. These characteristic features are (1) the decentralisation of responsibility and control, (2) the prominent part played by voluntary agencies and (3) the freedom of teachers from official control in questions relating to curricula, syllabuses of instruction and methods of teaching.

These three characteristic features have helped to mould a system which probably results in a greater variety of educational institution than is to be found in any other country.

Let us now turn from the question of provision of facilities for compulsory education to all to the extent to which these facilities are availed of by the public. The public have been making the best use of the various opportunities for educating the children. Com-

pulsory education is really effective. What more proof will one need than the fact that even in such a, thickly populated area as the London County Council there were only as few as 600 and odd defaulting parents who did not send their children to school during the last half year of 1951 and on further scrutiny it was found necessary to take penal action only against 300 and odd parents.

Compulsory education could be really effective due to various factors, and the foremost of which is the keenness of the parents to be law abiding. The next factor is the provision of free education to all. Education is not merely compulsory but also free for the entire period of 10 years. In addition to getting free tuition pupils get free of cost necessary class room materials like books, stationery etc. which means that education costs practically nothing to the parent of the child.

How can one ever really educate the hungry child? If the efforts at education are to bear fruits the child in the school has to be well-fed. So provision has been made to supply mid-day meals in the schools themselves. Both the poor and the rich are fed in the school though from the parents of the latter a small fee is charged. It is their intention that every pupil irrespective of its economic position should participate in the school meals and eat together with their fellow pupils so that the class consciousness may die out at least in the next generation.

The supply of free milk to all pupils in the school including those in the advanced age groups is a regular feature in their schools. Medical inspection and follow up of necessary treatment are other facilities provided for in all schools. These account along with other factors for the good health that the children in their schools enjoy.

This reminds me of the environment and the atmosphere prevailing in their schools. Though one sees as the relics of the past a good number of buildings and a considerable amount of furniture which do not come upto the modern educational standards, yet one cannot

help noticing at the same time the earnest attempt made on all levels to make them conform to present day requirements and to make the environments sufficiently attractive and convenient. The few schools of every type, that I was privileged to see in different parts of that country, have provided so many opportunities for self-expression and active participation that young children brimming with energy prefer to go to school than to spend their time anywhere else.

In my opinion even their out of date school buildings are better places for stay than their own residences.

One is struck not only with the spirit of cheerfulness but also of orderliness and discipline prevailing among the pupils. Orderliness and discipline are not so much imposed by an outside authority as self-developed. I have been looking out vigilantly for offensive and unoffensive writings on the walls of their schools and class rooms. But to my pleasant surprise I could not come across even such an unoffensive writing as the name of a student nor could I come across bits of papers, peels of oranges etc. strewn about the schools.

Turning now to the organisational side of these educational institutions, let me at the outset stress the fact that unlike in other countries, the Government does not run even a single educational institution in U.K. The Ministry of Education is charged with the responsibility for promoting educational institutions and not of running such institutions. This is a fact well worth remembering and pondering over at this period of our educational history when there is so much talk, every now and then, and expectation that Government should take charge of all schools so that all may be under one management.

If the Ministry does not manage these schools which are the agencies that run them? Voluntary agencies like the Churches, private organisations and statutorily constituted public authorities are the managements on whose shoulders the responsibility of running the numerous schools has fallen. It

is not only the pioneer work done by voluntary agencies in organising school that is historically important but also the important share of resources both human and material that they continue to contribute to this field even to this day.

Voluntary agencies among themselves run as many as 11,231 primary and secondary schools in England and Wales as against 16,667 such schools run by the L.E. authorities.

This partnership in educational activities results in addition to the sharing of the responsibilities in decentralisation of control. Such decentralisation of control and responsibility account to a considerable extent for the local interest in and support for various educational facilities.

Let us now pass on to the consideration of the financial aspects of the educational service. I will not trouble you with details of the financial arrangements. I will merely point out to you that funds for educational service are provided both by means of local rates as well as central taxes, which correspond to our cess and taxes respectively. What is the proportion in which these two sources provide for expenditure on education? Taking England and Wales, out of a total net expenditure of £ 237,257,000 during the year 1949-50 a sum of £ 144,852,000 was provided by the Ministry as grant from central revenues and £ 92,405,000 were provided out of rates. This means that 61% of the expenditure was out of State funds and 39% was out of local funds. Grants are also paid on more or less the same terms to the schools run by voluntary bodies. But such grants are disbursed ordinarily by the L.E.A. in whose jurisdiction these schools are located. The Authorities in turn get the necessary funds from the Ministry. Only in the case of a very small percentage of schools does the Ministry disburse grants directly to schools.

Great importance is attached to entire curricular activities. In Edward VI Grammar School in Stratford on Avon

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DEMOCRACY IN ADMINISTRATION*

By

R. SRINIVASA IYENGAR,

Principal, Srinivasa Tutorial, Coimbatore.

We are a free democracy to-day. We are pledged to be a full-fledged democracy in the future. The entire nation is passing through training in democracy deliberately in certain spheres and unconsciously in other spheres. It, therefore, goes without saying that our public institutions should be administered on sound democratic principles. Our educational institutions also should be training-grounds in democracy for the citizens of the future. It is the privilege and duty of the educators to inculcate by theory and practice the true import and significance of democracy in their pupils.

DEMOCRACY AMONG STUDENTS

In our State, the framers of citizen-ship-training had this idea in their minds. There is abundant scope for inculcating democratic behaviour and action in the working of the Games Committees, the Students' Unions, Scout Troops, Red-Cross Groups, Students' Co-operative Stores and Social Service Activities. Principles of Parliamentary practice and procedure may be instilled in the working of the Students' Parliament. Ideas pertaining to democracy and democratic way of thinking, feeling and acting have to be learnt by pupils, and practised by them. Democracy means equality, freedom, social justice, proper attitude towards their mates of inferior abilities or social status, faith in the bright future, and spirit of co-operation with the will of the majority.

Pupils in certain schools at least were made to believe that the entire organisation of the school was in their hands, and they encroached upon the legitimate functions of the other constituents of the school. That students

formed a single component part among the several constituents of the school was forgotten or ignored. The idea of establishing school republics was attempted to be worked out. The sense of realism was absent. It is essential that citizens in any democratic State should be made to realise the limitations and restrictions of their rights and duties. In an infant democracy like ours, adults as well as youths in schools should be made to realise the restraints they have to observe and practise. This caution should be borne in mind in working the several sub-institutions and activities in our educational institutions. Harmony between democratic freedom and school discipline should be cultivated and preserved in the working of the students' and teachers' organisations. Democracy need not upset the sacred relationship between teachers and students.

What is initiated in the secondary school stage should be followed up in the collegiate or post-secondary stage. The well-defined 'clear-cut' procedure laid down for the administration of the Games Fund and the Students' Union Funds does not seem to be followed up in the arts and the professional colleges. I do not know if the Games Fund is separately operated upon by the head of the college who should generally abide by the sanction of the Students' Committees and should exercise his discretion rarely in sanctioning or vetoing expenditure. Students and Teacher-members of the Committees should conform to high standards of democratic administration, without resorting to the procedure adopted by our elders, such as walk-outs and protests against the ruling of the Chair-

* A Paper read at the Secondary Education Section of the State Educational Conference.

man. Pupils should be helped to understand the other man's point of view, come to unanimous decisions, and abide by the inevitable decisions of the majority, cheerfully. Any attempt at regimentation of democratic set-up in the administration of schools cannot prove to be successful.

DEMOCRACY AMONG TEACHERS

Teachers have been asserting that they have no voice in the administration of the school. Staff-councils have been ordered to be constituted; and each school has its own bye-laws. But very few schools have been able to form and work the staff-councils. In this case also the limitations of functions have to be understood, and members have to observe restraints in their behaviour. Often the atmosphere of the school is marred by teachers who fail to understand the scope of the functions of the councils. While guidance to the head in the internal administration of the school or other matters on which he may require advice is the primary duty, extraneous topics, should not be brought for discussion. In my opinion, the consideration of the scales of pay cannot come within the scope of the staff-council.

I believe, staff-councils in most institutions can only be a farce. Trained teachers of not less than three years' service should, in my opinion, form the electorate to elect the members of the staff-council. With a large number of temporary and untrained teachers, the staff-councils, for a few years to come, can serve no purpose.

In recent years, attempts have been made to give the headmaster and teachers' representatives seats on the Managing Committees or on Advisory Bodies constituted where such representation could not be made on the managing bodies. Certain managements have not as yet given effect to this rule. The Intermediary Advisory Board is superfluous. My personal view is that it is no advantage to teachers to claim seats on the Managing Committees. There is always the risk that teachers' representatives on the

Committees might most often compromise the interests of teachers or allow themselves to be affronted at the meetings of the Committees. Teachers, including the head, can preserve their independence, and assert their rights and views by keeping themselves outside the Managing Committees.

DEMOCRACY IN MANAGEMENT

I come to a very delicate question. Democracy cannot exercise its wholesome influence on either students or teachers when the Managing Committees of schools do not function democratically. Inspecting Officers have not so far ventured to look into the proceedings of the Managing Committees, though the constitution of the managing body is one of the conditions to be satisfied by the management for the purpose of getting recognition. There are managements which take notice of and approve or sanction minor matters, such as, purchase of broomsticks, petty stationery, and teachers' casual leave. There are again managements which leave the entire administration in the hands of the correspondent. The correspondent should be the live-wire of the management. But there are instances where the Managing Committees do not bother themselves about even vital matters affecting the school, and the interests of teachers. By the entire body or sub-committees with delegated functions, the management should look after the appointment of the requisite staff, the framing of teachers' conditions of service, leave-rules, sanction or withholding of annual increments, termination of teachers' services, granting of special leave to individual teachers, introduction of new courses of study, and so on. These are vital matters affecting the life and progress of the institution and should not be allowed to be decided by the arbitrary decision of the correspondents without the knowledge of the Managing Committees. Both the extreme types of the Managing Committees are undesirable. The Department of Public Instruction and the Syndicates of the Universities should codify principles of administration of educational institutions for func-

tioning on a democratic basis by managements. The Rt. Hon. Srinivasa Sastri once said, "It is by no means an easy thing that the managers of a high school undertake. . . . I could wish that there were a public examination which every manager of a high school had to pass on the theory of school management. I am not criticizing anybody; but school management is by no means a matter for amateurs. It is a highly specialised public duty".

The 1944 Education Act effected an educational revolution in England. Prior to 1944, headmasters appointed assistants, and the governors confirmed. But after the passing of this Act, managing bodies are expected to run institutions on a democratic basis; "Persons interested in education" should have a hand in the appointments, and there should be adequate checks to avoid precipitancy. A certain writer called "H" in the London Journal of Education compares in the December 1951 issue two schools A and B, each requiring a science master. The headmaster of school A reported to the governors of the school; the need for a science master; decision to advertise for the post was made; meanwhile, the Executive Committee questioned the need for an additional assistant; reference to the educational authorities was made; it took several months for the appointment to be made and for the teacher to join duty. The headmaster of school B got the consent of the Chairman of the governors to advertise for the post, by the phone; and the approval of the appointment by the various bodies was automatic. The writer of the article concludes that we can have nothing but contempt for school B, and that the school A had upheld, even at the cost of its efficiency the fundamental democratic ideal that what concerns all should be agreed to by all. The management of school A was thoroughly alive to its democratic obligations, while that of school B was oblivious to its democratic responsibilities and brazenly flouted the modern democratic ideals. The essence of the modern interpretation of democracy is

that as many citizens as possible should have a say in any decision; for it is obvious that if two heads are better than one, twenty heads are better than two, and that we have Executives and Sub-Committees to correct the mistakes of the governors of schools.

DEMOCRACY & GOVERNMENT

One undemocratic act of the Congress Ministry was the abolition of the District Educational Councils constituted under the Elementary Education Act of 1920. Though the composition of the Councils was unsatisfactory, it exercised a healthy check in the assessment and distribution of grants to the several aided elementary schools. The Department of Education may be distributing grants justly; but no one knows it for certain. The department's secret methods of sanctioning, reducing or withholding grants should be a thing of the past. For elementary and secondary schools as well, bodies should be created to discharge the functions of sanctioning grants on an equitable basis.

Thus shall we develop healthy democratic administration of education in our State.

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MASULIPATAM (S. India)

DEMOCRACY IN SCHOOLS*

By

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INTRODUCTION

Democracy is more a way of life than a form of Government—is opposed to the totalitarian way of life—its basic concepts of freedom, equality and service and their application to the political, economic and social aspects of the life of the individual.

India having opted for the democratic ideals of life, the democratic citizen has got to be formed and evolved from our school—the qualities and attitudes of an ideal democratic citizen—education is a creative force for democracy—how far a bias for democracy and democratic indoctrination can be justifiably attempted in schools, avoiding the pitfalls of totalitarianism. If education is to be creative of a new democratic society, we must pay attention to the individual—it is the individual who supplies the creative spark, be it great or small. Professor Boyd says: "If and when the schools are transformed, there will be hope for ultimate recreation of the society"—such a transformation towards a democratic goal has already begun in India though only it is half-hearted—the proof of it is, people do not still look on the schools of their country as their own and they are yet extraneous to the real life of the people.

THE SCHOOL AS A COMMUNITY

School has a ready-made environment to give the child the best possible training in living as one of a community—education for democracy, an integral part of the life of the school and its pupils—democratic way of living to be the ideal of every member of the staff and those who manage it—the paramount value of and need for teaching and learning the art of living together in Indian schools—dependability and sincerity are the qualities

that enable one to get on with others—schools can do this by suggestion, example and religious teaching—children to be given opportunities of being dependable—learn by doing, the keynote of education for democracy—opportunities for training the emotion of sympathy and consideration for others—history and dramatics can be used to develop this feeling in pupils—knowledge, feeling and action are the three aspects of the art of living together co-operative talks like producing a play, a magazine, making collections of various kinds, debates, panel discussions etc.—playing games is very helpful in living together.

THE SCHOOL AS A CO-OPERATIVE SOCIETY

Co-operation is one of the foundation principles of democratic life—so the school as a corporate body must give a concrete example of a co-operative society, functioning on co-operative lines. In the first place there must be real co-operation between the Headmaster and the staff. Members of the staff should have real share in the running of the school—Two ways of achieving this are: the *facultive system* and the formation of an *executive committee of the staff* consisting of senior teachers to act as supervisors of different departments, if schools are big in size—*Staff Councils* must be not mere advisory bodies but given definite powers in matters like discipline, promotions etc. *Staff meetings* must be regular with no limitation set to constructive criticism and free discussions—all these presuppose certain qualities and attitudes on the part of the Headmaster and of the teachers. All reasonable opportunities must be given to pupils to manage their own affairs as far as they are able to assume responsibility

and lead them to discipline themselves—a system of *Self-Government* just as we attempt now in schools—occasional meetings of the executive of the pupils' organisation with the staff executive to discuss matters concerning the community, namely the school—but consultation must not be an eye-wash—co-operation to be promoted through students' committees entrusted with the responsibility for organising the life of the school in sports, in matters connected with the general cleanliness and welfare of pupils, in hygiene and Red Cross work, in extra school activities etc.—beware of making responsibility an insupportable burden to the pupils and leaving them entirely to their own resources—pupils need help and guidance—they need occasional spurring on and inspiring to keep up their efforts. Another practical way of giving training in co-operation is by means of *community projects* like parents' day, exhibitions, adult literacy work, rural

reconstruction, school gardens, entertainments etc. Another means is the *House System*. This will sublimate to the desire for competition from an individual expression to a community one—practical experience in co-operation can be gained also by running co-operative societies for the sale of various articles needed in school. The most notable feature of democracy namely *election* of representatives and leaders introduced into schools through citizenship training part II, if judiciously employed, may give very valuable training to pupils, as would-be citizens of a democracy.

Co-operation of parents—a vital factor in democracy in schools—the co-operation to be positive and creative through advisory committees and parents' associations—parents' co-operation is indispensable for the training of the individual for democratic citizenship.

DESK WORK

By

J. P. ROSE, M.A., B.L.

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ACADEMIC FREEDOM

By

N. S. KRISHNAMURTHY IYER

Education of young children is a serious responsibility of the Government. Somehow it is lost sight of and many reforms are thrust upon the schools by the powers that be without consulting the people who are to work them. Teachers like dumb driven cattle do whatever they are ordered to do and sometimes they are even afraid of expressing their difficulties. All this is due to the fact that the teacher is looked upon as a willing tool both by the Government and the people on account of his poverty.

If the future citizens of the country are to be given proper training, any responsible Government will naturally use the teacher for the purpose. Because the teacher is discontented and poor he does not care to see what happens to the boys who come under him outside the school. Sometimes he is forced to forget his duty even in the school.

RESPONSIBILITY OF THE HEADMASTER

If a school is to be run on proper lines in the interest of the children, the headmaster of the school should be given a free hand in the matter of administration. A man qualified for the place in all respects should be chosen and when once he is appointed he must have a full voice in the affairs of the school. We have heard of Dr. Arnold of Rugby and Dr. Busby who refused to take his hat even before the King. A headmaster with such a position will certainly use his energy and time for the development of the school and for the proper shaping of the character of the children under his care.

VARIOUS FACTORS THAT AFFECT THE WORK

But nowadays the post of the headmaster is considered to be a prize post

for which there are many aspirants. This works up the competitive spirit and unscrupulous men do anything to succeed in the competition. When once they succeed by means, fair or foul, they feel obliged to the authorities and they are prepared to sacrifice anything. For example if a teacher insists upon maintaining discipline in the class room, some influential boys revolt and bring pressure upon the teacher. If the headmaster does not support him, woe unto that teacher! Sometimes both the headmaster and the teacher have to suffer if the authorities are self-willed and obsessed with power. A commissioner who is a Sanitary Inspector or a manager of an office wants to boss over an experienced and efficient headmaster.

A headmaster who cares for principles and fairness should not be frightened by such happenings. He should face things squarely and declare that there is danger impending. Otherwise the public cannot understand the real difficulties. For example a headmaster should have freedom in the matter of admissions and promotions. But interested people who have a voice in the administration of the school try to use their influence in having some boys promoted to the higher classes or in admitting boys in classes for which they are not fit. Why! Sometimes they even force the headmaster to violate the Madras Educational Rules. I know of a headmaster who was forced to promote the son of an influential member of the public and who got debarred on account of this.

When once the morale of the school is spoiled in this manner how can any good work be done there?

HOW A HEALTHY ATMOSPHERE CAN BE CREATED

The headmaster who is the pivot of the school should be looked upon as a

* A Paper read at the Secondary Conference.

Education Section of the State Educational

person who can be trusted with responsibility. He must be given a free hand in the choice of his assistants. Then there will be a good team working with one aim, viz., the good of the school and the children. The management should encourage the headmaster and the teachers in all their endeavours. They should never lend their ears to mischievous and jealous people who may try to undermine the growth of the institution.

Sometimes the inspecting authorities try to see that things are done according to the letter of the law. For example according to the 1948 scheme there are several suggestions with regard to Citizenship Training and Social Studies. Every pupil is expected to maintain a diary. Taking advantage of these suggestions many firms have published printed notebooks. Most of the pupils in rural areas are very poor and cannot afford to buy even their text-books. The Officers make a list of the things required according to the scheme and ask the headmaster if all the records are there. The poor headmaster has to cut a sorry figure.

Again English is given only 6 periods a week in the new scheme. Children in the rural areas who have no facilities to read at home and who have to walk miles to reach the school have to be coached up by allotting more periods. Similar is the case with regard to other subjects. According to the new scheme the headmaster is given some discretion in the distribution of periods. But the officer does not recognise it and says that the L.T. staff should be reduced or grant will be cut. The headmaster is in a fix.

The inspectorate must be manned by people who have had actual teaching experience. Only teachers know the difficulties of a class room. It is easy to criticise, but it is very difficult to work up a scheme. As it is, teachers have no prospects. Only one among ten or twenty teachers can become a headmaster. So other teachers feel that there is no chance for promotion and hence they need not care for anybody. If experienced teachers with

good records are promoted to the inspectorate, there will be a sort of emulation and the headmaster can use this for the good of the school.

When a scheme is introduced, there should be full freedom for the headmaster and the teachers to make certain alterations, to suit the local conditions. I understand that schools in America are given a lot of freedom in the matter of curricula and internal examinations. When we try to follow America in the matter of Visual Education, Social Studies and Citizenship, why not we follow the schools there in other matters also.

MORAL CODE FOR TEACHERS

When we ask for our rights we should be doing our duties properly. Sometimes we have instances where teachers fail to do their duty. There is an unhealthy competition among teachers on account of private tuitions or other causes. They begin to discuss about other teachers in the classes or in the presence of boys elsewhere. They carry tales to the management. They poison the mind of the authorities. Such teachers seem to forget that these are games at which more than one can play. The result of such a behaviour is that the calm atmosphere and the efficiency of the school are spoiled.

To avoid all these there should be a moral code published for the teachers by the South India Teachers' Union. All teachers' organisations must adopt it. Any breach of the rules should be brought to the notice of the South India Teachers' Union which may recommend some suitable action to the department.

CONCLUSION

When all is said and done, it is we teachers that are shaping the future citizens. We have to set an example to the pupils under our care. We must be the torch-bearers of freedom, responsibility and duty, forgetting all our petty differences and our daily worries. When our leaders have fought for the freedom of the country and won it, can we not join together and win freedom for our Schools?

ACADEMIC FREEDOM

By

S. SRINIVASAN, *Vellore.*

A democratic society needs a clear philosophy of life. That philosophy should guide our education from its start. Democracy implies individual responsibility and freedom. Responsibility means the responsibility of each individual for the total welfare of the group or the community and freedom means the freedom of each individual to equip himself for that responsibility. The greatest drawback of our schools is we have neither of these in our schools. It is a truism that democracy will not work unless every individual is constantly conscious that he is going to create the opinion that goes to make the Government. It is only then that a nation can progress. Judged by this central principle of a democratic order, our schools cannot be called nurseries of democracy. The great educators both of the east as well as of the west sensed the great danger to education from external control and

guarded against the inroads of the State and other external authorities on the freedom of the schools and colleges. But they have not been very successful and the aggression on educational freedom tends to increase with the increase of the State control over individual freedom of the individual. Education is now something of a finished product to-day to be bought at the departmental store on a competitive price.

Our codes, regulations and rules have robbed our schools of their initiative and responsibility. The loss of status of the teacher is not due, to my thinking, so much to the low salary he receives as it is due to the loss of his freedom. We have allowed others to think for us and we have been meekly accepting plans and views made for us by others. There can be no greater danger to public education and ultimately for democracy.

(Continued from Page 257)

in which Shakespeare had studied in his days and which I was privileged to visit, there were as many as 16 extra curricular activities for a strength of 250 pupils. Similar provision for extra curricular activities exist in varying degrees in all schools. Their schools aim not only at the acquisition of knowledge and skills but also at more fundamental things like building up of character and formation of habits. Judging by the high honesty and trustworthiness that one notices in their day

to day affairs, the morale that the Britishers had exhibited at every crisis and the orderliness prevailing in their public places one will readily come to the conclusion that their schools have been achieving a good deal of success.

Before I conclude let me remind you that all these proud achievements of theirs are not overnight creations but the results of long years of discussion, constructive criticism, persuasion and patient toil and everyone of us must be prepared for these if we are to build something better and more lasting.

* The gist of the speech at the Secondary Education Section of the Madras State Educational Conference.

SCIENCE CLUBS IN INDIA

Schools and Colleges are, in India as in other countries, the usual home and birthplace of Science Clubs, since it is the teaching staff which usually promotes and guides their activities.

School rooms provide a meeting place outside class hours, laboratories are kept open for purposes of demonstrations and experiments, and gardening is encouraged in the grounds, to stimulate in the child and in the adolescent a spirit of initiative, of self help, of adventure through the instrument of science.

In schools, the Science Clubs are mainly concerned with General Science, whilst in colleges, they are specialised as groups, devoted essentially to one section of science only, and are more often known under the like of Society, e.g. the . . . Chemical Society, the . . . Botanical Society etc. In either case, interest in the subject is stimulated through visits and discussion meetings, and by contacts through social activities, including excursions.

ACTIVITIES

The following list shows the title heads of some of the activities partaken in :

- (i) Lectures and Film Shows.
- (ii) Visits to places of Scientific Technological interest.
- (iii) Field trips, displays of collections, hobby shows.
- (iv) Demonstration of Biological and Chemical equipment, Technological products like alloys, plastics, synthetic products.
- (v) Collections of Biographical notes of scientists.*
- (vi) Questions and answers board.
- (vii) Reading of papers by members, making of charts (of Biological phenomena, Physical and Chemical processes etc.).
- (viii) Making of models and simple electrical and mechanical apparatus.
- (ix) Making of soap, cosmetics and other domestic utilities.
- (x) Photography.
- (xi) Scrap book (clippings of scientific news).

(xii) Watching the night sky.

(xiii) Listening to School Broadcasts.

A good example of Science Club activities is that provided, for instance, by the Bombay Natural History Society under its Nature Education Scheme financed by the State Government.

The main object has been to create interest in plant and animal life of the surroundings and natural history in general among school children as well as teachers. Efforts were also made to arouse an intelligent interest among the grown-up visitors to the Natural History Galleries of the local Museum. For teachers from secondary schools several series of lectures were arranged, followed by guided tours of the natural history galleries to acquaint them with the exhibited specimens and point out to them facilities available at the Museum for Nature Study teaching. Each series consisted of three lectures and guided tours of the galleries. Intra-mural lectures with demonstrations and field excursions for plant study were arranged for them. Lecture-guided tours of the galleries and series of lectures and field-excursions on nature study teaching were arranged for primary teachers from Municipal schools. Teachers were instructed and encouraged to build up a school museum and possible help was extended to them. For children, talks were arranged at the Museum with aid of specially prepared exhibits on "Bird Life", "Dispersal of Seeds", "Respiration in Animals and Plants" and "Insects".

For talks on 'Dispersal of Seeds' panoramic views showing the main agencies of dispersal, *viz.* animals, water and wind were specially prepared and over 50 specimens of fruits and seeds were exhibited. To explain respiration in animals 12 charts and 27 dissected specimens of animals were specially prepared to show the respiratory system of mammals, birds, reptiles, fishes and invertebrates, such as insects, molluscs, anemones, starfish etc. Insect pictures were specially prepared for the talk for children on "Insect Life". One of the picture shows

twenty common insects while the other shows typical life histories, mouth parts and sense organs as are found in insects. The programme of the talk was as follows: (i) Children were asked about the insects they know, their food, their life histories and their sense organs, and they were told about these points. To keep a permanent record with them, they were given the pictures and questionnaire (two pictures and question paper for one anna). (ii) Children were asked to observe and jot down some notes of the preserved specimens of most of the insects, e.g. Praying Mantis, Locust, Dragonfly, all stages of House-fly etc. (iii) They were shown two films, one showing life history of a butter-fly and the other showing how insects are destroyed in nature. The whole programme lasted for about an hour and half.

Plant Study Sheets were specially designed as follow-up activities for children of about 10-14 years of age. They will not only become familiar with the common plants selected for this sheet but will know how to observe plants and can take interest in the plant life of their surroundings.

The first sheet with introductory instructions for observation and a questionnaire of two pages is priced at one anna per copy, while the subsequent one with questionnaire of one page is priced at half anna per copy. They are available in English, Marathi, Gujarati and Hindi. There is also a scheme for lending specimens of birds, mounted in life-like attitude. The specimens can be taken out for class-room demonstrations. A line drawing of the birds printed on good drawing paper suitable for painting is made available at half an anna each. Two such cases are in circulation. Coloured slides (2"×2") of about 70 exhibited animals (Mammals, Birds, Reptiles) are ready for circulation.

In each State of the Indian Union, the Director of Public Instruction (or Director of Education) encourages extra-curricular scientific activities in educational establishment and special grants assist improvement in science teaching. In Uttar Pradesh, prizes are

offered to students in schools and colleges for essays on a subject of the candidate's own choice, thereby encouraging and developing the habit of reading science and of following and of assimilating the progress of science in fields outside the reader's special interest.

FINANCES

Whilst the schools or colleges are able to provide free most of the facilities required for the organizing of the Clubs activities, money is, in most cases, nevertheless, required in the form of membership fees or subscriptions of the members to cover miscellaneous programme expenses. These annual subscriptions vary from a few annas, in the schools, to 2 to 3 rupees, in the colleges.

EXTENT OF THE MOVEMENT

The Science Co-operation Office for South Asia has collected some information on some 100 Science Clubs in India. The number of clubs in existence is much larger than this, as may be deduced from the fact that some 1,000 establishments of secondary and higher education (30% colleges, 70% schools) are in operation in the urban areas of India, each of which may actually or potentially be the home of one or more science clubs or societies. It is estimated that, out of the total number of students (30,000) of these establishments, only perhaps 5% or 1500 are active members of the clubs.

These figures show the potential strength of the Science Club movement and the extent of the field that is open for assistance to the movement (e.g. by increasing the appeal and quality), its activities and the cost of its operations, by some form of central planning of supplies of literature and material.

Such assistance and recognition may also encourage the scientific bodies in cities such as Bombay, Poona, Allahabad and Calcutta, which already assist the Clubs by arranging talks and excursions for science students, to give increased support to the Science Club movement.

(UNESCO South Asia Science
Co-operation Office, Delhi.)

FROM CURRENT PERIODICALS

A Digest prepared by
S. MARIA JOSEPH, B.A., L.T.

“Teacher Rating is the Responsibility of the Entire Profession” by Paul J. Misner, in the *Education Digest*. The following points are worth consideration :

Teachers are being evaluated continuously whether or not any planned provision is made for evaluation. Students pass favourable and unfavourable judgments on their teachers. Parents recognise superior teaching and insistently request the services of some teachers rather than of others. Evaluation of teachers by their own colleagues is inevitable.

But as long as teachers' salaries remain indefensibly low there is little need or justification for evaluation. However, it is inevitable that the achievement of better salaries for teachers will be accompanied by a public demand for increased professional training and for evidence that teachers are rendering effective and competent service.

For the last five years a plan of teacher evaluation has been operated experimentally in the schools of Glemoe, Illinois. The plan provides for three levels of teacher service and development probationary, professional

and career-teacher. The period of probationary level includes the first two or three years of service in the school system. The period of professional development includes eight or nine years of service. At the end of this period teachers become eligible for classification on the career-teacher schedule.

The placement of teachers on the different grades is determined by a personnel committee composed of two teachers elected by the faculty, the Chairman of the Education Committee of the Board of Education and two representatives of the administrative and supervisory staff. For the placement of teachers on the career level, however, there is a Merit Board.

Both the Merit Board and Personnel Committee base their judgments on objective evidence and on sound methods of appraisal.

Whatever the limitations of the plan may be, it has provided opportunity for a democratic and co-operative attack on the problems of selection, placement, promotion and separation and has eliminated the arbitrary control of the administrative officials.

FROEBEL'S CENTENARY

FOUNDER OF THE KINDERGARTEN MOVEMENT

Friedrich Froebel, who died 100 years ago tomorrow, was one of the great teachers who have decisively influenced education thought and practice. His teaching is one of the sources to which so much that is often thought to be characteristically modern in contemporary education can be traced—"child centred" schools, learning by doing, the educative value to play, and the pre-eminent importance in a person's development of his or her earliest years. His example and the zeal of his followers have contributed to the gradual ascendance of these ideas in Europe and America.

Froebel was born in Thuringia in 1782, the fifth son of a village pastor. His childhood was unhappy, but it gave him what such unhappiness often does, a clarity of recollection and a keen insight into the minds of children. When nearly 11 he was sent to live with his uncle at Stadt-Ilm, and a few years later began the first of a series of false starts by being apprenticed to a forester. This lasted no more than two years, but the interlude was decisive in the development of his mind. He could enjoy without interruption that "intimate communion with nature" which he recalled about 20 years later in a long autobiographical letter to the Duke of Meiningen.

PLANTS AS SYMBOLS

From this Froebel came to believe that "plants, especially trees, are a mirror or rather a symbol of human life in its highest spiritual relations". The exact nature of the symbolism is obscure on account of the cloudy metaphysics to which, a victim of his time and country, he was prone. But this much is clear: Froebel believed that men, like plants, grow according to laws inherent in their own nature. The teacher's job then is precisely parallel to the gardener's—to provide the environment in which the child's facul-

ties may unfold secure from drought or blight. *Kindergarten*, the word Froebel invented for his first nursery school at Blankenburg, was coined with precision.

From the forest Froebel went to study at Jena University (where more through ignorance of the world than any tendency to delinquency he spent nine weeks in the university prison for debt). At Jena, and subsequently at Gottingen, he studied a great variety of subjects, returning always to the natural sciences. From then he acquired the second great principle of his educational theory, the preception of "unity in diversity, the correlation of forces, the interconnection of living things"

He had a keen sense for the inner connection of things—ever, for example, of the time-table of a military recruit. He records that when he joined the Prussian forces against Napoleon in 1813, "among the first things I took in hand was an attempt at finding the inner necessity and connection of the various parts of drill and military services". And in this piece of detection, which has defeated many a citizen soldier since, he claimed to have succeeded. Inner unity and interconnectedness were what he sought in his own teaching and it was the lack of these very things that he criticized in Pestalozzi's school at Yverdon.

EARLY TEACHING YEARS

He spent two years at Yverdon as a young man, soon after he had tried his hand at teaching and found it without question his vocation. Pestalozzi had by that time made for himself an international reputation and his school was visited by princes of Europe as well as by poor schoolmasters. Froebel admired much of what he saw and later made it his own. Indeed Pestalozzi and J. J. Rousseau were educational antecedents, but he was critical of some of Pestalozzi's methods. There was, he thought, too much positive instruction

and learning by heart as well as in sufficient integration, as it would now be called, of the different subjects.

In 1816 Froebel was called upon to put into practice the ideas that had been germinating in his mind. Two of his brothers had recently died and he undertook the education of their children. For this he opened a school, which was shortly moved to Keilhau, in partnership with two friends, Middendorff and Langenthal, whom he had got to know when soldiering. They both married into Froebel's family and there was founded the close and harmonious society that carried forward Froebelian ideas for many years.

His work at Keilhau confirmed Froebel in his opinion that the earliest years of childhood are of first importance. The children who came to him at the age of nine or ten had often formed bad habits of conduct and learning that were difficult to correct. Each stage of growth, he argued, evolved from the one before, and if the first went wrong the rest would be infected. So he came to open the first Kindergarten at Blankenburg and founded the prototype of the institution for which he is chiefly famous.

The kindergarten carried its children forward with as little break as possible from the gentle instruction of their mothers. In giving it method Froebel devised his "gifts" and "occupations" which eventually became something of an embarrassment to his followers. These were balls, blocks, and coloured tablets—toys for the children's play with which to give them, through an elaborate symbolism, an intellectual grasp of the laws of nature as well as some manual dexterity. The occupations were closely defined exercises in folding paper, pricking designs, drawing on squared paper, etc. He also published his *Mutter-und Kose-Lieder*, a collection of action songs and singing games. Surprise has often been expressed that Froebel, who rebelled against the formal instruction of his day, should have relapsed himself into such rigid schemes; but he was a "gardener of children" and these were the poles and

trellises up which his plants would grow. Their activity needed precise direction if it was to achieve harmonious development.

Other Kindergartens were established and training of teachers for them undertaken. Froebel had the unhappiness before he died of seeing them suppressed in Prussia during the aftermath of the abortive resolutions of 1848; but the dispersal of liberal Germans at this time had a good effect that Froebel did not live to see. This was the transplanting of the movement to the other countries of Europe and to America.

A LONDON KINDERGARTEN

To his disciples Froebel seemed inspired, but to the incurious among his contemporaries he simply appeared eccentric. The Baroness von Marenholtz-Bulow, making her annual visit to the baths at Liebenstein in 1849, asked her landlady what had been happening since her last visit. She was told that a man had come to live at a small farm near the springs who danced and played with the village children and consequently went by the name of "the old fool". The Baroness looked into the story, found that the old fool was Froebel, and became the most influential propagandist of his ideas. It was she who first publicized Froebel's teaching in England, making this country the scene of the first of her numerous lecture tours. A kindergarten had already been started in London in 1851 by two German immigrants, and the movement took root, helped by the fact that nursery education was already an established object of philanthropy.

The kindergartens began to train teachers and later, mainly between 1874 and 1892, Froebel Training Colleges were established. The Froebel Society was founded in 1874 for the purpose of general propaganda, and the Froebel Union, an examining body, a little later. These amalgamated in 1938 to form the National Froebel Foundation. The Training Colleges now work in with the University Institute of education. Thus the schools

have received a steady supply of Froebel trained teachers—last year 453 certificates were awarded.

The spirit of Froebel's teaching still lives. His techniques, gifts, occupations and songs have been superseded, as it is natural that that they should, for they were based on an insight that preceded—though it often anticipated—the scientific study of children and modern theories of the psychology of learning. There is, moreover, one fundamental position of Froebels' which it is difficult to sustain; that nothing but good can come from the unimpeded unfolding of human nature, which is what education ideally is, and that any evil that is imported into the process comes from the environment.

His Christianity, which was deeply felt but quite unorthodox, furnished him with this assumption: "The

naturally trained child, requires no definite Church forms, because the lovingly fostered and therefore continuously and powerfully developed human life, as well as the untroubled child life also, is and must be in itself a Christian life." Such disregard of the doctrine of original sin and its pedagogical implications (which the labours of psychologists independently support) must render unsound in places any educational theory. But it is allowed to no one to be wholly right, and Froebel's importance is not to be reckoned by the number of times he escaped error. He is remembered because he gave education a new direction; his slogan *Kommt, lasst uns unsern Kindern leben* sums up the attitude that determines the methods of countless teachers who are not in any formal sense Froebelians.

"The Times", dated 20th June, 1952.

OUR LETTER BOX

E. S. L. C. EXAMINATION

SIR,

The Government of Madras is contributing substantially in removing illiteracy and educating the adults by permitting the grown up people to appear for the E. S. L. C. (Elementary School Leaving Certificate) examination by private study. But these private candidates are not permitted to offer English as their optional subject. Hence, while this concession is a boon to all those who were not fortunate to have a regular schooling in their younger days, it is also disadvantageous to many who eagerly desire to have some proficiency in English also.

Though the English Raj is no more, the English language, because of its universal use, plays an important role in our country even to-day. It is therefore natural for the private candidates of E. S. L. C. examination to wish to have some working knowledge at least

of the English language. This knowledge of English will be of great help to them to appear further for the Matriculation Examination of the Madras and the Andhra Universities as private candidates under certain conditions. If necessary, the Government may insist that these private candidates should have systematic coaching under a trained graduate for appearing for the E. S. L. C. examination with English.

Will the Madras Government permit the grown up adults to offer English and Hindi in the E. S. L. C. and thus spread education more rapidly in this State?

S. R. SASTRI, M.A., B.O.L.,

Siksha-Mantri.

*Dakshina Bharat Hindi
Prachar Sabha,
T'Nagar, Madras.
9th Sept., 1952.*

INDIAN EDUCATIONAL PERIODICALS

Review by Sri J. VAIDYANATHAN

"Teaching" :—The June 1952 issue is devoted entirely to the problems connected with 'Audio Visual Aids in Education'. The articles present various aspects of what can and should be done in order to make Audio-Visual aids an effective means of educating the young. The first article deals with films, film-strips, their special quality, their power to depict movement, their emotional effect heightened by sound and the methods of using them in teaching skills, teaching facts, stimulating activity and establishing attitudes. The second article points out how a resourceful teacher can make Visual Aids at a cheaper cost. Detailed instructions are given as to how a projection lantern, a film-strip projector, an episcope and a simple microscope can be constructed. The Role of School Broadcasts is the topic of the next article and it shows how school broadcasts can bring zeal and variety to the class-room. The article on Audio-Visual Aids in teaching stresses their importance in helping the backward children to interpret the spoken word in terms of their own experience. The article gives a eleven point action programme to make the scheme a success. The article on the use of the radio in the teaching of Geography is also very interesting.

The Educational Review—July 1952. Among the articles on education the article on the place of Sanskrit in National Education deserves the attention of all who take pride in the glorious past of India. India's future depends on the comprehensive study of her past achievements found in her ancient sacred books. The right guidance to her glorious past can be found only in the study of Sanskrit literature. To explore the mine of knowledge of India's past Sanskrit should be

studied on a wide and national basis. A compulsory study of Sanskrit by one and all with a faith in our culture is essential if we should not lose the treasure of knowledge. The article on "Sound Mind and the Sound Body" clearly says that Physical Education is a lifelong process. Any neglect of the physical care of the infant, the child or the adult seriously affects the health of the future generation. Democracy in Educational Administration is another interesting article. The article rightly stresses that democracy in a school need not upset the relationship between the students and teachers.

The Teachers' Journal—April and May, 1952. *The teacher in a secondary school* is an article intended to stir the teacher to assert himself to be able to give a correct lead to the Secondary Education Commission. The article on the teaching of mathematics emphasises on the aim and the ideal in teaching the subject. It lays stress on the problems having a bearing on practical life. A look into the system of Modern Education is an interesting article. It points out the unhealthy competition instead of the healthy co-operation in the present day schools. It is because too much importance has now been attached to examinations. Students of the present-day are not willing to grasp anything. They purchase heaps of help books, made eases, and sure success guides in order to get a certificate through the shortest possible routes. They never realise the distress prevailing in the land. They are merely book-worms, unfit for any constructive work.

The Progress in Education—May-June, 1952. In the article on 'The Successful Teacher' education has been defined as the influence of a mature mind upon an immature mind. Any

one may suggest a scheme of education but it is only the teacher that has to implement it. The great task of education cannot be done by ill-paid teachers who evoke no respect and who have to eke out a scanty living somehow. Good memory, will power and kindness are three fundamental abilities to make a good teacher—A teacher should always be pleasant looking and have a friendly voice. Severe forms of punishment should never be used. A successful teacher should have fairness, firmness and a good humour.

The article on "A New System of Examination" says that the progress of a student should not be measured only by the results of the Annual Examination but by taking into careful consideration the following items: (i) His attendance during the year. (ii) His behaviour in the class-room and on the playground. (iii) His class-work and home-work. (iv) His result in the periodical tests and terminal tests. A glimpse of the progress chart and the rules for promotion are also given.

Educational India—August, 1952 contains a thought-provoking article on

'Man—What is He?'. Science cannot explain how the human mind works and what it is. To-day people know more about atom than about the mind that knows the atom. After dealing about the mysterious nature of human mind the writer says that life from start to finish is a co-operative enterprise. Hence the goal of education should be to discover the methods by which human beings may co-operate in patterns of family, community, nation and associations of nations. The article on "Imagination in Education" lays emphasis on the importance of having a flexible outlook. Imagination and creation are the essential attributes of a civilised man. Hence the aim of education should be to engender before puberty imagination and creation so that they may become habits. There should be an atmosphere of freedom in education to develop these two qualities. The editorial deals with the several aspects of Women's Education and the Educational policies. There are interesting articles on Basic English, Basic Education and Engineering Education in India.

THE SOUTH INDIA TEACHERS' UNION

Diary for the months of August and September, 1952.

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| August 6 | The South Indian Teacher, May-June 1952—Published. |
| " 7 | Journal Committee meeting. |
| " 9 | President presided over the Annual Conference of the Chingleput District Teachers' Guild at Madurantakam. |
| " 16 | Central Education Week Committee constituted. |
| " 21 | Journal Committee meeting. |
| " 23 | Education Week Sub-Committee meeting. |
| " 30 | President presided over the Tanjore District Teachers' Guild Conference at Tirukattupalli. |
| " 31 | President addressed at the Annual Conference of the Tiruchirappalli District Teachers' Guild at Trichy. |
| Sept. 4 | Journal Committee meeting. |
| " 5 | Balar Kalvi, June-July 1952—published. |
| " 18 | Journal Committee meeting. |
| " 20 | Meeting of the Presidents and the Secretaries of the District Teachers' Guilds and the Members of the Executive Board to discuss the Questionnaire of the Secondary Education Commission. |
| " 22 | Balar Kalvi, August 1952—published. |
| " 24 | The South Indian Teacher, July-August 1952—published. |

NEWS AND NOTES

KARAIKUDI.

The Inaugural Address of the S.M.S. High School, Karaikudi, for the year 1952-53 was delivered by Dr. K. P. K. Menon, Professor in English, Dr. Alagappa Chettiar College, Karaikudi, at 5-30 p.m. on Wednesday the 20th August, 1952.

After prayer the Headmaster Sri K. R. Srinivasa Ayyar, B.A., L.T., welcomed the guests.

The Portrait of the late Headmaster A. Ramanuja Ayyangar, B.A., L.T., was unveiled by Sri V. Vijaya Raghavan, B.A. (Hons.), Lecturer in Mathematics, Dr. Alagappa Chettiar College.

Expressing his indebtedness to his master who served in this institution for a record period of 28 years, the speaker mentioned the great qualities of the head and heart of the late Headmaster.

In the course of his Inaugural Address, Dr. Menon pointed out the present deterioration among the students of to-day in their educational attainments in general and in English in particular. He stressed the need for improving the present state of affairs both in colleges and in schools.

After a vote of thanks proposed by Sri V. Aravamudu Ayyangar, B.A., L.T., President of the Association, the meeting came to a close.

VILLIVAKKAM

Dr. (Miss) J. F. Forrester, B.A., (Hons.) Ph.D. (London) of St. Christopher's Training College, Madras, delivered the inaugural address of the Singaram Pillai High School Teachers' Association, Villivakkam on Wednesday the 20th August, 1952.

In the course of her address, the learned doctor spoke as follows :

We have to remember that English is now to be learnt as a foreign language and that we have therefore to adopt methods used by teachers of English as a foreign language. A dis-

tinction between a living language and a dead language has to be made. Pupils should be able to speak the living language, and the teacher should control and select the vocabulary and sentence structures he is using. There should be frequent drill in the use of those structures. The pupils should feel that they have learnt something definite at the end of each period. Each structure learnt should be built on those taught previously. There should be a grading of sentence structures. Experiments in such teaching have been carried out by Mr. C. C. Fries in Latin America, the scheme of which may be seen in the U.S.I.S. Library. In Wales also, experiments in the teaching of English are going on, as there are Welsh children who know no English until they come to school. The Welsh language is quite different from English.

In teaching English, oral work should precede the teaching of reading, and the pupils need drill in the correct order of words in a sentence and in the correct structures. Statements and questions should not be mixed up and should be taught separately. The several types of questions also should be taught separately. Pupils should have good drill in each of these.

The mother-tongue need not be tabooed but should be used very sparingly, and in giving instructions to the class. The teacher should not use any words or structure which he has not taught to his pupils. In big classes, a half of the class may be made to practise handwriting, while oral work may be taken with the other half. For handwriting, charts showing the formation of letters may be used. The children should first learn the script, and learn to join the letters in due course. Reading material should be written only in the structures which the pupils have learnt orally.

In the high school classes there must be language exercises. Functional grammar is grammar in action, and this should be taught in graded structures

up to the IV Form. Grammar topics should be illustrated liberally in the text. Complex sentences and sequence of tenses should be taught in the later stages. Different types of composition should be chosen, those involving narrative, dialogue, short description, working of machines, natural phenomena, etc. requiring different tenses so that pupils may learn when to use different tenses. Poetry requires special treatment, but there should be common ground between prose, composition and grammar. Practice in reading aloud should be given, but silent and rapid reading for comprehending a passage should also be encouraged. Boys should be trained in this by being asked to find answers to questions given before the passage is read. Extensive reading need not be based only on the old vocabulary, but the matter may have new words also, so that pupils may have chances to expand their vocabulary.

At the end of the lecture, Sri V. S. Krishnaswami Iyengar, Headmaster, thanked the learned lecturer for the valuable suggestions she had given in the teaching of English and give an inkling into the new syllabus in English that she has framed for the Madras Secondary Education Board. After a vote of thanks by Sri S. Vaideeswara Iyer, Secretary of the Association, the gathering dispersed.

KUMBĀKONAM

There was an extraordinary meeting of the Kumbakonam Educational Society on 30—8—1952, when the Director of Public Instruction addressed the gathering. In the course of his address, he explained the language policy in the re-organised system of secondary education. Regarding English, he observed that the approach hereafter would have to be entirely different and that it would have to be taught within a shorter period and in much the same way as it was being taught to foreigners on the Continent. He felt that, in the present posture of affairs, English and the mother-tongue alone should be compulsory and that

facilities should be given for the study of classical languages and the national language. Speaking on the economic position of teachers, he said that they could always count on him to do his best to better their conditions of service.

Sri V. Raghava Iyengar, President of the Society presided. Sri S. Ramamurti, Secretary proposed a vote of thanks.

GREAT BRITAIN

INDIAN STUDENTS' RECEPTION TO MR. KHER

The Indian High Commissioner in the U.K., Mr. B. G. Kher, will open the £ 100,000 hostel and headquarters of the Indian Students' Union (Y.M.C.A.) in London in November. Mr. Kher announced that he had accepted an invitation to do so at a reception given to him and Mrs. Kher by the I.S.U. at the University of London on August 7.

CHICAGO

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Safety with Everyday Tools.

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S. I. T. U. Protection Fund Ltd.

OBITUARY

We regret to have to announce the death of Sri M. Jacob, Assistant, Municipal High School, Nandyal, Kurnool Dt. on 24—8—52. The claim amount (Policy No. 5095 for 3 Units) amounting to Rs. 772—8—0 will be paid to his nominee on receipt of the claim papers in order.

V. B. MURTHI,

Secretary.

FROM OUR ASSOCIATIONS

CHINGLEPUT

The Annual Conference of The Chingleput District Teachers' Guild was held at the Hindu High School, Madurantakam on Saturday the 9th August, 1952. A large number of teachers from all over the district attended the conference. The Headmaster and the staff of the Hindu High School were AT HOME to the members of the Guild.

Sri S. Natarajan, President of the S.I.T.U. presided over the conference.

Sri A. M. Kanniappa Mudaliar, President of the Guild welcomed the guests. He referred to the good work done by the Guild and the need for sustained work if the Guild should become a useful member of the S.I.T.U. Referring to the great service rendered by Sri Natarajan to the teachers of the State, he appealed to the members to emulate his noble example of unstinted service to the cause of the teaching profession.

Sri S. Natarajan who spoke on "New Goals for Secondary Education" outlined the new objectives that must engage the attention of teachers and emphasized the need for a thorough examination of these objectives in the altered conditions of our country. He observed :

"In the Independent India of today, the task of Secondary Schools should no more be mere production of eligibles to the University Courses of studies but to prepare future leaders with ability to think, weigh evidence, come to right judgment and influence and infuse confidence in others. The approach to the curriculum should therefore lead the pupil to creative thinking, mental and physical health, acquisition of fundamental skills, a proper understanding of his place in relation to the past and the future and appreciation of his rights and responsibilities in society. The teacher in Free India is therefore not a mere wage-earner but a national worker ever alive to

the responsibilities of the onerous task of preparing the future leaders of the country".

Messages from Sri N. D. Sundaravadivelu, Deputy Director of Public Instruction, Sri A. Padmanabha Naidu, Chief Inspector of Physical Education and Sri E. H. Parameswaran, M.L.C., were read by Mr. John Wilson.

Mr. K. S. Rajaram Iyer read the resolutions already passed at the General Body meeting.

Mr. John Wilson proposed a vote of thanks. He thanked Mr. K. S. Rajaram Iyer and his staff for the hospitality and for all the nice arrangements made by them for the conduct of the conference.

The Annual General Body meeting held earlier was presided over by Sri A. M. Kanniappa Mudaliar, President of the Guild.

The minutes of the previous meeting, the annual report for 1951-52 and the statement of accounts were passed.

The following office-bearers were elected for the year 1952-53 :—

President :

Sri A. M. Kanniappa Mudaliar,
B.A., L.T., *Headmaster*,
Pachaiyappa's High School,
Kancheepuram (*Re-elected*)

Vice-Presidents :

Sri K. S. Rajaram Iyer, B.A., L.T.,
Headmaster,
Hindu High School,
Madurantakam.

Sri G. Edward Paul, B.A., L.T.,
St. Columba's High School,
Chingleput.

Secretary & Treasurer :

Sri John Wilson, M.A., B.T.,
Anderson High School,
Kancheepuram. (*Re-elected*)

Representative to the

Executive Board of the S.I.T.U. :

Sri A. M. Kanniappa Mudaliar,
B.A., L.T., *Headmaster*,
Pachaiyappa's High School,
Kancheepuram.

The following resolutions were passed :—

This Conference while thanking the Government for granting fee concessions to children of teachers in Aided Elementary and Secondary Schools, notes with regret that the Government have turned down all the requests made by the Union, viz.,

- (i) House rent allowance for teachers in aided institutions.
- (ii) Raising the age of Retirement of teachers to 60 years.
- (iii) The establishment of a Teachers' Council.
- (iv) Revision of Scales of pay of teachers as recommended at a Conference of Presidents and Secretaries of the District Guilds and urges the Government to reconsider the requests at an early date.

(2) This Conference once again requests the Government to review the question of compulsory teaching of Crafts in the lower forms and recommends that it may be taught as an alternative to Hindi as provided in the 1950 Language scheme.

SOUTH KANARA

A meeting of the Teachers' Council of the South Kanara District Teachers' Guild was held on 20th July, 1952. In the absence of the President, Sri U. Keshava Rao, Vice-President took the chair.

Resolution

Resolved that a Provisional Reception Committee consisting of the following persons be formed in order to enrol members and organize the Reception Committee of the 1953 State Educational Conference proposed to be held in our District. The persons are requested to agree to serve on the Committee.

The President, District Board, South Kanara,

The Chairman, Mangalore Municipality.

The Chairman, Udipi Municipality.

The President, Dt. Secondary School Headmasters Association.

The Secretary, Dt. Secondary School Headmasters Association.

The President, Dt. Aided Secondary School Managers' Association.

The Secretary, Dt. Aided Secondary School Managers' Association.

Sri U. Kannappa, Retired District Educational Officer, and President, Local Library Authority.

Sri M. S. Ekambara Rao.

Rev. Fr. W. F. Sequeira S.J., President, S. K. District Teachers' Guild.

Sri U. Keshava Rao, Vice-President, S. K. District Teachers' Guild and

Sri U. Srinivasa Kini, General Secretary, S. K. District Teachers' Guild.

The General Secretary of the Teachers' Guild will be the convener of this Committee.

The Committee will frame its own rules of business. It will have power to co-opt.

Necessary funds from the Teachers' Guild will be advanced for the preliminary work, to be recovered later from Conference collections.

NORTH ARCOT DISTRICT

The annual conference of the North Arcot District Teachers' Guild was held in the Danish Mission High School, Tiruvannamalai, on Saturday the 23rd August 1952. Sri K. Duraisami Iyengar, M.A., L.T., President of the Guild, presided. The annual report and the budget for the year 1952-53 were presented by the Secretary Sri G. V. Ramana Rao and passed.

The following office-bearers were elected unanimously for the year 1952-53 :—

President :

Sri R. Devanesan, B.A., L.T.,

Principal,

Danish Mission High School,
Tiruvannamalai.

Vice-President :

Srimathi Gupta, B.A., L.T.,
Headmistress,
 Municipal Girls' High School,
 Tiruvannamalai.

Secretary :

Sri S. G. Arumanayagam,
Assistant,
 Danish Mission High School,
 Tiruvannamalai.

Joint Secretaries :

- (1) Sri G. V. Ramana Rao,
Assistant,
 S. V. High School, Vellore.
- (2) Sri Varadachari of Ambur.

*Representative of the Guild on
the S.I.T.U. Executive Board :*

(In addition to the Secretary)
 Janab Fazlur Rahman, B.A., L.T.,
Headmaster,
 Islamiah High School,
 Pernambut.

Resolutions were passed concerning Silver Jubilee Souvenir, educational fee concessions, salaries and house rent allowance and S. S. L. Certificate.

KURNOOL

The 28th annual conference of The Kurnool District Teachers' Guild was held in the Municipal High School, Kurnool under the distinguished presidentship of Dr. C. B. Rao, M.Sc., L.T., Ph.D. (London) Dip. Com., Principal, Government Training College, Kurnool on 30—8—1952 at 3 p.m. A large number of mofussil delegates from places like Nandyal, Nandikotkur, Gudur, Kodumur, Nosam, Dhone, Panyam and several other places attended the conference. The total number of delegates that attended the conference was about 200.

The conference began with introduction by Sri H. Krishnamurthy, Secretary of the Guild. After prayer by Sri A. S. Parabrahmam, Sri K. N. Pasupathi, the President of the Guild, welcoming the delegates and other guests stressed the need for raising the status of teachers if the educational system was to work successfully. He briefly narrated the various disadvantages

under which the schools were now working. He appealed to all the teachers in the district to strengthen the Guild by enrolling themselves as members and take the earliest chance of getting the benefit of the S.I.T.U. Protection Fund.

Opening the conference, Sri M. Lakshminarasu, District Educational Officer, Kurnool, referred to the fall in the standard of English in the High Schools and reminded the teachers of their duty of finding out ways and means of improving matters. Adequate attention by teachers towards the practical aspect of citizenship training and social studies was insisted upon in course of his opening speech. He appealed to the teachers to adjust and equip themselves to the needs in the reorganised scheme.

In his presidential address Dr. C. B. Rao said that the Government must tackle the language problem, facing the students, passing out of under the reorganised scheme of secondary education, when they entered the college course. On account of the low standard of English in high schools students found difficulty in adapting themselves to collegiate education. The standard of English had to be maintained.

After tea, there was an interesting talk on "The Teacher in South Africa" by Sri S. John Jeevaratnam, Senior English Master, Tongaat, Natal. Then followed the symposium on "The four years of reorganised syllabus at work". This was initiated by Sri N. V. Krishnamurthy, M.A., Lecturer, Osmania College, Kurnool. Messrs. K. Neelakanta Rao of Coles Memorial, Kurnool, M. L. N. Sarma of Board High School, Kodumur, S. John Sunderiah of S. P. G. High School, Nandyal and D. N. Babu Rao of Coles Memorial High School, Kurnool took part. The discussion was lively and informative; the field covered was vast including both the administrative and the academic sides.

The Secretary, Sri H. Krishnamurthy, gave out the activities of the Guild during the year. The Secretary narrated the activities of the S.I.T.U. under the able and valuable guidance of

Sri S. Natarajan during the year and the recent Madras State Education Conference, at Coimbatore. He told the teachers not to lose heart simply because they are supposed to be satisfied by the Government with the fee concessions made available for their children. He reminded them of the fact that the Central Government has been seriously considering to ameliorate the hardships of teachers and said that the S.I.T.U. would not leave the matters as at present.

The Secretary said that he would place the consolidated views expressed in the symposium of the evening before the Executive Board and the Working Committee of the S.I.T.U. and do the needful.

Resolutions were passed relating to salary, allowances, age of retirement, leave, etc.

In the end Mr. Krishnamurthy thanked the delegates and other guests.

RAMANATHAPURAM

The annual conference of the Ramanathapuram District Headmasters' Association was held at 11 a.m. on Saturday the 9th August, 1952 in the Madura College High School, Madurai with Janab C. O. T. Kunhi Packi, B.A., L.T., District Educational Officer, Ramanathapuram in the chair. After prayer by Sri C. Viswanatha Iyer, Sri R. Narayanan Servai, Vice-President welcomed the gathering. The President in his introductory speech emphasised the useful work that can be done by the Association. From his own experience as a Headmaster, he said he had often felt the need for consultation with brother-headmasters on many an educational problem. Moreover, many ideas shy of coming into shape and activity would mature under the influence and encouragement available in periodic conferences.

Sri C. Raghunathan, Divisional Inspector of Schools, Madurai, in inaugurating the Conference, exhorted the Headmasters to justify the existence of a separate association like theirs by discussing academic problems and con-

veying to their respective staffs the agreed conclusion arrived at. Teachers could be considered beforehand and headmasters as representatives of their opinions could meet and thrash out all issues. He pointed out that in language-teaching, the emphasis should be on quality and not on quantity, and plenty of opportunities for expression and creative work should be given at all stages. Syllabuses are there only for guidance, and especially in the New Scheme they have to be confirmed only after honest trial by experienced Masters, and he hoped that, instead of being confined to prescribed syllabuses and slaves to text-books, they would realise their responsibilities as educationists and ever strive towards better education. The pupils should be made to take pride in manual labour. Teachers ought not to rest content with class-room teaching but establish individual contact with pupils and maintain cumulative records about their talents and traits. He was pained to come across stray instances of brutal handling of pupils by teachers even today, and he hoped that teachers would refrain from punishing boys barbarously and treat the children as human material needing understanding and sympathy. He pointed out that the ideal teacher should be up-to-date and thoroughly well-informed, and clean, decent and dignified in his dress.

Sri M. Rajah Iyer initiating a discussion on "New Type Questions and their suitability in language-teaching", pointed out that in view of their objectivity, reliability and precision, the New Type Questions do have a definite place in the scheme of examination and that, while the traditional type of questions mostly test the active command of the language, it is necessary that the passive command also should be tested, and the New Method Tests will prove invaluable for the purpose. He suggested that 30% of the maximum could be allotted for Recognition Type of Questions like multiple choice, true or false, Matching and Sequence Tests. The President and Messrs. P. Ramanatha Iyer, K. Naga-

rajan and N. S. Krishnamoorthy Iyer took part in the discussion, and on the President's suggestion, it was agreed that New Type Questions have a place in language teaching, and that the distribution 30 : 70 could be considered reasonable for English in the higher forms but that it should be 95 : 5 in the I Form and equally high in the II and III Form, and that the possibilities of using New Method Tests in the Regional Languages should be studied and reported.

Resolutions were passed requesting the Secretary, Board of Secondary Education, Madras to intimate whether New Type Questions are to be introduced in the English Question Papers for the S.S.L.C. Public Examination to be held in March 1953 and if so to send model question papers sufficiently in advance; requesting the Government to extend the educational concessions recently granted to the children of N.G.O.'s and teachers to the children of the entire establishment of educational institutions including non-teaching staff, and requesting the Director of Public Instruction to amend his proceedings so as to permit the formation of Audio-Visual Education Committees at School with the Headmaster as President, one teacher representative and three student representatives, like the Games Fund Committee.

The President in his concluding remarks wanted the Headmasters to implement the decisions arrived at relating to the introduction of the Recognition Type of Questions in Languages and expressed the hope that the Association would meet oftener to discuss academic problems.

Messrs. G. Sundaram Iyer of Devakottai, N. S. Krishnamoorthi Iyer of A'Thekkur and M. Rajah Iyer of Ramnad were elected President, Vice-President and Secretary for 1952-53.

A resolution was passed placing on record the appreciation of the services rendered by Sri A. Subramania Pillai and Sri R. Narayanan Servai as President and Vice-President of the Association,

Sri M. Rajah Iyer proposed a vote of thanks and the session ended at 1-15 p.m.

TIRUCHENDUR

The annual conference of the Tiruchendur Taluk Aided Elementary School Teachers' Union was celebrated in a fitting manner on 30-8-1952 in the premises of the Board High School, Tiruchendur. Sri E. H. Parameswaran, M.A., L.T., M.L.C., presided over the conference.

Sri E. H. Parameswaran, M.A., L.T., M.L.C., in his presidential address thanked the Government for the fee concession granted to the children of teachers and opined that there should be definite planning if Article 45 of the Constitution was to be successfully implemented. He was glad that the Government had cancelled G.O. No. 2775 regarding the formation of District Unions in place of Taluk Unions. That it was the duty of the Government, the teaching profession, and the people alike to help in the implementation of Article 45 which contemplates "Free and Compulsory Education" up to the age of 14 was the theme of his address. While he appealed to the Government and the public to give the teachers a living wage, he advised the teachers to become cent per cent efficient and do their best for the cause of education.

A welcome address was also presented by the Union, to Sri K. T. Kosalar, M.L.A. from Sattankulam Constituency, to which he suitably replied.

In the afternoon session Sri N. Krishna Iyer, Secretary of the Tinnevely District Teachers' Guild spoke on "The Teachers' Place in Society". After the concluding address and vote of thanks the conference terminated with the singing of the National Anthem.

Earlier at the business meeting, the Headmaster of P. M. School, Kula-sekharapatnam Sri N. Venkatachalam and his assistant Sri R. M. Ganapathi were re-elected President and Secretary of the Tiruchendur Taluk Aided Elementary School Teachers' Union.

In the open conference resolutions were passed relating to fee concession to teachers' children, salaries of Secondary Grade Teachers in elementary schools and E. S. L. C. Examinations.

AMBASAMUDRAM

The Thirteenth General Body Meeting of the Ambasamudram Taluk Aided Elementary Teachers' Union was held on 23—8—1952 at Kallidaikurichi with Sri R. Chandrasekara Iyer in the chair. About 150 delegates were present.

The following office-bearers were elected for 1952-53 :—

President :

Sri M. Krishnan,
Hindu Elementary School,
Ambasamudram.

Vice-Presidents :

Sri M. Viswanathan,
C. C. Elementary School,
Kadayam.

Sri M. Gopalakrishnan,
Sarada Vidyalaya,
Viravanallur.

Secretary :

Sri S. R. Narayana Rao,
Committee Hr. Ele. School,
Cheranmahadevi.

Joint Secretary :

Sri M. P. Subramanian,
C. C. Elementary School,
Kadayam.

Members in the Guild Executive :

Br. Viswasam,
S. H. J. St. Joseph's Ele.
School, Vikramasingapuram.

Sri S. M. Palani,
C. H. H. Ele. School,
Kooniyur.

Resolutions were passed requesting the Government to raise the basic salary of Elementary School Teachers, to pay H. M. allowance separately, to conduct T.S.L.C. Examination twice a year, to permit the appointment of trained but failed teachers without applying for exemption and to publish the marks of failed candidates in the E.S.L.C. Examination.

(Continued from Page 282)

ments, carried out in India. Part I deals with the tests for the school room. The advantages and limitations of the new type tests are well described. Our aim is to improve the type of examinations so as to eliminate the chances of what may be called good or bad luck. The principles which go to make up a good test are given in pages 108 and 109. The work of the S.I.T.U. has been referred to in page 82. The Mathematics Test papers prepared by the S.I.T.U. can be used effectively, as suggested by the author, in diagnostic work. Part II deals with psychological tests. Though intelligence tests are now being adapted for use in India, the wide use of such tests in our average rural schools is still a long way off. We are glad that the author has mentioned about the work of the S.I.T.U. The non-verbal test of mental ability (page 174) was carried out under the auspices of the Madras Teachers' Guild.

We would have welcomed some more details of the work done in Madras, in much the same way as the work done in other States. Though teachers organisations in Madras are taking interest in this matter, it is evident that there has not been enough publicity.

The book is well got up and will be an excellent help to all teachers. It will be a most useful and oft consulted book in every school library.

Receipt of the following publications is thankfully acknowledged :—

1. C. C. C. High School, Perambur—Report for the year 1951-52 and Founder's Day celebrations.
2. Board High School, Murikipudi—Annual Calendar for 1952-53.
3. St. Paul's High School, Vepery, Madras—Report for 1951-52.
4. Mrs. A. V. N. College Magazine, Visakhapatnam—Vol. XIX, 1951-52.

C. R.

OUR BOOK-SHELF

THE STORY OF BAPU: By Sakuntala Masani. (Oxford University Press. Price: Re. 1.)

The story of Gandhiji is told to little children in a simple style and in a manner that would appeal to them and thrill them.

SCHOOL LIBRARY: (H.M.S. Stationery Office, London. Price: Re. 1-2-0.)

SCHOOL BROADCASTS: (H.M.S. Stationery Office, London. Price: Re. 1-8.)

These publications which are well illustrated will be found useful for schools and can be had through the office of the British Information Services, Armenian Street, G.T., Madras-1.

PRECIS, COMPREHENSION AND COMPOSITION (for High Schools): By P. R. Pisharodi. (Srinivasavaradachari & Co., Madras-2. Price: Re. 1-4-0.)

The book will be found useful to pupils going to S.S.L.C. Examination.

UNIVERSITY EXTENSION LECTURES (BULLETINS): Dr. Alagappa Chettiar's Training College, Karaikudi.

No. 1. *The Meaning and Message of Socialism* by I. N. Menon.

No. 2. *The Reconstruction of High School Curriculum* by J. Ramachandran.

No. 4. *Sex Education* by D. Aiya-durai Jesudason.

No. 5. *English in the New Set Up* by K. Narayanan.

No. 6. *Activity Programme in Teaching Mathematics* by S. Krishnan.

No. 7. *Child Guidance* by V. N. Subramanian.

It is a good idea that these University extension lectures delivered by the staff of the Training College, Karaikudi, have been printed and bound in brochures with stiff cardboard wrapper. The thoughtful essays on these different subjects by persons who have devoted some time and attention to the study of the subjects are made avail-

able to the public through these bulletins.

1. **METHODS OF TEACHING SOCIAL STUDIES** (*Tamil*). Second Edition, pp. 166. Price: Re. 1-12.

2. **METHODS OF TEACHING ENGLISH** (*English*). Pp. 176. Price: Re. 1-12.

3. **EDUCATIONAL PSYCHOLOGY (AND CHILD STUDY)** in *Tamil*. Pp. 220. Price: Rs. 2.

The above three books, published by Messrs. Rajam & Co., 29-B, Edward Elliott Road, Mylapore, Madras-4, are most opportune. They are based on the latest departmental syllabus and will be widely welcomed by all teachers, particularly in training schools. The author Sri V. Natarajan is well known in the educational world as one with considerable teaching experience and plenty of practical research work to his credit. The difficulties of class-room procedure are well explained, and the useful suggestions, specially about playway methods, given as a result of actual experience, are commended to the teachers. At a time when the teachers are concerned with the teaching of English in schools, the book, on *Methods of Teaching English*, is of immense help and guidance. We venture to suggest that the book on *Educational psychology*, though excellently written, may be less bulky and repeated observations and suggestions are avoided. We trust that this suggestion will be acted up to in the second edition. We commend all the books for the use of teachers. Such useful and practical books by experienced retired workers are most welcome.

SUGGESTIONS FOR THE USE OF THE NEW-TYPE TESTS IN INDIA. By Emil W. Menzil, B.D., M.A., Oxford University Press. Pp. 282. Price: Rs. 3-8. Third Edition 1952.

We welcome the new revised edition of this book wherein the author has also listed most of the recent experi-

(Continued on Page 281.)

THE S. I. T. U. PROTECTION FUND LTD.

Details of Policies Issued during the month of August, 1952.

S. No.	POLICY No	NAME.	ADDRESS.
1.	5760	Sri K. C. Dhanakoti	Dr. Guruswami Mudaliar T. T. V. High School, Madras.
2.	5761	" D. Ramanujam	Hindu High School, Triplicane, Madras.
3.	5762	" N. S. Thiagaraja Sarma	" Do.
4.	5763	" T. Ramanujam	The National High School (Boys) Triplicane, Madras.
5.	5764	" T. R. Raman	Ururu Dhanalakshmi Vidyalaya High School, Trichipopoly.
6.	5765	" T. C. Aravindakshan	Higher Elementary School, Vadavanur, S. Malabar District.
7.	5766	" V. Sivasankaran	" Do.
8.	5767	" V. Arulswamy	P. M. Ornella's Middle School, Tuticorin.
9.	5768	" G. S. Babu Rao	The National High School (Boys) Triplicane, Madras.
10.	5769	" S. Dorairajan.	The Kellett High School, Triplicane.
11.	5770	" S. Rajamani.	The Hindu High School, Triplicane.
12.	5771	" T. S. Thulasingham	E. L. M. F. High School, Pursawalkam, Madras.
13.	5772	" S. R. Ramalingam	Dr. Guruswami Mudaliar, T. T. V. High School, Amman Koil Street, Madras.
14.	5773	" S. Y. Subramanian	Vivekananda College, Mylapore, Madras.
15.	5774	" N. Krishnamurti	Sir Theagaraya College School, Washermanpet, Madras.
16.	5775	" B. Thangavelu	Voorhees High School, Vellore, N. A. Dt.
17.	5776	" James D. Bettie	" Do.
18.	5777	" Samuel T. Pandiaraj	" Do.
19.	5778	" K. A. Thiruvengada Mudaliar	" Do.
20.	5779	" V. Arulappan	Little Flower High School, Salem.
21.	5780	" R. Vaidyanathan	" Do.
22.	5781	" R. Sundaram	" Do.
23.	5782	" V. Veeraraghavan	" Do.
24.	5783	" M. Lawrence	" Do.
25.	5784	" A. Gnanam	" Do.
26.	5785	" C. Stanislaus	" Do.
27.	5786	" D. Palanivelu	" Do.
28.	5787	" O. R. Raghavan	" Do.
29.	5788	" A. Mariasuai	" Do.
30.	5789	" M. Joseph	Little Flower Ele. School, Salem.
31.	5790	" A. S. Narasimhan	" Do.
32.	5791	" P. Thangavelu	" Do.
33.	5792	" R. Rajamanickam	" Do.
34.	5793	" P. Somasundaram	" Do.
35.	5794	" C. Perumal	" Do.
36.	5795	" K. Devadoss	" Do.
37.	5796	" V. Andiappan	" Do.
38.	5797	" S. Deenadayalan	Municipal High School, Salem.
39.	5798	" S. Ramachandran	" Do.
40.	5799	" S. S. Chandra-sekaran	" Do.
41.	5800	" N. P. Vasudevan	" Do.
42.	5801	" R. Narasingam	" Do.
43.	5802	" R. Vasudevan	G. H. M. High School, Salem.
44.	5803	" V. Ramalingam	" Do.
45.	5804	" G. Periasami	Bariyathul, Hasanath Ele. School, Ariyanayagipuram, (via.) Vilatikulam, Tinny. Dt.
46.	5805	" K. R. Ramanathan	P. K. D. Higher Elementary School, Kollengode, South Malabar District.
47.	5806	" N. Subramanian	Bharathi Vidyalaya High School, Salem.
48.	5807	" D. Mahadevan	" Do.
49.	5808	" B. K. Prakasam	" Do.
50.	5809	" K. K. Srinivasan	" Do.
51.	5810	" P. S. Skanda-Subramanian	" Do.
52.	5811	" G. L. Krishnamurthi	" Do.
53.	5812	" S. Hariharan	" Do.

THE SOUTH INDIAN TEACHER

S. No.	POLICY No.	NAME.	ADDRESS.
54.	5813	Sri A. Gopalan.	Bharathi Vidyalaya High School, Salem.
55.	5814	" K. S. Subramanian	Do.
56.	5815	" N. R. Venkataraman	Do.
57.	5816	" N. Ramamoorthy	Do.
58.	5817	" M. R. Kuppuswamy	Do.
59.	5818	" K. S. Kuppaiyan	Do.
60.	5819	" J. Sirophin	Coronation Elementary School, Tuticorin, Tinny District.
61.	5820	" J. David Ponnuswamy	P. M. Ornella's Boys' Elementary School, Tuticorin.
62.	5821	" D. Pušhpam	Coronation Elementary School, Tuticorin, Tinny District.
63.	5822	" Anna Pakkiam	Do.
64.	5823	" Anna Swamiadial	Do.
65.	5824	" Mary Selvam Vores	Do.
66.	5825	" R. Gomathi	S. A. V. Elementary School, Tuticorin, Tinny District.
67.	5826	" D. Aval	Do.
68.	5827	" R. Gnanamuthu	P. M. Ornella's Boys' Elementary School, Tuticorin, Tinny District.
69.	5828	" G. Christi Daniel	Coronation Elementary School, Tuticorin, Tinny District.
70.	5829	" L. Jagadeesan	K. K. High School, Veilur, Salem Dt.
71.	5830	" P. N. Venkatachary	Do.
72.	5831	" R. Palaniappan	Do.
73.	5832	" V. A. Shanmugam	Do.
74.	5833	" T. P. Manickavasakan	Do.
75.	5834	" P. Kuppuswamy	Do.
76.	5835	" V. Alagiriswamy	Do.
77.	5836	" G. V. Aradhanari	Do.
78.	5837	" S. T. Balaraman	Do.
79.	5838	" S. Rangaswamy	Do.
80.	5839	" R. Govindaswamy	Board High School, Attur, Salem Dt.
81.	5840	" C. Gopalan	S. M. High School, Gurusampalayam, Salem District.
82.	5841	" P. V. Arunachalam	Sir T. C. High School, Washermanpet, Madras.
83.	5842	" G. Vathsala	Gowrava Elementary School, Kamuthi, Ramnad District.
84.	5843	" A. Ramalingam	Lakshmiopathy Hr. Elementary School, Kallidaikuruchi, Tinny District.
85.	5844	" K. V. Sivaramakrishnan	Rajah's High School, Kollengode, South Malabar District.
86.	5845	" A. S. Ananthasubramanian	Do.
87.	5846	" K. S. Naganathan	Vivekananda College, Mylapore, Madras.
88.	5847	" G. Govindarajan	Board High School, Mecheri, Salem Dt.
89.	5848	" A. Krishna Iyengar	Board High School, Vilatikulam, Tinny District.
90.	5849	" S. Radhakrishna Joshy	Christian High School, Udipi, S. Kanara.
91.	5850	" B. Lakshmana	Municipal High School, Kurnool.
92.	5851	" M. V. Venkatachalapathy	Board High School, Mohanur, Salem Dt.
93.	5852	" N. Paramasivan	Do.
94.	5853	" P. Rathnam	Do.
95.	5854	" L. Periaswami	Do.
96.	5855	" K. Muniswamy	Board High School, Krishnagiri, Salem District.
97.	5856	" Frank Samuel Doraiswamy	Kellett High School, Triplicane, Madras.
98.	5857	" M. V. Rajagopalan	Corporation Boys' Hr. Elē. School, Thousand Lights, Madras-6.
99.	5858	" R. Munuswamy	Nanjappa High School, Tiruppur, C.B.E.
100.	5859	" B. Nainar	Thirthapathi High School, Ambasamudram, Tinny District.
101.	5860	" S. Srinivasaraghavan	Rajah's High School, Ramānathapuram.

EDITORIAL

The Secondary Education Commission :

The personnel of the full commission has been announced and we hope it will soon begin its work. The terms of reference of the Commission will be to enquire into and report on the present position of secondary education in India in all its aspects and suggest measures for its reorganisation and improvement with particular reference to the aims, organisation and content of secondary education, its relationship to primary (basic) and higher education, the inter-relation of secondary schools of different types and other allied problems so that a sound and reasonably uniform system of secondary education suited to our needs and resources may be provided for the whole country.

The task before the Commission is not an easy one. The major defect of our existing system of secondary education is its unilinear and predominantly academic character. It is unable to fulfil the requirements of the adolescent phase when differences in aptitudes show up. It is from our secondary schools the universities draw their alumni. Primary schools look to secondary schools for the supply of the thousands of teachers required to staff them. Trade and Industry, Commerce, Administrative offices all look to the secondary schools for personnel and for many years to come, it will be the task of secondary schools to supply the junior leadership in every sphere of social activity. The secondary education system as at present in vogue has been found wanting and it needs to be reorganised.

The Commission is composed of persons of considerable experience in the field of education, though it be for most of them on the administrative side. Sri K. L. Shrimali is the Principal of the Training College at Udaipur and for many years he was the Headmaster of the Vidyabhavan High School. The other members of the Commission are

all either connected with the universities or with administration.

The terms of reference are comprehensive enough and we hope that the members of the Commission would take note of the last part of the last sentence therein ; viz., "a sound and reasonably uniform system of secondary education suited to our needs and resources may be provided for the whole country". Secondary education has been a State subject, but yet, there has been a great deal of uniformity in respect of the organisation of secondary education and content of the courses of studies throughout India, almost bordering on regimentation. If secondary education has rightly to provide for the different aptitudes of the teen-agers, then there is need for a great variety in the types of schools and great deal of flexibility in the secondary education system. While the needs of the country are very great the available resources are very limited, though, ours is a country very rich in its natural resources besides having a high potential of human resources. The Commission should not allow itself to be circumscribed by the existing limited resources for secondary education but should have a long range view and what is more should explore the possibility of tapping certain sources of income in money, material and service.

The country is committed to basic education as the pattern of primary education. The chief features of basic education are self-sufficiency and productive craft work. The extension of the principle of productive craft work into secondary education may have to be examined carefully. Simple manual work by the pupils of secondary schools would be of great educational advantage and if this work be of a nature that would be of service to the community that supports the schools, its contribution towards the financial upkeep of the institution would be of inestimable value. We trust that the Commission would have all these pro-

blems carefully examined and, make recommendations at once practicable and sound. This is the first time that this question is to be examined on an All-India level.

The New English Syllabus :

The new Syllabus in English for Forms I to VI approved by the Board of Secondary Education has now been published and it comes into force in Form I during the year 1953-54 and in Forms II and IV in 1954-55 and in Forms III and V in 1955-56 while the first Public Examination according to the revised syllabus will be in March 1957. The whole syllabus aims at a complete mastery (understanding, speaking, reading and writing) of a 2,000 word vocabulary and of the phrases and idioms commonly associated with those words. Though the words are mostly drawn from the interim report on vocabulary selections, they have been carefully made up taking into account the needs of our pupils. The draft syllabus published two years ago was considered by teachers, and their opinions and suggestions we are told, were carefully examined by an Experts Committee which had also the benefit of the advice of experts on the teaching of English as a foreign language. The new syllabus is exhaustive in its details and contains many valuable suggestions both to the class-room teacher and to the author who may prepare the general reader. The syllabus emphasises the fact that in learning a foreign language mastery

of structure is more important than the acquisition of vocabulary. It enunciates in an introduction to the appendices the general principles of language teaching for the elementary grade and also the principles of grading. In Appendices I-III the graded structures that should be emphasised in Forms I-III respectively are given.

It may be said that the syllabus leaves little for the teacher. Such a criticism cannot, however, be sustained, as a great deal of planning and drilling has to be done if the learning is to be effective. The syllabus has defined as precisely as possible, the scope of study at each stage of the whole course.

It has been rightly pointed out that if the language is to be learnt well, then, thoroughly qualified teachers have to be employed for the purpose. It is very necessary that special refresher courses on the teaching of English should be conducted at as many centres as possible so that all the teachers who are now teaching English, particularly in the Middle Schools, may be given adequate training in improved methods of teaching English. The department also should examine the question of revising the syllabus in the special methods of teaching English for the T.S.L.C. Secondary Grade Examinations. It will be a great help if the rules regarding staffing be relaxed to permit the appointment of graduate trained teachers qualified to teach English, in Forms I-III.