

339

THE South Indian
teacher

vol - XIII

No - 9

SEPTEMBER - 1940



Vol. XIII

Regd. No. M. 2347

No. 9

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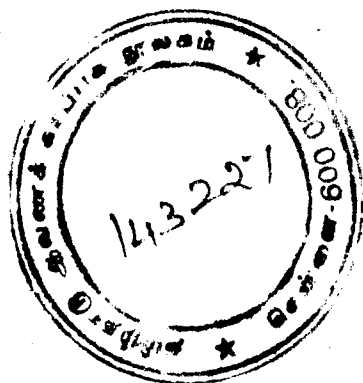
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(The Official Journal of The South India Teachers' Union)

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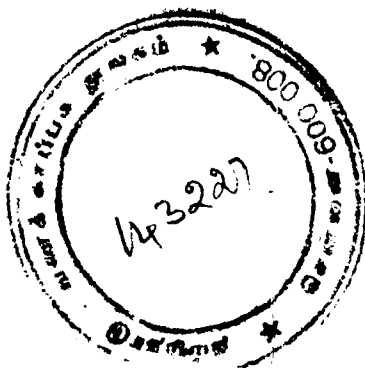
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THE SOUTH INDIAN TEACHER

Vol. XIII

September, 1940

No. 9

CONSERVATION OF GENIUS

BY

R. M. SAVUR,

Divisional Inspector of Schools, Coimbatore.

The older readers of this magazine may recollect the Group Intelligence Test in Tamil prepared and standardised in the Madura District several years ago. An account of this test and the test itself were published in these columns at the time. Certain facts about its validity and reliability were also given. Further facts now made available may interest readers.

Two ways of judging the value of such a test are:—

- (1) Comparing it with some other test of proved validity and reliability,
- (2) Comparing it with teachers' rating of the pupils tested.

The first criterion could not be used because this test was the first of its kind in this part of the world (I am afraid, it is the last one also). So there was no other test against which it could be weighed. The second criterion was used and the figures of correlation were given.

There is a third of which no mention was made. The subsequent history of the pupils tested can be followed to see whether their career proves or belies the conclusions drawn from the results of the test. Sufficient time has now elapsed to enable one to apply this test to the Group Intelligence Test referred to and form an opinion of its predictive value.

One of the several enthusiastic teachers who rendered invaluable assistance in constructing and standardising the test did not suffer his

enthusiasm to abate but on his own initiative kept a record of the progress of some of the pupils tested. From this record the following account is given. This teacher is Mr. J. D. Chelliah, B.A., L.T., of the Pasumalai High School, Madura.

For obvious reasons the names of the pupils are not given, but only various initials are used to indicate them. To avoid boring the reader with figures of intelligence quotients the pupils are divided into four classes viz., "below average," "average," "superior" and "near genius." The pupils were tested in 1932-1933.

BELOW AVERAGE CLASS—TESTED FOR INTELLIGENCE IN 1932-'33

Name	Class in which pupil was, when tested	Subsequent history
S. J. ..	Form IV	.. Discontinued and joined a Trade School.
V. K. ..	do.	.. Failed miserably in S.S.L.C., and discontinued.
C. I. I. ..	do.	.. Detained in Form VI—Discontinued.
M. K. ..	do.	.. Discontinued studies in the same year.
P. R. ..	do.	.. Left school in the following year.
M. P. ..	do.	.. Failed, S.S.L.C., discontinued studies.
A. A. ..	do.	.. Made 3 attempts at S.S.L.C. Public examination and failed.
R. B. ..	do.	.. With difficulty passed Inter. but failed in T. S. L. C. Examination.
P. G. ..	do.	.. Unselected in S.S.L.C., discontinued and joined Sappers & Miners.
G. I. ..	do.	.. Detained in Form VI, but passed Ele. Higher Teachers' Exam.
D. G. ..	do.	.. Attempted S.S.L.C. twice unsuccessfully and discontinued.
R. A. ..	Form III	.. Repeater in every class and finally discontinued in Form V.
B. S. ..	do.	.. Emigrated.
N. N. ..	do.	.. Discontinued in Form V.
G. E. C. ..	do.	.. Detained in Form VI—discontinued.
A. J. ..	Form II	.. Discontinued in Form IV.
S. N. ..	Form II	.. do. do.
G. P. J. ..	Form I	.. do. do.
I. T. ..	Form I	.. do. do.
B. F. ..	Form I	.. Is spending his third year in Form V.

The Average Class

The average people are always uninteresting. There is no profit to be derived from studying the history of this class. A few have fail-

ed, others have passed, but none with credit. So this is passed over without further comment.

The Superior Class

S. V. ..	Form IV	.. Is reading in the B.A. Class.
R. J. ..	do.	.. Failed S.S.L.C. —Financially poor—Probable cause of—failure and discontinuance.
P. B. ..	do.	.. Has graduated.
E. S. ..	do.	.. Financially poor—Had to discontinue through poverty.
S. D. M. ..	do.	.. Graduated.
K. S. ..	Form III	.. Passed Inter. 1 Class. Discontinued through poverty.
A. ..	do.	.. Passed Inter. and underwent teachers' training.
I. P. ..	do.	.. Has graduated.
S. R. ..	do.	.. Has graduated.

Genius or Near-genius Class

S.R.M.D. ..	Form IV	.. B.A. (Hons.) Maths. I. Class—Now tutor in one of the largest First Grade Colleges.
E. R. ..	Form III	.. Passed First Class B.A.
P. B. ..	Form II	.. In B.A. Class.
F. S. D. ..	do.	.. do.
F. O. D. ..	do.	.. First Class in B.A.
D. D. ..	Form I	.. In B.A. Class.

These facts though few are yet numerous enough to establish the prognostic value of this test.

One of the greatest tragedies of improperly organised educational activities is that too frequently genius is not recognised and fostered. The result is that the potentialities of genius properly developed and utilised are lost to the nation. The facts collected by Mr. J. D. Chelliah give some proof of this.

(1) P. P. of Form IV—a boy of the genius or near-genius class was in such financially distressed circumstances that he was forced to discontinue his studies soon after the test.

(2) P. V. of Form III another similarly circumstanced had a long break in his studies and rejoined to complete his S.S.L.C., and did so scoring the highest marks in his class with a general average of 58%.

(3) S. N. of Form III, similarly circumstanced, after passing his Inter. discontinued overwhelmed by domestic calamities.

Further how is the genius being utilised of two boys who ranked practically at the head of a couple of thousand boys tested? One after

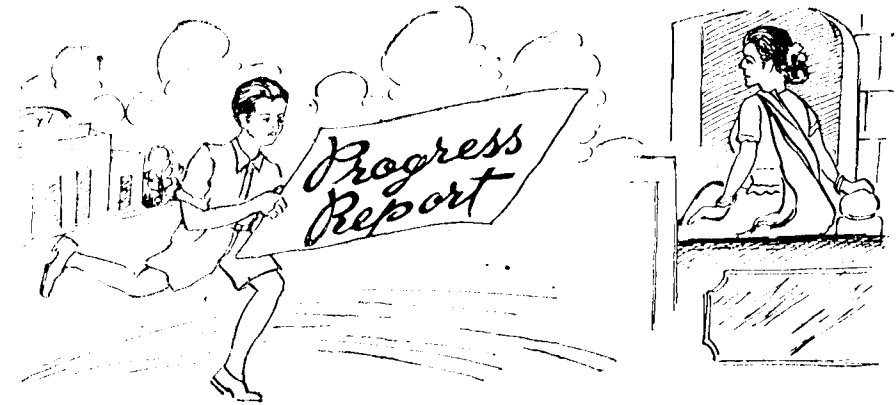
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The South Indian Teacher

easily taking a First Class Hons. degree in Mathematics is a tutor in a College correcting exercise books—scarcely fit work for genius to be employed on. The other, unable to go beyond his home to join an Hons. course, graduates with a First Class, and will probably end by securing a place on the Public Service Commission list of clerks. And clerical work is no more suitable employment for genius than correcting exercise books. Certainly not in a country where a man who begins as a tail clerk ends only as a head clerk, a country where the road from log-cabin to White-house is barred by impassable barriers. So long as such methods of conserving genius continue, this country can never hope to hold her own in the industrial or any other field; nor can our teachers have any claim to be considered progressive.

Present developments and impending changes like the bifurcation of the Secondary School Course make it imperative that valid and reliable tests of intelligence and aptitude should be made available for testing pupils: for full benefit from bifurcated courses cannot be derived unless supplemented by sound vocational guidance. Haphazard direction of this pupil to the pre-University and of the other to the vocational course will only result in making the results of the remedy more disastrous than the disease. Instead of unemployed S.S.L.Cs., we shall only have unemployable mechanics.

The most essential pre-requisite for sound vocational guidance is the existence of reliable and valid tests of general intelligence and of special aptitudes. So far the South Indian Teachers' Union has done little beyond passing pious resolutions approving this or that scheme and recommending some change or other in the curriculum. It has fought shy of doing any substantial and necessary work. The lay public hopes that at least now when the need has been created by approval of the scheme for bifurcated courses the South India Teachers' Union, which is not lacking in either men or materials to organise a department of experimental work, will take some steps to meet the need.



I

(By A Principal)

[Almost every school is having some system of Progress reports. But in recent years many progressive schools have improved their progress reports to make them more meaningful. We are presenting in the following pages an account of the system of progress report obtaining in some of our schools and the views of teachers on making the reports useful. —Editor, S.I.T.]

Baseless rumour records the following remarks in a boy's progress report:

- First term—Trying
- Second term—Very Trying
- Third term—Eats
- Fourth term—Cheats

This laconic improbability has an interest value, for it reflects a mood of embittered exasperation that used to pervade the Staff Common rooms in the bad old days when Form teachers were called upon to supply a varied assortment of arresting remarks for every pupil in every subject at the end of the term. Moreover it manages somehow to satisfy both hostile camps—for to the parent it ridicules the futility of the teacher's remarks, while the teacher smiles at what he believes to be implied sarcasm of the parent's exaggerated opinion of his offspring.

We have advanced a little perhaps in the direction of greater objectivity and comprehensiveness in the manner of school reports. On the other hand they have taken on the attributes of a formula and are becoming less of the human document that they often were in the hands of the 'character-conscious' teacher. It must be admitted that this

piece of work invariably leaves dissatisfaction behind, since at its best the report is but a superficial summing-up, and very often a statement of misplaced emphasis. This is not surprising when one reflects on the circumstances—the pressure of work at the time, the necessity of fitting each report to a kind of common denominator of parent, and the impracticability of presenting a frank statement since the school report cannot be treated as a confidential paper.

I am talking here of the school reports that are sent home periodically to the parent, which will be read not only by the parents but also by a wider circle and certainly inevitably by the subject of it, the child himself. There is another kind of school record, the purpose of which is to give such information as will provide the maximum help to the teacher under whose charge the pupil may come. For example a certain Education Department has recently introduced a confidential record card for every pupil, which however is never to leave the precincts of the school (except when passed on to another school on transfer of the pupil). It may however be consulted by the parent at any time. This record includes five sections, Educational History, Medical Information, Sociological Conditions, Psychological Conditions, Scholastic Status (i.e. results of the application of the standard educational attainment Test.). It is interesting to find that criticism on the introduction of such a record does not seem to be coming from the teachers, upon whom considerable extra work will fall, but from a few members of the public who anathematise it as a “thoroughly Nazi document!” This type of record could of course play an important part in the child’s development, but teachers need careful training in the use of such records if they are to justify the enormous amount of labour involved.

I have been asked to describe a progress report at present in use and to comment on its imperfections. This particular one is issued twice a year, at the end of the long term in December and again at the end of the year in April. The first issue is intended to serve as a kind of signal to the parent as to whether progress is satisfactory or not, and in cases where further effort is required it is not too late to remedy matters. It would probably be better to send this out at the end of the fourth month instead of the sixth, but no suitable break occurs at that time. It is a disputed point whether more frequent reports are necessary or desirable. The monthly report has certain undesirable features. Amongst others it encourages the pupil to place too much emphasis on marks; it stresses factual knowledge at the expense of training children to think; and it tends to develop in the school

atmosphere a tenseness which impairs that sense of peace and absence of strain which are such necessary conditions for early growth.

The form of the report, which is similar for every class in the school, consists of a foolscap sheet of paper. This is not a convenient size, either for filling-in, or for its journey to and fro between school and home. It is first issued just before the Christmas holidays and is taken home by the pupil for the signature of the guardian, coming back again when the school reopens in January. It is brought upto date to the end of the academic year and in April is issued for the second and final time, with the fateful words added, “Promoted” or “Not Promoted.” Its short day is then over and not too soon for its flimsy structure is unable to stand up to incessant folding and unfolding and all the other vicissitudes of pupil care. A more permanent record is being proposed in the form of a little booklet to cover 3 or 4 years at a time, and its added dignity may discourage spurious signatures, which occasionally occur when pupils have taken the measure of an easy-going Form-teacher who does not bother to check up signatures.

The form is composed as follows—I leave out the provision for name etc :—

Number of School days.....
 Number of attendances.....
 General Progress.....
 Conduct.....

Subjects	First Term			Second Term			Remarks
	Class Marks	Exam. Marks	Average	Class Marks	Exam. Marks	Average	
(All subjects including Handicrafts. music etc.)							

Failures are underlined in red ink and the column showing final averages in red.

The detailed marks are what gives the report objectivity and the clearer the statement of marks, the more confidence does the report engender. Hence arose the necessity to differentiate between class and examination marks, thus giving the parent the opportunity of checking the average. One weakness of the above report is that the class average

in each subject is not given as a basis for comparison and without this the parent cannot gauge the standard of his child's work. Nor would the computation of rank in class supply this information. A further defect is that the remarks column is used only to record weakness and the opportunity is missed of recording outstanding merit in a particular subject. We tend to be very niggardly of praise, as our dispersion curves of examination marks would show also. There is usually very little discrimination between the cleverer pupils in a class: instead, we find a general massing of marks between 30 and 40 per cent, the outstanding and the average all bunched together, whereas there should be a reasonable spread of the former even upto the 80 per cent standard. We see the same tendency in the progress report, where the main concern seems to be with weakness. The teacher believes it is self-evident where outstanding ability is shown, that no remarks are needed, and that, in any case it is unimportant. This is a great mistake, and shows lack of imagination. The progress report should present a rounded picture of the pupil's standard of work, it should make this as clear as possible, and above all it should suggest that it has been composed by a friendly counsellor rather than by a critical autocrat. In too many cases the progress report is the only contact made between individual parent and teacher. There is all the greater need therefore to visualise its reception in the home and by the exercise of imagination and sympathy to eliminate all possible cause for resentment or wounded susceptibilities on the part of the parent.

Unfortunately I am unable to record the actual reactions of the parents to this particular report form, as there have been neither complaints nor suggestions brought forward by them in the past, and there was no time to initiate a questionnaire for the purpose of this article. From my enquiries however it was evident that some of the parents do scrutinise the marks carefully, and in general that the detailed marks are considered the most important feature of the report.

II

(By A Headmaster)

The School Progress Report is one of the means by which the school informs the parents, periodically of the progress of the pupils. The parents have a right to expect an assessment of their children's progress, so that they may be properly guided in the all-round development of the children. The report can be one of the ways by which the close co-operation between the home and the school, which is essential for sound education can be produced.

In our school—the progress report is sent to the parents in October, January and April. The reports contain the marks obtained by the pupils in the class examinations and the terminal examinations. There is a column for verbal remarks by the teacher on the progress made in individual subjects, including games, art and craft. There is also space for general remarks by the form masters and the headmaster. Here the form master may write about the general behaviour and of the interests and activities of the pupils and recommendations to the parents. The usefulness of the report will be enhanced or marred by the kind of remarks made by the masters. Masters who take genuine interest in the pupils under their charge will naturally write remarks which will help the parents and the pupils; but in the hands of a teacher who has no personal touch with the pupils, the remarks columns will be filled by mechanical repetitions of words such as good, fair and poor. Thus the remarks columns may reveal not only the children's progress, but also the teachers' mind. The headmaster will receive the reports of all the classes and sign them after scrutiny. During the next day or two, he will go round the classes and personally interview all the boys and discuss with them the marks and the remarks in the reports, and will give encouragement or rebukes or advice as he thinks proper. The boys will then take the reports to the parents and return them, with their parents' signatures to the form masters, in the course of the next two days.

In addition to these terminal reports the headmaster and the form masters will write to the parents of boys who show signs of irregularity or slackness.

The medical officer of the school maintains a record of the health of the boys and in the case of boys who need any special medical attention, the headmaster will write to the parents on the advice of the medical officer. In some cases the headmaster has to send reminders to the parents on the need for the treatment recommended.

In addition to all these, the school maintains a cumulative Progress Record, showing the progress of the pupil throughout the school course. This records the progress from year to year, with marks and remarks. The form masters write on these their impressions of the general habits of the boys. These records are meant only for reference in the school and are never sent to the parents.

There are some weaknesses about the system of progress reports used by the school, of which the headmaster is aware. Efforts are being made to overcome these as far as possible. Some of these are given below:—

1. As there are no suitable mental tests available, the I.Q. of the pupils are not recorded and hence laziness and inability are not differentiated, and both are penalised alike. This is very unjust.
2. It serves to encourage either vanity in one case or a sense of inferiority in the other. The personal discussion by the head-master may however serve to minimise the danger to some extent.
3. It may create a feeling of injustice when a pupil is briefly and inadequately labelled. This often happens when the master is of the type which takes little personal interest in the individual pupils.
4. It may tend to create a barrier between pupils and their masters and also between children and their parents if the reports prove to be disappointing.
5. If the form master does not take pains to comment on the development of the pupil on his social, and moral relationships and physical and aesthetic activities, the report would give only a one-sided view of the progress of the pupil and would give an injudicious and harmful outlook on the purpose of education.

It will be a good practice if the parents are invited to write to the form masters both with reference to the progress reports and also with reference to the life of the boys at home. This will help the masters to know the boys better in the same way as the school progress reports try to help the parents.

III

BY

S. BALAKRISHNA JOSHI, B.A., L.T.,

Hindu Theological High School, Madras.

The Home and the School are two of the most important agencies that influence the character and determine the progress of pupils. Close contact between these two institutions is of vital necessity if the training imparted to youngsters is to be fruitful and purposeful. It is, therefore, the imperative duty of teachers to seek and secure parental co-operation. Moreover, they owe it to the parents, who have entrusted their children to their care, to keep them informed of their children's progress. Our

experience during the last dozen years has proved that the periodical issue of Progress Reports systematically and punctually at stated intervals, is one of the most helpful means to secure effective parental co-operation in the matter of training children aright.

The Reports, if they are to serve any useful purpose, should not be mere mechanical marks-lists or statistical sheets with monosyllabic remarks such as 'good', 'fair', 'bad', which are as vague as they are stereotyped. They should be 'human documents', revealing in their nature and of practical guidance to parents. Education is a vitalising, man-making process. An educational institution exists to afford opportunities for the unfoldment and expression of human personality. The teacher's mission lies in enabling the pupils to grow to their full moral, mental and physical stature. Progress Reports, by the way in which they are prepared, should vividly impress these fundamental facts upon parents most of whom unfortunately are prone to regard success at examinations as the be-all and end-all of education. The Reports should, therefore, not only embody the teachers' definite opinions of the boys' progress in studies but also indicate their aptitudes, tendencies, characteristics and special traits. They must be the result of careful observation and sympathetic study of boys day by day. A glance at a copy of our School Progress Report would show that, while on one side of it the marks of the student are tabulated along with class averages in the various subjects, on the reverse of it there are separate columns set apart for the Class Master and the Head Master to fill in their remarks. These which have necessarily to be pithy, suggestive and significant, give an insight into the different phases of the pupil's life as observed by the watchful teacher and the vigilant Head Master. In this connection, it may not be out of place to state that, while each Class Master notes down his estimate of the work and conduct of the forty boys immediately under him, the Head Master has got something definite to state about each one of the six hundred and odd boys of the High School! The remarks are written in the mother-tongue of the parent or guardian when he happens not to know English. In recording them, great care, caution and judgment have to be exercised, for they have a subtle and far-reaching influence on both the pupils and their parents. An indiscreet observation based upon insufficient data might adversely affect the boy's progress if he is sensitive, and evoke an unfriendly attitude on the part of the parent. Very often it has happened in our School that, as a result of close personal contact, teachers have brought to light certain of the boys' tendencies, unknown even to parents.

The remarks can be pertinent, discerning and judicious only when the teacher attempts earnestly and diligently to pay individual attention

to boys. In our School the Teacher's Pocket Note-book is a great aid to the preparation of the Progress Reports. The extra-curricular activities, varied and numerous, with which our School has come to be associated, draw into their fold almost all the boys. Ample opportunities are afforded to teachers to mingle with boys in different fields of activity and to study them at close quarters. The teachers record their impressions in the Pocket Note-books from time to time and rely on them largely at the time of the preparation of the Reports. Moreover, the close community life, nurtured among the teachers, gives them frequent opportunities to discuss the cases of individual boys—especially those that are backward in studies and remiss in conduct. The Class Masters get much of useful and relevant information regarding the boys in their charge from teachers who have handled them in previous years. Thus, in an informal manner, the history of the progress of individual pupils is passed on from teacher to teacher. These factors help Class Masters to form fairly correct estimates of boys and to give helpful guidance to parents.

The benefits that have been derived from the issue of Progress Reports may be briefly adverted to. A healthy moral stimulus is imparted to pupils to put forth their best because they realise they cannot keep their parents or guardians in the dark regarding their activities at School, as the rules of discipline require that the Reports should be shown to them and returned intact duly signed by them within a specified time. The Pupils get to know definitely how they stand in the estimation of the teachers, what their weak spots are and in what direction they should improve. The indifferent among them, whose lethargy has been responsible for their unsatisfactory performance, bestir themselves, work hard and do distinctly better in the next record. The laggards receive timely warning and exert themselves to cover up the deficiency betimes. A healthy feeling of emulation is engendered among the more forward of the pupils. The Head Master very often himself hands over these Reports to boys and supplements the remarks by admonition, appeal, exhortation or warning as each individual case may require. The teachers themselves get a synthetic view of the boys and a peep, as it were, into their personalities. They find it easy to guide boys by chalking out for them a helpful programme of work. Teachers make it a point to visit the parents soon after the release of the Reports and to discuss with them personally ways and means for the all-round improvement of their boys. They help the parents to understand that indiscriminate private tuition, which is often imagined to be indispensable, does more harm than good by stifling self-effort and encouraging spoon-feeding. Where it is absolutely necessary, they themselves advise the parents to give special coaching to their boys. To a certain extent they enable the parents to direct the

careers of their children by indicating to them their special aptitudes. Parents, on their part, understand where exactly their boys stand. Even prior to the issue of Progress Reports, boys are required to show the valued answer papers to their parents or guardians, obtain their signatures on them and bring them back to the Class Masters for scrutiny. Soon after the distribution of answer papers, opportunities are given to boys to freely but politely make representations to the examiners and to have all errors of commission and omission rectified. Thus, an honest attempt is made to see that the marks represent fairly accurately and impartially the level of boys. The parents feel that all that is possible is being done to level up their boys and that the Progress Reports indicate truly the attainments of their boys. They understand that, if they do not profit by the suggestions offered by the teachers and the Head Master, it is their fault. Thus, there is no pressure brought to bear upon the School authorities at the time of 'Selection' or promotion. The boys too do not feel unnecessarily excited. The Progress Reports prepare them and their parents for the result. It may be mentioned here that most of the six hundred visits that are roughly paid by the parents to the School in the course of a year, are in connection with the Progress Reports. They most willingly respond to the invitation of the Head Master and interview him in a steady stream for nearly a fortnight after each issue of the Report. Thus the practice of issuing Progress Reports has effectively served to bring the Home and the School nearer and to promote greater understanding between the teachers and the parents. It has been in no small measure responsible for the healthy growth of a virile Parents' Association and for the spontaneous and generous response of the parents to the calls of the School for help.

The remarks recorded on the reverse of a Pupil's Progress Report issued by our School, are reproduced here for illustration.

SPECIAL REMARKS ON PUPIL'S HEALTH, GAMES, CHARACTER,
CONDUCT, APTITUDES, ETC.

<i>Class Master</i>		
I Course	II Course	III Course
An intelligent but easy-going lad; dull and languid in the class: almost effeminate in manners: writes a good hand: speaks with ease at Boys' Union meetings: has histrionic talents: Home preparation needs supervision: should participate in games.	There is some progress but not quite satisfactory. The boy could have done better had he exerted himself a little more. He should try to give a better account of himself next time.	Performance, not very encouraging again. Should work with might and main and make up the deficiency specially in the Optional Subject. Should give up the tendency to garrulity.

Head Master

No decided progress. Unsatisfactory progress. Wake up betimes: no use
 With what earnestness Gird up your loins: work shedding tears afterwards.
 you rejoined School and with a will: you are sure Long since I met you on
 what languor has over- to come up. the play-fields.
 taken you! Realise your
 responsibilities. Get spe-
 cial coaching in Optional
 Mathematics. Your good,
 venerable father will
 please pay me a visit now.

Parent

Sd.	Parent	Sd.	Parent	Sd.	Parent
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IV

BY

DAVID CHELLAPPA.

St. Paul's, High School, Vepery.

It is now generally recognised in India—at least in theory—that the task of educating the young is the concern, not merely of Schools, but to an even greater extent, of parents as well, and that constant co-operation between the two is a prime necessity if the interests of the young are to be effectively safeguarded and furthered. A fruitful sphere of co-operation between parents and schools—and one which stands in need of being exploited more thoroughly—may be said to lie in the preparation and use of the periodical Progress Reports which have now become an established part of the tradition of Indian education. An attempt is, therefore, made in this paper to consider Progress Reports, as they exist at present, and then to suggest certain improvements therein. Can these records be called in any real sense genuine co-operative efforts in which both the School and the home share in a spirit of partnership? If not, how can they be made to become such?

Progress Reports as they are

The Progress Report, which is commonly issued in our Schools, whether monthly, quarterly or terminally, contains, generally speaking, a list of subjects, headed by English, with the marks obtained by the pupil at the last examination against them. This forms the leading feature,

An article reproduced from the *St. Paul's High School Magazine*, by kind permission of the author.

but there is almost invariably a note as to the 'rank' or form-order attained by the pupil, for purposes of reckoning which, all subjects ranging from English to Drawing, are jumbled together. The Form or Class Master adds a summary remark as to the pupil's conduct and his weak subject or subjects; this is countersigned by the Headmaster and despatched to the parent who is allowed no say in the matter except to initial or sign and return it to the School within a stated period. If the parent happens to be innocent of English, as is not infrequently the case, then perhaps he is none the wiser for having been permitted to see the document!

One-sided Emphasis.

It seems high time that our educational authorities and parents alike began investigating afresh the value and the influence of an institution which most of us accept unquestioningly. Such an investigation would reveal that one most obvious defect is the virtually exclusive emphasis on the mere acquisition of information—an emphasis which has created in the popular mind an entirely inadequate and even pernicious view of education as something merely mental and not also moral, spiritual, social, physical, æsthetic, and manual. And even on the intellectual side, the cultivation of the faculty of Memory has been mostly exalted above intelligence; practical skill and ability have largely gone unrecognised. The scale of values thus inculcated in Schools has tended to become more and more divergent from that in vogue in the world at large: education and life have, consequently, become increasingly unrelated.

Evils of the 'Rank' System, as it is.

The indiscriminate inclusion of almost every subject on the list for the purpose of reckoning the 'rank' has placed at a disadvantage pupils with an aptitude for a particular subject or subjects, and encouraged the mere "crammer"; it has induced an inferiority complex on the part of those pupils whose form-order happen to be below the average and a superiority complex in the mere book-worm who may or may not be a success in later life; it has thus failed to discriminate between the bone-lazy shirker and the temperamentally inept in a subject. It mostly precludes the discovery and the unfolding of possible geniuses who may turn out to be definite assets to the State; often it either deeply discourages a pupil or unduly elates him; frequently, it depresses or flatters the parent but gives the School authorities a false sense of duty well done towards their charges. Thus it makes for unhealthy attitudes between the parent, the School and the boy. Instead of co-operation, it creates a spirit of rivalry and competition in a world which is crying out for less of the one, and more of the other.

Construction, not Destruction Required.

It is an acute and painful consciousness of the abovementioned drawbacks that has led a few Schools in the West not only to question the value of Progress Reports, but also to abandon them altogether. For, they ask, do not these Reports tend towards insincerity on the part of School authorities, self-consciousness on the part of pupils, and unreality on the part of parents? Is there not too great a danger of undue stress, on the one hand, on the academic, and on the other, on the moral and social sides—both perhaps equally fatal to true education? It is, however, always a tragedy to “throw the baby with the bath-water”; a recognition of the dangers and evils inherent in the present system should drive us, not to despair, but to an earnest attempt to devise ways and means of evolving a new type of Report. If the present type of Report is one-sided and even positively mischievous, then let us strive to bring into existence one that would assess the pupil's various abilities and talents as accurately as possible, and deal with all the manifold aspects of his nature and character. Such a type, needless to say, can see the light of day only when education is understood, in fact as well as in name, as a partnership between the School and the parent, when School ceases to assume pontifical airs, when parents reconcile themselves to the possibility that their offspring may not, after all, be geniuses in embryo!

Progress Reports as they might be

Let us then attempt an outline of the main features of a Progress Report which is progressive in character, which is, in other words, a faithful record of the pupil's whole life—at home and in school, on the playground and in the class-room, in the academic and in every sphere that may claim his attention; which would guide the parent in the boy's home-life and his choice of a profession, and widen the School's knowledge of the boy as he reveals himself when away from the surveillance of the School. A progressive Progress Report, then, should give not merely figures and briefly stated facts, but also views and estimates and should, whenever possible, be supplemented by personal letters, or better still, by interviews between parents and the School Staff. In this connexion, the observance of a Parents' Day once a year, which would enable parents and teachers to meet one another informally and exchange notes over a cup of tea, has advantages that cannot easily be overrated by those who have tried it.

Features of the 'Progressive' Progress Report.

As regards the length of the Report, it is difficult to lay down hard and fast rules for schools so differently situated as ours in this country, but at least once a year it ought to extend to four pages and give information under the different heads about to be enumerated.

1. *A general impression by the School.* In the first page, the Headmaster and the Form Master should set in considerable and candid but careful detail the opinion they may have formed of the pupil during the course of the year; to this end, they may also, at their discretion, discuss individual boys with reliable Prefects or Monitors, if such are available. For the purpose of assessing temperament and character, as apart from academic ability, certain schools in America use standardised tests, but as is well known, temperament and character, even more than intelligence, are notoriously elusive quantities, and it would probably be safer to rely on careful personal observation reinforced, on the academic side, by monthly, quarterly or annual tests and examinations; but of course, the smaller the class the greater is likely to be the success of the School in forming accurate estimates of their pupils. These estimates of character and ability should also include, among other things, a reference to the pupil's physical growth, his social characteristics, his moral advance, and certainly, in Boarding Schools, his spiritual traits; they should inform the parent how far the pupil is capable of such things as concentration, initiative, co-operation and neighbourliness.

2. *Academic development.* In the second page must be set forth what parents look forward to most eagerly, namely, information about the pupil's academic development. This section, again, should not be a mere inventory of marks obtained at the examinations but should have individual comments by each subject teacher, applauding excellencies or kindly pointing out weaknesses, their causes and their remedy. A discussion of examinations and tests of the various methods of marking would be beyond the scope of this paper but whatever may be the system of examining and marking adopted, it should certainly be easily intelligible to pupils and parents alike, and enable them, without confusion, to form an idea of the standard reached by the individual as compared with the standard of the Form. Some English Schools, for example, follow a system of work-charts, with ciphers and graphs, but they are not suitable for our purpose in view of the much lower educational standard of most Indian parents.

3. *Extra-curricular activities.* The third page should be devoted to what are generally described as extra-curricular activities, and should specify the pupil's dexterity in the various games and sports and the qualities exhibited by him in their pursuit; it should bring to light any special aptitude for histrionics, for musical and literary work, or for public speaking; it should further mention any latent æsthetic, artistic or manual proficiency displayed.

4. *The parent's remarks.* The last page should be reserved for the remarks of that hitherto 'sleeping partner' in education—the parent.

He should be taken into the School's confidence and asked to report on the boy's special interests and learnings, his hobbies and loyalties, his attitude towards those at home and outside, his view of the School, and the manner in which he spends his holidays, concluding with the parent's comments on the School's comments on the boy.

Permanence of the Records.

As a general rule, it is neither practicable nor desirable to issue a four-page report more than once a year; the usual formal report, therefore, has its place and need not be abandoned altogether, so long as its inadequacy by itself is borne in mind. But in order to ensure the permanence of the records from the time a pupil joins the School until he leaves it, either a folder to hold successive reports, or a book in which successive entries are made, may be used. Some English Schools go so far as to substitute for the reports a portfolio of the people's representative work which is claimed to have the threefold advantage of facilitating revision work, of enabling the parent to see his boy's performance for himself, and of inciting the pupil to take pride and delight in his work. This system, perhaps, is a counsel of perfection as things stand in India; our parents would have first to be sufficiently educated to benefit from such a system of records.

The use of the Vernacular.

It is also worth pointing out that, in most Schools in India, the Progress Report should be in the vernacular of the district or, in the case of bi-lingual or multi-lingual areas, at least bi-lingual. Otherwise, the opportunities for filial deception are immense! The question also rises: How far should pupils be allowed access to the reports? The answer is that the formal reports issued quarterly or half-yearly may be viewed by the pupils, but not the annual four-page report. It is unnecessary to enter into the why and the wherefore of this caution; sensible parents and sensible Schools can make sensible arrangements between themselves in the best interests of the boys for whose development they are jointly responsible. Many of the suggestions mentioned above, however, cannot be satisfactorily carried out unless classes can be smaller than financial considerations at present permit, especially in aided Schools.

Finally, it cannot be too strongly emphasised that education is meant for the boy and not the boy for education. The object of the Progress Report should therefore, be not to justify the existence of the School or to satisfy the parent's desire for information, but to promote most effectively the spiritual, intellectual and physical welfare of the boy both now and in the years to come. It should discover the best in him and appeal

to the highest of which he is capable; it should help him to see him as he now is and as he can become in future. It is no redundancy to say that a Progress Report should really report on the pupil's progress—all round.

V

BY

G. K. THARU.

London Mission High School Gooty.

The practice of sending out Progress Reports of boys to their parents and guardians has been in vogue for sometime past. The idea at the back of this is evidently to acquaint the parents or guardians of boys with the attainments and general standing of their children in the class, and to invite the co-operation of parents in making education really effective and serviceable both to the individual boy and to the community at large.

Unfortunately, either because these Reports have been so meagre in details and do not cover the whole phase of the child's life in the school or so unintelligible to many of the parents who are themselves illiterate or because the parents think that these matters might well be left over to the educationist, the results in any case, have not been commensurate with the efforts.

One would like in this connection to offer a few suggestions on the writing up of these Reports. In the first place the Reports, if they are to serve any useful purpose, should be written in the mother tongue of the parents. The need of such a procedure is clear especially in the case of mofussil Schools where the percentage of English knowing parents is quite small; for instance in our school here at Gooty out of a total of about 500 boys (including our elementary section) the parents of about forty to fifty boys only can read English. Perhaps this means a little more cost to the management; for, where there are schools in bilingual areas Reports have to be printed in those two main languages of the area.

Secondly. Reports should be sent out from the school at least twice in a year. In many schools Reports are sent out only once a year. The parents should be kept informed of the progress of boys from time to time.

Thirdly. The Report that is sent out should be as full as possible. The parent should be able to get as much information as possible about the development of his child. At present the Progress Reports give a fuller detail of the boy's marks in the various school subjects and about

his standing in the different subjects in the school but very little about his physical, social and moral development. Every aspect of the child's life with which the school has anything to do must figure in the Report. Such a Report will act as a corrective to the undue importance now given to ability to score marks in an examination as the main purpose and sometimes the only purpose of a school.

Fourthly. It will be a good thing if with the Report a form for the parent to fill in is also sent out. This secures for the school such necessary information as will help it in its work. The information thus supplied by the parent will help the teachers who have to deal with the child, and may also help them to aid the parent in dealing with the child in the home. Anything of the nature which helps the teachers to understand the circumstances of the individual children in their charge will be of the greatest value.

The school authorities should see that the Progress Reports should reach the parents and are returned to them after they have seen and signed it. The practice of giving these Reports into the hands of boys who sometimes out of carelessness and mostly out of fear do not show these Reports to their parents or guardians is not quite helpful. As far as possible the Reports may be posted to parents of boys who come from the mofussil, and, to save expense, sent through a trusted school servant for distribution to parents of boys who have their residence in the town.

Finally. It will be found quite a useful thing if the parents and guardians of boys are called in once a year when some of these things affecting the growth and development of their children might be profitably discussed. Both teachers and parents can supplement one another's knowledge of the children and their greater co-operation in the case of the child can be secured. If both parents and school are to discharge their responsibilities faithfully to their children they should be willing to show greater co-operation than they have shown hitherto.

It may also be a good plan for the Headmaster to invite pupils to come and see him about their reports and discuss them with him. Especially older children will greatly benefit by such a procedure as such discussions will give the child greater confidence and enthusiasm in his study.

I have not attempted here in this brief article to draw up the particular form of Terminal Report, neither the form for the parent.

But in broad outlines they should have something to say about his general attitude to life, his willingness to learn work, his spirit of

courtesy and sportmanship. Something about his own personal cleanliness, sense of self-respect and code of honour and his particular bent etc.

Similarly the Form to be filled in by the Parent should give a little more detail of the boy's home life, his hours of play, work and sleep, his likes and dislikes and about his friends and others with whom he mixes.

May I suggest in conclusion that it will be quite an excellent thing if the South India Teachers' Union will take up this matter of drawing up an appropriate form to be filled in both by the school and by the Parent?

VI

BY

K. N. PASUPATHI,

Kurnool.

It is a happy sign of the times to-day that the importance of parental co-operation with schools in the task of educating children is being increasingly realised by every one. While, in some institutions, the school authorities have approached the problem of enlisting this co-operation in a planned manner and taken various practical steps to ensure success in their endeavours, the fact remains that in the bulk of the schools in the presidency, no organised efforts have been made to achieve useful results beyond pursuing some old, traditional practice.

The practice of sending progress reports of pupils to their parents or guardians has been in vogue for a long time. But how far this has been effective, or improved during recent years is not definitely known. To appraise parents of the actual work and attainments of pupils in schools, what practical measures must be taken? It is a problem worth tackling by headmasters and staffs in schools as well as school Inspectors. In most schools, progress-cards, showing the marks scored by pupils in their day-to-day work as well as in the terminal examinations, are maintained and issued to parents twice or thrice in the school year. The cards show the pupils' attainments in terms of percentages of marks in each subject. Some schools take pains to record also the rank held by each pupil in his class. The cards are usually handed to the pupils themselves who are to show them to their parents and get their signatures in token of perusal.

These cards say nothing about the part played by pupils in games and sports, in Library-work and extra-curricular subjects. They

sometimes contain, it is true, a column or two to be devoted to "Remarks by the class-teacher or headmaster." More often than not, this space goes unfilled—a clear sign of indifference on the part of those responsible for the work in schools!

In a few well-conducted institutions, a progress book—such as the S.S.L.C. register—is maintained for each scholar, and sent every month to the parent. The book contains a lot of information pertaining to the pupils' activities and attainments in schools, his points of strength and weakness, his special tastes and aptitudes and also suggestions for improvement. The physical condition of the pupils and the school doctors' remarks and suggestions to the parents regarding diet and treatment also add to the usefulness of these Progress-records. I saw such books maintained in a Girls' High School in Bombay.

In a country like ours where the vast majority of parents are yet illiterate, the value of school progress-reports is obviously poor. But in urban areas where the pupils come from educated and enlightened home, their importance can hardly be exaggerated. It would be a wise thing for schools to adopt a scientific plan and method to acquaint parents with the work of pupils. The value of teachers' personal contact with them will be very great. Teachers have to visit periodically the homes of pupils and establish this contact with their parents and guardians. This will make the purpose of progress-cards fully served.

The present school-education suffers considerably from the lack of a live contact between teachers and parents. The work is done by teachers and pupils like automatons. There is undoubtedly a lot of energy and effort involved on the part of teachers, but much of it seems wasted and hardly fruitful or productive of appreciable results. One way of making their efforts pay is by establishing a living touch and live contact with pupils and parents. However difficult the task may be, it must be approached in a spirit of understanding and sympathy by teachers. The present system of a multitude of teachers handling each class or section must go, and a few teachers must share all the work to be done in a class among themselves and work in the spirit or ideal of our ancient teachers, with love and sympathy in their hearts for the children they are privileged to teach.

Without some such reform, I see little use of sending progress cards showing mechanical, meaningless marks to parents.

VII

GREENVILLE IMPROVES PUPIL-PROGRESS REPORTS

By

V. M. MULHOLLAND
In the High School Journal

The assumption underlying the present grading system in Greenville High School is that things other than subject matter are significant. We assume that it is important to know how much effort a student expends on his work, how well he adjusts to the group, how prompt, thorough and accurate he is, how well he thinks, how much he depends on others, and how courteous he is. Each of these phases of a student's personality is in the process of development or retardation while he is in school.

About two years ago a faculty committee began a study of various marking systems. Our present report form has developed gradually from this beginning. It is divided into four parts and issued every 12 weeks. Page 1 is divided into two parts headed: "course, content and Objectives" and "Pupil, Development and Achievement." Under the first is a description of what is being done in the course and reasons for doing it. The teacher's evaluation is given under the second heading. It is no longer merely a "mark" but a word picture of many phases of the student's development.

Page 2 of the report also is divided under two headings: Opportunity for Parent Comment" and "Opportunity for Student Comment". Under the former is printed: "Please give any information concerning the pupil's progress, personality, habits, physical condition, attitude, or any other factor that may be helpful to the teacher." Under the second is stated: "Please give any information about your own progress, difficulties, need for help, or suggestions for improving the course which may be helpful to the teacher."

A typical item from the first part of the report on "Course Content and Objectives" follows:

"Journalism has included for the last 12 weeks specific training in editorial, interview, and feature writing. Accuracy and interest in the interview have been stressed along with readability in the feature story. Emphasis has been continuously placed on responsibility and co-operativeness in editing and publishing *Green Lights*.

Considerable attention has been centered on promptness for recent issues. An effort has also been made to assist students in determining what is meant by editorial policy."

A typical item under "Pupil Development and Achievement" is as follows:

"Betsy is doing superior work in English. She is obviously interested, quite capable, and diligent worker, and makes excellent use of her time. Her work is done neatly and promptly. She exercises a great deal of initiative, which was well shown in the writing and directing of a book-week play. She co-operates beautifully".

Without a campaign for the purpose, over 25 per cent of the parents returned some comment on the first report. The following are typical: "John has never had the right attitude toward school. I have never known why. Please help me to overcome this condition." "Pat enjoys good health, is full of pep, and has a surplus of energy. With a little praise you can lead him easily and will perhaps be more than pleased with the results." "I find that Margaret Anne will respond better if called on directly. Being slightly shy in a group, she does not feel sure of herself. Direct contacts will help her, I am sure."

Nearly 40 percent of the students made comments on the first cards: "The class would be more interesting if it had more activities." "I still cannot do well in oral discussion; I just sit and listen. I wish you would try to help me on this." "The unit on Moby Dick was very dull because I had read the book before. Let us have some more work in the use of dictionary." "I should like to stay some afternoon and get help when you think I need it." "I think this course would be better understood if there were no practice teachers."

Generally speaking, both parents and students were decidedly pleased with the innovation. All but two teachers were enthusiastic. Most obvious among the desirable outcomes of the new report were:

1. Consciousness of marks and undesirable competition decreased immeasurably.
2. More pupil-teacher planning and evaluation resulted because of the motives which prompted the progress report.
3. More genuine interest of students in work being done and in means of accomplishing tasks was in evidence.
4. More genuine interest of parents in the student's personality and in the general school program was apparent.

Flexibility of this progress report gives it infinite possibilities. Plans for vitalizing each phase of the report this year should make it a helpful medium for increasing student participation in planning and evaluating school work, for bringing school and community together, and for aiding students in the area of guidance.

(Reprinted from the Education Digest.)

VIII

MAKING SCHOOL MARKS MORE MEANINGFUL

By

J. D. HULL,

Principal, Springfield, Missouri Senior High School

For the past seven years children in our elementary schools have taken home report cards which were checked satisfactory or unsatisfactory in the traditional school subjects, with a paragraph of comment by the teacher about the child's social and personal development. During the past two years committees of junior and senior high school teachers have been studying such questions as:

1. Is it desirable to separate the recording and reporting systems?
2. What purposes should reporting systems serve?
3. How precise should marks be?
4. Is it desirable to have different reporting systems in junior and senior high schools?
5. How may we promote a common understanding of the terms used on report forms?
6. Should children participate in marking themselves?

As a result of this committee work, three junior high schools and the senior high are using the same reporting forms during the current year. Pupils are marked satisfactory or unsatisfactory as compared with their ability or growth in four characteristics: (1) intelligent self-direction; (2) social adjustment; (3) work habits; and (4) knowledge and skills. In a special bulletin these terms are explained and illustrated in terms parents can understand.

Whether or not a pupil's growth is satisfactory as compared with his ability is, of course, a matter of subjective teacher judgement. Ability may be judged by observation, tests, and other means.

The budget for tests has been increased and each pupil is given each year either (1) a standardized reading test or college aptitude test or intelligence test, and (2) a general achievement test in each subject. The decile rank of each pupil is recorded and used for guidance purposes. When the budget for tests was increased it was assumed that at least half the funds would be spent for standardized tests. However, it soon became apparent that standardized tests often failed to measure the things which teachers needed to measure in their particular courses and that using such instruments would permit the makers of such tests to set the course objectives. Hence committees of teachers are increasingly devising their own objective tests. A few parents consider our separate recording and reporting systems admirable. There is little criticism from the others. Most parents think of school as a place where lessons are learned. They see no difference between extrinsic and intrinsic motivation. To them our marking systems seems senseless but they are not inclined to be troublesome about the matter.

No systematic inquiry has yet been made into the effects on pupils, but there have been difficulties. Some pupils have grown accustomed to being motivated by marks alone, and in classes where marks have not been replaced by intrinsic challenges, they have suffered a lowering of interest and activity. On the other hand, many pupils have been as much emotionally disturbed by the achievement examinations as they were by the teachers' marks. A few teachers are urging a return to the traditional system because they feel that the examination has all the weakness of a mark as a motivating force. They agree that for guidance purposes they must have on record a more discriminating teachers' mark than "Satisfactory" or "Unsatisfactory" or a percentile rank on achievement tests.

Those who insist that pages of written comment by the teacher can replace all marks have surely never worked in a school where the teaching load was heavy.

As for the emotional effects of teachers' marks, the crux of the problem seems to be this: As motivating instruments, marks are bad. As evidences for guidance,

Of the many problems involved in the maintaining of Cumulative Records, the most important one is the selection of items which will be of definite value in considering the child's educational and vocational plans at a later date. The record may also reflect to some extent the objectives of the individual school. The progressive Education Association has been investigating certain types of cumulative records. It is suggested that an ideal system of individual records would contain :

1. *Personal pattern of goals*:—"Since the school exists, in some measure to keep, achieve the goals he (the pupil) sets for himself and to lead him to formulate even cleaner, more consistent, more attainable and more socially valuable goals it is important to ascertain what these goals are and to record progress toward them. This requires a carefully planned conference technique in which the counselor discusses with the pupil such areas of goals as his life work, school work, school life, home and friends, sports, hobbies, the arts, reading and other recreational activities." The pupil is to write out at intervals of perhaps a week or a month the goals in which he is interested and his success in attaining them.
2. *Records of significant experiences*:—To be written out by pupil at irregular intervals.
3. *Reading records*: A record of the free reading, which is a good index of intellectual maturity. Must be interpreted on basis of type and quantity of material.
4. *Records of cultural experience*? Attendance at plays, concerts, listening periods on radio, etc.
5. *Records of creative expression*: Diederich is not certain about the way in which this should be reported. He recommends that teachers experiment. He suggests that some common elements might be: Names of pupil and teacher, the date, the name, title or subject of the creative product, the medium or materials, the approximate number of hours of work represented, statement by the pupil of the purpose or central idea of his product, what he learned in creating it, and how successful it was in achieving his purposes. An interpretation by the teacher should be included.
6. *Anecdotal records of pupils*, and interpretation by the teacher.
7. *Records of Conferences*.
8. *Record of excuses and explanations*.
9. *Record of tests and examinations*, with an interpretation by the teacher.
10. *Health and family history*.
11. *Oral English diagnosis*. A diagnosis of the pupil's pronunciation, quality of voice, diction, usage, force, etc. without knowledge of pupil. To be used in subsequent work.
12. *Minutes of student affair*.
13. *Personality ratings and descriptions*.
14. *Questionnaires*. These include all interest and personal questionnaires pupils are asked to fill in. Should be interpreted and filed in the pupil's folder.
15. *Records of courses and activities*.
16. *Administrative records*.

On the basis of consideration of the types of items which are most valid for progressive purposes and the types of presentation which seem to lend themselves to ease of interpretation a cumulative record system is described below. It should indicate (1) General items of identification and Progress; (2) Scholarship; (3) Educational and General aptitude Test Scores; (4) Social and Character ratings; (5) Health; (6) Home Conditions and Family History; (7) Extra curricular activities; (8) Vocational interest and aptitude test scores; and (9) other items.

The unique value of the cumulative record lies in its keeping a detailed account over a period of years concerning several activities of the individual child. Yet it will also be necessarily used by teachers and others when they are interested in only one item. They furnish valuable assistance in connection with any aspect of guidance and instruction in which knowledge of an item recorded is thought to be of value. In other words the records may be used either when some specific information is desired say, to determine the next step in motivation or advancement into a new class, or when the whole past history of the student is considered in order to advise him on his next educational or vocational attempt. The following are some of the specific uses of Cumulative Records :

- I. At the Elementary and Junior High School level.
 - (a) *In the study of the needs of pupils in an instructional field.*
 - (b) *In the discovery of causes of behaviour, difficulties and failures.*
 - (c) *In the identification of gifted pupils.*
 - (d) *To assist in the discovery of special abilities.*
 - (e) *In furnishing a basis for advising a pupil who wishes to leave school during or at the end of the Junior High School period.*

II. *At the High School and College Levels*.—As the pupil continues through High School and College his knowledge and skills increase and his personality develops. The cumulative record becomes progressively important because it covers an increasing number of activities. It must assist in pointing the way not only toward general educational development but also toward some vocational goal. The items in the cumulative record can, at this level as at the elementary and junior high school levels, be used to help in the discovery of needs in the instructional field, in the determination of causes of behaviour difficulties and failures, and in the identification of the all-round gifted pupil and of the pupil with special abilities. In addition to these uses,

the following should be added as functions of the school in which cumulative records are valuable :

- (a) *In determining the type of educational course which best fits the student.*
- (b) *In advising the student in the choice of schools when graduating from a school or when transferring from one school to another.*
- (c) *In advising the student as to the efficient use of his time.*
- (d) *In placement.*

The placement of a student in an occupation is a logical function of the school. In the first place, the school is the only agency which has continuous records showing the abilities, aptitudes, interests, and past personal and family history of the student. In the second place, it has the welfare of the student at heart, and is interested in finding a job which will fit the individual's peculiar talents. The cumulative record system is an important factor in helping the school to perform such guidance activities. Items of particular importance in this phase of the work are (1) the courses taken in school and the results attained; (2) objective test results in subject matter; (3) results of special aptitude tests, such as tests of verbal aptitude, non-verbal aptitude, manipulative ability, recognition of form, mathematical ability, and the like; (4) the interest of the student, expressed on such instruments as the Strong or Manson Interest Test; (5) personality traits as analysed by teachers and by special tests. As already indicated the longer the period of time over which these measures have been recorded the more valuable the record will be.

Adapted from "Nature and Use of the Cumulative Record" By David Segel, Senior Specialist in Tests and Measurements. Bulletin No. 3 of 1938, Office of Education, Department of the Interior, U.S.A.



[In our last number we invited the views of Teachers on the importance of Scouting and how best it may be promoted in our schools. In the following pages we give the views of teachers on the subject.—Ed. S.I.T.]

V. Jayaraman, B.A., L.T., Villupuram, writes:—

The world is now distraught with the ravages of war and the fear of their spreading far. People, everywhere, think only of war and the world's need for peace. The scouting world has, likewise, become distracted with division. There seems to be no prospect of any immediate disappearance thereof. Sincere Scouters can have, therefore, only one view, or at any rate, can have no thought at present except to press that view. It is that Scouting in India should have a unified direction. The present lack of it is deplorable.

This educative movement should have been saved from this Malady. It is unfortunate that the clashes among the people of India should widen. There already exist conflicts consequent upon creed, community and culture. As if the tumult of rivalries were not enough a new one has arisen in the shape of Hindustan *versus* Baden Powell Boy Scouts.

This cuts at the root of both nationalism and internationalism. Scouting, since its advent in Africa, has been hailed the world over as the Junior League of Nations. This unlike its elder brother, possesses a power of permanence. The sanction behind this one is a moral one. The close bond of brotherhood built upon the basis of disciplined devotions to each other and to all others of all climes and creeds near and far is an irresistible moral force that can serve and sustain the unity ideal of a nation and the world, as long as the nation and the world last.

The essence of this movement, hence, lies in its taking in hand the youths all over and fashioning them into adults who are of a new mould, physically, mentally and morally. This work is done not with a view simply to perfect each being for life but also to link them all

together into indissoluble bonds of fraternity. Promises, Laws and Daily Good Turns apart, rallies within a country and jamborees of the world are there in the scheme of Scouting to stress the ideal of the Brotherhood of Humanity. Anything done to impair this, does a disservice to the future of the world where, it is yearned, there shall prevail peace and good will among men.

Scouting is not parochial. The parochial conception on which alone the present separation can be justified, takes away from the movement its vital forces. More and more scouts and girls guides as there are from year to year in every country, there will be the world over more and more men and women wedded to peace. Let, therefore, a supreme effort be made to reform scouting in India on one unified basis and keep it a part of the world movement.

I do not know if I have kept within or gone beyond the limit of 500 words. I have not counted mine. But let me conclude with what I am sure of, five words.

SCOUTING IDEAL IS WORLD UNITY

Sri A. V. Ranga Rao, Secretary, Teachers' Association, Board High School, Rasipuram writes:—

I have abundant faith in the scout movement. I believe that the movement with its high ideals of service and sacrifice is a Potent force for imperceptibly shaping and moulding the conduct and character of our boys.

Scouting, affording as it does the much-needed training in wise citizenship through games, should form a necessary part of any system of sound education that aims at making our boys resourceful and self-reliant.

It is time that the unhappy controversy that followed Lord Baden Powell's remark about Indians is forgotten. The fine movement had suffered a serious set back. It is now up to us to revive it without any further delay.

It is very necessary to see that the organisation is thoroughly democratic in character and wholly nationalistic in outlook.

To-day more than ever the world needs young men with virtues and talents for which scouting stands. Therefore it is very desirable and necessary that scouting is fostered and furthered in all our schools.

S. Srinivasan, Board High School, Chengam, (N.A.) writes:—

1. The Editor of the S. I. T. has quite pertinently raised the question how far Scout training could be incorporated in the work of the schools. A definite and clear answer is now necessary more than ever.

2. Scouting is the only quite possible and immediately available corrective to the prevailing impractical and book-ridden education. It is based on a marvellous appreciation of boy nature.

3. We have made School life unhappy for our boys by denying them adequate scope to bring into full play their boy nature. We have kept them from tasting the real joy of life. Now, what is scouting? It throws open to the boys the gates of the joyland of adventure and activities.

4. Sir Ian Hamilton—the great military expert warned the British nation before the great war of 1914-18 that “military power, not less than the moral strength of a people, could be built most securely on the basis of the health and happiness of its boyhood.”

5. The great war bore out the vast significance of this warning. And how much more should the warning serve as a lesson to us in India! Are we, a nation in the making, going to ignore this warning? Then, woe unto us! God forbid any such shortsightedness in our leaders. Though scout leaders here and elsewhere, have disavowed any military connection for scouting, therein lies the foundation of a national defence force, and a citizen army.

6. How then, is the set back to which the Editor refers, to be explained? How is it to be set right? I believe we have not till now regarded scouting seriously. It was not national. We began by assuming that scouting is a foreign thing. Our efforts are yet at sugarcoating it or putting on it a Swadeshi label.

7. There should be a better understanding of scouting by the educational world. Its organisation throughout the country should be entrusted to farseeing patriotic men. At present scouting in schools is carried on by teachers who have neither the adequate training nor the necessary time. Ambitious syllabuses, preparing pupils for result-producing examinations, note-book and answer paper correction—all take up the time of the few enthusiastic teachers who are full of the love of scouting.

8. The ultimate and hidden values of scouting should be more vividly brought home to parents. It should not be in sole charge of a single master. Every teacher, *ipso facto*, must be a scout. More

time should be found for scouting by lessening the rigour of examinations and by lightening the syllabuses. There should be an active scout-master-in-chief in every school who will guide and direct and be ultimately responsible for all scout activities. The physical Instructor naturally, should be the person to hold that office. His status and general qualifications should be accordingly raised. That way, I think, lies the improvement of scouting in our schools.

R. Chockalinga Mudaliar, S. M. D. High School Shiyali writes:—

It is not an exaggeration to say that true education is nothing but self-education. Such self-educating materials are to be found in abundance in Scout Training. In the words of Sir Robert Baden Powell, the originator of this movement, "the boy is encouraged to educate himself instead of being instructed. It continues the education of the kindergarten and Montessori method in due sequence."

The formation of character—an essential thing to a lad more than anything else in this world—in the impressionable age of boys, with its concomitants of discipline, obedience, service, and sacrifice, the fostering of the idea of good citizenship, the inculcating of the principle of self-reliance, the developing the growth of a sense of patriotism of the right type, and the glamour of adventure pathfinding and pioneering leading the boys to love Nature and ultimately to love and worship the Creator of all joyous things, God,—are some of the chief characteristics of the Scout Movement.

All these aims are realised through practice and practice alone. Scout craft is not theory but practice throughout. As such, it is opposed to class-room, dull and routine, instruction. Scouting relieves the somewhat monotonous, humdrum, manner of class-room teaching and delights boys through its games, camps, drill, Handicrafts and music etc. The organisation of games, camps, etc., generally teach the boys comradeship, teamspirit, emulation, physical, mental and moral welfare to the highest degree possible, and last but not least the highest conception of discipline.

However Scouting should not be made an end in itself but only a means to an end. It must not replace book-education but only can supplement it. "Learning by doing is the principle underlying it. What the boys learn in class can be put into action through scouting. So scouting can be given three periods of work at least in a week in every class. It presupposes every teacher to be acquainted with scoutcraft. Yes, it must be done sooner. The earlier it is done, the better

it is. For, in my humble opinion there is no use of starting a group of scouts numbering about twenty or thirty-two, in a school of five hundred pupils. It should be made compulsory. So scouting should form part and parcel of school curriculum, with external and internal examinations both in theory and practice. Then only the ideas of citizenship, discipline, character, and service etc., can be inculcated in the minds of youngsters. This is only the right training. In due course generations will improve and nations will thrive in better conditions than before. By such peaceful training, all unnecessary wranglings will be avoided and nay, war between nations also can be averted.

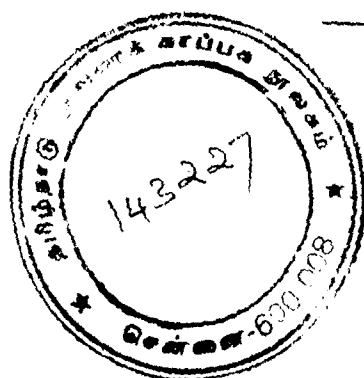
Controversies are being carried on in India. As a result of them, there exist now rival groups of organisations. However reapproachment is possible. One is slowly nationalising and another is thought to be nationalistic in its outlook. Yet these divergent ones require some more modifications and the reformed organisation will be a good one planned in the interests of the country taking into consideration of the needs, times, and environment of our Motherland. Such a nationalistic, rational and humane institution of scouting can be incorporated as an integral part of the School Curriculum of our days.

V. P. Natarajan, Headmaster, Native High School, Palghat writes:—

The primary reason why scouting has received a great setback is not perhaps so much the wrangling among leaders as to which system of scouting is to be adopted, as the idea which has gained wide currency that scouting, as it obtained in our schools, till recently, is not in the least advantageous or productive of the expected beneficial results. Many are convinced that a so-called organisation is not necessary for inculcating the 'spirit' of scouting in pupils of schools, with the result that there is a deep-rooted apathy towards the system, whatever be the nomenclature adopted by each particular organisation.

If, however, it is felt that a scout organisation is absolutely necessary, in the interests of uniformity throughout the Presidency and an authoritative character usually assigned only to organisations widespread in membership, I believe the best procedure would be to have a new organisation for the Madras Presidency schools, under the style "*The Madras Scout Association*" sponsored by bodies like the S.I.T.U. Headmasters' Association, Provincial Physical Education Association, Missionary Educational Council of South India, Catholic Educational Council, and preferably the Department of Education, Government of Madras. This Association should have control over scouting activities in each and every school in the Presidency, and should see that

scouting is made compulsory in all schools. A code of laws may be drawn up: systematic training in various arts may form part of the activities of scouts; uniform dress, or at least a uniform badge containing the name of the association and its special motto inscribed, may be insisted on, and thus we may go ahead of the wrangling politicians and achieve what we want to achieve. At the outset, there is no use of waiting for Government grants or subsidies; the work in connection with the Association should be undertaken by honorary officers, who must see that they depend for funds on voluntary contributions from the public, or at best a small annual levy from the affiliated associations to be established in schools. In course of time, when the Government is convinced that the Association is doing useful work, they will naturally come forward with offer of help by way of substantial subsidies.



16TH ALL INDIA EDUCATIONAL CONFERENCE, 1940

Educationists interested in the work of All India Federation of Educational Associations will please note that 16th All India Educational Conference will be held at Udaipur, on December 27-30, 1940.

A strong Reception Committee has been formed there with Sir T. Vijairaghavachariya as the Chairman. Intending delegates are requested to communicate with the Reception Committee for arrangements of lodging, boarding and sight-seeing.

Communications for inclusion in the Programme may kindly be addressed to the undersigned.

D. P. Khattri,

Honorary Secretary,
Post Box 52, Cawnpore.

REORGANISATION OF SECONDARY EDUCATION

PRESS COMMUNIQUE NO. 57

Dated Stonehouse Hill, the 2nd July 1940.

For several years past, there has been widespread demand for a reform of our system of secondary education and numerous suggestions have from time to time been made for such reform. The main defects in the present system which have been universally recognized are—

- (1) that it merely prepares students for admission to University courses and does not lay sufficient emphasis on the utilitarian or vocational aspects of education;
- (2) that large numbers of students, mostly unfit for higher studies and not caring for such studies, are, after completing their secondary education, forced to join colleges with the sole object of qualifying themselves for the clerical services of Government or of private bodies and institutions!
- (3) that while the cause of higher education thereby suffers, these young men themselves are unable to get employment in the only class of appointments for which they are fit, viz., clerical appointments and they and their families are put to great expense and suffering.

2. A Conference of Indian Universities held in March 1934 passed the two following resolutions:—

"A practical solution of the problem of unemployment can only be found in a radical re-adjustment of the present system in schools in such a way that a large number of pupils shall be diverted at the completion of their secondary education either to occupations or to separate vocational institutions. This will enable Universities to improve their standards of admission."

"With a view to effect such improvement in secondary education the conference is of opinion that the period of study in a University for a pass degree should be at least three years although the normal length of the period during which a pupil is under instruction should not be increased and is also of opinion that this period should be divided into four definite stages (primary, middle, higher-secondary and University education)."

3. In December 1935, the Central Advisory Board of Education also passed certain resolutions designed to secure the same object.

4. In a Press Communiqué issued in January 1937, the local Government published for criticism a scheme of educational reform. As regards secondary education, the proposals were—

- (1) that in place of the existing middle school course of three years and the high school course of three years, there should be
 - (a) a post-primary course of four years ending with the present IV Form stage, and
 - (b) a post-middle school course of three years;

- (2) that at the end of the post-primary course there should be a public examination on the results of which students would be selected
 - (a) for a pre-University course of three years, and
 - (b) for various bifurcated courses preparing students for the lower clerical service and for vocations;
- (3) that as a result of (1) and (2) above, the Intermediate classes should be eliminated, the duration of the degree course being raised from two to three years;
- (4) that at the end of the high school or pre-University stage the Universities should have their own entrance examination; and
- (5) that lest students who ultimately wish to enter the lower ranks of Government service should flock to colleges, the age of recruitment for Government service should be reduced to 18.

5. Most of the proposals in the scheme above described found general acceptance. The one which was most criticized was that relating to the holding of a public examination at the end of the post-primary course, that is to say, corresponding to the IV Form. The object of this proposal was to sift pupils who were fit for higher academic studies from those who were not, with a view to turn away the latter from the pre-University classes into the proposed bifurcated courses, leading to a vocation. The public examination is, however, not essential to this scheme, provided that there is sufficient inducement to pupils to take the vocational course.

6. The proposal for the elimination of Intermediate classes with a compensating increase of one year to the pre-University secondary course and a full three years for the degree course did not find favour with the Universities.

7. In November 1938, the Director of Public Instruction was asked to prepare a fresh scheme of reorganization.

8. Before this was received, the late Minister for Education convened a Conference in September 1939. One of the resolutions passed at this Conference was—

"That the secondary education course should be common from the I Form to the IV Form and that after the IV Form there should be a bifurcation of courses of study, namely,—

- (a) pre-University course consisting of Forms V to VI, and
- (b) vocational courses of a duration in accordance with their nature.

9. This resolution endorsed the vital principle of the scheme of 1937, namely, of bifurcated courses of studies, one leading to the University and the other to clerical services and other vocations.

10. The Director of Public Instruction in commenting on the resolution has stressed the importance of reducing the age-limit for entry to the lower ranks of Government services.

11. This question of Government employment in relation to education is under present conditions of more importance to the reorganization of the educational system than it really ought to be. At present many young men take to a University course with the sole hope that the possession of a degree will improve their chances of selection for clerical posts in Government service. So long as the age-limit for such posts is maintained at the level of 25, all those who aspire for them

will naturally spend their years up to 25 in trying to get a University degree of some sort with the consequent result that the colleges are overcrowded with students many of whom are not really fit for such higher academic studies. It is true that by the institution by the Public Service Commission of a competitive examination for recruitment to clerical posts, the importance of the possession of a degree for such posts has become reduced, but this has had no material effect on the crowding of students into colleges. It has also not lessened the growth of a band of discontented unemployed. Some further remedy must therefore be found. In this connexion, it is necessary to remember that a degree course by itself does not necessarily make a young man better fitted for the clerical and other subordinate posts in Government service, business firms and other private institutions. On the other hand, a carefully designed course of studies in the school may better fit young men for clerical posts and a reduction in the upper age-limit for recruitment to such posts is quite possible. At present the minimum age for sitting for the S.S.L.C. examination is 15. If the age-limit for the lower division of clerkships is fixed between 18 and 20, with a corresponding upper limit for the specially treated classes, there may be no hardship for anybody, while many families who wish to educate their children to Government service or to some other vocation will be saved the trouble and expense of a University course for them, and hundreds of young men, the tragedy of wasted efforts and disappointed hopes.

12. Two criticisms have been levelled against this proposed reduction of age-limit for Government service. They are—

- (1) That these young men will not have any incentive to good work as they will have to remain as clerks through life.
- (2) That in certain special services promotions are made from clerkships to selected higher posts and that a higher qualification is therefore essential.

13. As regards (1), even now most persons recruited as lower division clerks have to remain as such till retirement. In exceptional cases of merit, rules may provide for promotions.

As regards (2), an exception may be made in regard to services where recruitment is made from clerkships to higher selected posts. Examples of such clerkships are those in the Revenue Department from which recruitment is made to Deputy Tahsildars and others and those in the Secretariat. These may be continued to be recruited partially from among graduates, if necessary, by means of a separate examination.

14. After careful consideration and discussion of the various aspects of the question and after giving due weight to every objection, criticism or suggestion that has been received, the Government have arrived at the following decisions on the subject of reorganization of secondary education:

- (1) The Secondary School course should be bifurcated at the end of the IV Form into a pre-University side and a vocational side. The vocational side may in some cases extend to three years where the course is technical.
- (2) There should be at present no examination for deciding who is to go to the pre-University course and who to the vocational courses. If the voluntary diversion of pupils to the vocational side fails, the question of introducing a test examination for those who wish to take the pre-

University course can be considered later. Voluntary diversion to the vocational side will be encouraged by making it an avenue to Government employment.

- (3) The examination for the S.S.L.C. or Government certificate will be confined to pupils on the vocational side, there being no Government examination for those who choose the pre-University side for which there will be only the University Matriculation, which the Universities have decided to revive. Those who do not wish to sit for the Matriculation and proceed to the University will merely receive the headmaster's certificate that they have completed the course.
- (4) The vocational side of the high school must continue to have a fair amount of general education included. Details of the curricula will be left to the Director of Public Instruction in consultation with the institutions. Such subjects as shorthand, precis-writing, letter-writing or drafting, typewriting, book-keeping, commercial geography and hand-writing might form normal curriculum subjects for high schools which are unable to provide more technical subjects.
- (5) The Director of Public Instruction will fully exercise his powers in regard to grants-in-aid and recognition to compel high schools to fall into line with the new scheme.
- (6) Lower division clerks and similar classes of Government servants will be recruited by competitive examination where the number of vacancies is large or by other method of selection by the Madras Public Service Commission in the smaller cadres. The S.S.L.C. (vocational) will be the primary qualification for entrance to the selection by examination or otherwise. The passing of the Matriculation examination will not be a qualification for Government service.
- (7) A proportion of upper division clerks will be recruited from graduates by a similar but separate competitive examination, the remainder of the posts going to men from the lower division who prove themselves fit for promotion. What the proportion of the vacancies in upper division available to lower division clerks should be will be settled after examination in each department having regard to its special requirements.
- (8) For recruitment to lower division, age-limit will be 18 to 20 with a corresponding upper limit for existing specially treated classes, of 22. The age-limit for direct recruitment to upper division will be 19 to 23, with again an extra two years for the "special" classes.
- (9) On the vocational side, as regards the more technical subjects, the possibility will be examined of a system of half-time apprentices who either work for a particular period of the year in factories or workshops and the remainder of the year in the school or attend school for a part of the day throughout the year.
- (10) The alteration in recruitment to Government clerical and other subordinate posts will be introduced not earlier than 1944.

FROM OTHER PERIODICALS

[Many are the teachers who have contributed in a silent though effective manner to the shaping of many a great man. Such teachers may not have won laurels and earned favour but will live in the hearts of their grateful pupils. A teacher of good influence becomes eternal in the lives of his students and such teachers wish for no greater rewards. What are the qualities of such teachers? What are the special traits that helped to make such lasting impression: The answer to these questions would help to formulate the many features of the personality of a successful teacher. The journal will be glad to publish brief notes from our readers on "The Teachers who have influenced me most".]

A TEACHERS' INFLUENCE

It was a good many years ago when a teacher came to a village school in the State of Indiana. That school was quite run down. It had a reputation of getting rid of teachers. The school was gang-ridden by a dozen or more rough boys..... The first day the teacher discovered the leader of the gang drawing rude pictures on a slate.

The teacher realized the crude caricature was of himself. The boy—bent over his slate, drawing between spasms of laughter looking up at the teacher, then around the room, and back at the slate—was attracting the attention of the whole school.

When school was over for the day, this boy was requested to remain. He was the gang leader, and his partners in mischief gathered around the building, waiting to see what would happen between him and the new teacher. He had insulted the teacher the first day, and surely something drastic would be done. They were disappointed when after a few minutes he emerged from the building smiling and with a new book in his hand made straight for home. This boy had never thought enough about books to carry one home. But something had really happened to that boy. He had met a truly great teacher.

That teacher had said to him: "James, I see that you have in you the making of a great artist or painter, may be a poet. You have something every boy doesn't have. Here is a book. Take it home, read it, then draw for me the characters in the book as you see them."

That was all. The boy was waiting for the teacher the next morning. "Did you read any of the book?" asked the teacher. "Any of it? I read all of it. Here is your drawing, too."

That teacher had done something to that boy—who was James Whitcomb Riley—and this experience was the turning point in his life. *It was the influence of this one teacher that saved the Indiana genius who, all the neighbors said, 'would come to some bad end.'*

EDUCATION AFTER THE WAR

The New Era true to its ideals has been seriously thinking of Education after the War. The June number of the journal contains an interesting article on the subject by Marjorie Reeves. The specific lines of Reconstruction are given as under :

1. Reduction of the size of all large classes to at most 30 with the ultimate object of making it between 15 and 25.
2. The provision of nursery schools on a national scale.
3. Making the test of all curricula in the schools relevance to the child at his particular stage.
4. A thorough-going rethinking of the purpose of Post primary Education for all and in particular of the part played by vocational Education in this phase.
5. Obliterating the usual distinction between schools and Not-school and achieving harmony between them.
6. A thoroughly thought out policy for leisure time activities for all up to 18.
7. To see that all children get some rural experience.

The Board of Education in England too has been bestowing serious attention on the same subject. It has issued two circulars (1486 Service of Youth; 1516, The Challenge of Youth.) Commenting on the latter the School Master and the Women Teachers' Chronicle writes :

Circular 1486, The Service of Youth, has been followed by circular 1516, The Challenge of Youth, which is complimentary to it. Next to the winning of the war, perhaps the most important national concern should be the provision of the right training and guidance of youth. These circulars of the Board of Education, have, therefore, a vital significance. For the vast majority of the children of this country the excellent facilities afforded in the schools, both for social and physical training, abruptly cease at an age when physically and psychologically they are most needed. At an age when growth is rapid, physical training is obviously most desirable; yet it is at this period that school days with their opportunities for recreation and physical exercises cease. Just as at this time there are evidences of physical instability, so there are manifestations of psychological unsettlement. In the service of youth, therefore, the general aim should be found in social and physical training for the purpose of developing the whole personality.

In this country there is a variety of effort for the achievement of this common purpose. Until the beginning of the last war provision for youth was in the main left to voluntary agencies. But, these suffered two handicaps; they included within the scope of their influence only a minority of those needing guidance and help, and they lacked the means to afford all-round training. The new youth movement is designed to make universal provision and to remedy deficiencies of equipment. Within this movement there is room for every type of agency; but there should be no room for mutually destructive competition and jealousy.

The creation of a genuine movement of youth requires two things; leadership and purpose. Steps are being taken to encourage and equip those desirous of undertaking leadership by arranging vacation courses. The Board in their Circular also suggested what the purpose should be. Physical fitness is desirable, but it is not an end in itself; social training should be a part of the equipment for life of all young people, but of itself it is not enough. Both these, as all education should be, are instruments for the achievement of a higher purpose, the ability and willingness to serve. Whole-hearted endeavour, willingness to give time and energy, and to sacrifice leisure and pleasure, and to continue in this work for years requires some dynamic. That dynamic is the spirit of service. If love of home be fostered, sense of fraternity and loyalty cultivated and genuine patriotism inculcated, youth will feel there is something for which to live, and, if they are challenged, something for which to die.

PORICA

School subjects, when examined, show most of all of the following features, which form what for brevity I have called the PORICA scheme :

- P. Problems. The statement of problems, the adoption of the problem-solving attitude and the search for problem-solving techniques.
- O. Observations, including experiments and all methods of obtaining information.
- R. Representations. This includes all methods, verbal, mathematical, graphical, tabular, etc., by which knowledge is symbolized.
- I. Inferences and Ideas. The formation of generalizations, concepts, conclusions.
- C. Connexions. The establishing of relations between items and bodies of knowledge.
- A. Applications and Activities. The utilization of all the foregoing to the satisfaction of man's needs.

This framework of terms provides a meeting-ground for all objective school studies. Practically all the items dealt with in any school subject fall under one or other of these headings. Children would thus see the same basic activities running the whole curriculum. Instead of jumping from subject to subject they would be continually solving problems, but of different types. Their attitude of learning would be active, not passive. They would see the objective criteria of science as the controlling factors in all judgments. They would be building up an attitude to life itself an attitude whose marks were clarity, objectivity, determination. Education would become relevant to human needs.

NEWS AND NOTES

SYLLABUSES FOR MIDDLE SCHOOLS

We understand that the syllabus in English, Mathematics, History, Geography and Science for the classes 4 and 5 and Forms I to III of Middle and Secondary schools have been revised and that the revised Syllabuses will be given effect to in the school year 1941-42.

YET ANOTHER EXAMINATION

It is reported that government have passed orders sanctioning the institution of a public examination at the end of the VIII standard course of the Higher Elementary Schools. The examination is to be conducted by a special Board functioning under the control of the Commissioner for Government Examinations. The first examination, it is reported, will be held in March 1942.

SERVICE CONDITIONS IN ELEMENTARY SCHOOLS

The Fort St. George Gazette of September 17th contains the following amendments to Rule 13 (2) of the rules for recognition and aid to Elementary schools. (G.O. No. 1703 Education):

No Teacher shall, except with the permission of the Management leave the school without giving three months' notice to the management and no management shall, except with his consent dispense with the services of a teacher without giving him three months' notice. If the management violates the provisions of this sub-rule, it shall be bound to pay to the teacher his salary for a period of three months and if a teacher violates the provisions of this sub-rule, his service register shall be withdrawn by the Director of Public Instruction, if he was employed in a Girls' school or by the Divisional Inspector of schools, if he was employed in a Boys' school, for a period of three months.

Provided that this sub-rule shall not apply to a case where the management dispenses with the services of a teacher for adequate disciplinary reasons approved by the District Educational Officer.

APPOINTMENT AND PUNISHMENT OF OFFICERS OF LOCAL BODIES

The following amendment to the rule re: the above subject is gazetted in the Fort St. George Gazette of September 17th (G.O. No. 1627 Education) "In rule 1 of the said rules:—

- (i) in clause (h) the word "and" occurring at the end shall be omitted and
- (ii) after clause (i) the following word and clause shall be inserted, namely: and (j) to be a head master or head mistress of a high school under a district board except in consultation with the District Educational Officer in the case of boys' schools and the Inspectress of Girls' schools in the case of Girls' schools."

A similar amendment in respect of Municipal High Schools is also gazetted.

THE MADRAS TEXT BOOK COMMITTEE

G. O. No. 1694 (Education of the 2nd September) published in the Fort St. George Gazette of the 17th inst. sets forth the rules relating to the Madras Text Book Committee. It states that the Text Book Committee shall be advisory in its functions. The functions of the Committee are stated to be (a) to consider such books as may be submitted to it by the Secretary, Text Book Committee under the order of the Director of Public Instruction and to advise the latter in regard to the suitability as text books for the several classes and forms in recognised schools (b) to delete from the number of books available those which are unsuitable for use in schools throughout the area controlled by the Madras Educational Department and to distinguish those which are suitable as text books from those which deserve a place in the school Library or Teacher's library (c) to advise the Education Department as to the steps to be taken for the preparation and publication of new Text books when necessary (d) to help in forming under the control of the Director an educational library containing all text books approved by the committee during the period of five years (e) to report on any matter concerning text books referred to it by the Director. The committee shall consist (states the G.O.) of not more than 40 members exclusive of the President. These members are to be nominated by the Director of Public Instruction subject to the approval of the Government. Five members shall be Muhammadans representing the five chief languages of the Presidency. In nominating due regard shall be paid to all subjects and languages, to persons actively engaged in teaching in recognised institutions and to other interests. The G. O. lays down the Procedure and functions of the Committee and its sub-committees, the duties of the Secretary, the Rules relating to Recognised schools and Rules for Authors, and Publishers. It states that every publisher who desires to submit books to the Text Book Committee for approval shall get himself registered on payment of a fee of Rs. 200.

The Director is invested with power to refuse registration without assigning reasons and to remove the name of a firm or a publisher from the Register for valid reasons.

The G. O. then lays down the scale of fees for the scrutiny of books submitted for the approval of the Text Book Committee. It is stated that manuscripts would be accepted in cases in which the Director considers it desirable to do so on payment of Rs. 75 for each book in manuscript. In section VI of the G.O. are found rules regarding the submission of books which deal with remuneration for review of books to members and reviewers. Section VIII contains the rules regarding Government Officers and authorship.

THE BENGAL SECONDARY EDUCATION BILL

The Bengal Secondary Education Bill has been referred to a select Committee. The opposition to it is gaining ground and it is reported that at a largely attended conference the Bill was opposed and resolution threatening to withdraw all Hindu pupils from secondary schools if the proposed bill was enacted in its present form was passed.

FROM OUR ASSOCIATIONS

TRICHINOPOLY DISTRICT TEACHERS' GUILD

A SYMPOSIUM ON SECONDARY EDUCATION

REORGANISATION

A well attended public meeting was held in the E. R. High School hall, last evening under the auspices of the Teachers' Guild, Prof. A. Rama Aiyar, M.A., presiding when a symposium was held on Secondary Education reorganisation in general and the recent Madras Government's communique in particular.

Rev. Fr. A. M. Antoniswami, S.J., Headmaster, St. Joseph's College High School and a member of the Secondary Reorganisation Committee initiated the symposium. In so doing he traced the history of the reorganisation proposals and referred to the principles of bifurcation and the end of IV Form and diversion of pupils to vocational courses and the details of the 1939 Secretariat Conferences. Opining that reorganisation was necessary to remove the existing overlapping and overloading of the Secondary school curriculum and to provide vocational courses, Fr. Antoniswami outlined the adjustments necessary to effect reorganisation. He thought that bifurcation was necessary in the supposition of a uniform course. Regarding diversion of pupils, he was perplexed as to who was to divert, the headmaster, parents, or boys! If vocational courses were introduced, he thought that they must coincide with Government courses in Post-middle special schools and pupils taking the course must be entitled to the same diploma. Regarding Examinations, he thought that they were necessary but he was for increasing the value of the school certificates. Regarding Staff, he said that technicians were available and they could put in charge of vocational courses. Concluding, he agreed that the District Educational Officer must step in to see that schools in a locality catered for an agreed course of vocations.

Rev. Fr. T. N. Sequeira of the St. Joseph's College thought it necessary to dispel the wrong assumption prevailing regarding bifurcation. He thought bifurcation was not meant to prepare for a profession but to evolve better education. Children had not the same aptitude and bifurcation was to be based on the new psychology. Carpentry as a vocational subject was not intended to make a carpenter of the pupil but was to be the means for free play of natural talents. They in India lacked initiative and creative power and bifurcation would give the necessary training for creative work. It was an approach to the Wardha Scheme which considered action and work better than learning. The whole scheme was for a different kind of education from that for clerkship and it was to give every boy a chance. Teachers had to persuade themselves and others that such a kind of education was necessary and they had to see that diversion was not rigid, but flexible.

Sri F. G. Natesa Aiyar, Retired District Superintendent, South Indian Railway, speaking as a parent traced the history of the change over from Matriculation to the S.S.L.C., and the present giving back to the Matriculation. He reminded all concerned that the why of reorganisation as sketched in the Government Communique was the result of loose thinking and indiscriminate abuse of the S.S.L.C., by College

authorities. He felt that no vocational course was necessary but all the arts, crafts and vocations must be a part and parcel of the course of studies for all. He concluded by saying that a multiplicity of examinations by the university, by Government and by employers was a curse on the nation and he pleaded with teachers to live the old life and find out aptitudes of pupils and divert them as in days of old.

Mr. M. M. Balakrishna Aiyar, Retired Teacher, considered that the reorganisation scheme mixed up issues. No where, he thought, did schools prepare and fit pupils for life. He was not for any change but he pleaded for the vocational bias in the existing course. Mr. S. Chinnaswami Aiyar, Retired Professor thought the S.S.L.C. Scheme had not been tried at all and he wanted an elaboration of the S.S.L.C. Scheme.

Mr. N. S. Narasimha Aiyangar referred to Mr. Satyamurthy's objection to the Scheme and while agreeing with it, he considered that where the existing specialisation of optionals itself had not worked, there was no chance of diversion to vocational subjects. Succeeding, Mr. G. Krishnamurthy Aiyar considered that bifurcation and diversion were necessary.

The President in winding up said that the discussion had necessarily to be on fundamentals. There was no denying the fact that higher education had to be the privilege of those competent to pursue it. It was also a fact that students coming to colleges were unfit for University Education. He was for welcoming the scheme if it would stop the influx of incompetent people into the University. He however doubted whether the Government Scheme could ensure this. Secondly he was for welcoming the Scheme if it could ensure jobs to those who undertook the vocational course. But in this again he doubted whether Government could create jobs. It was obvious Government could not and therefore he felt that there would be the growth of non-graduates unemployment. Thirdly he also felt that the vocational courses were going to be an eye-wash because no school could make technicians out of boys. Fourthly he felt that the IV Form limit providing a general substratum of culture was going to increase incompetence. He agreed that every pupil ought to have some practical training and the aptitudes of pupils had to be taken into consideration. Concluding Mr. Rama Aiyar pleaded for idealism to achieve the success of any scheme. What mattered was thought, not matter. That was why they in this country had to develop the personality of the pupil and for that learning alongside arts, crafts and vocations had to be instruments for developing personality. He pleaded for a reorientation of education practice and a root and branch reform of the Secondary Education system from the lowest staff. They had to water the roots, not the branches.

THE CHITTOOR DISTRICT TEACHERS' GUILD

The Sixteenth Annual Conference of the Chittoor District Teachers' Guild was held in the Board High School, Chittoor, on Saturday 31st August, 1940, Dr. D. Gurumoorthy, M.A., of the Theosophical College, Madanapalle, presiding. Almost all the affiliated Associations had sent delegates to attend the Conference. The Conference was an important one in view of the fact that it met to consider the question of holding the next Provincial Educational Conference in the District.

The function commenced at 8-30 a.m. with prayer. In the unavoidable absence of Miss C. C. Wycoff, Mr. J. Daniel read her welcome address. Welcoming the

delegates and visitors, she said that a conference of such as this brought us the opportunity for a new vision of our work and its relation to the changing problems of to-day. "We need to make a pilgrimage to some peak of thought from which we can view the task anew and realise again its importance."

Sri S. Jayarama Pillai, the President of the guild, proposed Dr. D. Gurumoorthy to the Chair and this was duly seconded, after which the President elect took the chair amidst applause.

The Secretary, Sri P. L. Ramanatha Rao, read the report on the activities of the guild during 1939-1940. Two Executive Council meetings were held during the year, one at Madanapalle and the other at Chittoor. Three delegates from this district attended the conference at Ambasamudram and took part in its deliberations. The S.I.T.U. was invited to hold its next conference in the Chittoor District. Most Secondary School Teachers' Associations had affiliated themselves to the guild. A few Elementary School Associations have come into the fold of the Guild and many more were still outside. One of its members, Sri E. N. Subrahmanyam was elected Convener of the S.I.T.U. Vigilance Committee. Another member, Sri S. Srinivasan was reelected to the Board of Directors of the S.I.T.U. Protection Fund. The finances of the guild were sound. The year opened with a balance of Rs. 193-0-3 and closed with a balance of Rs. 159-15-9. The report concluded with an appeal to all teachers to co-operate with the office-bearers of the guild and get in more and more members, especially in view of the fact that the next Educational Conference was to be held in the District. The Secretary thanked all those who had helped him in his work. This report was adopted with the suggestion that mention should have been made of the symposium on Intelligent Tests held at the last conference.

Dr. D. Gurumoorthy then delivered his Address. In the course of the address Dr. D. Gurumoorthy said that Madanapalle did pioneering work in National Education and that some of the principles that were emphasised there about 25 years ago have now become accepted by all—suitable hours of school work, medical inspection, physical education, teaching of citizenship, etc.

Dwelling next on the Reorganisation of Secondary Education he opined that before this reorganisation took place, Elementary Education should be reorganised, as the poor products of the Elementary Schools would defeat all attempts at the reorganisation of Secondary Education. "Every one admits that as prevalent at present, Elementary Education is wasteful and inefficient. The only earnest effort to face it has been the Wardha Scheme of Basic Education." Elementary Education should recognise the fact that India is an Agricultural Country and therefore the present system in which the emphasis is on formal, literary education, is wasteful from the point of view of the child's future. The Wardha Scheme is admirably suited to the village boys. But the Government follows a uniform system for urban and rural areas, and a dead uniformity is the deathknell of Education.

He also suggested a thorough overhauling of the methods of training teachers and inspection. He was for increasing the inspecting staff so that they might camp for longer periods in villages to organise the various activities of the school and set things in order. To reduce the cost of this system, a set of honorary educational advisors for each district may be enlisted to relieve the work of the inspectorate. A travelling caravan fitted with maps, charts and models, a magic lantern and slides will supplement the work of the inspectorate, under the guidance of two trained persons. He was also for opening an Elementary Education Museum for each district to act as a supply source for the travelling caravan. There should

be a set of relieving teachers of about 20 per cent of the total number of Elementary School Teachers. All Elementary School Teachers should receive periodical training to keep themselves abreast of the times. According to him, the fundamentals of Elementary Education are teaching of religious worship through festivals, bhajanas, etc., body building, sense training games; telling and acting stories; religious; patriotic and national; music; gardening; nature-study; hand-work; such as modelling and drawing; language and social education. The training of parents is a fundamental aspect of Elementary Education. "The School should be a social centre for the village in which the parents will take a continued interest."

With regard to Secondary Education he pointed out how it was dominated by the needs of clerical and literary life and that the aim of entrance into University is over emphasised.

Concerning the reorganisation of Secondary Education, he felt that the correlation of the needs of the University with the aims of Secondary Education had distinctly been to the detriment of the latter. This could be remedied by Secondary Education clearly formulating its own objective. The efficiency of a school should be judged by the place the school occupies in the life of the community and by the usefulness of its products. The school should be a window of the nation's soul through which shine beams of light and life to illuminate the whole community. Unfortunately our schools are huge factories of clerks.

He concluded with a special appeal to the teaching profession. After the address was over Mr. T. P. Srinivasa Varadan, B.A., L.T., Secretary of the S.I.T.U., spoke on the Programme of the year. He said that on the academic side the South India Teachers' Union would devote its attention to the scheme contained in the Press Communique on the Reorganisation of Secondary Education. The essential point in the Reorganisation Scheme is the bifurcation of the courses and the soundness of this principle has been admitted.

The Union appeals to teachers and teachers' organisations to consider the proposals of the Government in all its aspects and forward their opinions to the South India Teachers' Union.

Another question the Union would take up this year is the introduction of mother-tongue as the medium of instruction in schools in the non-language subjects. The Union appeals to teachers to equip themselves with necessary qualifications to teach the subjects through the medium of the mother tongue.

On the professional side the Union proposes to press upon the Government the necessity for raising their Provident Fund contribution to teachers in aided schools from one-third to half. Another suggestion is that teachers should be permitted to utilize their Provident Fund contributions towards the payment of insurance premia. An appeal would be made to the Government to extend the benefit of postal insurance to teachers in aided schools. The Union would again press upon the Government the urgency of amending the contract (Appendix 28, M.E.R.), between the teacher and the manager in aided schools.

After the Address by the President, messages wishing the Conference all success were received from (1) Dr. C. R. Reddy; (2) Sri. M. S. Sabesan; (3) Sri. G. V. Narayanaswami Iyer; (4) Miss C. C. Wycoff; (5) Sri S. T. Ramaswami; (6) Sri. K. N. Pasupathi; (7) Sri. C. Raghunatha Iyengar and others were read by the Secretary.

Sri A. S. Venkataraman, (Kalahasti), proposed a vote of thanks to Sri V. Natarajan and Sri T. P. Srinivasa Varadan and the Conference rose for dinner.

There was a meeting of the Executive Council at which the subjects for the open meeting were discussed. The Business Meeting was presided over by Mr. S. J. Pillai.

Office-Bearers for 1940-41 were elected:—

President	.. Mr. J. Daniel, B.A., L.T., Chittoor.
Vice-President	{ Miss Chandravatty Royal, B.A., L.T., Madanapalle Sri K. Natesa Iyer, B.A., L.T., Chittoor.
Secretary and Treasurer	.. Sri P. L. Ramanatha Rao, B.A., L.T., Chittoor.
Joint Secretary	.. Sri D. Purushotham, Chittoor.
Guild's Representative on the S.I.T.U. Executive	.. Sri P. L. Ramanatha Rao, B.A., L.T., Chittoor.

By-law 4 was amended to include Training Schools also; Secondary Grade Training Schools to be treated as High Schools and Elementary Grade Schools as Middle Schools. By-law 6 was amended so that the Guild's Representative on the S.I.T.U. Executive shall be ex-officio member of the Guild's Executive Council; also in by-law 13, July was changed into February.

The following Resolutions were then passed:—

1. Resolved to request the S.I.T.U., to hold its next Provincial Educational Conference at the Rishi Valley;
2. Resolved to authorise the Executive Council of the Guild to fix the venue and time of the next conference of the guild.
3. The Conference reiterated some of the resolutions passed at the last Provincial Educational Conference, *viz.* Resolutions 4, 6, 8, 11, 13 and 22. (*Vide South Indian Teacher*, June 1940).
4. Resolved to request the Government to grant fee concessions to all pupils studying in Secondary Schools and Colleges, whose parents or guardians are really poor, irrespective of their caste, creed or religion, the consideration and condition for the grant of such concessions being based only on poverty, and not on caste, creed or religion, provided they satisfy the other provisions of M.E.R. 92.

The afternoon session of the conference began with a symposium on the Re-organisation of Secondary Education as decided upon by the Madras Government. Many of the teachers present took part in the discussion.

Sri K. Natesa Aiyer who led the symposium, explained the chief features of the reorganisation announced in the Government Communique dated 2nd July 1940.

While he commended highly the decision of the Government, particularly their acceptance of the views of the S.I.T.U. on the bifurcation of courses and the voluntary separation without any public examination, he pointed out: (1) that, in the absence of suitable tests to decide the vocational aptitudes of pupils there would be a large number of misfits in each course and therefore there should be some provision to let the pupils change if necessary, from one course to the other say within a year.

(2) that the subjects suggested by the Communique, *viz.* shorthand and typewriting would only hold to manufacture clerks and stenographers but would not solve the question of Secondary Education of which the main aim must be as in Western countries to make the pupil fit for some vocational or industrial courses.

(3) that we would be only tinkering with the problem unless the Government launched upon a policy of rapid industrialisation of the country especially at this time when we feel keenly how much we depend upon other countries for practically all of our daily necessities.

(4) that the vocational courses offered should be truly vocational and must not be overweighted with heavy general education syllabuses framed by faddists for entrance to Government service.

(5) that there is no point in making the success at an agricultural course or carpentry course at the S.S.L.C., a preliminary and necessary qualification for entering the Government Service as clerks.

(6) that the Government Communique is quite silent over the courses to be offered for them, and the Government would do well to separate the Guild's education altogether and introduce for them such practical and useful courses as home science, child welfare, maternity, needle work, embroidery, etc., and

(7) that the system of half time apprentices contemplated by the Government would not meet with any appreciable success, so long as there were no suitable industrial concerns, particularly in our little towns and rural areas where most of our High Schools are situated. Miss A. Chandra Royal, and Messrs. J. Daniel, E. N. Subrahmanyam, S. Srinivasan of Vellore, S. Srinivasan of Madanapalle, A. S. Venkataraman and Dr. Gurumoorthi took part in the Symposium.

Mr. S. Srinivasan of Vellore, a Director of S.I.T.U. Protection Fund then made a fervent appeal to all teachers to join the Fund in large numbers. He traced the history of the Fund, the changes it had undergone and its present sound financial condition. He narrated the aims and advantages of the Fund and related the procedure to be followed to join the Fund.

With the concluding remarks of the President, the Conference came to a close. Mr. Daniel, the new President of the Guild proposed the vote of thanks to the President, to the delegates and visitors.

There were a 'Social' and a group Photo before the gathering dispersed at 6 p.m.

Under the auspices of the Chittoor District Teachers' Guild, Messrs. V. S. Kumudavalli (Mont. Dip.), of the Madras Corporation delivered two lectures, one in English and the other in Tamil, on the Montessori Method, at the Government Secondary Training School, and the Beattie Memorial Training School, Chittoor respectively. The former was presided over by Sri S. Appalanarasiah, M.A., L.T., and the latter by Sri K. S. Srinivasachary, M.A., L.T. The lectures were copiously illustrated and demonstrated.

THE MADRAS DISTRICT TEACHERS' GUILD

The Council of the Madras Teachers' Guild met on the 7th September with Sri G. V. Narayanaswami Iyer, the President in the Chair. The Masters' Association of the Hindu High School were At Home to the Council and Sri T. P. Sreenivasa Varadan on behalf of the Masters' Association welcomed the members. The Council expressed its sorrow at the sudden demise of Messrs. V. C. Padmanabha Menon and Sundaresa Iyer. It appointed its sub-committees as per the rules—Admission Committee, Finance Committee. It also appointed an Education Week Committee authorising it to take steps to observe the 10th South Indian

Education Week in Madras. The Council elected its section secretaries. Mr. M. S. Sabhesan invited the attention of the Council to the notification of the Public Service Commission re: a certificate of proficiency in the language of the locality to be produced by the entrants to the ministerial service. The Council passed the following resolution:

"The Council of the Madras Teachers' Guild views with concern the notification of the Public Service Commission originally issued on the 26th June 1940 and published in page 526, *Fort St. George Gazette* and subsequently notified re: the production of a certificate of proficiency in the language of the locality by entrants to Public Service Examination to recruit candidates for the Madras Ministerial Services and is of opinion that this will adversely affect Education in High Schools."

Sri A. K. Sitaraman invited the attention of the Council on the satisfactory condition of scouting in Secondary Schools and urged on the Council to take steps to promote scouting in schools. A sub-committee to study the question and to report before the end of the month was constituted.

Sri P. A. Subramania Iyer's letter re: the institution of life members was referred to the Admission Committee for its opinion.

THE TEACHERS' BOOK-SHELF

Geography. By Herbert Pickles (Tamil).

Herbert Pickles, B.A., B.Sc., the author of Clarendon High School Geography Books, published by the Oxford University Press, needs no introduction to the students and teachers of this province. In many schools, his books have been prescribed as text books. The Tamil translation of Part III for Form V and *India* for Form VI has been carefully done. All the charts, diagrams and maps of the original English edition have been reproduced with appropriate Tamil equivalents. There is no doubt that it will satisfy a crying need for good books in Tamil, which has arisen after the introduction of the mother tongue as the medium of instruction in our schools. The prices of the books are 14as. and Re. 1 respectively.

2. "Geographical Text Books, Post-Primary Series," Books V, VI and VII written by L. McD. Robinson, B.A. (Manchester), Director of Public Education, Ceylon, are published by Macmillan & Co., with the appropriate title of "Food, Clothing and Shelter." Book V deals with the continents of Asia, Africa, and Australia, the continents round the Indian Ocean; Book VI deals with North and South America and Europe, the continents round the Atlantic Ocean and Book VII with the World. In these books, there is a new approach to the subject—it emphasises the human aspect of geography, relegating to the background the study of physical geography. In Book VII however, the world is classified into distinct regions according to the different land forms, types of vegetation, variety of products, occupations and climates. The aim of each lesson is stated at the outset and Part B of each lesson or sub-lesson contains thought-provoking exercises. Any student interested in the subject for its own sake will find ample material to gratify him. There are many charts, diagrams and maps to help him understand the facts set forth. Even teachers of geography who can look beyond the barrier of examinations will be well rewarded if they peruse

these books, written in a strikingly novel and original manner. Books V and VI are priced at 1.25 each and Book 7 at 1.40 (Ceylon currency).

M. DURAISWAMY, M.A., L.T.,

A text book of C. Group Chemistry (in Tamil). By R. Sankara Iyer, B.A., L.T., and U. Srinivasa Iyer, B.A., L.T. Published by The Teachers' Publishing House, Madras. Price Rs. 2. Pages 479.

This book is written in accordance with the Syllabus in Chemistry for the S.S.L.C. C. group. The authors are well-known for their popular text book in English on the same subject. This is no true translation of that book but practically written afresh. This has enabled them to make the language easy. They have used the Tamil equivalents of scientific terms as issued by the department. The English words are given in brackets. The treatment is practical and suggestions for practical work are given in each chapter. At the end of each chapter are given many exercises bearing on the chapter. A scheme for qualitative analysis is indicated in an appendix. Another appendix deals with the use of the Balance, the measurement of density and the gas laws. A useful glossary of Technical terms used with their Tamil equivalents is found at the end. The authors have done a distinct service in that by the publication of this book they have made it possible for Chemistry being taught in Tamil in the schools in the Tamil districts.

Verses worth remembering. Selected by Stanley Maxwell. Publishers Messrs. Macmillan & Co., Ltd. Price 2sh. 6d.

The ability to enjoy poetry should be carefully fostered in the young. Children respond wonderfully to rhythm and melody. But thanks to an improper selection of verses and a dry-as-dust method of teaching poetry, some may, as they grow up, lose their interest in Poetry and simply feel as if it is only a subject of study in schools and colleges. Stanley Maxwell has very carefully avoided such verses and in this book he has brought together poems which will give delight and foster a discriminating taste. Of course English literature abounds in many poems rich in thought and sweet in melody. More could be included. It must however be admitted that this book contains really good pieces justifying the title "Verses worth remembering". The pieces selected cover a wide range and represent every accepted form of the art.

Music appreciation in schools. By G. Kirkham Jones, M.B.C., F.R.S.A. Publishers Messrs. Macmillan & Co., Ltd. Price 2sh. 6d.

This is a book of practical suggestions and hints for the use of Teachers. The first five chapters deal with (a) the music syllabus (b) the qualifications of the music teacher (c) the choice of equipment of the music room (d) correlation with other school subjects (e) ear training and testing. The VI and the last chapter covering nearly 50 pages contain samples of Notes of lessons on musical appreciation. An experienced teacher of music in an Anglo Indian school after a careful perusal of the book remarked: "Would that such a book could be used in at least our Anglo-Indian schools, but alas and alack thanks to "Swing" and "canned" music the days when even such an idea could be hoped for are past." While we do not share his pessimism we have pleasure in recommending this book to the notice of all interested in the teaching of music.

 *Approved for class use for schools in the Madras Presidency. (Vide "Fort St. George Gazette", dated 30th April 1940.)*

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EDITORIAL

A Grave Situation :

The District Board of Malabar has been called upon to balance its Education budget by closing down a number of Elementary schools. The representation it made to the Government for financial help has not been favourably considered. The press note and the reply from the President, District Board speak for themselves. This grave situation is not confined to Malabar and we find the District Board of Chittoor seriously engaged in the task of balancing its budget. Whether the problem should be solved by closing down schools or resorting to cuts is being discussed. The letter from the President, District Board of Malabar goes to show that the department was not kept in the dark. The situation should be handled in a statesmanlike manner. There must be something inexplicable when the authorities continue to press the closing of schools as the only remedy. One would ask whether this suggestion for closing schools is merely a rule of thumb decimation process to be adopted for financial reasons. There will be a set back in elementary education if the schools that are closed do not happen to be surplus or unnecessary schools.

When the present policy of the Government has led to an inconvenient position in more than one district, it will be wise for the Government to re-examine that policy and see how far it is desirable to adhere to this mantram of "close down school". The South India Teachers' Union have repeatedly urged upon the Government the necessity for reviewing the elementary education policy on various grounds and we appeal to the Government to appoint a small committee of officials and non-officials to consider the working of the present elementary education policy. The department has, for several years, been consistently suggesting the blood-letting process of "closing down." If it should have no other solution to offer, the Government will have to place the problem before the Committee and ask them to formulate proposals which are likely to place elementary education on a sound footing.

Text Book Committee :

The new rules relating to the Madras Text Book Committee have been published. One important change in the constitution is it will consist of forty members nominated by the Director of Public Instruction. The old Text Book Committee was, more or less democratic while the

new one may appear to be authoritarian. It is not the constitution or composition that is of any importance. Much will depend upon the sense of responsibility on the part of the members of the Committee. There is no reason to suppose that the members of the new Committee may not bear their responsibility simply because they happen to be nominated. But it is natural for the teaching profession to feel that the change has not been for the better. There is nothing to show that the old Text Book Committee did not function efficiently. As a matter of fact they were able to review quite a large number of books. We hope that the Director of Public Instruction will bear in mind the educational interests while making his nomination and constitute a committee commanding the confidence and support of the teaching profession. We are not sure whether the public have correct notions of the functions of the Madras Text Book Committee. Very often there is some confusion in the mind of laymen and the mistakes of book-selection committees in schools are sometimes attributed to the Madras Text Book Committee. The work which is expected of this committee is clearly pointed out in the G.O. and we deem it necessary to invite the attention of the public to certain important features in this G.O. In the first place the Committee is required to prepare a list of books as varied and complete as possible so as to give the managers of schools a wide field of choice. It is also stated that the Committee is not to prescribe particular text books but merely to provide a list of books from which the school authorities may exercise their discretion. No one can take any exception to the points mentioned above and very few will question the soundness of placing in the hands of school authorities a comprehensive list from which the school authorities can pick and choose. We had occasion to deal at length with text-book-selection in our previous issues and in view of the so-called undue influence and pressure an objectionable suggestion has been seriously made in certain quarters that only a few books should be approved. We have more than once criticised the present procedure adopted by the Government in regard to book-prescription. A little thought would show that the procedure is open to serious objections. We are very anxious that this procedure should be radically altered, and that the responsibility for book-prescription in school should rest primarily with teachers.

While talking of the Text Book Committee a reference is unfortunately made by critics to the large number of books published every year, and to the large number of publishers interested in book production. Such references may make one feel that the critics expect the Text Book Committee to reduce the number of approved books somehow in an arbitrary manner. We have no doubt the members of the Text Book Committee will never allow themselves to be influenced by such consi-

derations. The only point which will weigh with them is whether a particular book has an educational value and can be placed with advantage in the hands of pupils. They should not hesitate to uphold the view that it is not their business to think of market, influence and pressure in regard to the prescription of books in schools. But it is proper that the Government should take all possible steps to ensure the publication of books of good quality for use in schools. The registration of Publishers is a new provision which gives on the one hand powers of control to the Director and on the other ensures the publishers a fair field. Other minor provisions are the levy of fees for the review of books and the payment of fees to the members of the committee. The proposed constitution of the Committee is one on which there is bound to be a difference of opinion and the teaching profession can only hope that the Department will succeed in appointing a Committee in whose judgement the profession can have confidence. Side by side with the constitution of the new committee the department should not hesitate to bring to the notice of the Government the objectionable features in book-prescription in schools with which even the man in the street is familiar. The place of laymen in book prescription committees to the exclusion of teachers can hardly be defended either on academic grounds or on grounds of policy. The work of the Text Book Committee will bear good fruit if the prescription procedure be simultaneously modified.

Our Special Articles :

We are glad to invite the attention of our readers to the two sets of articles contributed by persons with direct experience. The articles on "Progress Reports" will, we have no doubt, be read with great interest. The Progress Report problem has been approached from different angles. The principal of a college, the head masters of high schools and the secretaries of teachers' associations who were kind enough to send their contributions give valuable data regarding the scope, utility and place of progress reports. Considerable time is devoted to progress reports by school authorities but the general tendency has always been to treat them as routine. A perusal of the articles will show how examination marks do not explain all about the work of the pupil and how the observations of teachers give a meaning even to the marks in the school examination. We hope these articles will stimulate school authorities to consider intensively the lines on which progress reports may be improved.

The second group of articles relates to the present position of Scout movement in our province. Our readers should have been familiar with the controversy in this connection and all those who are interested in

the scout-movement feel that the pupils of our schools should not any longer be deprived of the facilities for sound training as scouts. The feeling is growing strong that a supreme effort should be made by teachers to give a chance to our pupils to imbibe the high ideals of the scout movement and to foster a spirit of comradeship among all scouts. We understand that a small committee of teachers in the city of Madras has been appointed by the Madras Teachers' Guild to study the question and to formulate proposals for promoting scout spirit among pupils in the city schools. We hope the committee will finish its work early and suggest constructive proposals. While co-operation of non-teachers in scout movement is, and should be, welcomed it is essential that the teacher should consider it a privilege as well as a duty to take a leading part in this movement.

Public Examination :

We publish elsewhere the communication from the President of the Union setting forth in a general way the view of the Union in regard to the proposed public examination at the end of VIII standard. It is really a pity that the Government have not chosen to publish the entire scheme of reorganisation. The public are not now in a position to know how far the educational reform is likely to satisfy the needs of the pupils, the parents, and the country. They will be seriously perplexed by the announcement of decisions in dribblets.

The proposed examination is not going to serve any useful purpose and the consequences will be serious if the idea of public examination be slowly extended to the III Form stage. The public have a right to know why the Union should be opposed to this public examination. An external public examination which is a great strain even at the S.S.L.C. stage will cause undue strain on the twelve year old pupils. A province-wide external public examination has been found to be unreliable and the dissatisfaction with the S.S.L.C. examination in connection with the selection of pupils for higher education is well-known. It is uneducational since the school record is apt to be thrown into the background or ignored. The individual will be sacrificed and the teacher will be tempted to be thinking constantly of the results in the examination. Hence cramming will become more marked and any school activity which does not pay in the examination is apt to be left severely alone. *"The tendency of all public examinations is to become mechanical and unreliable in spite of the devices for moderation of marks."* We feel that no case has been made out for a public examination at the VIII standard stage and that it is highly detrimental to the cause of sound education.

FROM THE PRESIDENT, S. I. T. U.

PUBLIC EXAMINATION AND HIGHER ELEMENTARY SCHOOLS

The decision of the Government to conduct a public examination at the end of the eighth standard cannot be regarded as a move in the right direction. The reasons which prompted the Government to arrive at this decision have not been explained and the public should know that the South India Teachers' Union was never given an opportunity to discuss the question and express the views of the teaching profession. The Department of Public Instruction should be presumed to be entirely out of touch with the profession when an uneducational measure is attempted to be introduced.

One would like to know what bearing this recent decision has on the reorganisation of education. The problem of reorganisation has not been considered as a whole as contemplated by the Government of India. Decisions are being announced in dribblets at intervals and it is difficult for us to imagine the lines on which the educational reconstruction is likely to proceed. Unless the Government have some thing up its sleeves the proposal of a public examination at the end of the higher elementary school stage will have very little to do with the reorganisation question.

People may ask whether this proposal is likely to accelerate the progress of elementary education. What elementary education needs to-day is not talk but money. The important thing about elementary education is that the Government should regard it as its sole concern. The proposed examination may be a matter of some concern only to higher elementary schools which are just about 2,000. But there are about 50,000 elementary schools whose progress cannot be influenced by the public examination.

Is this examination necessary? The announcement by the Government does not explain to the public the purpose to be served. I am afraid there is no need for this type of examination. The number of pupils leaving elementary schools on the completion of the V standard to join a secondary school is much larger than the number of pupils desiring to continue their studies in higher elementary schools. The fate of higher elementary schools is hanging in the balance and one after another is being converted into a secondary school. There is considerable agitation among the managers of higher elementary schools over the rule prohibiting the admission of pupils from higher elementary schools to any form higher than the III form. The proposed examination is sure to make such schools more unpopular. The Union cannot, as is imagined in some quarters, regard this examination as "forming part of a large scheme to reorganise secondary education." The Government have already decided to abandon the public examination at the IV form stage and any attempt to reintroduce the idea in some form or other should be stoutly opposed by the public. Such a proposal will be a meaningless and harmful restriction on the number of pupils reading in secondary schools and lead to the curtailment of facilities for the wider diffusion of secondary education so essential to the progress of the country in the coming years. After all it should be remembered that secondary education is not free and that a good deal of the expenditure is borne by parents and private sources.

A question may be asked whether higher elementary schools welcome the proposal of a public examination. They may be in favour if the successful pupils be admitted to the IV form. But they will certainly complain that their pupils alone are subjected to the strain of a public examination while a large number of pupils enter freely a secondary school on completing the V standard.

An argument is advanced that the headmasters of High Schools will be relieved from worry and undue influence in respect of admission if there be a public examination. Some advantage may certainly be claimed for even reactionary proposals. It is not the convenience of the headmaster that is a matter of concern to the teaching profession. The real education of pupils is what matters. Opposition and criticism will have to be faced by the headmaster in regard to the day-to-day administration and it will be good if the department should extend its support. Very few headmasters have represented officially to the Government that they cannot bear the responsibility of selecting pupils from elementary or higher elementary schools. The Union is aware that headmasters know their job well and that they can be trusted to bear their responsibility.

Students who leave the eighth standard may like to have a certificate and this can be given by the school itself. The idea that success in the public examination may be a qualification for admission to training schools or for appointment as attenders is sometimes expressed. Higher grade training is regarded as the minimum qualification for appointment as a teacher and this means that the candidate under training should have studied in the upper forms. Hence the public examination can be of no use to him. No elaborate explanation is necessary for the other point. It is bad enough for an educational system to be dubbed as the clerk-production factory. Let it not go down still further.

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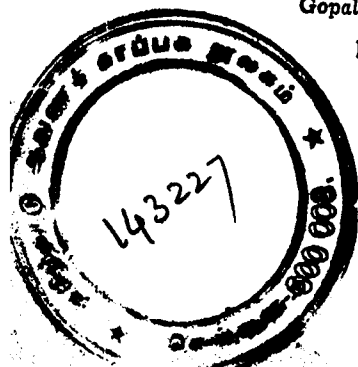
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ST., MOUNT ROAD, MADRAS AND EDITED AND PUBLISHED BY M. S. SARHESAN, M.A.,
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