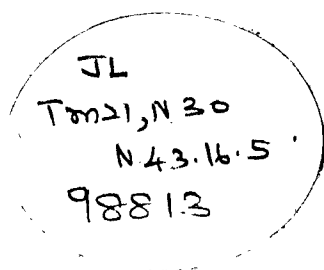


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1943 - May.

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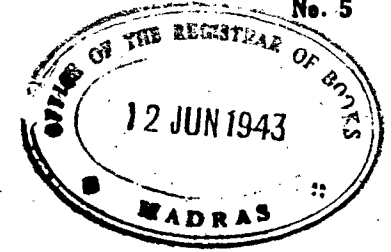
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Benefit Fund	1,00,477	1,17,979	1,29,760	1,51,856	1,76,391	2,04,428	2,32,619
Reserve Fund	4,404	4,865	13,948	13,755	13,720	13,758	13,809
Loans to Members	12,983	17,543	22,896	28,547	34,963	42,280	51,320
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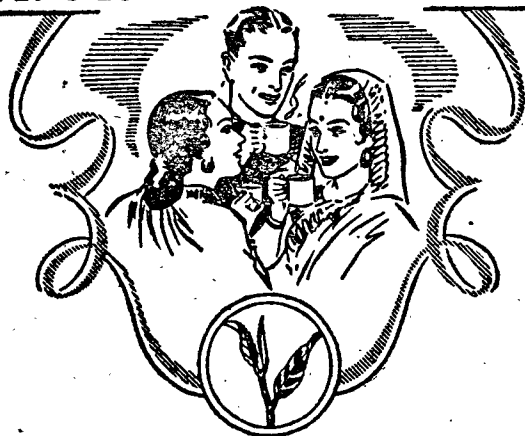
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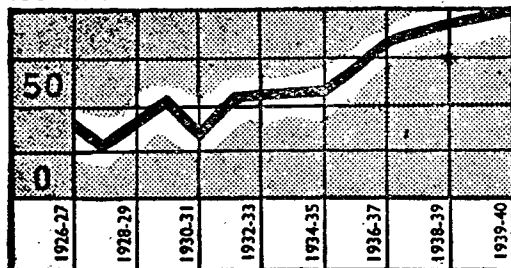
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THE SOUTH INDIAN TEACHER

Vol. XVI

May, 1943

No. 5

POST-WAR EDUCATION

By

M. S. SABHESAN, M.A.

Introduction

The Educational Policies Commission was appointed by the National Education Association of the United States of America and the American Association of School Administrators to consider American Education in relation to American Democracy. Two reports have been published the 1938 report dealing with "the Structure and administration of Education in American Democracy" and the 1940 report dealing with "Education and Economic Well-being in American Democracy." The two reports examine the implications of American Democracy and show how American education of today is able to maintain and promote democratic traditions. The suggestions made by the Policies Commission are of great value since the members of the Commission happen to be educationists of renown and experience. These suggestions are of more than local interest and they will prove useful to us in India at the present moment though they cannot be adopted wholesale without modifications.

The chief points in the report are stated categorically for the sake of brevity and clearness.

I. Public Education

1. A democratic state can exist and function properly only when all citizens are educated.

2. National well-being including economic well-being in a democracy should be based on the ideal of equality of educational opportunity in a wide sense.

3. Public education is a matter of vital concern to the democratic state and it is undoubtedly the function of the state,

4. Popular education is necessary for the preservation of conditions of freedom indispensable to free individual development and no instrumentality less universal in its power and authority than government can secure popular education.

5. Public tax-supported schools are the outcome of this ideal.

6. Private schools in America are non-tax supported schools of the denominational type.

7. Public opinion and the constitution in America are against supporting the private schools from public funds since the freedom in religion is admitted to be an important ideal.

8. A private school is presumed to be apt to keep classes apart and to let a feeling of snobbery take root. Hence the objection to public support even though individual institutions may be quite unobjectionable.

9. In America there are immigrants from different countries and it is public schools that can offer scope for children from all sections to grow and work together and to appreciate the citizenship of a common country. Tax-supported public schools are free from political or religious bias, and tolerance and good will so necessary for a democratic country are developed.

II. Scope and objective of Public Education

10. The scope and objective of public education are indicated in general terms in the children's charter adopted by the White House conference in child health and protection. This follows the ideal of equality of opportunity and holds out educational facilities to every child, be it healthy, crippled, backward or even the problem type. The type of education is one which through development of individual abilities prepares the child for life, and through training and vocational guidance prepares him for a living.

11. The essential unity of human life and its activities suggests the education of the whole man as the objective of public education.

12. Education is a process to be continued throughout life and adult education which will provide for (1) retraining on up-to-date lines or (2) giving new training to adults who have to change occupations or (3) giving facilities for further training for better situations, should also form part of public education.

III. Structure of Public Education

13. While the general American structure of Education may continue to serve as a framework, modifications will be necessary inside the framework to suit local needs and varied conditions.

14. The education of the whole man has social, economic, national, occupational and personal aspects.

15. The curriculum in different school-levels should bear close relation to these several aspects and also to the environments of the pupils.

16. Vocational education is to form an integral part of the school curriculum especially towards the closing years of the secondary schools. The unity of educational programme should not be destroyed by the domination of a programme suited to only one of the needs.

17. Vocational courses give meaning to other subjects in the curriculum in the case of a large number of pupils and their interest is stimulated appreciably.

18. The school should have a clear notion as to where its service begins and ends. While it should seek the cooperation of the public and other agencies outside, it will have to realise that certain items like feeding religious training etc., are for other agencies like the home, or the church or the health authorities.

19. "The New Era will belong to those who can learn to work together intelligently, happily and productively with the aid of modern science. This would seem to require a high degree of universal education, much scientific research, great capacity for self-government and the ability to meet changes in the natural and social world without panic. If this conclusion is sound the key to the future lies in Education."

IV. School Administration.

20. The implications of the view that education is a function of the state are to be properly understood. The state bears a heavy responsibility and should have wide powers if the education of the nation as a whole should be satisfactory though it may delegate its powers.

21. School administration will suffer from centralisation. In America with the Federal and state governments a good measure of decentralisation has been fruitful and this spirit should be encouraged.

22. Decentralisation offers scope for training in democratic government, produces leaders in the sphere of education and brings about the close association of the citizens in the locality with school administration.

23. Centralisation accompanied by rigorous control will lead to regimentation of the thinking of the people through propaganda.

24. Decentralisation ensures a good measure of freedom to the administrative units concerned and fosters a willingness on their part to take the initiative and bear the responsibility.

25. The school administration in America is divided among three groups (a) Federal (b) State (c) Local School Administrations.

(a) Federal Administration.

26. The Federal government has primarily to see that the education of the nation as a whole is provided for and that financial support is given whenever and wherever necessary.

27. Federal support need not, and should not as a matter of course, mean federal control.

28. The Federal Government may subsidise special phases of education and encourage experiments.

29. The Federal Government should have an educational headquarters with an executive officer to collect statistics and broadcast information useful for the maintenance of efficient school systems.

29-A. The Federal Government through its educational headquarters is also to promote research schemes and encourage experiments in education in selected areas.

(b) States.

30. The States are by legislation empowered to organise school systems. They are required to insure equal educational facilities to every child within the respective borders.

31. The tax burden of education should throughout the state (as in New York state) be uniform in relation to taxpaying ability and the provision for schools should be uniform in relation to the educable population desiring education.

32. The states use local administrations as instruments for the control and administration of schools.

33. The states are expected to indicate the broad outline of the educational programme to be followed by the local school administration.

34. The state has a school board of its own with a state commissioner.

35. State Board of education is to be non-partisan and much will depend upon the character of the members who may be either nominated by the government or elected.

36. State Board is responsible for the development of the school systems in general.

37. It has responsibility for suggesting legislation.

38. It should have powers to enforce compulsory attendance, to make rules regarding certification of teachers, their pension, retirement etc., to pass judgment on school passes, sites, and to arrange for the scrutiny of budgets and audit of the accounts.

39. The requirements of the states should not be treated as maximum standards and local units should be at liberty to exceed the fundamental programme.

40. The State Board office should act as a source of information and should be competent to give advice based on the results of scientific enquiry and experimentation.

41. The State Board should also undertake research.

42. State support should be based on measures of educational need and of financial ability in each local administration area.

43. The State Board is to propose a programme of financing of schools so as to guarantee a reasonably adequate educational opportunity. State Board of education should be free to select men with high qualifications as the chief executive officer.

(c) Local School Administration

44. Local School Administration is directly concerned with the school system in an area within the state.

45. This is carried on by a Lay Board of Education consisting of the citizens in the locality.

46. Active participation of citizens in the development of schools is desirable and advantageous.

46-A. Members of the Board should be non-partisan and be interested in the cause of education. They should be elected for a relatively long term.

47. They should serve without salary and the Board should be small.

48. The Board should seek the cooperation of all sections in the community.

49. The differentiation in function between school boards and the professional staff should be clearly understood.

50. The Board of education should have full responsibility for all necessary services of the school system.

51. Legislature has rightly kept administration of education separate from other functions of the government.

52. This separation has in municipal areas done much good to schools and courts have stood against the tendency for the usurpation of powers on the part of city officials.

53. The most critical problem in the separate administration of schools is the financing of them and the amount of money available for education depends upon the people's desire and willingness to sacrifice.

54. School Board should enjoy fiscal autonomy subject to audit by the State Education Board.

55. Fiscal control in the local area by a body in the locality is not desirable and it will react on the selection of the personal and the execution of the school programme.

56. The fiscally independent Board may prepare its own budget and levy a tax within certain limits. It has not been extravagant.

57. A fiscally dependent Board has to waste time and energy in explaining the requirements to another authority which is not in any way responsible for the execution of the education programme.

58. The relations between the school board and its executive officer (the superintendent) should be clearly defined.

59. The Board should act on the nominations of the superintendent in regard to appointments in schools.

60. The superintendent is expected to take the initiative in matters of curriculum, teaching methods, materials and supplies, etc.

61. The superintendent should be held accountable for results. He should submit the school budget and the report of schools for the consideration of the Board.

62. The entire staff of the school system should take part in the formulation of the education programme since scope should be given to all teachers who by their thinking, broad sympathy and understanding may have something valuable to contribute.

63. Teachers should be expected to contribute to the development of educational theory and policy.

64. Uniformity of practice within a school system or a single school is neither necessary nor desirable. While a general programme may be followed a degree of freedom to individual teachers may be permitted by the principal. Valuable contributions have been the outcome of such experiments carried on by capable teachers in schools.

65. The specific aspects of curriculum, the methods of teaching, the selection of text-books, etc., should be left to the profession whose recommendations should form the basis on which the superintendent of schools should act.

66. Local school administration area should be large enough for the Board of Education to be able to secure and employ to the best advantage the necessary competent professional staff.

67. Only on the basis of complete and wholehearted cooperation among the professional staff of the school system, members of the Board of Education and the community at large, can education effectively serve democracy.

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THE PROSPECT OF A REUNION OF CULTURE AND VOCATION IN POST-WAR EDUCATION

By

G. SRINIVASACHARI, Assistant Master, P. S. High School, Mylapore.

The subject, Culture vs. Vocation, is not new to the members of the teaching profession. It was after assuring ourselves that there is no conflict between culture and work that we commended the Wardha Scheme of Basic Education to the public and the Government for their approval and adoption. We have, therefore, to remind ourselves that we are already committed to the view that a separation of culture and work into watertight compartments leads to dualism in a person and militates against balanced development.

The Problem

The problem that faces the Educationist more than anybody else is 'how to produce men and women capable of discharging the duties of their job without inner conflict and at the same time live richly as human beings and citizens.' In other words, how are we to create integrated personalities? Intimately related to this are the questions: To what extent is the society capable of adapting itself to this ideal? How far can formal education help the process?

The extent to which this ideal may be realised depends upon the conditions favourable in the social and cultural outlook of the society as a whole. My contention is that our society in spite of its present disintegrated state, contains certain inherent qualities which will help the process of a union of culture and vocation.

Union of Culture and Vocation: its meaning

We should here pause to consider what is meant by the union of Culture and Vocation. The following extract from Mr. F. Clarke's article on 'Cultural Aspects of Vocational Education', (The New Era Dec. 1942) will help us to an understanding:

"Think for example, of the audience that crowded the Globe Theatre in Shakespeare's day at a performance of one of his plays or the Athenians who assembled at a festival to witness a Tragedy of Aeschylus or Sophocles. What they saw there was just the life they knew raised to a higher power, as it were, and held up to them as in a mirror with all its lights and shades richly intensified. They could feel that behind the most ordinary occurrences the deepest and greatest things in Heaven and Earth may lie.

This was surely because the leaders and interpreters of culture were just citizen-craftsmen, men like themselves, but with unusual powers of vision and execution. Of the same order were the potters, the weavers, the masons, and the workers in metal, wood and leather, all alike having something meaningful to say about the common life through their craft.

In other words, culture and vocation had not fallen apart so as to make culture itself only a rather peculiar and somewhat barren kind of vocation."

Re-union—its implication

Now to talk of reunion at all is to imply that there was a time in our History when there was a marriage of vocation with culture. It will therefore be asked, "If so, when was it? When and why did they fall apart? What prospect is there of their union?" Such an inquiry will have to take a wide sweep, for the whole range of our social and cultural life is involved in it. However, within the limits of the space available, I shall try to present certain important aspects of the problem.

While the period instanced above stands in solitary grandeur in the History of England or of Greece, there have been fairly long periods comparable to that in the History of India. The system of social life based on harmony and co-operation rendered the possibility of such an enlightened living. The caste is inherently an institution which aimed not at establishing gradations in the social scale but at specialising the functions of the different parts of the social organism. The story of Dharma Vyadha in the Maha Bharata is an instance to show a butcher's culture and his unusual powers of vision. True, the necessities of modern life have brought about many modifications of the ancient theory; but the basic principle of service to society without a feeling of inferiority or superiority is still there to be exploited for educational purposes. Hence it is that I have given the title, 'Reunion of Culture and Vocation.'

An appraisal of the present condition—Future possibilities

It will be agreed that at present there is much disharmony in our society. Owing to its impact with the West, it is a little disintegrated. It lacks a certain cohesive force. On important aspects of human life most of us are at cross roads. The rank and file of the society seem to lack an ideal which would inspire them to high courage and instil the creative impulse in them. Surely, we are not to blame for this sad state of affairs. It is chiefly the result of history and tradition over which we have had no control. But it would be folly not to recognise that we are passing through a great crisis of culture.

The old ideal of renunciation has to be retained in a new order of society, with such modifications as are consistent with the enjoyment of the good things in this world in adequate measure. To attempt to define

the principles on which society has to be refashioned in a country which, in a particular and extraordinary sense, is the mental meeting place of all civilizations, is no easy work. But to attempt to plan Post-War Education without clearly defining the objectives is only tinkering with the problem. Suffice it for the present to state that, in any competitive society, caste-ridden or class-ridden culture will very largely be a matter of closed coteries. Attempts should be made to make culture accessible to all. The reunion of culture and vocation will be possible if the members composing the society feel that every kind of capacity, every form of vocation, if rightly used, will lead to culture and happiness. As Sir S. Radhakrishnan has said, 'We should do our duty in that state of life to which we happen to be called. Most of us have not a free hand in selecting our vocation. Freedom consists in making the best of what we have, our parentage, our physical nature and mental gifts.'

To bring about a union of culture and vocation through formal education is admittedly very difficult. However, with a well-planned system of education, highly trained teachers and carefully devised plans something may be attempted towards the realisation of the aim.

Before proceeding further, let us examine the nature of dualism to which the educated classes in India are subjected. This is of special interest to us as it is very largely the effect of Western learning on India. The literate classes have acquired Western Learning primarily for taking service with the Government or entering the professions. The mere fact of their acquisition has not, it is observed, made them less Indian; their way of life and habits of mind have persisted alongside the western learning. There appears to be 'remarkable reconciliation between western cultural outlook, to be used, as it were, in business hours, and a traditional way of life fundamentally opposed to western ideas.' But behind it all there is an inner conflict that does not altogether facilitate the union of culture and vocation. The remedy for this inner conflict lies in a satisfactory solution of the political problem, which is beyond the scope of the present discussion.

Mr. Rushbrook Williams observes: "Western education was introduced by the British in the confident hope that it would lead to the 'enlightenment' of the whole of India along western lines. It has done nothing of the kind; the probability is that it will never do so." We may take this as a testimony to the strength and vitality of Indian culture; it should lead us on to the recognition that the core of Post-war Education is to make India less English and more Indian. Only then can there be real harmony between Home and School and between Culture and Vocation.

An understanding of the educational outlook of two important sections of the community is necessary to evolve a scheme of education which contemplates the union of culture and work,

Let us begin with the so-called intellectual middle class. The members of this class are all products of western education. By the way in which they keep themselves aloof from the unlettered masses, they seem to show how even so alien a force as western education can become the means of preserving the traditional caste distinctions. Having nothing to fall back upon except service with the Government or in quasi-government concerns, they are attracted mainly by the commercial value of education. They are by nature conservative; although economically poor, they are very influential. To this class, work with mind and pen has a great appeal. With them, somehow or other, the dignity of labour has fallen into disrepute. But now under the stress of unemployment among the educated youth, even they desire technical jobs for their sons. And if provision could be made for practical training without sacrifice of cultural interests, nothing would be more welcome to them.

A potent section of the intellectual and landed aristocracy vigorously opposes educational reforms of a radical nature. The theory that there is no antithesis between culture and work has but feebly impressed itself on this section. Its prejudice against the cultural aspect of vocational education is revealed in its conception of social service. It is regarded as social service to be a teacher. It is not social service to be a doctor, unless you are a medical officer of health. It is social service to be an organiser of one of the building cooperative societies. It is not social service to be a bricklayer. It is not social service to grow rice, but it is social service to instruct other people how rice ought to be grown.

Here I am constrained to observe that it is perhaps to pander to the prejudices of this wealthy section that a few Public Schools, which are discredited for their snobbery in the land of their origin, are opened in Northern India. The experiment only reveals the tendency to introduce in our country such systems as have fallen into disrepute in England and then make us travel the whole length to discover their unsuitability. Post-War planning of Education should guard itself against such an attempt. Education for leisure and emphasis on extra-curricular activities are at present the pride of schools but they are imperfect attempts at uniting culture and vocation.

The fundamental principle which our system has ignored is that education should turn out the pupil with something he *knows well* and something he can *do well*. Arguments are not necessary to prove that the stimulation of creative impulse requires especially in the case of school pupil, the quick transition to practice.

Lines of re-construction

Education should be treated as one whole process and arbitrary divisions into Elementary and Secondary should cease to exist. We must think of providing education of age-groups of pupils. The educational ladder

should consist of Nursery Schools, for children from the ages of 4 to 6. Schools with the essentials of the Wardha scheme for pupils from 7 to 14, and then the University. What can be truly characterised as Secondary Schools belong to the Post-Wardha stage. These schools should provide for diversified courses. Such a Secondary school may be of three or four years duration in accordance with the needs of the curriculum. Carefully planned vocational courses have to be introduced. The social background of modern life, the present and future needs of Agriculture, Industry, Commerce and Public Service, including the Army and the Navy have all to be borne in mind in fixing the principles of the Curriculum. The Government should be urged to appoint a Committee to study the various aspects of the problem and state principles of curriculum based on a synthesis of the different occupational claims.

Any system of national education should contain the literary curriculum, the scientific curriculum and the technical curriculum. Each should include the other two in just proportion.

Necessity for technical instruction

It is only on such a reorganised system of education that attempts at uniting culture and vocation will bear some fruit. We are at present very far from making in our schools provision for technical instruction of the kind obtaining in Modern Schools in England. Indeed the zeal with which the much condemned Secretarial Courses are sponsored by the authorities makes us doubt the purpose behind the move. The remarkable attainments of the Bevin boys, and the ease with which our young boys have recently picked up technical skill for war jobs, should point the way for reform. Our society, for the development of its industries, requires a kind of technical skill which the new type of secondary school under discussion can alone give.

If such schools come into being, it is my considered opinion that the Indian pupil who has innate spiritual outlook in him, can show a better attitude towards work than his compeer of any western nation, so that there is a certain prospect of the union of culture and vocation.

Methods*

The first essential method is *Integrity*. By this is meant an education which is all of a piece, transcending and absorbing into itself the distinction between the vocational and the cultural. You cannot hope to achieve this, unless vocation and culture are fully integrated in society as a whole.

*Mr. F. Clarke suggests methods by which culture and work may be united in formal education. They are integrity, understanding, social significance and imaginative play. In explaining these, I have adopted very largely his own phraseology. Along side the explanation of each term I give the Indian interpretation of much the same for which I am indebted to 'Dharma and Life' Part II, by the late Prof. K. Sundararama Iyer.

Traces of such an integration may still be found in the Indian Society at large. Its survival is due to the fact that it was built on the bed-rock of spirituality. Religion served as a means of integrating culture and vocation. With due emphasis on the spiritual outlook of life, I think that the Indian Secondary school may help the process of reuniting culture and work.

The second thing necessary is *understanding*. This means the marriage of skilled technique with the larger intelligence—that is, the intelligence, which belongs to the job itself. One of the obvious ways of extracting cultural value from a practical vocation is the following up of its scientific implications. There is no knowing to what discoveries and personal satisfactions this may lead.

To the Indian craftsman, the job is at once the means of daily bread and spiritual satisfaction. He attends to the minutest details in regard to material, form and colour which are insisted on in our sacred authorities. And such is his muscular and aesthetic sensibility that every article he produces is a work of art.

Thirdly comes *Social Significance*. By this is meant some understanding of the relation of one's job to the whole life and needs of society. The members of the society whose needs are served should show just appreciation of the work done.

How does this social significance stand in the Indian Society? Each workman is conscious of his own place in the corporation of producers which is part and parcel of the recognised spiritual and stable order of society and which makes its own appeal to all who form an integral part of the same. India's guilds of artisans and artists form part of highly valued constitution both of the ancient agricultural community in the villages and of the manufacturing and the commercial communities in the great cities.

Finally there is the *imaginative play*. Where this is strongly present the line between work and leisure disappears, as it does with great inventors for instance. The job sparkles as it were, with imaginative possibilities and the worker is being continually touched off on fresh trains of thought and speculation.

It was very largely so in the case of the Indian worker to whom perfection in the job was practical religion.

A reinstatement of the conditions of work described above means well-aimed stimulus and wisely planned teaching. If along some such lines, vocational education is given in schools, indeed we have a great future for our country.

The critic may put the saucy question, 'Are there not risks in the attempt?' Yes, there are, but every adventure has its own risks. And education is an adventure.

ERRORS, DEFECTS AND DEFICIENCIES IN THE STUDY OF HIGH SCHOOL ALGEBRA

BY

S. BALAKRISHNA AIYAR,
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(Continued from page 133)

H. INDICES

H—1. ERRORS

(1) Confusion of meanings

e.g. as between power and index, power and product, coefficient and index.

(2) Incorrect definitions

e.g. $a^3 = a$ multiplied by itself 3 times.

(3) Loose language.

e.g. "What is the difference between a^3 and $3a$?", when a statement of *distinction* is wanted.

(4) Wrong products.

e.g. $a^4 \times a^3 = a^7$, $a^5 + a^3 = a^8$, $2a^2 \times 3a^3 = 5a^5$ or $6a^6$, $a^m \times b^n = ab^{m+n}$, $x^3 x^3 x^3 = x^{27}$.

(5) Wrong quotients.

e.g. $\frac{x^{33}}{x^{24}} = \frac{x^{11}}{x^8}$, $\frac{a^m}{a^n} = \frac{m}{n}$, $\frac{a^{11}}{b^{11}} = \frac{a}{b}$,
 $\frac{x^{12}, x^{11}, x^{10}}{x^9, x^8, x^7} = 3 \times 3 \times 3 = 27$.

(6) Powers of powers and roots.

e.g. $(a^2)^3 = a^5$ or a^6 , $(a^2 b^2)^3 = a^5 b^5$, $7(a^2 b^2)^3 = 343 a^6 b^6$,
cube root of a^8 is a^3 .

(7) Mistakes in signs

e.g. $(-a)^{2m} = -a^{2m}$, $2a(-a-b)^2 = -2a(a+b)^2$.

(8) Wrong inferences

e.g. $a^0 = b^0$, whence $a = b$.

H—2. DEFECTS AND DEFICIENCIES

(1) General ignorance

An examiner remarks, "Ignorance of the laws of indices was clearly in evidence in almost all cases."

(2) Inability (i) to define and illustrate terms correctly, (ii) to interpret

a^0 , $a^{\frac{3}{2}}$ in the light of the laws of indices.

(3) *Loose and inadequate statements*

e.g. "Indices of like powers are added in multiplication, but subtracted in division."

(4) *Inability to write $(\pm a)^{2n}$, $(\pm a)^{1n+2}$ without brackets, and to write $(-a)^n$ as $(-1)^n a^{n0}$.*

I. FACTORIZATION

I I. Factorization of Monomials

I I—1. ERRORS

(1) *Meanings*

e.g. confusion between divisor and factor, factor and coefficient, factors and cofactors.

(2) *Language errors*

e.g. The factors of $15 = 5 \times 3$; those of $5ab$, $5 \times a \times b$.

I I—2. DEFECTS AND DEFICIENCIES

(1) *Inability to regard 1 as a factor of a monomial like a , x^y , when circumstances demand.*

(2) *Inability to split up a product-term into component factors in different ways.*

(3) *Inability to supply factors under conditions*

e.g. Inability to fill up blanks as in $6a^2b^3 = (-2ab) (\dots)$. The difficulty is increased by the presence of the negative sign.

I II. Polynomials involving different letters

I II—1. ERRORS

(1) *Assuming the converse*

e.g. saying $a^2 - b^2 = (a+b)(a-b)$, because the product of $a+b$ and $a-b$ is $a^2 - b^2$.

(2) *Incomplete factorization*

e.g. $x^6 - y^6 = (x+y)(x-y)(x^4 + x^2y^2 + y^4)$.

(3) *Leaving the result in unsimplified forms*

e.g. $(6x-6y)(4x+2y)$, $(x+a)(x-a)(2x-4y)$.

(4) *Half truths*

e.g. $x^2 - ax + a^2$, $x^2 + y^2$ are not factorisable

N.B. Such statements may be accepted in the secondary school stage.

(5) *Misuse of the sign of equality*

e.g. Pupils begin their solution with the sign of equality (with nothing going before).

(6) *Absence of connecting links*

e.g. The omission of the sign of equality at the beginning of every successive derived step.

(7) *Implicit assumptions*

e.g. $(a+b)^2 - (a-b)^2 = p^2 - q^2 = (p+q)(p-q) = 2a \times 2b = 4ab$.

I II—2. DEFECTS AND DEFICIENCIES

(1) *Failure to check results* by multiplying out; by substitution of suitable values.

(2) *Ignorance of alternative procedures.*

e.g. in the factorization of $a^{12} - b^{12}$.

(3) *Inability—*

(i) *to group terms suitably to yield factors with ease;*

(ii) *to obtain factors by alternative arrangements;*

(iii) *to recall relevant standard cases;*

(iv) *to obtain factors by inspection.*

(4) *Inability to establish divisibility in general cases*

e.g. $a^n \pm b^n$ by $a \pm b$ for different values of n . Pupils just offer a few particular cases with $n = 1, 2, 3$, without attempting a general deductive proof.

(5) *Not writing separate steps* in separate lines

(6) *Roundabout methods*

e.g. An examiner reports:—Pupils blunder through circuitous methods to the right set of factors.

(7) *Waste of time*

e.g. Pupils offer, especially at the examination, alternative methods of factorization.

I III. Polynomials involving powers of the same symbol

N.B.—The remarks refer in large measure to the special cases $x^2 + px + q$ and $ax^2 + bx + c$.

I III—1. ERRORS

(1) *Wrong splitting*

(i) of q and ac into factors;

(ii) of p and b into addends.

(2) *Introducing a multiplier and failure to eliminate it* from the result so obtained

e.g. as in Sridhara's Method.

(3) *Omission to rectify*

e.g. To factorize $r + qx - px^2$, pupils work with $px^2 - qx - r$, but forget to change the sign of the answer so got. Here is a curiously worded remark of an examiner: "The expression was negatived for factorizing, but the answer was not renegetivated."

(4) *Incomplete factorization*

e.g. $8x^4 + 2x^2 - 45 = (2x^2 + 5)(4x^2 - 9)$

I III-2. DEFECTS AND DEFICIENCIES

(1) *Inability*—

- (i) to split up the independent term q and the coefficient of the middle term p of $x^2 + px + q$ into suitable factors and addends respectively;
- (ii) to manage b and ac of $ax^2 + bx + c$ in a similar manner.

(2) *Inability*

- (i) to reduce to standard forms by adjustments
e.g. $a^3 + b^3 - c^3 - 2ab = (a - b)^3 - c^3$
- (ii) to perceive likeness of form and minimize work by making suitable substitutions.
e.g. $4x^3 + 12xy + 9y^3 + 4x + 6y + 1$ is not managed by putting $2x + 3y = p$.

(3) *Want of ability to work with fractional and literal coefficients*

An examiner remarks: Fractional and literal coefficients are a bugbear to many. Optional mathematics pupils should be able to work with literal coefficients; those that cannot should be made to choose some other subject.

(4) *Inability to manage the factorization when the terms are found arranged in ascending powers of the variable*(5) *Absence of continuity in work*

e.g. Having got at the answer somehow, pupils go through a few steps and abruptly set down the result. Often shrewd guesses are at work.

J. THE REMAINDER AND FACTOR THEOREMS

J-1. ERRORS

(1) *Confusion of meanings*

e.g. as between 'remainder theorem' and 'factor theorem'.
N.B.—The second is a consequence of the first.

(2) *Faulty enunciations*

e.g. Omission of significant words and phrases. (i) "When an expression in x is divided by $x - a$, etc." Note the omission of *rational* and *integral*. (ii) "When a polynomial is divided by a binomial of the form $x - a$, etc." Note the omission of any reference to x in the polynomial.

(3) *Failure to note instructions*

e.g. Giving a proof when a mere enunciation of the theorem is demanded.

(4) *Confusion between proof and verification*

e.g. Pupils are asked to furnish a general proof. They take a particular polynomial and verify the correctness of the theorem.

(5) *Illogical proof*

e.g. The admission of division by zero at an intermediate stage in the traditional proof, as when pupils say 'let $x = a$ '.

(6) *Omission of steps and significant phrases*

e.g., Pupil fail to say that $F(x) = Q(x - a) + R$ is an identity. In the development of the usual (though faulty) proof, pupils omit to state that the remainder should be independent of x .

(7) *Wrong substitutions*

e.g. To test divisibility by $x + 2$, pupils put $x = 2$, and to test divisibility of $ax - b$ they put b for x .

(8) *Errors in applications*

"The remainder theorem method is full of pitfalls for the unwary beginner."

(a) Taking a typical case—the factorization of $\Sigma a^3(b - c)$.

(i) After saying that $a - b$ is a factor, pupils silently assume $b - c$ and $c - a$ to be factors without a word of justification.

(ii) No reasons for holding that there will be no more algebraic factors.

(iii) Failure to consider the possibility of a numerical factor.

(iv) Assuming a fourth (numerical) factor without giving reasons.

(b) Another typical case:— $\Sigma a^3(b - c)$.

(i) Assuming $\Sigma a^3(b - c) \equiv (b - c)(c - a)(a - b)k(a^2 + b^2 + c^2)$, omitting $l(bc + ca + ab)$ as part of the fourth factor.

(ii) Omission to give reason why the fourth factor should be of the second degree and of the particular form.

J-2. DEFECTS AND DEFICIENCIES

(1) *Inability to state the Remainder and Factor Theorems* in correct forms.

(2) *Inability to decide* whether the R.T. can be applied or not.

(3) *Inability to apply the factor theorem* to test divisibility by a quadratic factor.

(4) *Incomplete comprehension* of the Inductive method of establishing the R.T.

K. IDENTITIES

K-1. ERRORS

(1) *Confusion of meanings*

e.g. as between identity and equation, identity and formula.

(2) *Errors of technique*

(i) The two sides are taken and reduced to some other (same) form, or forms that are apparently equal. When this stage is reached, no reference is made to the reversibility of the process, bringing the attention back to the original identity to be established.

(ii) Pupils proceed reducing the expressions saying *if, if.....* They fail to reverse the process or say "this is true, therefore the original identity is true."

"Analysis is not followed by syntheses" as an examiner points out.

(3) *Proof and verification*

e.g. Pupils wrongly look upon proving an identity as the same as substituting a set of numerical values and comparing results so obtained.

(4) *Wrong assumptions for shortening work*

e.g. Let $2x - a - b = a$, $x - b = b$, $x - c = c$, thus breaking one of the fundamental laws of formal logic.

(5) *Leaving the solution unfinished*

e.g. To prove that $\Sigma(x-y)^3 = 3\pi(x-y)$, pupils assume $x-y=a$, etc., then write $a^3 + b^3 + c^3 = abc$. Nothing more.

(6) *Proving the reverse*

e.g. To prove that $\Sigma a^2(b+c) + 2abc = \pi(b+c)$, pupils establish the equality in the reverse order.

(7) *Wrong recall of standard identities*

e.g. $\Sigma a^2(b-c) = \pi(b-c)$; $a^3 + b^3 + c^3 = 3abc$ without the condition $a+b+c=0$.

(8) *Meaningless use of the sign of equality*

e.g. Both the members of an identity are set down in every step with two signs of equality, one at the beginning of the step and the other connecting the members.

(9) *Omission of proper connectives between successive steps*(10) *Adoption of obscure methods defying analyses*(11) *Dodging procedure*

An examiner remarks: "Pupils attempt to write down the last few steps correctly even though the earlier ones do not lead up to them, and thereby to cheat the examiner."

R-2. DEFECTS AND DEFICIENCIES

(1) *Limitations to knowledge*

e.g. Inability to remember alternative forms, as for example, for $\pi(b-c)$, $\Sigma a^3 - 3abc$, $\pi(b+c)$.

(2) *Absence of generalized power*

e.g. Inability to

(i) *recognize similarities* to standard forms, like difference of two cubes;

(ii) *recognize fields of application*, and modify expressions facilitating the applications of standard identities.

e.g. to make use of $(a+b)(a-b) = a^2 - b^2$ to reduce $(a+b+c+d)(a-b+c-d)(a+b-c-d)(a-b-c+d)$; (b) inability to obtain by inspection the value of m in $8x^3 + y^3 - 27z^3 + mxyz$ for divisibility by $2x+y-3z$.

(3) *Ignorance of fundamentals*

e.g. "If $a^2 + b^2 = 0$, then $a=b=0$." Inability to give reason for the conclusion.

(4) *Inability—*

(i) *to translate identities into verbal forms*;

e.g. $(a+b)(a-b) = a^2 - b^2$ as "the product of the sum and difference..."

(ii) *to give geometrical analogues*;

(iii) *to illustrate diagrammatically*, entering the necessary details;

(5) *Not writing separate steps in separate lines*;(6) *Non-adoption of labour-saving devices.*

e.g. To prove that $\left(\frac{x}{y} + \frac{y}{z} + \frac{z}{x}\right)\left(\frac{y}{x} + \frac{z}{y} + \frac{x}{z}\right) - \left(\frac{x}{y} + \frac{y}{z}\right)\left(\frac{y}{z} + \frac{z}{x}\right)$

$\left(\frac{z}{x} + \frac{x}{y}\right) = 1$, pupils do not appreciate the convenience of

taking $\frac{x}{y} = a$, etc.

(7) *Inability to decide how or where to begin*(8) *Adoption of cumbrous roundabout methods*(9) *Unsystematic procedure*

Teachers and examiners complain of disorderly, disconnected steps and aimless work.

(10) *Failure to verify correctness of result*

(i) by comparing coefficients of like terms;

(ii) by comparing the dimensions of the two sides;

(iii) by substituting suitable values;

(iv) by checking the number of terms;

(v) by applying laws of symmetry and homogeneity;

(vi) by proceeding in the reversed direction.

L. HIGHEST COMMON FACTOR AND LEAST COMMON MULTIPLE**L I. Highest Common Factor****L I—1. ERRORS****(1) Meanings**

e.g. Confusion between common factor and highest common factor. Any common factor is offered as the H.C.F.

(2) Incorrect values of H.C.F.

e.g. H.C.F. offered is of higher or lower degree than the right one. In the first case, it does not divide all the expressions; in the second case, one or more common factors have been neglected.

(3) Mismanagement of interim devices

e.g. (i) For convenience, pupils set aside obvious common factors at the beginning, but forget to include them in the final answer.

(ii) Sometimes, inconvenient factors are introduced to facilitate division, causing error.

(4) Errors due to not splitting up of expressions into prime factors**(5) Mismanagement of numerical coefficients, especially in finding the H.C.F. of a large number of expressions.****(6) Mismanagement of compact arrangements for the long method (of successive division).****(7) Miscellaneous errors**

e.g. An expression beginning with $3x^2$ as the H.C.F. of two others beginning with $6x^4$ and $8x^3$.

L I—2. DEFECTS AND DEFICIENCIES**(1) Ignorance of the theorems relating to common factors**

e.g. If a is a factor of P and Q , it is a factor $mP \pm nQ$, etc.

(2) Loose language

e.g. x is common to each term of $xy - 3xz + 5x^2$.

(3) Inability to facilitate work by neglecting non-significant factors in one or more of the given expressions.**(4) Inability to prove the rationale of the long method for H.C.F.****(5) Incomplete work (giving up in the middle).****L II. Least Common Multiple****L II—1. ERRORS****(1) Meanings**

e.g. Confusion between common multiple and least common multiple. Any common multiple is offered as the least common multiple.

(2) Incorrect values for L.C.M.

e.g. The L.C.M. offered is of higher or lower degree than the right one. In the first case, factors contained in higher

factors get included; in the second case all the non-common factors do not get included.

(3) Errors due to not splitting up expressions into prime factors**(4) Mismanagement of numerical coefficients especially in finding the L.C.M. of a large number of expressions.****(5) Errors due to the choice of unsuitable divisors in the compact arrangement method.****L II—2. DEFECTS AND DEFICIENCIES****(1) Ignorance of theorems relating to common multiples**

e.g. Every common multiple of two expressions is a multiple of their L.C.M.

(2) Inability to reduce work by overlooking factors repeated or otherwise contained in different expressions.**(3) Inability to obtain L.C.M. by inspection when factors are obvious or easily obtained.****L III. H.C.F. and L.C.M.****L III—1. ERRORS****(1) Verification of particular cases offered as deductive proof $A \times B = H \times L$.****(2) Wrong extension (application) of the theorem to a set of more than two expressions.****L III—2. DEFECTS AND DEFICIENCIES****(1) Ignorance of the relation. The product of two expressions = the product of their H.C.F. and L.C.M.****(2) Inability to give a logical proof of this theorem.****M. FRACTIONS****M I. Nature of Fractions, Reduction****M I—1. ERRORS****(1) Wrong analogy re meaning of term**

e.g. Due to wrong analogy with $3\frac{1}{2}$, pupils offer $a\frac{b}{c}$ as an example of a "mixed fraction."

(2) Wrong extension of the principle of equivalence of fractions

e.g. $\frac{a}{b} = \frac{a+x}{b+x} = \frac{a-x}{b-x}$.

(3) Errors relating to the sign of a fraction

e.g. (i) In taking over the sign of a fraction to the numerator or the denominator: $-\frac{a-b}{c+d} = \frac{-a-b}{c+d}$ or $= \frac{a-b}{-c+d}$.

(ii) Taking the sign of the fraction as governing both the numerator and the denominator.

(4) *Meaning of the line of division* not understood.

e.g. The line is not regarded as a vinculum covering the whole numerator and the whole denominator. To this are due the following types of errors:—

(i) *Non-distributed denominator*, as in $\frac{ax+b}{a} = x+b$,

$$\frac{2a^2+b}{a} = 2a+b.$$

(ii) *Inproper reduction term by term*, as in $\frac{a^2+b^2}{a+b} = a+b$,

$$\frac{ax+by+cz}{a+b+c} = x+y+z, \frac{a^2-b^2}{ap-bq} = \frac{a-b}{p-q}.$$

(5) *Misuse of the word 'cancelling'*

e.g. $\frac{x}{x} = 0, \frac{a+b}{a} = b$. The effect of cancelling is often the unfortunate disappearance of the letters.

M I—2. DEFECTS AND DEFICIENCIES

(1) *Absence of clear views about relation between division and fraction as a complete quotient*

A text-book states this in slovenly language thus: "A fraction bears the same relation to division that brackets do to multiplication."

(2) *Inability to interpret a fraction from different points of view*

e.g. $\frac{a}{b}$ as $\frac{1}{b}$ of a , or $\frac{a}{b}$ of 1, or $\frac{1}{b}$ as a unit contained a times in $\frac{a}{b}$.

(3) *Failure to reduce fractions to lowest terms*

e.g. Leaving $\frac{\pi \frac{1}{2}x \times \frac{1}{2}xy}{\pi x^2 \cdot \frac{1}{2}y}$ as the final answer.

This tendency is specially noticeable with fractions whose numerators and denominators are lengthy expressions.

(4) *Inability to reduce a set of fractions*

- (i) *to the lowest common denominator*,
 (ii) *to specified numerators or denominators*.

M II. Addition and Subtraction

M II—1. ERRORS

(1) *Violation of basic principles*

e.g. $\frac{x}{m} + \frac{y}{n} = \frac{x+y}{m+n}$; conversely, $\frac{3(a-2)+4(c-1)}{b+d} = \frac{3(a-2)}{b}$
 $+ \frac{4(c-1)}{d}; 1 + \frac{5x}{100} = \frac{105x}{100}.$

(2) *Errors in respect of signs*

e.g. $a - \frac{2a-d}{3} = \frac{3a-2a-d}{3}.$

(3) *Dropping the significant symbols*

e.g. $\frac{4}{3}x - \frac{3}{4}x = \frac{1}{12}$ (x subtracted from x independently).

(4) *Mismanagement of signs*

e.g. Errors in the simplification of:

$$\frac{x}{a-1} - \frac{y}{1-a}, \frac{m}{m+n} + \frac{n}{m+n} + \frac{2mn}{n^2-m^2}.$$

M II—2. DEFECTS AND DEFICIENCIES

(1) *Failure to save time and labour* by using the least common denominator.(2) *Unsimplified forms*

e.g. Not using the L.C.D. leads to results which admit of reduction to lowest forms, which is not attempted.

M III. Multiplication and Division

M III—1. ERRORS

(1) *Violation of fundamental principles*

e.g. $\frac{a-b}{x-y} \times \frac{p}{q} = \frac{a-b \times p}{x-y \times q} = \frac{a-bp}{x-yq}.$

(2) *Failure in division to invert divisor before multiplying.*(3) *False analogy*

e.g. Writing $c \frac{1+2h}{1-h}$ for $\frac{c(1-h)+(1+2h)}{1-h}$ due to wrong analogy with $4\frac{1}{3} = \frac{(4 \times 3) + 1}{3}.$

(4) *Reciprocals*

e.g. (i) Reciprocal of $\frac{a}{b} + \frac{c}{d} = \frac{b}{a} + \frac{d}{c}$; (ii) $\frac{b^2}{y} - \frac{a^2}{y} = bp - aq,$

whence $\frac{y}{b^2} - \frac{y}{a^2} = \frac{1}{bp - aq}.$

(5) *Omission of the sign of equality* before the successive steps in simplification, as also of other indications of procedure.

M III—2. DEFECTS AND DEFICIENCIES

(1) *Failure to consolidate numerators and denominators*(2) *Incompleteness*

e.g. Leaving results in unsimplified forms, often due to non-perception of common factors and ignorance of 'formulae'.

(3) *Want of skill in manipulation*

An examiner remarks: Several pupils have not acquired even a rudimentary knowledge of the ordinary simplifications of algebra.

(4) *Adoption of long and cumbersome methods*

Due to failure to recognize standard forms and relations, and to perform interim reductions and adjustments wherever possible.

(to be continued)

THE THIRTYFOURTH ANNUAL REPORT OF THE SOUTH INDIA TEACHERS' UNION

The Executive Board of the South India Teachers' Union has great pleasure in presenting the thirty-fourth Annual Report of the Union for the period 1st April 1942 to 31st March 1943.

Strength.—There were 17 District Teachers' Guilds at the beginning of the year. Kistna District Teachers' Guild was affiliated during the year. Tinnevely and Malabar Guilds are still in arrear of affiliation fee for two years. The number at the end of the year was 18.

The number of Teachers' Associations at the beginning of the year was 7 and at the end of the year 8; Board High School, Chirala, Guntur District, was affiliated during the year.

Provincial Association.—The Madras Provincial Physical Education Association is the only provincial body affiliated to the Union. It has not paid its affiliation fee for the years 1941-42 and 1942-1943.

Office-bearers.—As no General Body meeting was held last year, the Executive Board, by a special resolution, passed on the 18th July 1942, approved of the continuance of the same office-bearers till the next General Body meeting.

As Mr. R. Mahadevan, treasurer, left Madras, his resignation was accepted by the Executive Board and the Board placed on record its thanks to him for his valuable services. In his place Sri V. Bhuvaramurthi Rao was elected by the Board. In the place of Sri C. Swaminatha Iyer of Tiruvannamalai who ceased to be a member of the Executive Board, the President nominated Sri S. Subramanya Iyer as a member of the Working Committee.

The Executive Board and the Working Committee.—The Board met three times this year. Important items of business, besides the routine, transacted were:—Delay in the publication of S.S.L.C. text-books; Education Week celebration; Shashtiabdapurthi celebration of Sri S. K. Y. Iyer; Representation to Government regarding dearness allowance to teachers; abolition of Sanskrit and Hindi in schools under Guntur District Board, and retrenchment proposals of the Kistna District Board; financial condition of affected schools in coastal areas; and bifurcated secretarial course.

The Working Committee met thrice this year and it carried out the decisions of the Executive Board.

Propaganda.—The President addressed the Madras Corporation teachers in their Camp at Tirunermalai. The Secretary attended the North Arcot District Teachers' Guild Conference and presided over the West Godavari District Teachers' Guild Conference at Tanuku. The Joint Secretary presided over the annual Conference of the Coimbatore and

Nilgiris District Teachers' Guild. Sri E. N. Subramaniam presided over the Anantapur District Teachers' Guild Conference.

Shashtiabdapurthi of Upadhyaya Sangha Karya Praveena Rao Bahadur Sri S. K. Yegnanarayana Iyer.—The Union celebrated the function on a grand scale. To felicitate him a public meeting was held on the 13th February 1943 under the distinguished presidentship of the Rt. Hon'ble V. S. Srinivasa Sastri and the honoured guest was presented with an address and a souvenir. The Union expresses its grateful thanks to the Guilds, Associations and Individuals who contributed donations for the successful celebration of the function. A statement of receipts and expenditure is appended.

The Twelfth Education Week.—In view of the situation arising out of the war and in view of the importance of Post-war Education, last year's theme "Education and Post-war reconstruction" was taken up. The Week was celebrated in some districts during the last week of October and in some others during the first or second week of November 1942.

Provincial Educational Conference.—On account of the extraordinary circumstances beyond our control due to war, the 33rd Provincial Educational Conference could not be held in May last year at Vellore, but the Reception Committee has been making arrangements to hold the Conference in May 1943.

All India Educational Conference.—The Conference was held at Indore, in December 1942 and Sri C. Ranganatha Iyengar and the late N. Subramania Iyer attended the Conference as our delegates. Sri M. S. Sabhesan was re-elected as Vice-President, Sri S. Natarajan as Secretary, Secondary Education section, and Sri C. Ranganatha Iyengar as a member of the Insurance Committee.

Work of the Union.—Representation to Government and its effect.—Both to the Director of Public Instruction and to the Government representations have been made that necessary financial help must be given by the Government to aided schools, district boards and municipalities to enable them to grant dearness allowance to teachers under them on the scales sanctioned to Government employees. We are glad to report that many District Boards have granted dearness allowance and Government have allotted 14 lakhs of Rupees to be given as dearness allowance to teachers in aided elementary schools at the rate of Rs. 2 per month from 1st October 1942.

Another representation that was made by the Union to the Government was to implement for the duration of the war the timely assurance given by the Director of Public Instruction to the representations of the S. I. T. U., the managements of aided institutions and the Madras Teachers' Guild that liberal financial aid to affected schools in coastal areas would be given notwithstanding the provisions of the Grant-in-aid code. The Union is glad to report that special compensatory grants have been

given to affected schools. It is with great pleasure that we record our gratitude to the Director of Public Instruction for all the help he rendered during the critical period in April 1942 and subsequent months.

The next representation that was made to the Government and to the Director of Public Instruction was on the notices of termination served on 93 teachers in secondary schools by the Special Officer, Kistna District Board. The Union waited in deputation on the Director of Public Instruction and pleaded for the retention of the teachers.

The Works of the Guilds.—The following guilds have reported that they organised District Educational Conferences during the year under report:—Madras, Chittoor, Bellary, Trichy, Kurnool, Anantpur, Tinnevely, Rampad, Tanjore, South Arcot, North Arcot, Coimbatore and the Nilgiris and South Kanara.

The official journals.—In spite of various difficulties created by the war situation in the matter of getting paper and in spite of the rise in the cost of printing, the Board has been able to issue the journals in time throughout the year under report. It is hoped that in the coming year teachers will lend their support in a larger measure to our Journals.

Finance.—The financial statement of the Union is given in the appendix.

The S.I.T.U. Protection Fund, Ltd.—The assets of the Fund on the 31st December 1942 amounted to Rs. 2,59,208 as against Rs. 2,23,000 on 31st March 1941. Rs. 51,320 has been disbursed as loans to members Rs. 557 contributed to the S.I.T.U. Profession Trust Fund.

The S.I.T.U. Profession Trust Fund.—The expenditure for the year ending 31st December 1942 was Rs. 395-10-3. The propaganda visits were to Kalahasthi, Kaveripak, Malabar, Omalur and Kurnool District. The assets of the Fund on 31-12-42 amounted to Rs. 2190-1-5 as against Rs. 2557-11-2 on 31-12-41.

Conclusion.—The teaching profession is still passing through critical times. From the appeals sent to the Union by affected individual teachers and Teachers' Associations, it is becoming distinctly clear that it is recognised that an organised body of teachers alone can do anything effective. But for the timely action of the Executive Board of the Union and the Madras Teachers' Guild, many teachers would have been now thrown out of employment in the City of Madras and other affected coastal districts. Some of the urgent problems facing the teaching profession have not been solved satisfactorily. For a satisfactory solution of them, the Union must be actively backed up by District Guilds and Teachers' Associations which should be very active throughout the year. The Executive Board appeals to teachers who have not so far joined the Union directly or indirectly to do so immediately, as then alone the Union can effectively represent to the Department of Education the grievances of the teaching profession. A vigorous organisational campaign

should be conducted throughout the Province during the current year. It should be made possible during the year for the formation of a number of new guilds, the strengthening of old ones, and a general increase in membership. If the Union is to play its proper role in the interest of education, it must attract to its ranks a far larger proportion of teachers. We should aim in the next few years at the enrolment of a large number of teachers.

(By order of the Executive Board.)

(Sd.) T. P. SRINIVASAVARADAN,

Hon. Secretary.

(Sd.) S. T. RAMANUJA AYYANGAR,

Hon. Joint Secretary.

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CHARGES

	Rs. A. P.	Rs. A. P.	Rs. A. P.
Opening balance—			
In the M.T.G.C.S.:			
Fixed Deposit	...	500 0 0	...
Recurring Deposit	...	210 0 0	...
Bank	...	231 12 2	...
Cash on hand	...	18 9 9	...
Stamps	...	4 6 6	...
		964 12 5	
Affiliation fee—			
District Guilds	...	482 0 0	...
Associations	...	19 4 0	...
Individuals	...	17 4 0	...
		518 8 0	
Delegation fee	...	79 8 0	...
Certification fee for 1941	...	155 0 0	...
Sale of E.W. pamphlets	...	2 0 0	...
Contribution to Sri S.K.Y's. Shashtyabdarthi celebration	...	229 0 0	...
Refund of loan from South Indian Teacher	...	150 0 0	...
Interest received on:			
Fixed deposits	...	30 0 0	...
Recurring deposit	...	25 0 0	...
Savings Bank	...	4 9 10	...
		59 9 10	
Suspense	...	7 0 0	...
		2165 6 3	
Total			2165 6 3

V. B. MURTHI,
Treasurer.

Examiné et trouvé correct.

T. P. SRINIVASAVARADAN, Hon. Secretary.

T. P. SRINIVASAVARADAN, *Hon. Secretary.*
S. T. RAMANUJA IYENGAR, *Hon. Joint Secretary.*

V. SOUNDARARAJAN, B.A., G.D.A., R.A.
Registered Accountant and Auditor.

MYLAPORE, }
 23-3 44-7 10/3.

THE SOUTH INDIAN TEACHER

Statement of receipts and charges for the year 1--4--42 to 31--3--43

RECEIPTS		CHARGES	
	Rs. A. P.		Rs. A. P.
Opening balance:—		Journal Printing and paper	...
Bank	64 8 10	Postage stamps:	...
Cash on hand	6 8 0	Spent	238 13 6
Stamps	3 3 0	Recovered	10 3 0
			228 10 6
Subscriptions	74 3 10	Contingencies—	
Advertisement charges	1,599 7 0	Contingency and stationery	14 8 0
Sale of publications etc.	677 10 0	Mis. printing	12 12 0
Interest from bank	127 14 3	Conveyance	37 12 3
Donations	3 8 3	Bank commission.	1 15 0
	25 0 0		
		Conveyance allowance to Journal Secretary	66 15 3
		Honorarium to Journal Secretary	78 0 0
		Advertisement commission	100 0 0
		Salary	32 0 0
		Loan refunded to—	178 5 0
		(i) S.I.T. Union	
		(ii) Profession Trust Fund	
		Principal	150 0 0
		Interest	100 0 0
			24 0 0
		Closing balance—	274 0 0
		Bank	
		Cash	32 4 1
		Stamps	20 5 3
			15 13 9
Total	2,507 11 4	Total	2,507 11 4

MYLAPORE;
23rd April, 1943.

Examined and found correct
T. P. SRINIVASAVARADAN, *Hon. Secretary.*
S. T. RAMANUJA IYENGAR, *Hon. Joint Secretary.*
V. B. MURTHI, *Treasurer.*

V. SOUNDARARAJAN, B.A., G.D.A., R.A.,
Registered Accountant and Auditor.

BALAR KALVI

Statement of receipts and charges for the year 1-4-42 to 31-3-43

RECEIPTS		CHARGES	
	Rs. A. P.		Rs. A. P.
Opening balance—			
Bank	29 0 11	Journal printing and paper	...
Cash on hand	9 15 10	Postage stamps—	...
Stamps	1 13 6	Spent	242 12 3
		Recovered	51 2 0
Subscriptions	...	Salary	...
Advertisement charges	...	Contingencies—	...
Sale of publications, etc.	...	Contingency and stationery	32 7 9
Interest from bank	...	Conveyance	28 0 6
		Mis. Printing	7 8 0
		Bank commission.	0 8 0
		Advertisement commission	68 8 3
		Honorarium to Journal Secretary	2 0 0
		Closing balance—	75 0 0
		Bank	...
		Cash on hand	28 0 6
		Stamps	30 1 4
			2 7 3
Total	1,609 4 10	Total	60 9 1
			1,609 4 10

Examined and found correct

T. P. SRINIVASAVARADAN, Hon. Secretary.

S. T. RAMANUJA IYENGAR, Hon. Joint Secretary.

V. B. MURTHI,

Treasurer.

MYLAPORE,

23rd April 1943:

V. SOUNDARARAJAN, B.A., G.D.A., R.A.,

Registered Accountant and Auditor.

Silver Jubilee Fund Account as on 31-3-1943

	Rs. A. P.
Balance as on 31st March 1942	961 9 2
Add interest due from the South Indian Teacher at 4 per cent per annum	6 6 4
Balance as on 31st March 1943	967 15 6

Details

With the South India Teachers' Union:		
As Fixed Deposit in the M.T.G.C.S. Ltd.,	...	650 0 0
Cash	...	131 14 7
With the South Indian Teacher:		
Loan (Principal)	...	160 8 3
Interest due	...	25 8 8
Total	...	186 0 11
		967.15 6

Defence Fund Account

Balance on 31st March 1943 as Fixed Deposit with the M.T.G.C.S. Ltd.	...	100 0 0
--	-----	---------

V. SOUNDARARAJAN, B.A., G.D.A., R.A.,

Registered Accountant and Auditor.

23rd April 1943,

V. B. MURTHI,

Treasurer.

T. P. SRINIVASAVARADAN, Hon. Secretary.

S. T. RAMANUJA IYENGAR, Hon. Joint Secretary.

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SRI S.K.Y.'s SHASHTIABDAPURTHI CELEBRATIONS, 13-2-43

Statement of Receipt and Expenditure

RECEIPT			EXPENDITURE		
	Rs.	A. P.		Rs.	A. P.
Contributions from—			Souvenir, Fountainpens, etc.	103	8 0
S.I.T.U. Protection Fund, Ltd.	50	0 0	Flowers, garlands & arrangements	29	5 6
District Teachers' Guilds of—			Printing of address and invitations	11	6 0
North Arcot	10	0 0	Postage expenses	25	11 0
Salem	5	0 0	Printing commemoration volume	100	0 0
Kurnool	10	0 0			
South Kanara	5	0 0			
Madras	30	0 0			
Chittoor	5	0 0			
Madura	5	0 0			
South Arcot	5	0 0			
Tanjore	15	0 0			
Anantapur	5	0 0			
Malabar	5	0 0			
Trichinopoly	10	0 0			
Coimbatore	5	0 0			
Ramnad	5	0 0			
Teachers' Associations of—					
Board High School, Namakal...	2	0 0			
" Krishnagiri ...	2	0 0			
" Chengam ...	5	0 0			
" Wandiwash ...	2	0 0			
" Tiruchengode ...	5	0 0			
" Hosur ...	1	0 0			
Municipal High School, Villupuram	1	0 0			
" Tiruvannamalai	5	0 0			
Board Middle School, Kaveripatnam	1	0 0			
Thiruthapathi High School, Ambasamudram	5	0 0			
Sri S. High School, Thirukattupalli	5	0 0			
Taluk Teachers' Unions of—					
Tiruchengode	5	0 0			
Omalur	1	0 0			
Individuals—					
Mr. K. R. Subramaniam, Vizianagaram	2	0 0			
Mr. V. Sethumadhava Rao, Madras	1	0 0			
Mr. R. Swaminatha Iyer, Cuddalore	1	0 0			
Rao Sahib Kulapathi R. Swaminatha Iyer, Kumbakonam	3	0 0			
Mr. M. J. Sargunam, Coimbatore	2	0 0			
Mr. V. Guruswami Sastrigal, Tanjore	5	0 0			
Mr. V. Somasundaram, Loyola College	5	0 0			
S.I.T. Union	40	14 6			
Total	269	14 6	Total	269	14 6

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

Proceedings of the Fifteenth Ordinary General Meeting held on 24-4-1943.

The Fifteenth Annual Meeting of the General Body of the South Indian Teachers' Union Protection Fund Ltd., was held at the office of the Fund, 520 High Road, Triplicane, Madras on Saturday the 24th of April 1943 at 3 p.m. with Sri M. S. Sabhesan the President in the Chair.

Sixty members were present.

Sri V. Srinivasan, the Honorary Secretary read the notice of the meeting dated 20-3 1943.

The Secretary presented the Annual Report and Statements of Accounts for the year ended 31st December 1942. On the motion of Sri T. P. Srinivasavallan and seconded by Sri S. Natarajan, the report and statements were taken as read.

Sri V. Bhuvaramurthi Rao moved that the report be adopted. Sri S. Swaminathan seconded the proposition. Sri R. Ramakrishna Iyer said that the funds should be invested in such a way as to yield fairly high rates of interest. The Report was adopted unanimously.

Election of office-bearers was next proceeded with. The following were elected unanimously:

Sri M. S. Sabhesan, *President*.

" R. S. Subrahmanya Aiyar, *Vice-President*.

" V. Srinivasan, *Secretary*.

The following six members were proposed and seconded for the membership of the Board of Directors.

1. Sri V. Aravamuda Iyengar of Madura.
2. " K. S. Chengalroya Iyer of Kaveripatnam.
3. " A. Nagarajan of Villupuram.
4. " K. N. Pasupathi of Kurnool.
5. " S. T. Ramanuja Iyengar of Trichinopoly.
6. " S. Srinivasan of Madanapalle.

They were declared elected.

The meeting placed on record its appreciation of the services to the Fund by the retiring Director Sri C. Ranganatha Iyengar of Gooty.

Election of Auditor:—Sri S. Subrahmanyam proposed and Sri K. S. Dikshitalu seconded that Sri V. Soundara Rajan, B.A., G.D.A., R.A., be the auditor for the year 1943. Sri R. Ramakrishnan proposed that Sri T. S. Visvanathan be the auditor for the year 1943; the proposition was not seconded. Sri V. Soundararajan was declared elected.

Remuneration of Auditor:—Sri S. Natarajan proposed and Sri V. K. Sourirajan seconded that the auditor's remuneration for the year 1943 be Rs. 125. The proposition was unanimously carried.

The Secretary proposed a vote of thanks to the President.

The meeting terminated at about 3-25 p.m.

520, High Road,
TRIPPLICANE,
26-4-1943

M. S. Sabhesan,
President and Chairman of the Meeting.

V. SRINIVASAN,
Hon. Secretary.

THE SOUTH INDIAN TEACHERS' UNION PROFESSION TRUST FUND

*Minutes of the Annual Meeting held at the office of the Fund on Saturday
the 24th of April 1943 at 4 p.m.*

Present :—Sri M. S. Sabhesan (President), Sri R. S. Subrahmanya Iyer. Sri V. Srinivasan, Sri K. S. Chengalroyan, Sri A. Nagarajan, Sri S. T. Ramanuja Iyengar, Sri C. Ranganatha Aiyangar, Sri S. Srinivasan, Sri T. P. Srinivasavaradan, Sri Bhuvaramurthy and Sri S. Subrahmanyan.

1. Minutes of the meeting held on 15-5-41 and items passed in circulation—
Read and Recorded.

2. The Secretary presented the Annual Reports for 1941 and 1942 and the connected financial statements. They were adopted.

3. The Secretary presented the Budget for 1943. There was a discussion on it.

The budget as finally passed was as follows :—

Contribution to 'S. I. T.'	...	125	0	0
Contribution to 'Balar Kalvi'	...	75	0	0
Extra contribution to the 2 Journals	...	100	0	0
S. I. T. U. for membership certificate	...	163	14	0
Propaganda and Literature	...	100	0	0
Vigilance Committee	...	50	0	0
Postage, Contingencies &c,	...	10	0	0

Total ... 623 14 0

4. Resolved that Sri V. Soundararajan be the auditor of the Trust Fund for 1943.

With a vote of thanks to the President, the meeting terminated.

V. SRINIVASAN,

Hon. Secretary,

26-4-1943.

THE SOUTH INDIA TEACHERS' UNION

Proceedings of the Executive Board meeting held on the 24th April 1943 in the office of the Union :—

Present : Sri M. S. Sabhesan, Chairman.

Messrs. T. P. Srinivasavaradan, S. T. Ramanuja Iyengar, V. Bhuvaramurthi Rao, S. Natarajan, V. Srinivasan, A. K. Sitaraman, K. S. Chengalroya Iyer, C. Ranganatha Iyengar, S. Subrahmanya Iyer and V. Guruswami Sastrigal.

1. Letters expressing inability to attend the meeting were received from Messrs. E. H. Paramesvaran, M. G. Venkataraman and V. Jayarama Iyer.

2. Minutes of the last meeting read and recorded.

3. After the Secretary made his statement, the Board resolved :

(i) that the Madras Provincial Physical Education Association be informed that if the affiliation fee be not paid before the 30th June 1943, it will be disaffiliated.

(ii) that the question of amending the contract (Appendix 28 M.E.R.) on the lines of the suggestions made by the S.I.T.U. be kept alive and that this be brought before the conference, in view of the latest communication from the Government regretting their inability to approve any of the suggestions of the Union.

(iii) that the delegation fees of such of the last year enrolled members as have left the area of operation now may be refunded, if the association which sent them last year cannot find substitutes for them.

4. The 34th annual report was approved with the statements of receipts and expenditure by the Board.

5. The Board authorised that a sum of Rs. 150 from the Union account and Rs. 150 from the South Indian Teacher account be invested as fixed deposit.

6. The Board recommended to the Working Committee that a sum of Rs. 25 be placed at the disposal of the Convenor, Vigilance Committee, first to take legal opinion in the case referred to him from South Kanara and then to take legal action, if necessary.

7. The Board considered the replies from various guilds and gentlemen to the questionnaire issued on post-war education and arrived at certain tentative conclusions. It further resolved to take up this question for discussion at the forthcoming conference.

TRIPPLICANE,
24th April 1943.

T. P. SRINIVASAVARADAN,

Hon. Secretary.

EDITORIAL

Vellore Conference and Post-War Education

The 33rd Provincial Educational Conference which meets at Vellore on the 10th of this month proposes to devote two sessions to a discussion of Post-War Education. It is as it should be. The war will end sooner or later, possibly sooner than most of us expect it to. When the War ends India's political status will certainly be different from what it is to day. India, being one of the United Nations shall surely share in the fruits of victory which has been admirably summed up by president Roosevelt as the Four Freedoms of man. Real Victory lies in enabling Society to secure and retain these freedoms. Post-War education must be fashioned to that end. Educators in England and America are giving this problem their very serious consideration. A new education Bill is reported to be under contemplation in England. Many leading organisations have published their 'green' and 'orange' books setting forth their views on post-War educational reconstruction. At the instance of the National Union of Teachers, a *Council of Educational Advance* has been established representative of the Trade Union Congress, the Co-operative Union Education Committee, the Workers Educational Association and the N. U. T. The Council has been formed to work for immediate legislation. It starts with the belief, 'If legislation is to be effective when the War ends it should be passed without delay' and it is fully aware that nothing short of a nation-wide crusade for the children will accomplish this.

In the U. S. A. the National Educational Association has taken the initiative in setting up an Educational Policies Commission which has so far prepared five reports and has done a great deal to pave the way for great changes in the American System of Education so as to equip its youth for a full life and for democratic citizenship.

Is anything being done in India? We are told that the Central Government has set up committees to tackle the problem of Post-War Reconstruction but we are not aware of any details. The Executive Board of the S.I.T.U. alive to the imperative need of Educational Reconstruction, set up a committee to consider the problem. It is at the instance of that committee, a symposium on post war education is being arranged at the conference. The symposium will consist of, 1. Educational Policy, 2. Objective, Scope and Structure, 3. Agency, 4. Administration, 5. Financing, 6. Curriculum, 7. Teaching Personnel. One may not expect definite conclusions to be reached on all or even any of the topics, though it may be expected that at the conference these aspects will receive very careful consideration, and the committee will have valuable guidance from the conference. Sri. K. Rangaswami Iyengar, the president-elect is a practical educationist of a high order. He is one of those few Educators

who have succeeded in a very large measure in achieving their ideals. Under his wise leadership the Hindu Theological High School, Madras has won a pre-eminent place among educational institutions in this province. One may confidently look forward to very constructive and practical suggestions emerging out of the discussions under his able guidance. The recommendations of the Educational Policies Commission are of more than local interest and may prove useful to us in India. We invite the attention of our readers to a brief abstract of these recommendations published elsewhere.

It is unfortunate that neither the public nor the Government seem to be interested in Educational Reconstruction. It cannot be that they are unaware of its urgency. It will be the task of the conference to interest the public in these problems and organise a country wide 'crusade for the children.'

Service Conditions of Teachers

Another important subject which the Conference at Vellore will be called upon to consider is that of the Service conditions of Teachers in our Province. Year after year the conference has been expressing its grave concern at the unsatisfactory conditions of service of teachers and has been requesting government to secure for the teachers better conditions of service. Yet there has been no improvement. Nay, the conditions have deteriorated.

An examination of the conditions of service of teachers employed by local bodies, force the conclusion, that, burdened as they are with other responsibilities like Roads and Hospitals, apparently more important, and enjoying only very limited financial resources, these bodies cannot administer education effectively. Education is an expensive service, though it results in the long run in increasing the national and individual wealth. Our local bodies are always compelled to be parsimonious in framing their education Budget; whenever a need for economy arises, they look to Education and it is the teacher that is made to suffer. Even special officers appointed to carry on the duties of superseded local bodies pay no regard to the educational needs of the area but hasten to effect retrenchment in Education. Very often the Department of Education has to intervene and save the schools.

If such be the conditions of service under local bodies one may well picture how much more unsatisfactory they should be under aided managements. The vigilance committee of the S.I.T.U. has on its files several cases to show how precarious is the tenure of a teacher's post under many private managements. Government are not unaware of these conditions and the reports on Public Instruction in the province deplore the existence of such unsatisfactory conditions. The enforcement of a contract was expected to ensure a reasonable measure of Security of Tenure. It has at best ensured the teacher's tenure for 3 months and no more. The Union

at its conferences has been pointing out the various defects of the contract. It drafted a bill—The Teacher's Service Conditions Bill and tried its best to get it introduced in the legislature. As it was advised that the gains expected from the Bill could be secured by a modification of the contract and the introduction of new rules, the Union represented to Government the lines along which the contract should be modified. It suggested that government should prescribe minimum scales of salaries for the different grades of teachers and insist that the Salary Scales in no school should be less than these minimum scales. It further suggested that the termination of service of a teacher should be for such specific reasons as inefficiency, moral turpitude etc., and that too with the previous approval of the D.P.I. The Union urged that no revision or cut in the salary of a teacher should be made without the previous approval of the D. P. I.

Mr. T. Austin on whom representatives of the Union waited in deputation in January, 1942, gave them a sympathetic hearing, and promised early orders. But after 15 months of active consideration Government have passed orders (G. O. No. 549 Edn. 13-4-43) stating (1) that they are not in favour of the introduction of the minimum scales of pay as the expenditure to Government involved thereon will be considerable and (2) that it is not desirable to alter the form of agreement. It is deplorable that Government should have reached such conclusions but we are sure that it cannot be that they are satisfied with the unsatisfactory conditions of services in many schools. We admit that the introduction of minimum scales of pay would involve an additional expenditure. It cannot be considerable. About 250 Secondary Schools are under aided agencies and the total aid given to them is Rs. 6 lakhs per annum—just a $\frac{1}{2}$ per cent of the total Government expenditure on Education. Government should be made to realise that the introduction of the minimum scales would result in considerable educational gains, which would more than compensate for the trifling increase in the budget. Low salaries and unsatisfactory conditions of service will make the teacher embittered. Nay, the profession will cease to attract the right personnel and Education will suffer.

Local Bodies and Managers of aided institutions are finding it hard not to concede to teachers their legitimate requests for better pay and service conditions. The Sargent Committee has expressed in clear terms that the pay and other conditions of service of teachers must be improved. No Government with a claim to any degree of civilization might be expected to tolerate such conditions as exist today in some schools.

Teachers have to unite and with the Co-operation of the Managements press on Government the urgent need for a more positive action. Both Mr. T. Austin and Sir Meverel Statham are not only fully aware of the existing conditions but are anxious to improve them. Most managements of aided institutions are equally eager to do everything to secure

efficient and contented teachers. The Grant-in-aid code drawn up years ago has outlived its usefulness. It has to be revised and liberalised. If more funds could be placed at the disposal of Managements then it would not be difficult to obtain better conditions of service. We hope the conference will consider this problem and draw up a programme of action whereby an effective public opinion may be created to compel Government to undertake its full responsibility in the matter of Education.

THE EDUCATION OF FREE MEN IN AMERICAN DEMOCRACY

By

JOHN W. STUDEBAKER, *U. S. Commissioner of Education*

*

*

*

The final chapter of the 5th report of the Educational Policies Commission is devoted to a listing and discussion of the appropriate division of responsibilities between government, the educational profession, and the people in the control and direction of democratic education.

Government should—

1. Establish a special authority for the general conduct of the public school.
2. Provide generous and sustaining financial support of the educational undertaking.
3. Insure the broad, thorough, and democratic training of the teacher.
4. Safeguard the integrity of the teacher.
5. Refuse deliberately to make full use of its own power over the school.

The teacher should—

1. Maintain a steadfast loyalty to the democratic faith.
2. Achieve and sustain high professional competence.
3. Participate actively and intelligently in shaping educational policies.
4. Establish and maintain a condition of mutual trust, understanding, and sympathy with the people.

The people should—

1. Achieve a more adequate understanding of the nature of democratic education.
2. Guard public education against attacks from powerful and interested minorities.
3. Establish and maintain a condition of mutual trust, understanding, and sympathy with teachers.

—School Life, October 1941.



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