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DISCUSSION IN THE CLASSROOM

N. SHANMUGAM

In this article Sri Shanmugam describes how teaching in a class room may take the form of a discussion in which many or all the pupils could participate. "A sense of understanding, a spirit of give and take, class consciousness, sharpness of thought, are the natural results of any good discussion programme."

School children are generally interested intensely in themselves. They usually evince keen interest in getting information by themselves. More so, when they are not only permitted but also encouraged and helped to think independently and also freely. This kind of unhindered thinking is made possible only through discussions in the classroom. A discussion may relate to anything from the relevant to the irrelevant. But it is the duty of the teacher to channelise it in proper directions.

Generally a discussion arises out of a felt problem which has been equally agitating the minds of so many people. Only when there is unanimity about the general nature of the problem and shades of differences about its specific aspects, minds meet to discuss about it. One's thinking may be whipped up by his own effort or by the incentives provided by somebody else. But once, thinking gets started, it is something like walking on a razor's edge. At each and every stage, caution must be applied to judge the process of thinking and its probable outcomes. This note of warning should be applied strictly to the classroom discussions,

There should not be any abruptness or haphazardness about student discussion. They should be well-planned even before hand. The teacher should be quite conscious of the point where he has to start off the discussion and he has to point out the logical fallacies in their discussion as and when they occur. Digressions and deviations there may be ; but it is the teacher's business to pull them up and bring them round to their original path.

Definite goals should be prescribed for the discussions and there should be a constant checking up as to whether the discussion is proceeding on the proper lines directed towards the achievement of those goals.

Thinking generally starts when we notice an odd or strange thing. Such interesting oddities and puzzles should be presented as the starting ground for a discussion. For instance, while teaching "The Early Discoverers," we can say that discovery means not only finding a new place but also reporting back to the home-country. Columbus discovered America and there was much talk about it. But 500 years before him, a Scandinavian went to

America in 1000 B.C., but that didn't get wide publicity. The reason was that the people there were not keen about it. This difference could be presented and the pupils be asked to think about the concept of discovery.

In dealing with inventions, you can break the old and build new beliefs and also make them think as to the process of inventing new things. For example we can present the story of how Jenner came to the conclusion that cow-pox injection would prevent Small-pox after observing that the milk maids were free from Small-pox because they caught the cow-pox. He fought against the people because he thought he had a promising hunch.

Usually in discussions, motion is the fuel of the personal automobile and reflective thought is the steering wheel which keeps it in the proper direction. It would be interesting to note that during discussions, the pupils' spirit generally is at a high pitch, and they

would use the very same arguments which they had refused to take in on some other earlier occasion. Discussions generally provide an outlet for their pent up mental energy. The mounting tempo of the discussion may even help to draw out the shy and the timid and put up a strong fight for the point that he puts forth as important. Noble qualities, like a sense of understanding, a spirit of give and take, class consciousness, and above all sharpness of thought are the natural results of any good discussion programme. As pointed out earlier, since discussion is a double edged tool which might produce both benefic as well as malefic results, it behoves the teacher to set before himself and the class purposeful goals and provide constant guidance throughout discussion and his work could be adjudged as a good piece when the discussion that he has started off has produced a set of more mature, sober and reflective type of pupils.

SOVIET EDUCATIONAL SYSTEM

This and the following two articles were sent by the U.S.S.R. Embassy in India. In them we get an idea of the education system in the U.S.S.R. and the attention and care bestowed on children.

There are more than 225,000 educational establishments of different types in the USSR. They are all state establishments, that is, belong to the entire people and are maintained at state expense. The majority of these establishments are general educational schools. Their number exceeds 200,000 including elementary, seven-year and secondary schools and their attendance is more than 30,000,000. In addition to that there are 765 higher educational establishments and some 3,500 specialised secondary and other schools and 3,200 trade schools training skilled workers. There is also a great number of correspondence and evening general, specialised secondary and higher schools where workers, peasants and office

employees study without giving up their jobs. All kinds of courses are also available. More than 50,000,000 people in all study at these educational establishments at present.

Government bodies are in charge of this huge network of educational establishments. For example, general educational schools, kindergartens, children's homes, teachers' training institutes and extra-curricular facilities for children are under the republican Ministries of Public Education. They work out programmes and curricula, teaching aids and text-books. Functioning under these Ministries are publishing houses issuing text-books and teaching aids for schools, teachers' training establishments and teachers.

The Educational Literature Publishing House of the Ministry of Public Education of the Russian Federation is one of the biggest in the world. It prints annually some 2,000 books in editions of up to 200,000 copies, including more than a hundred text-books. In addition to that this Ministry is also in charge of the country's biggest publishing house of children's literature and of industrial enterprises manufacturing visual aids, laboratory equipment and equipment for school workshops.

The system of the Ministry of Public Education also includes specialised stores where schools acquire visual and other teaching aids. The Ministry also works out standard designs for schools and school furniture. All new schools are built and furnished according to these designs and equipped with complete sets of visual and other aids. The Ministry directly supervises all educational establishments of the republican level and local (regional) departments of public education.

General educational schools are under the supervision of the District Departments of Public Education. The staff of a District Department of Public Education includes its head, two school inspectors, an inspector on pre-school establishments, a secretary, a book-keeper and a statistician. As a rule, there are upto 70 general educational schools, some 15 kindergartens, a methodological room, a children's club, a young technicians' station, and a young nature lovers' centre in a district. There are also from five to ten evening schools for adults.

The post of the Head of a District Department of Public Education is usually held by a deputy to the District Soviet who is a teacher. His appointment is subject to approval of the session of the District Soviet of Working People's Deputies. The guidance of the activities of a District Department of Public Education is the task of the Executive Committee of the District Soviet and the Regional Department of Public Education. The Head of the Dis-

trict Department and its inspectors are the best teachers respected by all the teaching staff in the district. The District Department of Public Education plans the distribution of schools in the district, chooses the location where the new schools are to be built and sees to it that the schools are supplied with text-books and teaching aids. It is also the duty of the District Department of Public Education to appoint teachers in schools, to give awards and premiums to the best teachers, organise methodological work, convene teachers' conferences, discuss with teachers the results of school activities, inform the teachers on the decisions of the Executive Committee of the District Soviet and of the instructions of the Minister of Public Education.

All schools in the district are inspected once a year. The results of each inspection are discussed at the pedagogical council of the respective school with the participation of representatives of the pupils' parents. It should be pointed out that the management and guidance of Soviet schools are carried out on a democratic basis. Councils of Public Education are functioning at all District and Regional Departments of Public Education. These Councils discuss all important questions of public education. Their members are the best teachers, school directors, prominent scientists and representatives of the Soviet public.

The Regional Department of Public Education has a wider range of duties. It directs the activities of the educational establishments on the territory of the region. For example, there are more than 3,000 schools in Moscow Region. This number includes 116 boarding and special schools, several so-called forest schools (for children in delicate health) and 230 evening schools for adults. There are also children's homes (for orphans), 1,230 kindergartens, 8 teachers' training schools and institutes, scores of extra-curricular facilities (children's clubs, young technician's stations and young nature

lovers' centres, etc.), and a Regional Advanced Teachers' Training Institute. The Moscow Regional Department of Public Education is headed by Larisa Andreyeva, a teacher who had been promoted to this post for exemplary work. Women make up more than 70 per cent of the teachers in the Moscow Region. Many of them head district departments of public education. For example, Yelena Malyshkina has been heading the Khimky Educational Department for more than 20 years.

The Regional Department of Public Education supervises the training and advanced training of teachers. It also finances regional educational establishments in its charge, arranges regional teachers' conferences and controls the activities of District Departments of Public Education. It has some 30 inspectors on its staff for the 60 districts and towns under regional jurisdiction. Experienced teachers are appointed as inspectors. Each regional inspector is in charge of definite districts and assists the District Departments in their activity.

The programmes and methods of instruction for higher educational establishments and specialised second-

dary schools are worked out by the U.S.S.R. Ministry of Higher Education. In connection with the reorganisation of the management of industry and the enhanced rights of the localities higher educational establishments have been brought closer to the economic areas. The training of specialists is carried out with a view to satisfying the requirements of the enterprises and establishments of a corresponding economic area.

Vocational schools training skilled workers are guided by the Central Administration of Labour Reserves and republican administrations.

At present the Ministries of Public Education, the Ministry of Higher Education and the Central Administration of Labour Reserves are busy with reorganising the activities of educational establishments on the basis of the new law on reforming the Soviet system of education, recently adopted by the U.S.S.R. Supreme Soviet. The new law has charted the ways for further improving the general, specialised and higher schools which will be brought closer to life and production.

U.S.S.R.

SCHOOL CHILDREN'S HOUSE

LYUBOV MOSKVA

In the morning small schoolchildren hurry along the snow-covered streets leading to 10/16 Novo-Moskovskaya Street, Moscow. You have a new building there, made of light-coloured brick. It looks wonderfully fine. It has large windows on all sides and is surrounded by a big yard enclosed by a brick wall. A small sign near the entrance reads: "Schoolchildren's House."

The "Schoolchildren's House" is a new educational establishment set up to aid the family and the school. Such Houses have been opened in workers'

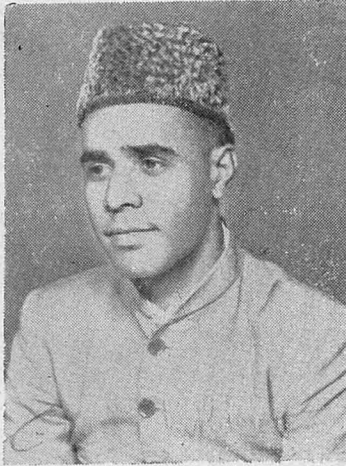
districts where, in many families, both the parents work.

On coming to the House the youngsters go first of all to the big gymnasium for morning exercises. The gymnasium is very large and daylight streams in through its seven big windows. There are all kinds of sport facilities here but only setting-up exercises are conducted in the mornings. Having finished their exercises and washed their hands, the children go downstairs to the dining room where they take their places, four at a table.

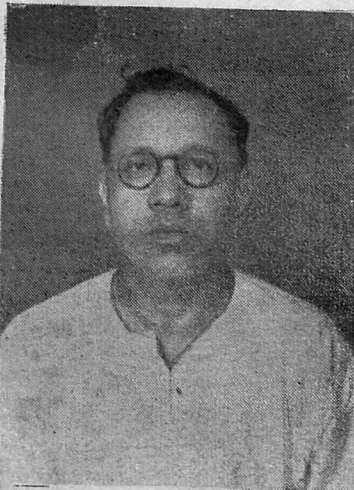


SCHOOL CHILDREN'S HOME

NEW OFFICE BEARERS OF THE S. I. T. U., MADRAS



Janab C. M. Fazlur Rahman,
Vice-President



Sri G. Krishnamurthy, M.L.C.,
Secretary.



Sri S. Subba Rao, B.A., I.T.,
Joint Secretary.

Breakfast is served to them, and after breakfast each of them carries his plate and cup to the kitchen. Even the first-formers do this. Thus they are taught to perform simple tasks.

At 9 a.m. the children sit down to do their homework. The House has eight large classrooms. Every pupil has his own desk.

Each group of twenty-five children has a teacher. There are fourteen teachers at the "Schoolchildren's House." Although they supervise the children, while they do their homework, they help only those who have difficulties. As a rule each pupil must prepare his lessons by himself.

Two hours are devoted to homework. If the teacher notices carelessly done work she will suggest that the pupil should do it again. The children read aloud to her and relate what they have read.

Homework finished, the children leave the classrooms. Some go to the gymnasium, others to the reading-room, and still others to the game room where they can play checkers, chess, solve puzzles, and build things. For the girls there are embroidery and sewing circles, for the boys—drawing, modeling, sawing and poker-work.

In each room one can see the diverse and interesting things the children engage in. All the tables in the reading-room are occupied. The children are engrossed in their reading.

In the gym the children do calisthenics.

The House has also a choir of forty children directed by a teacher.

At first children wanted to take part in all the group activities. They are however allowed to join only two groups.

In fine weather the pupils, under the observation of a teacher, play in the big yard. I visited the House on a clear, sunny day and merry crowds of young-

sters filled the yard. It was gay and noisy. At one o'clock the gong sounded for dinner.

By 2 o'clock all the children are in school and then come those who studied in the first shift. First come the little ones, pupils of the first and second forms. Their school hours are over but their parents are still at work. The House is their "home" until evening. Here they take their meals, prepare their lessons and amuse themselves.

These children have a different routine. As they have come straight from school, they immediately have their dinner, after which they have a play period until it is time to do their home-work. Some attend circles, others play in the yard. At 4 p.m. they begin to prepare their lessons. Dinner is served in the dining-room at 5-30, after which the children again play or read. The parents come to fetch the little ones at 7 p.m. The pupils of the 3rd to 5th forms stay a little longer. At 8 p.m. they too go home and it is then quiet in the "Schoolchildren's House".

Some of the children, whose parents have a big family or do not earn much, are accepted free of charge. District organisations and large industrial enterprises allocate funds for their maintenance. The parents of the other children pay a small fee.

The Director told me what educational tasks face the staff.

"We train the children to do their homework carefully. In this way we continue the work of the school in developing diligence in the children. We also train them to be neat and clean, to get along with other children, and to behave properly in public and at table. We teach them to do their tasks independently."

In the evening I spoke with some of the parents. All of them are very pleased with the "Schoolchildren's House."

WHEN THE CLASSES ARE OVER . . .

A. SOLOVYOV

VAST NETWORK OF OUT-OF-SCHOOL ESTABLISHMENTS

The Soviet school children have much to interest them in their spare hours. Many of them join different circles which function in schools or children's clubs, the Young Pioneer Palaces, etc.

The Soviet Union has more than ten thousand district, urban, and regional out-of-school establishments for children. All of them are maintained by the State and are housed in the finest buildings. The Leningrad Young Pioneer Palace, for instance, occupies a huge mansion. Its 300 large rooms serve as laboratories and study rooms, all of them excellently equipped and in the charge of trained specialists. It has also a large library, a puppet theatre, and a winter garden for the children. The Palace has 800 study circles and studios attended by 22,000 school children. In addition, 10,000 sport fans belong to the Palace's various sport sections, teams and groups. More than 7,000 school children visit this institution every day. Its art section, moreover, plays an important role. More than 5,000 young art lovers belong to its various studios and amateur circles.

CHILDREN BUILD LOCOMOTIVE MODELS

Quite recently, the Leningrad school children belonging to the various circles of the Pioneer Palace built a functioning model of the historic locomotive No. 293 in which V. I. Lenin came to Russia from Finland. The engine was in Finland after the Great October Revolution, but was presented as a gift to the Soviet Government a year ago. The young technicians of Leningrad have indeed made many complex models of machines and machine tools, T.V. and radio sets.

The young fitters and turners of the Palace have made a study of the Soviet electric locomotives and are now assembling a model of the very latest design. The children are very glad to show the model of their railway to the visitors. There is nothing missing here: from the most complex automatic system of the electric locomotive model to the last little bolt set in the rails—everything has been made by the young technicians. The children made the rails of tin, and themselves built all parts for the coaches and the switches.

MOSCOW SCHOOL CHILDREN CREATE A FASCINATING MACHINE

At the nation-wide exhibition of technical work done by children, the visitors saw an interesting and complex exhibit prepared by the children of the Chkalov Technical Station of Moscow Region. Its young designers had named the machine "RUM" (the first letters of the Russian words, radio-controlled mechanism). This formidable-looking robot, for such it was, obediently performed dozens of operations. When the telephone rang, the robot quietly lifted the receiver, placed it to its "ear" and answered: "No, Vova is not at home." With this, it put the receiver carefully back in its place. The robot could also do other important things. In its right hand, for instance, it held an alarm clock which rang at a prescribed time. Next to the robot stood a bed with a schoolboy fast asleep on it. It was obviously time for him to get up and go to school, but he was sleeping too soundly to hear the alarm clock. And yet, he was sure to get to school in time; for no sooner had the alarm clock begun to ring, than the robot took hold of the boy's quilt with his left hand and pulled it away, shouting: "Time to get up!"

No schoolboy could keep on sleeping after that! The robot could also press trousers. Taking the iron into its right hand, it pressed a pair of trousers on the table. When finished, it picked them up with his left hand, exclaiming: "It's a fine job of pressing I've done, just look!" The robot was a great favourite at the exhibition. The visitors always crowded about this complex mechanism, marvelling at the skill of the children.

MULTIFARIOUS WORK OF SCHOOL CHILDREN

The school children are interested in the most varied sides of knowledge. They run literary societies, bring out bulletins and magazines, and even publish books and symposiums. All these activities help widen the childrens' outlook and raise their cultural level,

besides stimulating their interest in literature at home and abroad.

Not the least important is the work of the young Michurinists (the young naturalists) whose circles may be found in every school. More than 2,000,000 children belong to these groups in the Soviet Union. The young naturalists have been raising orchards, various garden and field cultures, and obtaining excellent crops. The young naturalists, too, have been planting trees and laying out gardens in their school grounds and streets, besides taking care of the greenery of the parks and squares.

Thus we see that the extra-curricular activities, in which the children engage, help in moulding their consciousness and preparing them for their future careers.

ACADEMICIAN NESMEYANOV

(President of the USSR Academy of Sciences)

The USSR Academy of Sciences is the highest scientific institution in the Soviet Union, the chief centre of Soviet scientific thought. The man who heads it, who directs its manifold activities, is Academician Alexander Nesmeyanov.

When Nesmeyanov was elected the Academy's President in 1951, all the scientists who spoke at the meeting characterized him as an outstanding scientist capable of purposefully directing the creative undertakings of Soviet scientists for the solution of the various tasks confronting them.

A man of great creative outlook, Nesmeyanov has covered a long path in science. Having received his higher education at the Moscow University, he devoted himself to research work and soon showed himself to be a thoughtful, capable scientist.

In 1934 he received his doctor's degree. In 1935 he headed the laboratory of metallo-organic compounds of the Academy of Sciences' Institute of Organic Chemistry. In 1939 Nesmeyanov became a Corresponding Member of the Academy and head of its Institute of Organic Chemistry.

His basic field of research, from the beginning of his scientific work, is the chemistry of metallo-organic compounds. The interest in these compounds is traditional in Russian chemistry and dates back to the well-known Russian chemist, A. Butlerov, who created the theory of chemical composition.

Nesmeyanov has enriched the chemistry of element-organic compounds with new important methods of synthesis, the first among which is the

method of obtaining metallo-organic compounds with the aid of diazo compounds. This method is called the Nesmeyanov diazo method.

Nesmeyanov's method is a general and universal one for the synthesis of individual metallo-organic compounds. It is used at present for the synthesis of organic compounds of mercury, tin, lead, thallium, antimony, arsenic, etc.

On the basis of his research, Nesmeyanov created a new branch of science—the chemistry of element-organic compounds. Along with his pupils, he has discovered many ways for the mutual transformation of organic compounds of one element into the compounds of other elements, for instance, mutual transformations between mercury organic compounds and organic compounds of zinc, cadmium, magnesium, aluminium and other elements. An author of over 200 works, Nesmeyanov has in his papers devoted special attention to the problems of mutual influence of atoms in molecules. On the basis of the theoretical findings of Nesmeyanov and his school, a lot of work of great practical importance for the national economy has been done.

For his research in the field of the chemistry of metallo-organic com-

pounds, Nesmeyanov was awarded a Stalin Prize, first degree, in 1943. The same year he was elected member of the USSR Academy of Sciences.

Academician Nesmeyanov's work as an organiser and scientist is extremely varied and rich.

For many years he headed the department of organic chemistry at Moscow University, devoting great attention to the training of young specialists. For several years he was the Rector of the University.

A man of wide scientific outlook, Nesmeyanov was Chairman of the Stalin Prize Committee, and now heads the Lenin Prize Committee, devoting extremely great attention to scientific progress in the most diverse fields of learning. Nesmeyanov combines his research and educational work with considerable state and public activities. Since 1950 he has been a Deputy to the USSR Supreme Soviet.

Nesmeyanov is a staunch champion of peace. He is a member of the World Peace Council and has done much to strengthen international co-operation, among scientists for utilizing the achievements of modern science for peaceful purposes, for the benefit of mankind.

OVERSEAS VISUAL AIDS CENTRE IN LONDON

DENNIS BARDENS

If you have ever tried to teach anybody anything, or been in the position where somebody has been trying to teach you something—and it is almost certain you have—you must have been struck by one thing: how difficult it is to put over an idea to somebody else, or how involved other people seem to be when they try to explain something to you.

There is a good explanation for this. The spoken word and the written word are not always convincing in themselves. Seeing is believing. If only you can show what you mean, or actually demonstrate its truth, the battle is half won.

LONDON CENTRE

That is why a new organisation known as the Oversea Visual Aids Centre was opened in London recently. It is housed in a splendid old building and its purpose is to give advice on modern methods, techniques and equipment by which useful ideas may be "put over" to individuals or groups of people, whatever the degrees of their literacy. This help is available to teachers, social workers, community development workers and others from overseas countries, both inside and outside the Commonwealth.

The need for such a service is obvious and yet, oddly enough, this is the only audio-visual aids centre of its kind in Europe.

LESSON IN SOIL CONSERVATION

Consider the needs which are constantly cropping up today. In a large undeveloped area it is urgently necessary to get the support of the population for the conservation of the soil. But how to convince them that the soil does not look after itself, that erosion can be prevented?

I saw a novel method on show at the Centre. They have "study kits"—simple display cards, and instructions for making useful demonstrations to illustrate vital points. One detail was a sand tray—just a tray with sand in it. One half was planted with grass seed, to illustrate the point that vegetation helps to knit the soil together and stop it blowing away. The other half is just sand. Pour a jug of water on the tray, and the sand flows away; but where the grass grows, the sand remains.

That is a good example of "seeing is believing". It proves, simply and unmistakably, that soil erosion is inevitable in areas denuded of trees and vegetation.

Nowadays there are innumerable aids to education—things like tape-recorders, projectors, cine cameras and so on. But their uses have to be understood. Plenty of rapidly-developing countries, anxious to raise the level of education, health and social standards, badly need advice on the best methods to suit their particular needs, and the most suitable equipment. For example, electrical apparatus is not much used in an area without electricity!

TACKLES VARIED PROBLEMS

The problems already reaching the Centre are very varied. Sarawak, for example, has asked how two and four-colour posters can be economically produced. Effective and artistic posters can be quite easily produced by amateurs if they are given the right instructions—by silk screen printing, for example. I saw some quite simple apparatus, hardly more than a sheet of silk held taut in a wooden frame, and a sort of squeeze which pressed the ink through the screen on to the paper.

In outlying areas, when some simple message has to be put across, such

information on printing posters is of the greatest possible value.

Explaining to people in Uganda that they should use the electricity now made available by the Owen Falls hydro-electric project is another problem on which the Centre has been consulted. Again, Cyprus has asked how, and with what devices, Greek and Turkish sound tracks can be dubbed on to films.

INGENIOUS TECHNIQUES

I was particularly impressed with a simple but ingenious device called a "flannelgraph"—which, I was assured, was an old idea, but new to me. On a blackboard of rough-surfaced flannel, odd pieces of shaped flannel could be placed, and would support themselves. In this way one can illustrate a simple lecture on how malaria is caused. The breeding ground is shown; then the fly; then the boy in bed, sick, then the waterholes being filled in, because they breed the flies, and so on.

Then there is the "plastigraph". The same principle, but brightly coloured pieces of plastic adhere—and come away easily—to a sort of plastic surface. This set was for illustrating the mechanics of local government. "Who's this" says the lecturer—and sticks up a face; then he adds the printed answer "Treasurer". "And

what does the Treasurer do?" he asked. He adds a picture of a bag of money. "And where does, the money go?" Up goes a picture of an ambulance and he adds the printed tag, "Health Services".

The same technique can be applied to teaching, nursing, agriculture, languages or, indeed, anything else.

A BIG FUTURE

The costs of the Visual Aids Centre are being paid jointly by the British Government and the Nuffield Foundation, a charitable trust, and numerous bodies are giving their support. These include the University of London, the National Union of Teachers, the British Broadcasting Corporation and various Government departments.

Its Director, Mr. Rusbridger, who served in the Educational Service in Northern Rhodesia for many years, and later became Director of Education in Tanganyika, told me that there is a two way traffic. "We not only give people ideas and information" he told me, "but accept ideas gladly ourselves. We like to know how other countries are solving their visual aid problems, as such information can often be used elsewhere".

Clearly, there is a big future for this Centre. It can do much to speed the progress of education and social improvement in many lands.

W.C.O.T.P. NEWS

Merit Rating Systems—Canada Teachers' Oppose

Attempts in various parts of Canada to establish merit rating systems that affect teachers' salaries are being vigorously combated by the Canadian Teachers' Federation and its provincial affiliates.

One Canadian periodical calls merit rating "the hottest issue in Canadian education." It describes a merit rating scale where points are given for "ethical conduct, respect for the teaching profession, acceptance and use of suggestions, cheerfulness, loyalty, sense of humor, sincerity, courage, tact, judgment." In Cranbrook the criteria include "punctuality and consideration of other teachers, administration, office staff, custodians," "posture and presence in the classroom," and "complete conformity to application of school regulations."

Canadian teachers charge that systems of merit rating related to salary scales are unscientific, lead to "apple-polishing," damage teacher morale, and require amounts of time and money that could be spent to much better advantage.

From various studies that have been made, Canadian teachers quote such conclusions as this: "Appraisal systems which have the appearance of objectivity through superficial use of numerical scales are misleading and result in disillusionment among teachers and others concerning the application of the merit concept."

They argue that schools are often understaffed and personnel not adequately trained to implement a thorough-going appraisal system. They say that: "If we cannot or do not hire people who are good enough for the job they must do, we are not going to make them good enough by rewarding or penalizing them in terms of salary. They need the means of finding out what is wrong, every assistance to cor-

rect it, and the opportunity for further training. The time required to administer a fair rating system would be better spent on improving instruction by closer supervision of inexperienced teachers and by providing in-service training courses."

They insist, finally, that a school system, "must be willing to hire a professional to do a professional teaching job and to meet the professional standard with professional salaries."

Adult Education

WCOTP is assisting in the convening of an international meeting on adult education to precede its 1959 Assembly of Delegates. National member associations have been asked to provide information concerning persons and organizations that might be interested in furthering this project. The aim is to explore the possibility of forming a council or committee to study common problems in adult education and establish an effective means of communication among adult education groups throughout the world.

Class Room Teacher

The Department of Classroom Teachers of the National Education Association, U.S.A., cordially invites delegates to the WCOTP 1959 Assembly to attend its national conference scheduled for July 5-17 at Illinois State Normal University, Normal, Illinois. A feature of the conference will be a three-day seminar on international relations to be held July 8-10. The Department is offering approximately 35 scholarships to the visitors in order to enable them to attend. It is hoped that some of the delegates will also be able to attend the National Education Association convention in St. Louis, Missouri, June 28-July 3.

W. C. O. T. P. General Assembly

The WCOTP Assembly is scheduled for July 31-August 7 in Washington, D. C., with various WCOTP committee meetings beginning July 27.

African Affairs

In recognition of Africa's special and urgent needs for progress in education, the World Confederation of Organizations of the Teaching Profession has added to its Secretariat a specialist on African affairs. He is Raymond Joseph Smyke. Mr. Smyke holds the Bachelor of Science degree from Georgetown University's school of foreign service, and the Master of Arts degree from Boston University where he worked as a research assistant in that institution's African research and studies program.

Gifts to the New Building

A representation of Liberian life, composed of inlaid African woods and ivory, has been donated to WCOTP by the National Teachers' Association of Liberia. It will provide a handsome ornament for the World Confederation's new headquarters in Washington. The picture shows two women beating rice under a palm tree. Various types of wood from Liberia, Ghana and Togoland were used in making the decorative picture.

The Association of Teachers in Technical Institutions, with headquarters in Hamilton House, London, plans to hold a competition among its members for a picture or other work of art to be donated to the new building. A small panel of experts will select the winning project from those offered by the large variety of artists and craftsmen represented in the Association. A prize of up to 50 pounds will be offered to the person whose work is commissioned.

Items already received at WCOTP headquarters from the Philippine Public School Teachers' Association include a Samar mat, a picture of Dr. Jose Rizal, a scroll containing the Constitutional provision on education, two color prints, two flags, two Paete carvings and two pieces of mother-of pearl shell.

U. N. Teaching

Of interest to organizations receiving inquiries about UN teaching and exhi-

bits materials may be the new kit produced by the UN Office of Public Information for \$ 1. It contains paper flags of the UN, ready for pasting on flag sticks that are enclosed, a student map of the world in three colors, wall size, and an illustrated booklet ("The UN—What You Should Know About It"), describing the UN and its specialized agencies. Orders may be placed with any UN sales agent.

Unesco Discussion

A meeting between officials of the World Confederation of Organizations of the Teaching Profession and the United Nations Educational, Scientific and Cultural Organization highlighted a recent visit to Europe by Secretary General William G. Carr.

Discussions in Paris of the WCOTP-Unesco Relations Committee with Unesco administrators centered on educational services needed to implement the Unesco program for 1961 and 1962. WCOTP has been cooperating in Unesco's program for 1959 and 1960 adopted last November.

Representing WCOTP, in addition to Dr. Carr, were Sir Ronald Gould, England, president; S. Natarajan, India, vice president; Theophil Richner, committee member, Switzerland, and Denis Forestier, France. They met with Dr. Vittorino Veronese, new director general of Unesco; Harold Loper, head of the Unesco Education Section; and Unesco staff members.

"A number of WCOTP current projects were reviewed and plans were made to secure Unesco financial help where such projects make a substantial contribution to the Unesco program," Dr. Carr said.

"Most important among these projects," he said, "are those relating to greater appreciation and understanding between Orient and Occident. A series of booklets for children is being prepared, and WCOTP will devote its 1959 conference to this theme."



Representatives of WCOTP and Unesco conferred on collaborative programs for 1959-60 and subsequent years at a recent meeting. Left to right, are Paul S. Welty, WCOTP Secretariat; Peter Wells, Unesco, acting chairman; Theophil Richner, member, WCOTP executive committee, Switzerland; L. R. Fernig, Unesco, chairman; S. Natarajan, WCOTP vice-president, India; Harold Loper, Unesco; Vittorino Veronese, Unesco director general; Sir Ronald Gould, WCOTP president, England; William G. Carr, WCOTP secretary general; Wilhelm Ebert, director, WCOTP Paris Office, Germany; and R. Halconruy, Unesco.

According to Dr. Carr, WCOTP will aid in the promotion of Unesco publications among teachers through its committee on educational journalism as well as in other ways. Also stressed at the meeting was the need for Unesco-WCOTP consultations in developing the new African programs of both agencies.

"It was emphasized," Dr. Carr said, "that WCOTP is strictly a professional organization, avoiding controversy on political or religious topics, and devoted to improving the status and quality of teaching service in the interest of international understanding."

Dr. Carr also conferred with WCOTP officials in London, Paris, and Geneva concerning the 1959 Assembly to be held in Washington, D. C. In London,

he met with John Thompson, National Union of Teachers of England and Wales, and with A. W. S. Hutchings of the WCOTP executive committee. He conferred in Paris with Wilhelm Ebert, director of WCOTP's newly established Paris Office.

In Geneva, Dr. Carr attended meetings of the WCOTP Liaison Committee, which is responsible for WCOTP contact with other international groups, including the World Union of Catholic Teachers, World Federation of Teachers' Unions, International Association of University Professors and Lecturers and International Federation of Free Teachers' Unions. Members of the committee are Sir Ronald Gould; Mrs. Sarah C. Caldwell, United States; J. O. Mendis, Ceylon; R. Michel, Switzerland; A. W. S. Hutchings, England, and Dr. Carr.

PANORAMA

A new magazine published by the World Confederation of Organizations of the Teaching Profession is now being distributed. Called *Panorama, Teaching Throughout the World*, the 32-page publication will be issued approximately four times a year, in French, English and Spanish editions.

WCOTP President Sir Ronald Gould, in a note introducing the first issue expresses his belief that the teaching profession "has an important role to play in promoting international understanding" and that *Panorama* "can help substantially" in furthering this role. In a similar note WCOTP Secretary-General William G. Carr writes that the new publication should be useful in giving wider distribution to superior articles published in educational journals of the national associations affiliated with WCOTP. *Panorama* contains articles translated and adapted from these journals as well as original pieces.

Contents of the first issue include "The Challenge of the Atomic Age in

a Liberal Society" by S. G. Checkland; "Do We Need Different Teaching Methods?" by Alfons Simon; "Crisis in England" by Sir Ronald Gould; "Trends in Secondary School Education in Europe" by M. Monnier; and "Educating for Maturity" by Lawrence S. Kubie.

Other contributors are Kenneth M. de Lanerolle, the Most Rev. William J. Philbin, C. B. Mendenhall and Richard I. Miller.

A special supplement on "The Gifted Child" features an article by Samuel R. Laycock.

The magazine is priced at 35 cents, one swiss franc or two shillings per copy. Under a plan that has been in operation for several years, *Panorama* will be available to any individual who desires to subscribe to all WCOTP publications at the cost of \$2.00 (U.S.) per year. These subscribers receive a copy of all WCOTP publications, including annual reports, theme discussions, and a monthly newsletter.

OUR BOOKSHELF

Lincoln (in Tamil) : By Emil Ludwig, translated from English by Sri S. K. Balasubramaniam, M.A., B.L. Price Rs. 3. (Sangappalagai, Madras-17.)

Sent to us with the compliments of United States Information Service.

All Tamil knowing young men cannot but be inspired by reading the life of Abraham Lincoln — written in simple language.

Education and Community Development : Price Re. 1.50 nP. (Vidya Bhawan Society, Udaipur).

This book is a collection of the papers read at a Seminar on Education and Community Development organised in 1957 by the Department of Extension Services, Vidya Bhawan Govindram Seksaria Teachers' College, Udaipur. How the schools can play a vital role in social reconstruction is presented from different points of view in these papers.

In one of the papers is found reference to our ancient system of education in which a brahmachari after his education, took up his place in society and its development. This system had to be suspended under the British rule, but after independence we find a new urge for community development and the orientation of our schools towards that.

The building of the Home : By B. P. Wadia. Price Re. 1. (The Indian Institute of World Culture, Bangalore-4.)

This is a small book of 56 pages. The title of the book may mislead many. It is not a book of domestic science in the physical sense but deals with higher aspects of human life viz. love, sacrifice, and aspects of individual character that are cultivated in a good family. The author of the book deals with the status of women in the family, the discipline that should con-

trol the behaviour of the servant towards the master, the kind of food for a healthy and good family and the general atmosphere of good relationship among the several members.

The language used except in two or three chapters cannot be easily understood by the ordinary reader but only by those used to the language of Theosophy.

The Little Elephant, The Car Race : By D. M. Castley, S. Corstairs and K. Fowler. Price 1sh. 9d. (Thomas Nelson & Sons).

These two books are additions (C₃ & C₄) to Group C grade based on the word content of *Up & Sway*. They have been carefully planned to provide a wide range of constructive supplementary material using the vocabulary of the basic books, neatly printed and illustrated to suit the requirements of children of upper primary classes.

The Sleeping Beauty, Don Quixote : Price 2sh. 9d. each. (Thomas Nelson & Sons, Edinburgh).

These two are more advanced supplementary readers suited for children of Standard VII of Indian schools.

Navina Ganitha Saram by R. Narasimhachariar. Price Rs. 2.50 nP.

Social Studies by S. Narasimhan. Price Rs. 2.75 nP.

General Science by T. P. Srinivasavaradan and two others. Price Rs. 2.50 nP.

The above three books published by Oxford University Press have been written by reputed authors and are in accordance with the syllabus of Standard VIII to come into force in the year 1959-60.

THIS LAND OF BRITAIN SERIES

Britain and the World—Book 3 : By B. G. Hardingham. Price 8sh. 6d. (Thomas Nelson & Sons).

This book is a study of the world and its major producing regions, the thread being the overseas trade of Britain.

There are four sections, each dealing with a different area. Part I (*Looking Westwards*) deals with the U.S.A., Canada, and Central America; Part 2 (*Looking Southwards*) describes South America, and West, South, and East Africa; Part 3 (*Looking Eastwards*) deals with the Near East, India, Pakistan, the Far East, and Australasia; Part 4 (*Britain and Europe*) deals with the trade and products of Europe. The books end with a chapter on air travel and transport, and Britain's importance as an air centre.

The many, well-chosen illustrations form an important part of the book. They include a series of diagrams showing the great trading routes of the world, and many fine maps specially drawn to illustrate the producing areas and the importance of overseas trade, particularly for Britain. A special feature is the introduction of details of actual voyages along the trading routes of the world. These are used as a basis for practical work.

Each chapter ends with a short section of graded questions and exercises.

To those interested in commercial geography the book will be found very helpful.

Teaching Home Science : By Rajammal P. Devados. Price : Rs. 7. (All India Council for Secondary Education, New Delhi).

In this fairly sized and neatly got up volume of about 384 pages, the author, an expert authority on the subject, expounds the philosophy of Home Science and its role in Education and after discussing the methods of teach-

ing the subject, gives an exhaustive list of books, equipment and suggestions for organising the Home Science Department. The book will be found useful for the teachers.

Read and Discover : By Edward Ramsbottom. Price : 3 sh. (Oliver & Boyd Ltd., Edinburgh).

This decently got up book has thirty tests suitable for testing the Comprehension, Vocabulary and Spelling of top junior and lower secondary modern classes of English High Schools. Each test which contains both Objective and Subjective material conforms in the main to the pattern of comprehension, vocabulary and spelling.

The Conference Souvenir : The Reception Committee of the 49th Madras State Educational Conference, Salem, 1959, brought out a souvenir on the occasion of the Conference on May 4, 1959. The volume is beautifully got up. In the English Section of the volume, two articles on everyday educational problems come out from experienced teachers—Secondary Education and Character Training and Whither Discipline. History of the Salem District, the important industries and places of interest to visitors are described with appropriate illustrative photographs. The Tamil section contains readable and entertaining articles from the pens of Mrs. A. Kamakshi Kumaraswami, C. Venkataraman and on village handicrafts and industries of Salem, the sago industry among others. A number of firms have been advertised. A list of educational institutions and teachers' associations affiliated to the District Teachers' Guild form a very useful part of the volume. Mr. K. S. Chengalroyan an old member of the Guild gives a brief history of the origin, growth and work of the Guild.

The Art plates of the President and Opener of the Conference and of some of the important persons connected with the organisation of the conference highlight the issue.

Receipt of the following publications is thankfully acknowledged :—

1. Report of the Seminar on English Teaching—February '59 (Department of Extension Services, Baroda).
2. Science Club (A Report) — (Department of Extension Services, Baroda, March 1959).
3. Board High School, Chinna-thadagam Magazine 1959 (Tamil).
4. Hindu High School Magazine—April 1959. (English, Tamil, Telugu, Sanskrit and Hindi)
5. Art Annual — Anderson High School, Kancheepuram. 1958-59.
6. The Hindu Theological High School Magazine. Vol. XXVIII—1958-59 (Sanskrit, Hindi, Telugu, Tamil and English).
7. Vivekananda Training College, Tirupparaithurai—Record of personality assessment of the students of the college for 1958-59.
8. Jothi Malar — Tiruppapuliyur, Vol. I 1959 (Tamil, English and Hindi) — Government Secondary and Basic Training School for Women.

OUR NEW PUBLICATIONS FOR STANDARD VIII

Re-organised Syllabus

*(Approved by The Madras Text Book Committee—Fort St. George Gazette
Notification dated 13—5—1959)*

ENGLISH :

CARNATIC ENGLISH COURSE—Ronald Ridout **Re. 1.50**

SOCIAL STUDIES : By M. K. Natarajan, M.A., L.T., Dip. Geo.
Headmaster, National High School, Mayuram.

Tamil : History (Part I) **Re. 1-80**

Geography (Part II) **Re. 1-30**

English : History (Part I) **Rs. 3-00**

Geography (Part II) **Rs. 2-50**

(The English version has also been approved by the Department)

MATHEMATICS :

GENERAL MATHEMATICS COURSE—(Tamil)

By Annaji Rao, M.A., L.T., Asst. Sri Ramakrishna Mission
High School, T'Nagar, Madras and

T. C. Karuppannan, B.A., L.T., Lecturer in Mathematics,

C. N. T. Institute, Vepery, Madras

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GOVERNMENT ORDERS AND NOTIFICATIONS

DEPARTMENT OF HEALTH,
EDUCATION AND LOCAL
ADMINISTRATION.

(EDUCATION)

Amendments to rules relating to
grant of recognition and aid to
elementary schools

(G.O. Ms. No. 1005, Education
15, May 1959.)

S.R.O. No. C-91 of 1959.

The following amendments are hereby made to the rules for the grant of recognition and aid to elementary schools published with the late Education Department Notification No. 243, dated the 21st August 1939, at pages 556-568 of Part I-B of the *Fort St. George Gazette*, dated the 29th August 1939, as subsequent amend-
ment:—

AMENDMENTS

In the said rules in Part II,—

(1) under the heading "Chapter I—Rules for Recognition" in clause (vii) of sub-rule (2) of rule 13, the following shall be added at the end, namely:—

"The provisions of sub-clause (b) of clause (ii) shall apply to every termination of service under the clause."

(2) under the heading "Chapter II—Rules for aid" in sub-rule (5) of rule 4, for the sentence beginning with the words "the leave application should be supported" and ending with the words "a case of extra uterine pregnancy" in the third paragraph, the following shall be substituted, namely:—

"Unless an abortion takes place in a Government hospital or local fund, or in municipal hospital or in a recognised nursing home and the respective medical officer in charge of the institution certifies that the abortion took

place after 12 weeks of pregnancy, the leave should not be granted. Where there are no hospital facilities, women teachers should appear before a registered medical practitioner when the signs of abortion still exist or go to him for ante-natal examination after 12 weeks of pregnancy so that the registered medical practitioner may be in a position to issue the necessary certificates."

P. K. HANUMANTHA RAO
Deputy Secretary to Government.

Amendment to Madras Teacher
Contributory Provident Fund
Insurance-cum-Pension Rules

(G. O. Ms. No. 1077, Education
26th May 1959.)

S.R.O. No. A-92 of 1959.

The following shall be added as Note (2) under rule (2) of the Madras Teachers Contributory Provident Fund Insurance Pension Rules, 1958, issued in G.O. Ms. No. 1109, Education, dated 31st May 1958:—

"NOTE 2.—The term 'Trained teacher' wherever it occurs in the rules shall include a language pandit, a specialist teacher such as Physical Training Instructor, Craft Instructor, Music Instructor, teacher employed under the bifurcated courses of studies, Pre-vocational Instructor in Higher Elementary Schools, who possesses the qualifications prescribed for such appointment in the Madras Educational Rules or rules relating to elementary Schools or in the Code of Regulations for Anglo-Indian schools as the case may be and a teacher who has been permanently exempted by the competent authority from the possession of the prescribed qualification."

K. V. RAMANATHAN,
Deputy Secretary to Government.

DEPARTMENT OF HEALTH,
EDUCATION AND LOCAL
ADMINISTRATION
(EDUCATION)

Draft amendments to rules relating to appointment of headmasters and headmistresses of high schools, under district boards and municipal councils.

(G.O. Ms. No. 791, Education
21st April 1959)

S.R.O. No. C-83 of 1959.

The following draft of certain amendments to the rules relating to the appointment of headmasters and headmistresses of high schools under district boards, published with the late Education and Public Health Department notification, dated the 9th December 1948, at pages 1 to 11 of the Rules Supplement to Part I-B of the *Fort St. George Gazette*, dated the 22nd February 1949, as subsequently amended, which it is proposed to make with retrospective effect on and from the 7th January 1957, in exercise of the powers conferred by sections 70 and 199 (2) (a) of the Madras District Boards Act, 1920 (Madras Act XIV of 1920), is hereby published for general information, as required by section 200 (a) of the said Act.

Notice is hereby given that the draft will be further proceeded with after six weeks from the date of publication of this notification and that any objection or suggestion which may be received with respect thereto before the expiry of that period will be considered by the Government of Madras. Objections and suggestions should be addressed to the Secretary to Government, Health, Education and Local Administration Department, Fort St. George, Madras.

DRAFT AMENDMENTS

(1) In rule 2 of the said rules, for clause (1), the following clause shall be substituted, namely :—

“(1) The President shall send to the Divisional Inspector of Schools or the Inspectress of Girls' Schools concerned, a list of all the L.T., B.T. or B.Ed. Assistants in the service of the district board, who have put in a service of not less than five years in the L.T., B.T. or B.Ed. grade or who will have put in on the 1st day of May of the year to which the panel relates, a service of not less than five years, and whose names are not already in the panel, together with the recommendation of the President as to who, among such persons, are, in his opinion, fit for inclusion in the panel and a detailed statement of the reasons for such recommendation. Such list shall be sent in October immediately preceding the year for which the panel is to be drawn up. The President, the Divisional Inspector of Schools and the District Educational Officer sitting together in the case of Boys' Schools and the President and the Inspectress of Girls' Schools sitting together in the case of Girls' Schools, shall draw up a panel of suitable candidates taking into consideration the list sent by the President. If the Divisional Inspector or the Inspectress is unable to accept any of the recommendations of the President, a reference shall be made to the Director of Public Instruction who shall give a decision in the matter provided that the Government of Madras may modify the decision when they consider it expedient. The panel thus drawn up which shall be treated as confidential shall be communicated to the President not later than the 1st May.

NOTE.—(1) For the purpose of five years' qualifying service for appointment as headmasters/headmistresses mentioned above, the previous service, if any, of an assistant in a recognized secondary school irrespective of its management or in the Defence Department shall be taken into account when there are no assistants with five years' service and the claims of no senior are affected thereby”.

(2) In rule 3 (1), for the paragraph beginning with the words "The number of persons" and ending with the words "Director of Public Instruction", the following paragraph shall be substituted, namely:—

"The number of persons to be included in the panel for the year will be equal to twice the number of permanent vacancies referred to in clause (a), plus the number of vacancies arising on account of the opening of new schools referred to in clause (c) less the number referred to in clause (b). Deviations from this rule will require the prior approval of the Director of Public Instruction."

S.R.O. No. C-84 of 1959.

The following draft of certain amendments to the rules relating to the appointment of the headmasters/ the headmistresses of high schools under municipal councils published with the late Education and Public Health Department notification, dated 9th December 1948, at pages 1-11 of the Rules Supplement to Part I-B of the *Fort St. George Gazette*, dated the 22nd February 1949, as subsequently amended, which it is proposed to make with retrospective effect on and from the 7th January 1957, in exercise of the powers conferred by sections 73 and 303 (2) (a) of the Madras District Municipalities Act, 1920 (Madras Act V of 1920), is hereby published for general information as required by section 304 (a) of the said Act.

Notice is hereby given that the draft will be further proceeded with after six weeks from the date of publication of this notification and that any objection or suggestion which may be received with respect thereto before the expiry of that period will be considered by the Government of Madras. Objections and suggestions should be addressed to the Secretary to Government, Health, Education and Local Administration Department, Fort St. George, Madras.

DRAFT AMENDMENTS

(1) In rule 2 of the said rules, for clause (1), the following clause shall be substituted, namely:—

"(1) The Appointment Committee shall send to the Divisional Inspector of Schools or the Inspectresses of Girls' Schools concerned, a list of all the L.T., B.T. or B.Ed. Assistants in the service of the municipal council, who have put in a service of not less than five years in the L.T., B.T. or B.Ed. grade or who will have put in on the 1st day of May of the year to which the panel relates a service of not less than five years, and whose names are not already in the panel, together with the recommendation of the Appointment Committee as to who among such persons, are in its opinion, fit for inclusion in the panel and a detailed statement of the reasons for such recommendation. Such list shall be sent in October immediately preceding the year for which the panel is to be drawn up. The Appointment Committee, the Divisional Inspector of schools and the District Educational Officer, sitting together in the case of Boys' Schools and the Appointment Committee and the Inspectress of Girls' Schools sitting together in the case of Girls' Schools, shall draw up a panel of suitable candidates, taking into consideration the list sent by the Appointment Committee. If the Divisional Inspector or the Inspectress is unable to accept any of the recommendations of the Appointments Committee, a reference shall be made to the Director of Public Instruction, who shall give a decision in the matter provided that the Government may modify the decision, when they consider it expedient. The panel thus drawn up, which shall be treated as confidential, shall be communicated to the Executive Authority of the Council not later than the 1st May.

NOTE.—(1) For the purpose of five years' qualifying service for appointment as headmaster/headmistresses

mentioned above the previous service, if any, of an assistant in a recognized secondary school irrespective of its management or in the Defence department shall be taken into account when there are no assistants with five years' service and the claims of no senior are affected thereby.

(2) A meeting of the Divisional Inspector of Schools, and the District Educational Officer or the Inspectress of Girls' Schools sitting with the Appointment Committee, need be held only in cases where a municipal council definitely requires a fresh annual panel or a modification of the existing panel".

(3) In rule 3 (1), for the paragraph beginning with the words "The number of persons" and ending with the words "Director of Public Instruction" the following paragraph shall be substituted, namely:—

"The number of persons to be included in the panel for the year will be equal to twice the number of permanent vacancies referred to in clause (a), plus the number of vacancies arising on account of the opening of new schools referred to in clause (c), less the number referred to in clause (b). Deviations from this rule will require the prior approval of the Director of Public Instruction."

S.R.O. No. C-85 of 1959.

The following draft of an amendment to the rules relating to the appointment of headmasters and headmistresses of high schools under district boards, published with the late Education and Public Health Department notification, dated the 9th December 1948, at pages 1-11 of the Rules Supplement to Part I-B of the *Fort St. George Gazette*, dated the 22nd February 1949, as subsequently amended, which it is proposed to make in exercise of the powers conferred by Sections 70 and 199 (2) (a) of the Madras District Boards Act, 1920 (Madras Act XIV of 1920), is hereby published for general information, as

required by Section 200 (a) of the said Act.

Notice is hereby given that the draft will be further proceeded with after six weeks from the date of publication of this notification and that any objection or suggestion which may be received with respect thereto before the expiry of that period will be considered by the Government of Madras. Objections and suggestions should be addressed to the Secretary to Government Health, Education and Local Administration Department, Fort St. George, Madras.

DRAFT AMENDMENT

In clause (1) of rule 2 of the said rules, after Note (1), the following Note shall be added namely:—

(2) A meeting of the Divisional Inspector of Schools and the District Educational Officer or the Inspectress of Girls' Schools sitting with the President need be held only in cases where a district board definitely requires a fresh annual panel or a modification of the existing panel.

P. K. HANUMANTHA RAO,
Deputy Secretary to Government.

DEPARTMENT OF HEALTH, EDUCATION AND LOCAL ADMINISTRATION

(EDUCATION)

Amendment to rules for grant of recognition and aid to elementary schools

(G.O. Ms. No. 735, Education
8th April 1959.)

S.R.O. No. C-7 of 1959.

The following amendment shall be made to the rules for the grant of recognition and aid to elementary schools published with the late Education Department Notification No. 243, dated the 21st August 1939, at pages 556-568 of Part I-B of the *Fort St. George Gazette*, dated the 29th

August 1939, as subsequently amended :—

AMENDMENT

In the said rules, under the heading Chapter 1—"Rules for Recognition", for the note to rule 29(c), the following note shall be substituted, namely :—

"NOTE.—The concession shall be withheld from a pupil if he or she is detained in any standard other than Standards I to VIII in elementary schools in any of which standards the concession shall be withheld only if he or she is detained in the same standard more than twice. The concession so withheld shall be reviewed when the pupil is promoted to the next higher standard."

P. K. HANUMANTHA RAO,
Deputy Secretary to Government.

DEPARTMENT OF HEALTH,
EDUCATION AND LOCAL
ADMINISTRATION
(EDUCATION)

Amendment to Madras
Educational Rules

(G.O. Ms. No. 560, Education,
19th March 1959)

S.R.O. No. C-61 of 1959.

In the form of agreement to be entered into between a teacher and the management of an aided secondary school prescribed in Appendix 28 to the Madras Educational Rules to clause 10 the following note shall be added, namely :—

"NOTE.—Pending the decision of the appellate authority on any appeal either by a teacher or Headmaster or by a management, the management shall not relieve the teacher or Headmaster nor shall the teacher or Headmaster stop away from the School".

P. K. HANUMANTHA RAO
Deputy Secretary to Government.

Amendment to rules relating to grant of recognition and aid to elementary schools

(G.O. Ms. No. 570, Education,
20th March 1959)

S.R.C. No. C-61 of 1959.

The following amendment will be made to the rules relating to the grant of recognition and aid to elementary schools published with the Education Department Notification No. 243 dated 21st August 1939, at pages 556-568 of Part I-B of the *Fort St. George Gazette*, dated 29th August 1939, as subsequently amended :—

AMENDMENT

In the said rules, in the existing Note under rule 5 in Chapter VI, Adult Literary Schools, for the date "31st May 1959" substitute "31st May 1960".

Amendment to Madras
Educational Rules

(G.O. Ms. No. 657, Education,
30th March 1959)

S.R.O. No. C-62 of 1959.

The following note shall be inserted under rule 112 of the Madras Educational Rules :—

NOTE.—No candidate who was dismissed or removed from the service of Government or a local body shall be admitted without the prior permission of the Director.

K. V. RAMANATHAN,
Deputy Secretary of Government.

DEPARTMENT OF HEALTH,
EDUCATION AND LOCAL
ADMINISTRATION

(EDUCATION)

Amendment to rules for grant of
recognition and aid to
elementary schools

(G.O. Ms. No. 176, Education,
29th January 1959)

S.R.O. No. C-20 of 1959.

The following amendment shall be made to the rules for the grant of recognition and aid to elementary schools published with the late Education Department Notification No. 243, dated 21st August 1939, at pages

556-568 of Part I-B of the *Fort St. George Gazette*, dated 29th August 1939, as subsequently amended :—

AMENDMENT

In the said rules, under the heading "Chapter II—Rules for Aid", after sub-rule (e) of rule 24, the following may be added as sub-rule (f) :—

"(f) which has not been inspected in the calendar year for which grant is payable except in the case of a school where, for administrative reasons, the Government have waived the inspection of the school during the calendar year."

P. K. HANUMANTHA RAO,
Deputy Secretary to Government.

NEWS AND NOTES

INAUGURATION OF THE MADRAS STATE SCHOOL SERVANTS' ASSOCIATION, MADURAI.

The inaugural function of the Madras State School Servants' Association took place on 24-5-'59, Sunday, with due pomp and ceremony. Sri V. G. Srini-vasan, B.A., L.T., (President, The Madurai City School Servants' Association) presided over the function. The Association was formed when rules and regulations were clearly laid out. Representatives from the several dis- tricts of the State attended the confer- ence in great numbers. The Madurai District School Servants' Association was formed to which Sri R. N. Kuppu- swamy was elected president, and Sri A. Raju as secretary. Twenty im- portant resolutions connected with the life problems of the (aided) school servants were passed unanimously.

EDITORIAL

QUALITY IN EDUCATION

There is widespread dissatisfaction with the educational standards achieved in our schools and colleges. It is being increasingly felt that the students graduating from our schools and colleges are bewildered by the complexities of the life around them and are unable to bear their responsibilities. It is natural for critics to throw the blame on the teachers and on the curriculum of studies. But are the teachers wholly to blame? What is wrong with the curriculum?

An examination of the curriculum of studies will show that it is richer in content than what was obtaining 20 or 30 years ago. More subjects are included and both students and teachers feel its heavy load. Today our schools have a larger percentage of professionally qualified teachers than we had ever before. If there is complaint of lowered standards one has to look for other reasons.

The demands on education today have become very great consequent on the rapid social changes that are taking place. There is an increasing awareness of the freedom of the individual and the need for fostering the ideals of democracy. No longer is the educated individual required to be a pen-pusher and carry out orders. He has to undertake responsibility, make quick decisions, execute the decisions and discharge his many responsibilities as a citizen. All these call for something more than an acquisition of knowledge and skill.

It must be remembered in this context no man is just a thinking machine or a bundle of skills or a repository of memo-

risied quotations. The challenges of the present day call for the creative abilities of man. We should remember that in man's nature there is a spark that kindles his creative energies making him a useful and a responsible person. Does our education provide for the development of this ability of the human being?

Perhaps not. There may be reasons. Nevertheless, in order to make education effective, it must be so planned and devised that it awakens and develops the intellectual and spiritual powers before preparing the child for a career. For only then he will have the receptivity to new and changing ideas and the ability to understand the implications—skills, responsibilities, etc.—of the profession he chooses and develop a mind at once inquiring, critical and reasoning.

All these call for a careful re-thinking of the programme of work in a school, so that without further loading the course contents, we may direct our attention to emotional, spiritual and intellectual growth of the child.

This needs considerable thinking and co-operative action. Here is a useful field of vital activity for our teachers' organisations. If in this year 1959, our organisations concentrate on this topic, 'what shall we do to improve the quality of education?' they would be making a distinct contribution to the future of humanity.

It should also be mentioned at the same time that the trend to centralise education and to bring in an element of rigid conformity to a centrally planned programme will militate against the

growth of vitality and dynamism in education. Under the guise of ensuring that financial aid given to schools is being properly utilised, the State is tending to assume greater control almost on the lines adopted by totalitarian States. This tendency is fraught with grave consequences as it will tend to destroy all initiative and introduce a dull uniformity which again will effectively destroy the spark of creativity.

A NATIONAL LOSS

It is with deep regret we record the national loss sustained by the passing away of Sri Kasturi Srinivasan, Managing Editor of *The Hindu*. The late Mr. Srinivasan played a notable part in steady-ing public opinion and helping in the orderly progress of the nation. His services to the cause of Indian Journalism will long be remembered. He strove hard to maintain the independence of newspapers and did yeoman service in raising the status of the profession of journalism. His interests were varied. He was a patron of fine arts. He helped in the revival of Carnatic music and in the establishment of the Music Academy of Madras and the holding of its annual conferences.

He took an abiding interest in education and apart from his benefactions to many a poor student struggling through

colleges and universities, he actively associated himself with the management of several educational institutions to which he extended his fostering care and wise stewardship despite the heavy demands which *The Hindu* made on him.

Above all, he will be long remembered as a perfect gentleman ; always kind and sympathetic to those who were struggling against adverse circumstances, he extended with a generous heart and in an unostentatious manner his support to all movements that were directed towards the elevation of the under-privileged. He was keen to observe talent in the young and ready to help them so that their talents may be fruitfully pressed into the service of the nation.

He had great respect for the teaching profession and lost no opportunity of championing their cause and bring home to the public the urgent need for improving the lot of the teacher. He evinced a sympathetic interest in the South India Teachers' Union and has often helped us with his wise guidance and advice. His death has removed from this world a great and adorable personality.

We offer to the members of the bereaved family our deepest sympathies and assure them that thousands of teachers are sharing their grief.
