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shutters fast
Let fall the curtains, wheel the
sofa round ;
And while the bubbling and loud
hissing urn
Throws up a steamy column, and
the cups
That cheer but not inebriate, wait
on each,
So let us welcome peaceful evening in.
COWPER



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THE SOUTH INDIAN TEACHER

Vol. XVII

March, 1944

No. 3

EDUCATION AND THE NEW SOCIAL ORDER.*

By

SIR MIRZA ISMAIL, *Dewan, Jaipur State.*

Obviously we cannot, in this brief sitting, proceed far in the discussion of this immensely comprehensive subject, "Education and the New Social Order". It involves without exception, every educational problem and every social problem, not to speak of Politics and Economics. Every Section of this Conference, every speaker, has been or will be dealing with it, and it would be valuable to have co-ordination of the views expressed. The question is practical and urgent. It will be necessary at the end of this Conference to ask ourselves, "What, exactly, are the fruits of these deliberations". Education is not now a philosophy, or an opportunity for joyous dialectic. For there must be, there is to be, a New Social Order, and it must be built on education. It is to be built at once. What, then, of the foundation? In making our own educational plans for India, the principles which will most concern us are not abstract; they are actually dependent on detail, on the Indian detail of our time and I hope and believe that such detail, throughout the Conference, has been your study. The few words which I address you cannot, of course, include detail, but are based on a consideration of it.

The New Social Order will be in every good sense democratic. It implies free and universal primary education. This, in the India of our time, can be regarded in three different ways: (1) as an empty dream; (2) as the object of an arithmetically considered plan, involving a phenomenal expenditure within a preconceived time; (3) as a realisable ideal towards which we must work, in faith and determination, but only by steps not clearly as yet foreseen, and as resources and competing needs permit. Personally, I believe in the third view.

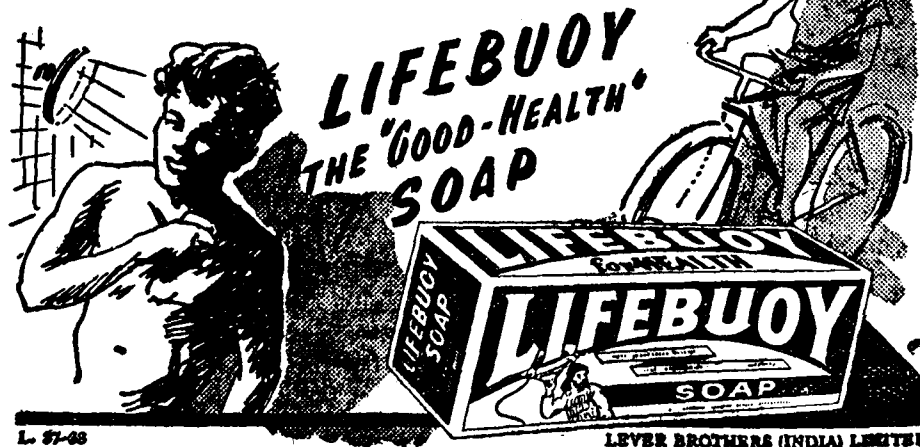
The New Social Order will require that at all stages, education shall be genuinely educative, and shall be appropriate to the needs of those educated. It will give knowledge, train faculties, and create habits. It will make it possible and natural for people to take an intelligent view of

* An address delivered at the 19th All India Educational Conference.



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things, a view more profound and comprehensive as one passes from stage to stage of education. It will cease to stamp as graduates hundreds and thousands of uneducated men, and to establish as teachers men who themselves have only learnt by rote. The change will be achieved by changes in both the content and the methods of education. Not revolutionary changes.—(After all, much careful thought has long been given, by first rate men, to the problems of Indian education, and experience has been teaching both our educational leaders and the rank and file)—But still, substantial changes, the need for which has become clearer in recent days. If we always apply the practical test of citizenship, we shall not go far wrong, provided that we remember that the "useless" sort of study is of value in the deepest sense. The citizen will be better even as citizen if his inward life is clear and fine.

If education is to do its share in promoting the New Social Order, I think that from the primary stage onwards it should, in its curricula, give special attention to the problems of Indian society. In the very earliest stages, children should be carefully instructed and practised in all the various ways of hygienic improvement in village or town; and as they get older their social education should become broader and deeper, and it should never come to an end. Their interest in all our urgent social problems should be personal and keen: this, like so much else, depends very largely upon their teacher. All those who are well educated should in some way be active social missionaries. But this, I think, can be achieved only by appeal to their minds and hearts, not by any kind of compulsion. The idea of making active social service a condition of the award of a degree, for example, could not work well; and it would be hard luck for villagers to be subject to the operations of conscript social workers.

Everyone realizes that the New Social Order will depend upon the part which the women of India will play therein, and therefore upon their education. If women are to play their proper part, and exercise their proper influence, in society, they must be as well educated as men, and on very much the same lines. No doubt they are going to be wives, mothers, and house-keepers; but they are also going to be, let us hope, citizens; and certainly they are going to be persons, with a complete right to intellectual development and to an acquaintance no narrower than a man's acquaintance with the various kinds of knowledge and apprehension which make up education. Why, even from the domestic point of view, this is right; the wife, I say most emphatically, ought not in the New Order, to be on a lower intellectual level than her husband and her son. If anyone considers, then, that the education of girls and women should have a strong bias, at it is called, and should substitute domestic science, music, drawing, painting, for subjects of intellectual content and discipline, he is only maintaining the age-old religion of male superiority, though he solves his mental conscience in various pseudo-scientific and pseudo-social ways. The study of domestic science is certainly important

but what a calamity it is that high school girls should actually be given this as a substitute for history or geography! Better make elementary science a compulsory subject for boys (as it certainly ought to be) and domestic science for girls; this would be rational. In university courses there must be no differentiation whatever.

We, in Jaipur, have been thinking much about the improvement of university education. In this sphere, two problems of some importance are engaging the attention of a section of this All-India Educational Conference; the vernacular medium and the three years course. I think it will be agreed, however, that discussion of those topics cannot reach the root of the problem of university education. The length of a course is as nothing compared with its nature; and the medium of instruction is only a fraction of the problem of method. Our universities are not duly related to the Social Order, old or new; and a many-years course in vernacular would not create that relationship. I shall not dwell on this question. It is very briefly dealt with in the report, now being printed, of our Jaipur Post-War Reconstruction Committee.

In the New Social Order everyone must have enough in every material sense; and this raising of the standards of living, particularly among the poor, can be achieved only by industrial development, which will expand the family budget of all useful people, industrialists and others, even poor government servants, whose fixed salaries are sadly unresponsive to inflationary tendencies. In our educational development, therefore, special attention will have to be given to training on the scientific side, and to scientific research related to industry. And let me add, to all scientific research of practical application—for instance in agriculture, and in medicine. Here the point to be specially emphasised is *system*, co-ordination of all sorts of efforts and agencies, under official supervision with public co-operation.

Material prosperity, knowledge, awareness, happiness and power—such for the individual must be the gifts of the New Order, given largely through the agency of education. The person so flourishing, the State will flourish too, if we can but eliminate the poisons from the body politic. This, too, has to be done largely by means of education, which must deliberately endeavour to foster mutual understanding and friendly feeling between communities. Beyond this, there is no political problem in India that need cause us concern. Education in a political sense is a necessity for one and all, at every stage. The poorest and humblest must have enough political knowledge (as contrasted with inculcated prejudice) to make democratic voting possible. The student must have at his command political facts and principles, and must be capable of judgment. The professor on this side of learning must not stand aside from the intricate problems of political development, but must make that contribution which only learning can make. But even from this angle, what matters first and most is that all our people should have food, clothing, security, comfort and hope. And not one step in education can be taken, or is worth attempting, unless we are determined to satisfy these human needs.

CORRECTION OF WRITTEN WORK

By

V. S. MATHUR, *Government College, Lahore.*

I have often felt sorry both for the boy and the teacher after going through the pages of a corrected copy-book ; for the student, on account of the large number of mistakes that his exercise contains, and for the teacher, for the trying and taxing labour that he has had to undergo to correct it, (and perhaps similar ones in similar numbers in the exercise books of other students under his charge). The corrected page usually contains more writing by the teacher than by the student. And the tragedy of the case is that whereas the student has to do it only once, the teacher has to repeat his performance as many times as the number of the students in the class, and in the same amount of time that the student has taken to do the exercise. And seeing to the profusion of corrections one may wonder whether the student to whom this book is to be returned is ever going to read through all that surli of instructions that the teacher has poured on him, and even if he does whether it would be possible for him to understand them all and follow them to the satisfaction of the fastidious teacher, if he also wants to attend to other subjects of his curriculum. I have almost arrived at the conclusion that students write so badly that it is a hopeless task to correct their exercises. The teacher on his part very properly complains of the heaviness of the work of correction on his shoulders and of the very little time that it leaves him to do any other kind of work. This routine work of correction weighs very heavily indeed upon his spirit already tired by the usual six or seven periods of daily class teaching and generally leaves in him no energy to prepare for the next days' lessons which is after all the chief part of his job. The students of the Training Colleges for Teachers when faced with the work of the correction of exercises of the students of the class that they teach are impressed with the sheer impossibility of doing it in the right way. They complain that every sentence in the exercise being wrong, it is impossible to improve the exercise by correction. It should be written afresh, and on a better plan. The reason is that though they begin to learn the methods of class teaching they seldom pay attention to learning the principles of the correction of written exercises. It is my purpose here to try to consider in outline these principles.

The reasons why mistakes in written work are so numerous and the Remedy :—

The reason why students commit such large number of mistakes in writing is that they are made to do written composition much before a sufficient amount of practice has been given them in oral composition.

Such practice is necessary in order to give the students a solid grounding in the elements of correct English expression, and asking the child to write serious compositions at home without first giving him sufficient oral practice in framing correct English speech, is like building a house directly upon the ground, without a foundation. At least, so I think.

Oral composition, therefore should be practised in the class regularly *a long time before written composition is set*. Even when written composition is set, all exercises should be done orally in the class before they are given for home. If this is done then the main themes of all exercises become clear in the minds of the pupils and mistakes like irrelevance or incoherence shall be obviated from the compositions, only such treatable ones as mistakes of spelling or punctuation or grammar remaining to be dealt with.

Some Principles of Correction

The cardinal principle of the correction of all mistakes is that the mistake should be corrected as soon as possible after it has been committed ; for mistakes if not readily pointed out tend to become fixed and begin to be formed into habits ; and the longer a mistake has been allowed to be perpetrated by a student, the more difficult it becomes to remove it. The longer any incorrect form of expression is allowed to dwell in the mind of a student, the deeper becomes its hold on it. So incorrect forms should be allowed to linger in the minds of students as little as possible. Bad habits in expression should be rooted out before they take root in the mind.

It will be seen that in this respect too oral correction is more according to the proper psychology of the correction of mistakes than correction at home, for in the former case the error is pointed out to the students as soon as it is committed, while yet it is a living issue, or a question of moment, while in the latter case the correction made many hours or even days after the committing of the mistakes when even the context in which the mistaken expression occurred, is only dimly remembered.

A second great principle of the correction of mistakes is that the best kind of correction is self-correction ; just as the best kind of education is self-education. When the pupil himself finds out his mistake and corrects it, he is more likely to avoid it in future and he is better able to do so. For this purpose when any student commits a mistake in speaking the teacher should ask him to correct himself. If he is able to do so it is well. If he is not able to find out his mistake the teacher should ask other students to correct him. This exercises every student's mind on the particular mistake and all are in future likely to avoid it. This kind of correction in the class is called 'communal correction' and is still better than correction by the teacher which should be given as a last resort when all means of getting the correction done by the student who commits the mistake or by other students of the class, fail.

Some methods of correction.

The method of making the correction follow immediately after the committing of the mistake is, as has already been suggested, to do all the exercises orally.

The second principle can be worked out both in oral and written exercises. The method of its working out in oral exercises has already been suggested. In the case of written exercises this principle can be acted upon by not giving the correct forms for the mistakes committed by the students but only indicating the general nature of the mistake and leaving the student himself to find out what it is, and to correct it. For this purpose some symbols might be devised indicating the kind of mistake committed. A model set is given below:—

- S.—Spelling mistake.
- P.—Punctuation wrong.
- G.—Bad Grammar.
- E.—Bad English.
- A.—Omission.
- ?—Truth of Statement questioned.
- !—Exaggeration or bombast.
- O.—Omit.
- Z.—Irrelevance.

The teacher can change these symbols to suit his convenience, or he may add to them. It shall be a great help to the work of the language teacher if the teachers of other subjects too use the same symbols for the correction of written exercises that go to them.

Below I give an example of a corrected passage from Thompson and Wyatt's "The Teaching of English in India."

G Once there were some cows on the hill.
 E A boy was minding the cows. After some time a man came
 P to boy. He said to him. Will you sell me the bell which is round
 O about the neck of the brown cow? The boy said—'Yes. I will
 P sell it for a rupee'. The man gave him One rupee, and he removed
 S the bell from the brown cow's neck. After some time the boy
 E fell to sleep. Then the same man came with some ropes and
 G taken away the brown cow.

One objection against the use of such symbols is that though they suggest the nature of the error they do not suggest the correct forms which should supplant the errors; and that the students in their efforts to get at the correct forms might arrive at other wrong forms, and thinking them to be right might commit them to the mind in all earnestness. In practice, however, the students generally are able to arrive at correct forms. But still the possibility of their making mistakes in self-correction and committing to memory wrong forms is a real one and should be provided against by the teacher. The best way of doing it is to call in the students

exercise books occasionally for supervision and inspection and to see if they are making right corrections in them. It is a good plan to make the students write out their exercises once more after correction and show it to the teacher. In any case they should be made to write the correct forms of the mistakes that they committed at least five times each on the margin of the page on which the exercise has been done or on the left hand page to it; and these should be supervised carefully from time to time by the teacher.

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 A reason why a corrected page of children's exercise book is so profusely marked is that the teacher sets up a very high standard of expectation from the written work of the pupils and wants to point out to them every kind of mistake that they commit. Now this is neither a wise policy nor a workable one. All mistakes should not be corrected at once. Only the grossest ones should be attended to first and when these are eliminated, then the teacher may turn his attention to lesser ones. Until the grosser ones are weeded out, the pupil is not able to pay any attention to the less serious ones.

Just as there is a time and consideration of age and class for the teaching of everything, there is also a time for the correction of different mistakes. Mistakes which should be pointed out in the High School Classes should not be marked at all in the sixth or seventh class. It is better that only the most serious kinds of blunders be eliminated from the writing of the students than that, by the inclusion among their mistakes all such high matters of style, as balance or inversion of sentence, faulty sequence in tense or logic, all should remain unmitigated.

There is a great deal of economy of effort both for the pupil and the teacher in such a plan for it restricts the field of mistakes that both the teacher and the pupils have to attend to for the time being and gets all kinds of mistakes corrected permanently in the long run all the same.

If however some mistakes have been pointed out by the teacher at the improper time they will be repeated by the student in subsequent exercises. The teacher however should not be upset at this. The aim of correction is not immediate but eventual correction and so the repetition of a mistake should not worry the teacher.

Another way for the teacher to save time and lighten his work is to take apart some typical and common mistakes of all the students and to deal with them for the whole of the class, so that he may be spared the drudgery of doing them over and over again for each and every pupil.

Some General Remarks.

It is better to correct a student's exercise in his presence, for he is in that case better attentive to his mistakes than if the teacher had corrected the mistake at his home in the absence of the student. This is not possible to be practised to perfection, but should be tried for as much as possible.

Nor is the business of a teacher always to point out mistakes in the students' exercises. He should often point out to them their correctness. Criticism should not be only negative and fault-finding; it should also be appreciative and even extolling, for nothing is so much stimulative of genuine efforts at improvement as practice from a teacher. If the pupil knows why a construction that is correct is correct, he also knows why another that is wrong is wrong and the knowing intimately of correct forms is a better means of avoiding the incorrect ones than the knowing well of the wrong ones.

It is an interesting experiment to see how a student that is not able to see his own mistake can detach the same mistake in another student's exercise-books, and for the teacher it has the special utility of guiding him in the use of communal correction to develop a sense of the right forms of expression in the boys; for when this sense has once developed to sufficient power by being exercised on the mistake of other students, it serves very readily in avoiding mistakes in the student's own compositions.

When so much has been said about the imperative necessity of making the correction work light for the teacher and allowing it to take as little of his time as possible, it is also proper to say here that correction work should never be neglected; for the neglect of correction work leaves in the minds of the pupils dangerous misconceptions about the proper and correct forms of expression and if they are not removed they tend to establish themselves firmly in their minds and may finally impair their style of writing rather than improve it.

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THE SARGENT SCHEME OF NATIONAL EDUCATION FOR INDIA—SOME OBVIOUS DEFECTS

By

K. S. VAKIL, Bharatiya Vidya Bhavan, Bombay.

The memorandum setting forth the scheme in detail has not yet been published. It is still confidential, as part of the Government of India's plans for post-war reconstruction and is to go to the Government of India's "Post-war Reconstruction Planning Committee" for consideration. It is not, therefore, possible to consider it in detail or to pass opinion or judgment on it. Speaking generally, however, we must welcome it as a bold and comprehensive scheme prepared for the first time in the History of Indian Education by the highest Government of India's Educational Adviser. It provides not only for all branches of education, from the Nursery school to the University, but also for the health and physical welfare of the rising generation. The general criticisms to which it appears open are:—

(1) that it is a scheme extending over a period of 40-50 years and, as such, is based on the assumption that this country is to remain as it is to day for the next half century requiring direction and control of its education on the present lines—contrary to the general expectation of radical post-war change in the present system in all branches of administration engendered and encouraged by the Government itself.

(2) that, as a scheme to be completed in 40-50 years, it is one which the present workers in the educational field are not likely to live to see completed and hence is one in the carrying-out of which they would not feel as keenly interested as they would be, if it were one to be completed in 10 or 15 years for which they may hope to live. It would not be difficult for the Provincial Education Departments to frame such a scheme of short duration and train for it the requisite number of teachers. We have not "to create two million teachers out of nothing," as Sir Maurice Gwyer said in his Presidential Address at the last All India Education Conference at Jaipur in December last, for we have already on hand, at present, about half a million primary and secondary teachers; and it would not be, and should not be difficult to quadruple this number in the next ten or fifteen years provided sufficient funds were rendered available for this all-important purpose.

(3) that, at a time when decentralisation and democratic Government are so much in the air, the scheme proposes centralisation of important educational forces such as University Education, Technical Education and Administration of National Education, all over this vast country by the creation of an "Indian University Commission", a

"National Council of Technical Education", and an "Administrative machinery to administer the whole scheme of National Education."

(4) that it was unnecessary for the framer of the scheme to link it with frightening figures of cost. He has, it is feared, torpedoed his scheme by doing so. When questioned on the subject of finance for the scheme at a press conference on the 17th October, Mr. Sargent is reported to have replied that finance was not his concern. It was for the Government to arrange for it. Sir Jogendra Singh, Education Member of the Government of India stated, with reference to Mr. P. N. Saprú's resolution in the Council of State on the subject, urging the building-up of a reconstruction fund for educational expansion and public health improvement, that the resolution concerned the Finance Department and that therefore he left it to the Finance Member to reply to it; and the Finance Member as was expected, replied that the finances of the Government, strained as they were, did not permit the building-up of any fund at this juncture, however good its purpose might be. It was impossible for a Government, he said, to commit itself to a financial policy and to make block allocations for individual purposes without knowing what shape actual problems would take in the post-war period. He added that Government would keep the plans of the various post-war reconstruction committees ready and, after considering the post-war situation as a whole, would decide which scheme should be taken up first. He pointed out that schemes of educational and public health development always involved a very heavy recurring expenditure and that therefore the building-up of a concrete fund for the purpose was without meaning.

(5) Last, though not the least, that it is a scheme of Indian Education drawn up by a British expert, not by an Indian expert, and that it is conceived in terms British, not in terms Indian, as has been the case with all our educational measures during the last 100 years. The present scheme follows closely the lines of the English scheme for post-war educational reform except, be it noted, in one important respect *viz.*, that while the Board of Education in England has laid down a definite 4-year programme and publicly committed itself to provide the necessary funds for it by a definite annual increase in its expenditure amounting at the end of 4-years to 67 million pounds or 100 crores rupees, the Educational Commissioner with the Government of India has propounded a scheme extending over a period of 40—50 years and the Education and Finance Members of the Government of India have refused to accept any financial commitment for it. This shows what treatment Education receives from Government in India and what it receives from Government in England. If England with 1/10 of the Indian population could undertake an additional educational expenditure of 100 crores in 5½ years time (including 1½ years of preparation) after a financially exhausting war, why cannot India undertake an additional expenditure of about 300 crores in the same time?

THE ENGLISH EDUCATION BILL*

A Brief Outline

The Bill, which is accompanied by an explanatory Memorandum and will supersede all existing education Acts, is based on the White Paper published last July, and includes all the legislative changes proposed in that Paper. They are broadly as follows:—

1. The reconstruction of the national system of education into primary, secondary and further stages.
2. The provision of nursery schools wherever they are needed.
3. The raising of the school leaving age, first to 15, and later to 16.
4. The completion of the reorganisation of the present elementary schools so that well designed and equipped primary schools and secondary schools of a variety of types, are available without tuition fees to all children.
5. The amendment of the law so as
 - (i) to emphasise the position of religious instruction as an essential element of education; and
 - (ii) to enable the schools provided by voluntary bodies to play their part in the proposed developments.
6. The introduction of a system of compulsory part-time education in working hours for young persons up to the age of 18.
7. The provision of adequate and properly co-ordinated facilities for technical and adult education.
8. The extension of the existing facilities for securing the health and physical well-being of children and young persons.
9. The inspection and registration of all independent schools.
10. The adjustment of the present system of local educational administration to the new educational layout.

NEW PROPOSALS AND MODIFICATIONS

The Bill contains certain proposals which are new or constitute modifications of what was proposed in the White Paper. The more important of these are as follows:—

Central Administration

For the first time, the Minister is given effective power to secure the development of a national policy in education. Instead of, as now, having

*Reprinted from the School-Master and the Women Teacher's Chronicle, Dec. 23, 1943.

merely the "superintendence of matters relating to education in England and Wales," he is charged with the following duties: "To promote the education of the people of England and Wales and the progressive development of institutions devoted to that purpose, and to secure the effective execution by local education authorities under his control and direction of the national policy for providing a varied and comprehensive educational service in every area." This change gives wide scope to local initiative, and will ensure that every child, wherever he lives, will have equal access to the benefits of the new education.

Two Central Advisory Councils, one for England and one for Wales, will be established to advise the Minister on educational theory and practice. Unlike the Consultative Committee, which they replace, their activities will not be confined to matters referred to them.

Raising of the School-Leaving Age

April 1, 1945, is specified as the date for raising the age to 15. Although the Minister is empowered to retain the age of 14 if exceptional circumstances make it impossible to provide the necessary buildings and teachers in time, this power is strictly limited to two years at most.

The Minister must submit to Parliament an Order in Council raising the age to 16 directly he is satisfied that this is practicable.

The Dual System

Single School Areas.—In areas where the only available school is denominational, a grievance has been felt by parents who would prefer their children to receive religious instruction of a different kind. Under the Bill (as in the White Paper) this grievance will be allayed in many cases by the arrangements for syllabus instruction in controlled schools. If, however, the school becomes an aided or special agreement school it would normally provide only denominational instruction as before. The Bill meets this difficulty by the requirement that syllabus instruction shall be made available by the managers (or failing them by the authority), in any aided or special agreement school, for children whose parents desire it if they cannot reasonably attend a school where it is ordinarily given.

Denominational Instruction in Small Controlled Schools.—Reserved teachers, on a basis of one to five of the total staff, may be appointed to give denominational religious instruction in controlled schools. Schools with only one or two teachers cannot appoint reserved teachers; but in such schools the denominational instruction may be given by persons who are acceptable to the foundation managers, e.g., local clergy or lay workers; or teachers may volunteer to give it.

Grants for New Premises where Aided Schools are Transferred.—The Minister's 50 per cent. grant towards the cost of alterations and

repairs to aided schools will be extended to cover the cost of new premises where a school has been transferred to a new site because the existing premises cannot be adequately improved, or as a result of movements of population due to slum clearance or re-planning. This also applies to new premises built in substitution for those of one or more existing schools.

Technical and Adult Education

A very considerable and much needed extension of technical and vocational training and of adult education is planned, and a substantially increased allocation under these heads is included in the revised financial memorandum accompanying the Bill. Local education authorities will have the duty of providing adequate facilities. They must consult universities, educational associations and neighbouring authorities, and submit comprehensive schemes to the Minister, who will give directions that the schemes shall be put into effect.

Units of Local Administration

The new local education authorities will, as indicated in the White Paper, be the county councils and county borough councils only.

Two or more such councils may be combined by the Minister on grounds of economy and efficiency to form a joint education board.

Instead of the system of district committees within the county areas proposed by the White Paper, there will be delegation by the county councils of definite powers relating to primary and secondary education (and in special circumstances further education) to "divisional education executives" representing individual county districts or groups of them. The county councils must submit schemes for such delegation (which need not cover the whole of their areas) to the Minister, after consultation with the county district councils.

Borough and urban district councils with a population according to the last census of not less than 60,000 or not less than 7,000 elementary school pupils on March 31, 1939, may if they wish be excepted from the scheme prepared by the county council. In that case, they will prepare their own schemes of delegation in respect of primary and secondary education and submit them to the Minister through the county council.

This system of delegation will considerably extend and encourage local influence in educational administration. Only the local education authority may borrow money or raise a rate, but divisional executives will prepare and submit their own estimates of expenditure to the authority.

School Attendance

Primary and Secondary Schools.—School attendance will be obligatory unless the parent can show that his child is otherwise receiving efficient full-time education suitable to his age, ability and aptitude. The

present system of bye-laws made by each local authority will no longer operate. All children of compulsory school age attending school will be registered and it will be the parents' duty to cause them to attend regularly. There will be increased penalties for non-compliance.

Young People's Colleges.—Young people up to the age of 18 not attending school full-time will have to attend young people's colleges on one whole day or two half-days a week of 44 weeks each year. Where continuous attendance is more suitable, a period of eight weeks or two periods of four weeks a year are specified. The date for the introduction of compulsory attendance will be fixed by direction of the Minister when premises are available.

Children Suffering from Mental or Physical Disability

Better and more varied education will be provided for handicapped children. Local education authorities will have the duty of ascertaining and providing special educational treatment for all children who require it (including "maladjusted" children). Education will be provided for the less severely handicapped in the ordinary schools, and for the more severely handicapped in an expanded system of special schools. This aspect of education must be covered in the authorities' "developments plans" for primary and secondary education submitted to the Minister. The object is to develop existing facilities and at the same time provide greater flexibility to provide for a wider range of disability. The certification of children by local education authorities as mentally or physically defective is abolished.

The Bill will lower the age of compulsory school attendance at special schools from 7 to 5; will grant parents the right to ask for the examination of any child over 2 with a view to its being given such special education as it may need; and will legalise the continued attendance of children at special schools beyond the age of 16.

Training of Teachers

The Minister has a general responsibility for ensuring that adequate facilities are available, and may give any necessary direction to local education authorities for this purpose.

Secondary School Government and Finance

All types of secondary school will have instruments and articles of Government defining the constitution and functions respectively of their governing bodies. In the case of auxiliary secondary schools, the instruments and articles of Government will be made by order of the Minister.

The Memorandum emphasises the financial advantages to voluntary secondary schools of the option to become aided schools. This option relieves the schools of the whole of their running costs, which they will in future receive as of right from the local education authority, and they will

also receive from the Exchequer 50 per cent. of the cost of improvements and repairs to their premises.

Meals; Maintenance Allowances; Research

Local education authorities must provide meals and milk to such extent and subject to such conditions as the Minister may direct. The reason for not defining this duty more closely in the Bill is that the position in regard to the provision of meals and milk will have to be considered in detail in connection with the scheme for children's allowances.

Both the Minister and local education authorities will have power to grant scholarships and maintenance allowances to pupils over compulsory school age and to pay the fees (including in suitable cases boarding fees) of pupils attending fee-charging schools.

The Minister's general powers will enable him to foster research. He will also have the specific power to make grants for this purpose both to local education authorities and to other bodies. The local education authorities' powers of assisting research will be extended.

Summary of Timetable

The passing of the Bill into law gives the Minister his new powers and will enable the new administrative structure to be prepared in readiness for April 1, 1945. On this date the school leaving age is automatically raised to 15 (unless the Minister finds it necessary to use his emergency power of postponing this step for not more than two years), and the rest of the main body of the Bill comes into force.

Within the following 12 months the new authorities will be required to prepare and submit to the Minister "developments plans" covering the whole field of primary and secondary education. When approved by the Minister, with any necessary modifications, these plans will be given statutory force by the making of "local Education orders" for each area.

Time will be allowed for managers of voluntary schools to submit objections to the plans and to decide whether their school should become an aided, controlled or (if eligible) a special agreement school.

After preparing their development plans for primary and secondary education the local education authorities will be preparing to establish young people's colleges. An order in Council will fix the date on which it will become their duty to secure the necessary facilities. Attendance will become compulsory by direction of the Minister when facilities are available.

Authorities will also be required to proceed with the planned development of technical and adult education.

The registration and inspection of independent schools will become compulsory when the necessary inspecting staff is available. The date will be fixed by Order in Council.

Finance

The total additional cost of the reforms has now been estimated at £5½ million in the financial year 1945-46, rising gradually to approximately £47 millions in 1951-52, and £80 million ultimately. The equivalent figures in the White Paper were £1 million, £40 million, and £67 million, respectively. The increase is attributable in part to a general acceleration and expansion of technical and adult education, and in part of the inclusion in the tables of the cost of raising the school leaving age to 16.

The Memorandum provides for raising by stages the aggregate Exchequer grant from the present average rate of approximately 50 per cent. to 55 per cent. in 1948-49. The percentage payable to individual authorities will, as in the case of the present grant for elementary education, vary according to local circumstances, and will include the allocation of special grants, amounting in 1948-49 to some £900,000, to the poorest authorities to help them to meet their new liabilities.

ABORIGINAL EDUCATION IN INDIA

BY

MUNTAZIM-I-KHAS BAHADUR A. G. SHARMA

(continued from page 50)

4- Education, in these days, concerns itself not only with the intellectual development of the child, but also with his moral development, and with his adjustment to society and to the living present. In short, education, now-a days, insists upon thinking of the pupil as a whole. 'It regards every pupil as a centre of physical and intellectual life which is nourished and developed, only by intercourse with its environment.' "Education is thus moving in these days," from disregard of life values to "definite consideration of the problems of economic, political, social and individual life."

The immediate problem, facing the education of the aborigines in India should therefore lead us to devote the maximum attention to problems of culture, and to secure, through the introduction of elementary education, the elimination of illiteracy from them and the raising of the level of the vocational education of the tribes concerned, with a view to be useful to the problems of the reconstruction of the economy of the tribe concerned. In other words, we should desist from turning the aborigines (by any educational activity amongst them) from the life they are ideally fitted, to be domestic servants, peons, constables, etc.

5. In India, generally the aborigines have had a high reputation for their pacific and kindly character. Hutton speaks of the "the natural truthfulness and honesty" of the tribesmen. Forsyth declares that "the aborigine is the most truthful of beings, and rarely denies either a money obligation, or a crime, really chargeable against him," The faults and the virtues of many of the tribes are those of strength, and not of weakness. It is from such tribes that we might look, one day, for creative genius, for advance ideas and for contributions to the free India that is to be.

6. The language of a tribe is as much an expression of the soul of the tribe, as music, dance, or any other type of art. It therefore presupposes that any instruction given to a tribe should be conducted in the native language of the tribe concerned; more attention should also be devoted to vocational education in tribal areas.

Not all tribes have scripts for their languages. Those, who have been working, for the last so many decades, for the education of the Khasis in Assam, had to adopt the Roman script, not only to instruct the different Khasi-tribes in their own dialects, but to enable each of the tribes to communicate with its neighbouring tribes, as the dialect of the one tribe was not easily understood by its neighbour tribe.

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The late Sir Monier Williams has defended the use of Roman Script in his Sanskrit-Dictionary :—

"Let me remind the great Pandits that the Romanized character will be found to be neither modern nor European, and may turn out more ancient than the Nagari." "The Bhasha Samiti" of Calcutta, has been so influenced to regard the Roman script as a script for India, that it calls it "Bhasha Lipi," instead of "Roman Script," in order that any sentimental opposition to this script may vanish, in removing illiteracy from our country.

If the regional script can be adopted for the language of the tribe concerned, it will be better. Any way, a script will have to be adopted for instruction, through which the tribe concerned may have easy access to the treasures of practical knowledge on all questions of the day, and know better ways of doing things.

7. We should count it a privilege to live at a time, in the history of our country, when the country demands that great things shall be done, by all, for the most ancient inhabitants of our land—a privilege to be of the generation, which has to work to say—what can we give? instead of what can we take from the aboriginals? For, thus, our generation should learn there are greater things to be done than slothful ease.

8. Cannot India's new manhood and womanhood be linked up with the spirit of the age, and their spirit of service to the nation be dedicated to the cultural and educational evolution of the millions of the aboriginals? Cannot the youth of the country demonstrate thereby, that, in the midst of the present global war, some time constructive work can be done in our land, even in our present condition?

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SATHABHISHEKAM CELEBRATIONS OF SIR P. S. SIVASWAMY IYER, K.C.S.I., C.I.E., AT TIRUKATTUPALLI.

BY

T. P. SRINIVASAVARADAN

The Sathabhishekam of Sir P. S. Sivaswamy Iyer was celebrated on a grand scale on the 6th and 7th February 1944 at the High School, Tirukattupalli. Those two days were days of rejoicings and festivity. The celebration committee erected specially a pandal for the occasion and the whole school including the pandal was flooded with electric lights. From the evening of the 5th February guests began to arrive and it could be said that the celebrations began even on the 5th. The public of Tirukattupalli and the surrounding villages and the old boys of the school, vied with one another in making the celebrations a grand success. The pupils of the school entertained the guests with their songs and by putting on boards a few scenes from Nandanar. The services which the volunteers did attracted the attention of one and all. On both the days there was a large gathering of ladies and gentlemen.

The presence of the Rt. Hon'ble V. S. Srinivasa Sastri and Mr. T. R. Venkatrama Sastri at all the functions during those two days added dignity and grace to the celebrations. The Rt. Hon'ble Sastriar in inaugurating the celebrations said that Sir Sivaswamy Iyer was one of the outstanding personalities of our time. His career might be best studied as that of a representative of our culture. He combined within himself the wisdom of both East and West. The speaker referred to Sir Sivaswamy Iyer's keen study of English literature, his culture and his erudition in Sanskrit. Proceeding he said that in the political field, Sir P. S. S. Iyer had cared only for the approbation and esteem of the good men and the discerning judges of society. Insinuations and censures he had from the ignorant public but he did not mind them and he would be remembered as a great benefactor who was keen on the spread of knowledge among his countrymen.

Later in the evening the Rt. Hon'ble Sastri unveiled the portrait of Sir C. P. Ramaswamy Iyer, K.C.S.I., K.C.I.E., LL.D.

On the second day Sir C. P. Ramaswamy Iyer presided. On behalf of the old boys of the Tirukattupalli High School and the public of the locality an address was presented to Sir Sivaswamy Iyer which the president accepted with great pleasure. He laid the Foundation Stones of the Commemoration Hall and the Chidambaram Chettiar water-supply and drainage for the Kalyani Hostel. Addressing the gathering Sir C. P. Ramaswamy Iyer said that he came to know the inner life of the founder of that school more than anyone else. He said that he had heard younger people characterising Sir Sivaswamy Iyer as a modest and retiring man, not very free with his purse and as one who did not assert himself. He could tell them it would be short-sighted to do so. They had not realised the endowments which he had accumulated to various beneficent and charitable purposes. He had given up his residence 'Sudharma' which was built stone by stone under his careful and personal supervision, for the benefit of the National Girls' High School, Mylapore and it was just and appropriate that the Sathabhishekam Committee should decide to build at his birthplace a memorial hall and name it 'SUDHARMA'. If there was one man who took a positive pleasure in the progress and onward march of the younger generation, it was Sir Sivaswamy Iyer. The president, in conclusion, complimented the headmaster and his staff on the very good and useful work they had been doing.

Mr. T. R. Venkatarama Sastriar paid a tribute to Sir Sivaswamy Iyer's services and benefactions and thanked the headmaster for organising the function successfully. He also announced a donation of Rs. 1,000 by Sir C. P. Ramaswamy Iyer to the school.

With a vote of thanks to the President and the guests by Mr. V. Guruswamy Sastri, the former headmaster, the celebrations came to a close.

At the celebrations, the South India Teachers' Union was represented by its Honorary Secretary. On the first day the Headmaster read messages of congratulations received from H. E. Sir Claude Auchinleck, the Commander-in-Chief, Sir Lionel Leach, Sir T. B. Sapru, the Rt. Hon'ble M. R. Jayakar, Sir S. Varadachariar, Sir S. Radhakrishnan, Rajah Sir Annamalai Chettiar, Mr. M. S. Saabhean, and a number of others. He also announced that donations to the extent of about Rs. 12,000 has been received towards the building of the Sudharma Hall.

FROM OUR ASSOCIATIONS

The Ramnad District Teachers' Guild

*Proceedings of the Second Quarterly Conference for 1943-44
held at Sattur on 22-1-1944*

The Second Quarterly Conference of the Guild for the year 1943-44 was held on 22-1-44 in the premises of the H. N. E. High School, Sattur, and was attended by 67 delegates representing 13 affiliated associations.

In the forenoon session, Sri N. Navaneethakrishna Iyer, B.A., L.T., H. N. E. High School, Sattur, gave an interesting demonstration lesson in C. Chemistry to Form V on "the preparation and properties of Carbon-di-oxide" under the Presidency of Sri K. S. Subramania Iyer, B.A., L.T., the president of the Guild.

In the afternoon the delegates were taken on an excursion to a neighbouring Match Factory. After the Executive Committee had met, the delegates were entertained at tea by the members of the Teachers' Association, H. N. E. High School, Sattur. Then there was a very pleasing demonstration by the girls and boys of the Sattur High School of Lazim Drill under the guidance of their Physical Education teacher.

The public meeting commenced at 6 P.M., with the President of the Guild in the chair. After prayer Sri T. S. Venugopala Iyer, B.A., L.T., Head-Master, H. N. E. High School, welcomed the delegates. In doing so he pointed out the social and professional value of such Conferences and supported the Guild's current policy of emphasising the pedagogic aspect. The president opened the proceedings with an earnest request to the teachers assembled to do their very best to save the living art of teaching from becoming a dull routine, by bringing an experimental turn of mind to bear on every item of their work.

The Secretary Sri S. Sundaram Iyer, B.A., L.T., read a report on the activities of the Guild during the second quarter. Sri S. Narasimha Iyengar, B.A., L.T., R. H. School, Ramnad delivered a lecture on "The Teaching of English Composition in High School Forms."

A lively discussion followed in which about 10 teachers took part.

The president wound up the discussion by saying that, teaching of composition was to be done not only in the composition period but should be the dominant aim in every lesson in English.

The following resolutions were then passed unanimously:—

- (1) The accounts of the Guild upto 31-12-43 were read and passed.
- (2) Resolved that the Government be requested to meet the full expenditure incurred in the payment of dearness allowance to teachers in aided schools at the rates sanctioned for Government employees.
- (3) This Guild requests the Government to raise the age of retirement for teachers in non-Government institutions to 60, as this class of teachers are low paid and have not the advantage of pensions after retirements.
- (4) This Guild requests the Government to insist on the managements of private schools granting leave privileges to their teachers as per Madras leave rules.
- (5) This Guild thanks the management of C. A. M. High School, Kondonoor for their grant of full fee-concession to all the children of all the members of the staff of their school, in response to our appeal.

- (6) This Guild thanks the management of R. M. High School, Nattarasankottai for the grant of a dearness allowance to the staff, in response to our appeal.

The meeting came to a close with a vote of thanks proposed by Sri S. Sundaram Iyer, B.A., L.T., the secretary of the Guild. The delegates were entertained in the night at a grand dinner party arranged by the members of the Teachers' Association, H. N. E. High School, Sattur. After dinner, the delegates had a pleasant time, getting to know who was who and hearing the sweet music of Sri C. K. Gopalakrishnan, B.Sc. (Ag.) L.T. of Rajapalayam and others.

The Kurnool District Teachers' Guild

Proceedings of the Half-Yearly Conference

The half-yearly conference of the Guild was held in the Coles High School, Kurnool on 12-2-44, Sri T. P. Srinivasa Varadan, Secretary, S.I.T.U., Madras, presiding. About 150 teachers of whom 60 were ladies belonging to the six affiliated associations in Kurnool Town, and delegates from the Municipal High School and the S.P.G. High School, Nandyal and Board High School, Koilkuntla, attended the Conference.

Rev. W. D. Sutton, Guild President, in his Welcome address, paid a tribute to the work of Mr. Srinivasa Varadan in the cause of the teaching profession in our Province, and stressed the need for unity and organisational efficiency among teachers to improve their service conditions and their usefulness to the community.

Sri K. N. Pasupathi, Secretary of the Guild, read messages wishing the conference success received from (1) Sri V. Srinivasan, Secretary of the S.I.T.U. Protection Fund, Madras, (2) Sri C. Ranganatha Aiyengar of Gooty, (3) Messrs. G. I. Abraham and Constantine Gurubatham of S.P.G. High School, Nandyal.

In the course of his presidential address, Mr. T. P. Srinivasavaradan said that the ad hoc committee appointed last year by the Executive Board of the Union to consider the several aspects of the postwar education made proposals which did not differ in essentials from those of the Sargent Committee. The history of education in our country had been so far lacking in any plan and the Sargent scheme was the first one that had been prepared with full details of costs, covering the whole field of education in India, from the nursery school right up to university, including technical and adult Education. In drawing up the scheme, the Sargent Committee was emphatically of opinion that no real progress could be looked for unless and until the position of the teacher was radically improved. The president next pointed out the low salaries paid to teachers in elementary schools and to the secondary grade trained teachers. No wonder, he said, there was dearth of secondary grade teachers. As the existing teachers' salary schedules were built on decidedly weak foundations and erected at a time when training requirements were markedly lower than that at present and frequently drafted without any comprehensive study of economic conditions, they were ill-adapted to modern needs. Even the scales proposed by the Sargent Committee would meet only normal conditions.

Continuing the President observed that the schools could not play their important part in winning the war and the peace, if teachers were forced to leave the profession to make a living. The end of this war would find us with a lot of unsolved problems which would make such demands upon the intelligence, the practical understanding and moral idealism of the next generation as history had never known before. Problems such as providing employment to every man willing and able to work, avoiding booms and collapses, promoting inter-racial, inter-cultural and inter-national understanding, and organising peace so as to banish for ever more from the world the periodic orgies of carnage and destruction would come up. He said, "These can be solved only through education. So it is of utmost importance that schools and colleges which are the citadels of citizenship should not be handicapped, in their mission of educating the citizens of

tomorrow. That is why, we must be concerned even in the midst of war, with not only maintaining but actually improving the efficiency of education. The urgent thing that should be attended to by the government is to place sufficient funds at the disposal of the Agencies of Education to pay their teachers enough salaries to make both ends meet."

In conclusion he appealed to teachers to cling fast to the high ideals of the teaching profession and hold aloft the torch of knowledge flaming brighter than ever."

The address was translated into Telugu by Sri S. Vaidyanatha Aiyar of the Municipal High School, Kurnool.

After tea, the conference discussed several draft resolutions and adopted the following:—

The Conference requested the Government to provincialise the Services of headmasters and all teachers in Secondary schools under public management.

Dearness Allowance to Teachers:

While thanking the Government and the Director of Public Instruction, Madras; for increasing the Dearness Allowance for Aided Elementary Teachers the conference resolved to urge on them the need for granting the same rate as is given to government servants on similar conditions.

The conference thanked the Director of Public Instruction and the Government for the recent G.O. granting payment of Dearness Allowance to Municipal and Local Board Secondary School teachers at the rates fixed for Government employees. It requested the authorities to extend the same concession to all Aided Secondary School teachers, inasmuch as the expenditure admissible for purposes of grant is inadequate to give relief to teachers, and inasmuch as the majority of Aided institutions are schools running at a deficit. By another resolution, the conference requested the Government to grant 10 per cent. of salary as Dearness Allowance to those teachers in Area (C) whose monthly salary is Rs. 100 and over, as they are also seriously affected by the abnormal cost of living.

Scale of pay of Pandits:

It urged the Government to modify the scale of pay of Pandits in Board and Municipal Service from 45—2/2—75 to 45—3/2—75, and the scale of grants to Higher Elementary Grade and Secondary Grade teachers in Elementary schools to Rs. 20 and Rs. 25 respectively.

The conference further resolved to request the Director of Public Instruction to increase the summer vacation to two months in the Ceded Districts area, in view of the exceptional severity of summer, not to abolish the Fourth and Fifth Standards in Secondary Schools, to sanction full pay as leave allowance on medical certificate to teachers employed in Public schools in 1933 and thereafter, and to exempt the children of men teachers in schools from payment of school fees as in the case with the children of women teachers in District Board and Municipal employ.

In view of the difficulty of securing suitable hands for the posts of Physical Training Instructors, Drawing masters, School librarians and Secondary Grade teachers, owing to the low scales of salaries now current, the conference requested Government to revise them liberally.

By another resolution, the Conference expressed its opinion that it was unfair to punish teachers merely on the ground that the school average in the S.S.L.C. examination was below the Presidency average. It requested the President, District Board, Kurnool, to take all the factors into consideration before punishing teachers in connection with S.S.L.C. examination results, and to be pleased to discontinue the present practice of awarding censure merely on the ground of low school averages.

After the concluding speech of the President, Mr. K. N. Pasupathi proposed a vote of thanks.

The North Arcot District Teachers' Guild

Proceedings of the general body meeting of the North Arcot District Teachers' Guild held on Saturday (19—2—44) at 2 P.M. in the Islamiah High School, Vaniyambady, under the presidency of S. J. Savarirayan Esq. M.A., President of the Guild.

The half-yearly conference of the North Arcot District Teachers' Guild was held at Vaniyambadi under the auspices of the Teachers' Association, Islamiah High School, Vaniyambady. 54 delegates attended the conference.

1. The meeting began with Arabic, Christian and Hindu prayers.
2. Janab Abdul Khuddus Saheb Bahadur, B.A., L.T., Headmaster and President of the Teachers' Association, Islamiah High School, Vaniyambady, gave a cordial welcome to the delegates who attended the conference: He said, it was also fitting that they all should meet at a place where there was such great proof of Hindu-Muslim Unity.
3. Then Janab Afzul-ul-ulema Syed Abdul Wahab Sahib Bukhari, M.A., L.T., M.L.C., Principal, Islamiah College, Vaniyambady, while declaring the conference open, referred to the important part played by the teacher in the building up of a nation. Then he pointed out the defects in the present system of education which kills the spark of creative originality in the pupil. He said it was the duty of a teacher to lay the proper foundation for the building up of the individuality and character of the pupils. "Teachers are the builders of a nation. We will have to think first and act next in the matter of nation building."

He said the system of Education was faulty. There were several ills. The present day pupil was a bundle of information. There was no attempt at developing his personality or individuality. There develops in him an inferiority complex.

The teacher's responsibility in the future was onerous. Then he suggested that the books on Indian History must be rewritten, and religion must be included in the curriculum as a subject for examination. Lastly he appealed to all the members of the profession to treat all the children entrusted to their care with love and affection.

4. S. J. Savarirayan Esq., M.A., President of the Guild delivering his presidential address suggested that the members of the profession should strive to improve their status in society. It was true, he remarked, that the present system of education stressed too much information and the development of the innate capacities of the pupil was lost sight of. He was of opinion that a committee of Indian Educationists alone would be able to draft the syllabus for the post-war-education scheme.

5. Then the Secretary read the minutes of the previous meeting held at Arkonam which was passed.

6. Sri M. R. Srinivasan, B.A., L.T., Assistant, S.M.D.H. High School, Vellore read an interesting and thoughtful paper on "Sargeant Scheme and Post War Education."

7. A discussion on "The Effect of the Change of Medium" in Secondary Schools was taken up. Sri S. Srinivasa Ayyar of Chengam while leading the discussion observed that they should not go back to the old system of having English as medium and expressed that the division of our country on a linguistic basis would obviate all the difficulties. The cultural minorities should adopt the language of the majority community. He also pointed out that it was a travesty of truth to say that the change of medium was responsible for the deterioration in the standard of English.

Then Messrs. Thiruvengadam and Abdul Quddus, Abdul Shukkur, Sivarama-krishnan and D. T. Subramaniam of Vaniyambady, Emanuel S. Subramanian Iyer and S. Srinivasan of Ambur, T. S. Srinivasa Iyer of Tirupputtur and M. R. Srinivasan of Vellore participated in the discussion.

8. Messrs. Abdul Quddus Sahib, B.A., L.T., of Vaniyambady and S. Srinivasa Ayyar of Chengam were elected as delegates to the Provincial Educational Conference, Chidambaram, and Messrs. Devasirvatham, B.A., L.T., and K. Kalahasti, M.A., L.T. of Vellore were elected as auditors.

9. Then the following resolutions were passed:—

(i) This conference resolves to place on record its deep sense of sorrow at the demise of (a) Mr. K. P. Santhosh, B.A., L.T., Headmaster, Voorhees High School, Vellore who took a leading part in the activities of the Guild and a prominent educationist in the District. (b) Mr. M. Venkoba Rao, B.A., L.T., who had been a lecturer in English and History in Voorhees College and (c) Mr. M. S. Sundaresa Iyer, M.A., L.T., Retired Deputy Inspector of Schools—who worked heart and soul for the betterment of education and the teaching profession in the Province.

(ii) While reiterating the resolution regarding the payment of dearness allowance at the 23rd Provincial Educational Conference held at Vellore in May 1943, this conference requests the Director of Public Instruction to take immediate action thereon.

"This conference requests the Government to place at the disposal of Local Boards, Municipalities, and managements of recognised schools adequate funds to grant dearness allowance to teachers of all grades of all schools and colleges on scales not less than those granted to Government employees."

(iii) Resolved to request the Director of Public Instruction to instruct the Municipalities, to grant the scales of pay as per G.O. No. 5096 L & M (para 2) dated 7-12-33 and para 70 (3) of the Madras District Municipalities Act to all teachers employed under them.

(iv) Resolved to request the Director of Public Instruction to reduce the number of working days in Elementary Schools from 220 to 200.

(v) Resolved to recommend to the S.I.T.U. that the teachers in Panchayat Schools also be given the same privilege as teachers in Local Boards.

(vi) Read the accounts of the Provincial Education Conference and the recommendation of the Reception Committee in regard to the disposal of the balance amount of the Provincial Educational Conference held at Vellore in May 1943.

Resolved:—

(a) that the balance amount of Rs. 201-13-4 be transferred to the funds of the Guild.

(b) that the S.I.T.U. be requested not to demand for the printing of the proceedings of the Provincial Educational Conference held at Vellore in May 1943 as printing of the same at this stage will serve no useful purpose.

10. A group photo was taken on the occasion, after which the members adjourned for lunch. Then with a vote of thanks the meeting came to a close at 7 P.M.

The Trichinopoly District Teachers' Guild

(From a Correspondent)

A meeting of the Trichy District Teachers' Guild was held on 26-2-1944 in the E. R. High School, Trichy, with Rev. Fr. Deviah, S. J., President of the Guild in the chair.

The Guild approved of the Executive's plan to stage a benefit performance in aid of the Guild on 1-3-1944.

A resolution of Condolence was passed relating to the demise of Kasturba Gandhi. The formation of a Guild Constitution Revising Committee was agreed to, the Committee to report to the Guild meeting in April.

A resolution requesting managements of aided institutions in the District to raise the salary of teachers by 33-1/3 per cent in view of the abnormal cost of living was passed.

The Sargent Committee report was welcomed and the Guild opined that to implement it, the establishment of popular Governments in the centre and in the Provinces was necessary.

The benefit performance in aid of the Guild Building Fund was staged in the Municipal Public Hall, Trichy, on 1-3-1944 and there was a good response both from the public and the Schools.

OUR BOOK-SHELF

The Madras Teachers Guild

English Section. The members of the English section visited St. Joseph's High School, Chinglepet, on Saturday the 4th March and observed the teaching of Basic English. Rev. Dr. Freeman, Principal of the School described to them the results of 3 years work. The members of the Master's Association Chinglepet, were at home to the visitors.

Golden Jubilee. The Council of the Madras Teachers' Guild has resolved to celebrate the Golden Jubilee of the Guild in a fitting manner early in January 1945. A Golden Jubilee Committee has been appointed.

THE EDUCATION OF INDIA—History and Problems by T. N. SIQUEIRA S.J.
(Published by the Oxford University Press)

This very useful book on the History and problems of education in India comes handy at a time when the whole atmosphere is surcharged with expectations and the expert employed by the Government has already submitted his plan, though the public at large have not been given an opportunity to study it in detail. The big industrialists of Bombay who have published their views on the Post-War Reconstruction of India have also dealt with the problem of education as an integral part of national reconstruction.

The book under review does not cover the ground so fully as the Sargeant's report does but it is full of suggestive ideas which any plan of reconstruction is bound to accept and implement.

The first part dealing with the history of education in India naturally deals mainly with education under the British rule. The history of education of the country for at least 25 centuries prior to that is compressed into a short chapter of 16 pages. We don't complain against this disproportionate treatment as the book deals with the problem of our present position, how we have drifted into it and how we can get out of it and remodel things on a scientific basis. The starting of education by the East India company and the controversy between two rival schools about the contents and medium of education, to 1941, how the whole thing was started without a definite policy and how in spite of occasional enquiries like the Hunter Commission and the Commission on University Education, the Government had been following more or less a policy of drift, all these are well brought out in the five chapters dealing with the history of education during the past 100 years and more.

The second part is more important and interesting dealing as it does with some vital problems that still face us. The strong individual views of the author on women's education and religious education will not perhaps be shared by other educationists of the country; but the bold stand he takes and the eloquent plea he puts forward for the introduction of the mother tongue of the student as medium of instruction up to the Matriculation standard is something to be commended though there are experienced teachers who may not accept this view taking into consideration the peculiar history of our country. As teachers we are grateful to the author for laying great emphasis upon getting the right kind of teachers and for keeping them satisfied and efficient. The author's obsession about the religious education makes him mention the lack of it as a standing defect of the Wardha scheme. A foreign Government perhaps is justified in secularising education and it is only a National Government supported by the people that can tackle the complicated question of religious education, divided as we are into so many communities and sects.

On the whole the book is very suggestive and illuminating and no school library should be without a copy of it.

S. K. Y.

RANDOM REFLECTIONS AND OCCASIONAL NOTES

By
SEARCHLIGHT

Provident Fund in aided schools—some anomalies

Some time in July '43, Correspondents of Aided Schools were requested to submit in a prescribed form a month-war statement of deposits etc., for every subscriber from the opening of each account to the present day. They were also required to submit along with these statements another in regard to late deposits with an explanation for the delay, and all these for regularising once and for all the irregularity of delayed deposits by managements! It is good the department is now vigilant and insists on deposits being made regularly and in time and that they should call for an explanation everytime there is a delay. But what I fail to understand is the need for a month-war statement from the commencement to the present date. I wonder if any useful purpose will be served in explaining a late deposit, say in 1928. I do not know if the author of this order considered for a moment what an amount of clerical work it would involve. On a rough calculation there must be at least 6000 accounts as far as aided Secondary schools are concerned and to this may be added at least 12,000 accounts for Elementary schools and colleges. Most of these accounts were opened in 1922; what would be the number of forms that would be needed? And is paper available? Even if the forms could be obtained and the statements prepared, one has a right to ask what purpose is being served. Cannot the end be secured if the Director of Public Instruction issues an order condoning all late deposits prior to a date to be fixed, say January 1944. Such an order would save labour and quite solve the difficulty which may be experienced now.

If a subscriber to the Provident Fund leaves one aided Institution to another, his account is transferred to the latter institution. But if a teacher leaves the service in an aided institution and secures employment under a local body, his account is closed and the amount drawn and transferred to the local body if it maintains a Provident Fund to its employees. If such a teacher had not put in 6 years membership in the G.P.F. scheme, the District Educational Officer may not allow him the benefit of the contributions by Government and the Management. I fail to see the justice of this proviso. Of course many D.E.O.s understand the spirit behind the rule and allow the subscribers the full benefit especially as they are continuing as teachers. Some over-scrupulous officers, however, do not exercise their discretion in favour of the teacher. I think that in all cases of closure of an account of a subscriber who has secured permanent employment under a local body, the contributions by the Management and Government should be given to the subscriber. An amendment to the rules or a direction to the Educational Officers on these lines will help to have a uniform and fair procedure.

Commissioners of Municipalities and Headmasters of Municipal High Schools

Judging from the reports that are made, the commissioners of Municipalities are making increasing inroads into the sphere of the Headmasters of Secondary schools. It is said that a certain over zealous commissioner wanted the teachers' notes of lessons to be submitted to him. Another is reported to have 'invited' the Headmaster to his house to settle

about the distribution of work among the members of the staff. Of course most Commissioners seem to feel it a matter of course to 'advise' the headmasters in regard to promotion of pupils. The Madras Educational Rules clearly lay down that these are the special duties of the Headmaster. As though these are not sufficient, some commissioners feel it necessary to visit the school to 'help' the Headmaster to maintain discipline and exact work from his subordinates. It is clear the situation is getting intolerable.

The Health Officer, the Sanitary Inspectors and the Medical Officers are experts and the commissioner's authority over them is definitely restricted to purely administrative matters. It is good that it is so and it contributes to the efficiency of these services. Is not Education as much a specialised department as Sanitation and Public Health. I am sure the authorities do consider it so, as otherwise they would not have a separate department of Education with an Educational Expert at its head. The Headmaster of a High School, subject to the supervision of Educational authorities must have absolute freedom in the exercises of his duties and in the organisation of his school work. Otherwise it may not at all be possible to do efficient work. While provincialisation of Headmasters and the promulgation of an order by government defining the commissioner's authority may help to remove this needless meddlesome interference, Headmasters of Municipal High Schools must in their own interests do everything to zealously guard their privileges. Will the Headmasters do so, or inch by inch, surrender their power and authority to Commissioners of Municipalities?

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EDITORIAL

Post-War Education : England and India :

The Spectator (17th December 1943) gives Mr. Butler, the president of the Board of Education in England, a high place among the architects of a national system of education. It records its appreciation of the procedure followed by him in respect of educational reconstruction. The White Paper, which preceded the new bill, placed before the public the broad lines of the reform under contemplation and an opportunity was thus given to well-intentioned and interested persons to express their views on the several points. In the light of the criticisms received from different quarters, the proposals in the White Paper were modified in certain directions and a comprehensive Education Bill is now before the country. The Bill is regarded by the Times as better than the White Paper and as a "masterly piece of work combining far-seeing statesmanship with acute political realism." Two important points in the Bill which will be read with interest are the elevation of the President to the rank of a Minister with powers and the creation of two central advisory councils "with the duty to think for themselves and to impress the results of their thinking upon the Minister."

The scope of the Bill is neatly summed up in the columns of this issue of Spectator as follows "A cohesive system of national education is planned on the foundations that have served reasonably well for a generation, covering the child's life from the age of two to at least eighteen, so far as formal compulsory education is concerned, with provision, not perhaps fully adequate, for adult education after that. The whole of the education, moreover, will be free, in the nursery schools, in the primary schools, which will deal with the children up to eleven, in the secondary schools of three types, grammar, modern and technical, which will carry on the work to fifteen, and it may be hoped soon to sixteen, and in the young peoples colleges for boys and girls between fifteen and eighteen."

This new Bill which looks forward and is to form a part of Post-war reconstruction programme is generally heartily welcomed in England. In view of the controversy regarding religious instruction in schools and the prevailing dual control, there is a sharp difference of opinion. The new Bill is regarded as a sincere attempt at reconciling the different points of view. An appeal is made in responsible quarters to appreciate the spirit of 'compromise and support the bill. The post-war education scheme for India outlined by the Central Advisory Board of Education is now before us. Controversies in regard to religious instruction, control, and financial help are bound to arise in due course. The appeal which is now made in England for a realistic view and for a spirit of give and take will have a valuable lesson to us in India. We feel justified in inviting the attention of our leaders and public men to some of the observations in influential circles. The Times Educational Supplement (18th December 1943) writes: "This Bill, modified doubtless in detail, must go through in substance because it would, as the White Paper promised, secure for children a happier childhood and a better start in life..... ensure a fuller measure of education and opportunity for young people and..... provide means for all of developing the various talents with which they are endowed, and so enriching the inheritance of the country of whose citizens they are." The Spectator (17th December 1943) approaches the

question from another side: "Now the system is to become much more national, for the demands for the raising of the structural standards of schools will be such that many denominational schools will be unable to satisfy them and will transfer their responsibility to the local education authority." A special article on dual control contributed to the Times Educational supplement concludes as follows and we commend it to our country men. "After long years of inter-cine controversy the moment has come when either there must be a settlement which will enable the churches, teachers, and administrators to work together or the Government will despair of reaching an acceptable settlement and the religious clauses, if not the whole Bill, will be dropped. In that case, not only are the non-provided schools unlikely to survive long, owing to financial difficulties, but the public will have been so alienated that the result will be secularism in the schools of this country as in most of the Dominions and the United States. The time for settlement is now or never." In the editorial of the Times Educational Supplement (11th December 1943) the attitude that any reasonable man should adopt is made plain. "What he (the President of the Board of Education) is most concerned to do, and in this he has the unqualified support of every section of the community, is to accord the utmost possible degree of justice to the children and young people of this country. Before that claim for justice all others pale into insignificance. This is not in any sense to belittle or to treat with less than reverence the claim of those who believe that all education should be religious and every school a Christian community. But that is the claim of a minority; the claim of the child is universal. His claim is for full development of all his potentialities, of body, mind, and spirit, and for the education of his capacities to the wisest and most probable use and expression within the framework of free and democratic society. The school and other educational institutions are means to be used towards that end."

It is this claim of the child that the South India Teachers' Union should like to place in the forefront. Any reform of education is to be tested by the degree to which it recognises the justice and reasonableness of this claim. Unless this claim is borne in mind by all parties concerned with post war education in India, the reform will be found to miss this point. While in England responsible men find it necessary to think of education and bring up a comprehensive measure of legislation in the midst of air raids and during war, it is rather astonishing that one sees no visible signs of activity in India. Our leaders do not seem to consider educational reform worthwhile and we should appeal to them not to think in compartments. The authorities also have a duty towards the country and we appeal to them to follow up the Central Advisory Board's scheme popularly known as the Sargent scheme and come forward with a Bill which will enable India to attain its full stature.

Shortage of Teachers:

For some time past Secondary Schools in this Presidency have been finding it increasingly difficult to secure Secondary grade trained teachers. It was an unfortunate step when in 1937 as a measure of economy the Government decided to abolish the stipends that were till then awarded to pupil-teachers undergoing the secondary grade training. From that time onwards the number of candidates that sought admission to this Grade of training institution steadily decreased and we are told that in a few training institutions, this section had to be abolished this year as there were no applications for admission.

The scales of salaries paid to the Secondary grade trained teacher is very low indeed. The minimum academic qualification required is the completion of the S. S. L. C. Course. (Till last year, an eligibility for College Course was insisted on). The period of training is two years and the certificate awarded on the basis of the written examination is completed after a period of probationary teaching for 18 months. With such educational and professional qualifications, the scale of salaries obtaining in Board and Municipal Secondary Schools is Rs. 35—1½/2—50. In aided schools, the position is still worse.

The stipend granted to teachers in training was almost an inducement to young men and women to undergo the training and the contractual obligation to serve for three years obliged them to stay on. With the abolition of the stipend, that inducement has been removed. The outbreak of war and the great demand for clerical and other personnel in connection with the many defence services has drawn away many of our S. S. L. C. holders. Nor can we blame them. The salaries that are offered in these new avenues of employment are such as cannot even be dreamed of if they should choose to undergo the teachers' training and get employed as teachers.

Yet the Secondary grade teachers form almost the back-bone of our Secondary School system. Out of about 11,000 teachers employed in Secondary Schools, over 6,000 are Secondary Grade men. Something should therefore be done to induce intelligent and capable S. S. L. C. holders to undergo the Secondary Grade training and to become teachers. The problem requires immediate solution. Liberal stipends may have to be offered. The old rate was found inadequate even in those days. With the phenomenal increase in the cost of living a stipend of not less than Rs. 30 per month may have to be offered. Steps should also be taken immediately to implement atleast that part of the Recommendations of the Sargent Committee relating to the salaries of Secondary Grade teachers. An order revising G.O. No. 4619 fixing the scale of salaries for Secondary Grade teachers may be passed at an early date. Aided institutions may also be requested to adopt the same scale and they should be informed that that would be accepted for purposes of aid. These measures have to be taken at once lest the shortage of teachers of this grade should become very serious. We are confident that if these measures be adopted at an early date, it may help not merely in recruiting the proper type of teachers but in retaining in service the many young teachers who are finding it increasingly difficult to resist the lure of more lucrative avenues of employment.

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