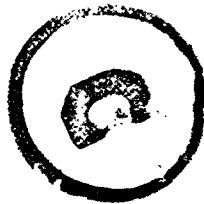


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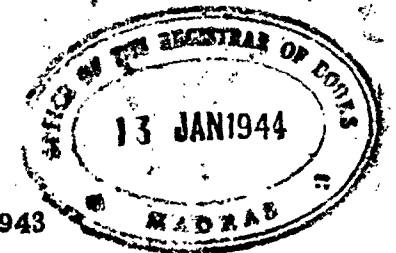
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The South Indian Teacher

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

134



DECEMBER 1943

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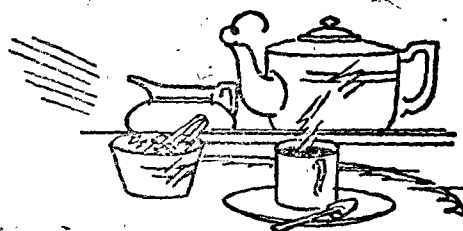
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The first cup moistens my lips and throat ;
 The second cup breaks my loneliness ;
 The third cup searches my barren entrail but
 to find therein some five thousand volumes
 of odd ideographs ;
 The fourth cup raises a slight perspiration —
 all the wrongs of life pass out through my
 pores ;
 At the fifth cup I am purified ;
 The sixth cup calls me to the realms of the im-
 mortals ;
 The seventh cup — ah, but I could take no
 more ! I only feel the breath of the cool
 wind that raises in my sleeves.
 Where is Elysium ? Let me ride on this sweet
 breeze and waft away thither.

LUT'UNG



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THE SOUTH INDIAN TEACHER

Vol. XVI

December, 1943

No. 12

THE BASIC WAY TO ENGLISH—III

By

REV. DR. J. B. FREEMAN, MA., L.T., PH.D., D.D.,
Principal, St. Joseph's High School, Chingleput.

The two great leaders of the great English-speaking countries have spoken definitely in favour of Basic English as a world language. The name itself was got from the initials of the words: British, American; Scientific, International, Commercial; and was a suitable one also in virtue of the fundamental analytic method by which it was derived as well as of its providing a solid basis for higher English. An International Committee has already been set up to examine the merits of Basic and to devise means of spreading it all over the world on the conclusion of the War. The verdict of Mr. Churchill and Mr. Roosevelt should convince anyone of the merits of Basic.

If anyone in India would still wish for an unbiased authority, let him hear what Pandit Nehru has to say about Basic.

"But however much we may encourage the other foreign languages English is bound to remain our chief link with the outside world. That is as it should be. For generations past we have been trying to learn English, and we have achieved a fair measure of success in the endeavour. It would be folly to wipe the slate clean now and not take full advantage of this long training. English also is today undoubtedly the most widespread and important world language, and it is gaining fast on the other languages. It is likely to become more and more the medium of international intercourse and radio broadcasting, unless 'American' takes its place. Therefore we must continue to spread the knowledge of English. It is desirable to learn it as well as possible, but it does not seem to me worth while for us to spend too much time and energy in appreciating the finer points of the language, as many of us do now. Individuals may do that, but to set it as an ideal for large numbers is to

put a needless burden on them and prevent them from progressing in other directions.

"I have been greatly attracted lately by 'Basic English', and it seems to me that this extreme simplification of English has a great future before it. It would be desirable for us to undertake the teaching of Basic English on an extensive scale rather than Standard English, which can be left to specialists and particular students."

—(*Autobiography*, Edition 1936, Page 455.)

"A number of scholars, after many years' labour, have evolved a simplified form of English which is essentially English and indistinguishable from it and yet which is astonishingly easy to learn..... This whole vocabulary and grammar can be put down on one sheet of paper and an intelligent person can learn it in two or three weeks. He will require practice of course in the use of the new language. Those who learn Basic English not only have a simple and efficient means of communication with others, but they are already on the threshold of standard English and can proceed further if they so wish.

"I think that where we teach English as a foreign tongue, and we shall have to do this on an extensive scale, Basic English should be taught."

(*From The Question of Language*,

Congress Economic and Political Study No. 6)

Basic must be taught by the Basic Way. Before going on to explain the Basic Way it will be profitable to see the nature of the other ways of teaching English which were put into practice in India.

The Old Ways.

Naturally the first method was to adopt the English Course as followed in English Schools. That was in the days when English was the medium of instruction for all subjects in all classes from the very lowest. The vernacular was the second language. Even then the method was not quite satisfactory, as the topics dealt with were generally emotive and such as appealed to English children only. A latecomer to school was seriously handicapped. The method was very unsuitable for adults learning English for the first time. More-over, the teaching gradually deteriorated, as the teachers themselves had no first-hand knowledge of the topics dealt with. But the fundamental defect of the method lay in the fact that the Indian child began the course with a great handicap which could not be reduced. Let us suppose that a normal English child has a "word-age" equal to his "mind-age" i.e., that his vocabulary is perfectly adequate for the expression of his thoughts. We can, therefore, measure both by the number of words in his vocabulary.

The Normal English Child

Chronological age	(No. of years)	4,	6,	7,	11,	15.
Word age = Mind age	(No. of years)	1500,	3000,	5000,	8500,	12000

The Indian child begins to learn English say at the age of seven. English is not spoken in the house. All the knowledge he is to acquire in school will be in English. We may set down these figures for him:—

The Normal Indian Child

Chronological age	(No. of years)	4,	6,	7,	11,	15.
Word age = Mind age	(No. of English words.)	0,	0,	0,	1500,	5000 (say)

He will never get equal to the English pupil within the school course, and he will be mentally inferior. He will have to read about things which an English child several years his junior takes an interest in. The lad of 7 years will remain at least till he is a young man. During the school course the attempt to catch up is a goose-chase.

Indians, however, obtained more knowledge of England and English ways than of India. The system was discontinued because Indians felt that their own languages were being neglected. Gradually English was relegated to the status of a second language, and now in the large majority of Indian schools English is taught for about an hour a day during six or eight years of the school course. The period of transition can be imagined when English was kept as the medium of instruction in the High School section only (the last three years at school.) So much was expected of the pupil, and so great was the difference between the word-age and the mind-age in these classes that this state of affairs was intolerable. The same difficulty now crops up in University classes. Boys of average ability whose medium of instruction in school was not English cannot cope with the demands made on them.

The old method had to be given up and new methods invented.

Any method depends on graduation of the course; and word-selection is fundamental. The first text-books to be used had no plan. Word selection was haphazard. There was no uniformity in schools (a great handicap to pupils shifting from one school to another). Any and every English teacher or 'educationist' or Inspector wrote a text-book and imposed it on those under him. The scheme was bound to prove a failure. Publishers competed in flooding the market with English 'Readers.' The best known books in this period all assumed that the learner was going on to the whole range of English, and that it did not matter in what order words were to be learnt.

Later on, methods became more systematic. Word-selection was made on a definite plan.

In 1921 Prof. E. L. Thorndike published in the U.S.A. a *Teacher's Word-List*. It was a compilation of 10,000 words 'most frequently' occurring in use. We are told in it, e.g., that "Theology" occurs once in every 8000 words, and "tetanus" once in every 13,000 words. 41 different sources were examined containing 8,000,000 words. Such lists were soon brought out by Fawcett, Palmer, West and others. To get over

discrepancies, the principal word-counters came into an agreement and published a provisional list of words in their "The Interim Report on Vocabulary Selection" in 1934. (The FINAL permanent list has not yet appeared.) This list gave the word-frequency order also. Thus "in" is 7th in order of frequency, "state" is 176th, "express" 522nd, "enter" 459th, "doctor" 764th, "merchant" 1444th, etc., **Trader** and **Medical** are not listed.

The defects of such selections will at once become clear from the arbitrary nature of the selection of sources. Firstly, written English was fixed upon, not the spoken language. Next, the written source was selected according to the particular whim or fancy or prejudice of the word-counter. Thus you may read through literature covering many millions of words without once coming across "**tetanus**" or even 'theology.' Thirdly, there is no criterion in the system for what is "necessary" and "sufficient". Fourthly, a word was chosen not because it was **useful**, but because it was frequently **used**, even if it should be redundant.

As a practical application of their results, the word-counters produced courses of English contained in "Readers" which aimed at giving the pupil in a stated period a vocabulary of a definite number of words taken in their order in the frequency-list.

Palmer produced his "1000-word English Readers", West his "New Method Readers" (1400 words), Fawcett his "Oxford Course" (2500 words) and Tipping his "Rapid Readers" (5000 words).

It was soon discovered that a pupil after going through one of these courses could not still express his thoughts in English; i.e., that it did not get his word-age up to the level of his mind-age. In order to give practice at the end of the course for the pupil to master the word-list, 'Supplementary' readers were issued; but even these had need for a supplementary vocabulary. The assumption that what was most commonly used (assuming such an absolute list to be possible) should be taught first, was impracticable as well as absurd; thus "**the**" should be taught first, "**in**" should be taught before "**I**" etc. The limit to the number of words for a fundamental course could not be fixed except arbitrarily: 1000, 1400, 2500, 5000; this was because there was no criterion for what was necessary and sufficient. There was a great deal of redundancy, e.g., several words one of which could do the work of the others; while there was insufficiency: owing to the inclusion of 'common' (superfluous) words, others, more useful, had to be left out of the list. The systems did not lend themselves to the Concentric Method of Teaching or to the application of the pedagogic principles "One thing at a time", "from the known to the unknown", "from the simple to the complex". All kinds of difficulties cropped up, connected with irregularities in word-formations, with word-order, etc. But as 'the proof of the pudding is the eating of it,' the best test of the merits of any scheme is the success attending it. I think that I may safely say that these methods have had a long enough trial and have

all proved failures. The English of our High school-pupils, especially of vernacular-medium schools, is deplorable.

The Basic Way.

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Let us now go on to examine the Basic Way to English. We have already shown that the Basic word-list is: (i) the shortest in length and cannot well be shorter, (ii) the most stable in content and (iii) the widest in expressive power. It is also (iv) the simplest to teach, as the root-meanings of most of the words can be given by direct illustration, as we have already seen. Basic, therefore, lends itself to rational methods of teaching.

The Basic Way follows sound pedagogic principles, e.g.: (i) Direct association of thought and expression (Direct Method); (ii) "One thing at a time"; (iii) "from the simple to the complex"; (iv) "From the known to the unknown"; (v) Sufficient practice; (vi) Uniform progress all round (Concentric Method); (vii) Co-ordination of study with the life of the pupil; (viii) Gradation of the pupils according to their abilities.

We have already said that 200 of the names of things are picturable, and several of the remaining 400 can be grasped from concrete illustrations. The 16 operatives can all be illustrated visibly. The 20 spatial directives can also be explained concretely and all the 150 adjectives, the adverbs and the pronouns. Thus Basic lends itself easily to the Direct Method (or rather Mode) of presentation. Not only single words but a large number of expressions in the Basic Way books can be pictured. These books are full of pictures illustrative of the texts. Moreover, detailed notes are given for the guidance of the teacher in the "Teaching Books."

The Basic Way is divided into three stages: Introductory, One-Level and Expansion stages.

Introductory Stage.—In this stage the 850 Basic words and fundamental grammatical constructions, are introduced in a systematic way. They are graduated and spread out in three readers, called the **Basic Way to English Language Books I to III**, which are intended to be covered in three school years, say, corresponding to classes 3, 4 and 5.

Book I begins with introducing the names of the parts of the body, things nearest to the person of the individual. The phrase "**This is a**" is introduced very early. "**That**", some easy operators and directives and the pronouns "**I**" and "**You**", then come in. Adjectives and nouns, directives and operators are introduced step by step, the adjectives being given in pairs of opposites. Several phrases, e.g., "**at the side of**", the negative "**not**", the auxiliary "**will**", the pronoun "**it**"; plural forms, variants of the first, second and third personal pronouns, and a few simple adverbs. Nouns are introduced systematically, from those connected with the body of the individual, his food, eating and drinking and his dress, to a wider and wider material environment. The first book makes the pupil acquainted with 189 Basic words. In each Basic Way Book at the end of

every six lessons is a recapitulation exercise, a sort of one-level work on the expressions already met with. There are also exercises after each lesson. Great attention is given to sentence-formation. The teacher of course must add to these exercises. A list of words is given at the end of each Basic way book with references to the lessons in which they were first met with.

Book II begins with the words for different members of the family, and then goes on to simple family events and then on to friends. Then it deals with buildings and proceeds to things seen on roads and streets, the interior of the house, house-work, the construction of the interior and the contents of the rooms. Work in school is described. Then the book goes from the town to the country and the things and operations found or done there, to animals, birds, plants, flowers and insects. Then it deals with work on the fields. It describes a country view, a river with a bridge, bathing and swimming, sights and sounds and a walk in the country. From this it goes on to the description of a game with a ball; then to emotive aspects of things and actions. It then speaks of the size and form of objects. Conversation is introduced and forms of question and answer. Day and night phenomena are described, and the book goes on to time and its divisions. The auxiliary 'may' is introduced early in the second book. The simple past tense and question forms are used.

The second reader gives 316 new words with many of their variants. Operational phrases like: "have a wash, swim, meal, laugh, look, rest, fear", "make a move, jump", "give a kick, answer", "take a step, look", "on a level", "in the sun", "do an act", "all but one", "on top of", "for a long time", etc., and modified meanings of 'of', 'get', 'keep' etc.,

Book III deals with other personal activities: sleeping and getting up, dressing, travelling by road and rail. Comparison forms are introduced 'more' and 'most', also '-er' and '-est'. The possessive form is also given. '-ing', '-ed' and '-er' endings are used. Descriptions are given of the sea and shore, playing on the sand and swimming in the sea; a harbour, boats and ships and an inspection of a ship; different kinds of buildings; buying and selling, methods of doing trade, a discussion of prices. There are lessons on the discovery and separation of gold, on metals and mining; the organization of a mining company, and the duties of some of its officials, different sorts of machines in use in a mine, an explosion in a mine, an enquiry into the accident. Then the course goes on to Science and scientific discoveries; the working of the human body; weighing and measuring, some simple scientific phenomena; then on to History, the story of the earth and man; then to literature and its forms; then on to war; then on to law and justice and government. In the last lesson the remaining 25 words of Basic are given and their uses illustrated.

Compound words are given here and there whose meanings are obvious. Complex words like *become*, *however*, etc., are gradually introduced. Extensions are given in meaning, e.g., in phrases like: 'cut off

from', 'be at work', 'under control', 'take the place of'. The perfect tense and the past-perfect are taught.

Complex sentences of an easy type are introduced early in the course. A knowledge of the alphabets and of writing is essential before Book I is started; but **preliminary oral work** has to be done from the start along with the teaching of the alphabets. Thus the first six lessons can be done orally before the pupil begins to read the first lesson.

Seat-work Books

Copy-writing, transcription and dictation may proceed along with the language course. Several "**Seat-work Books**" have been published. They are meant to provide sufficient practice in the use of the words and expressions introduced in the Language Books. (These themselves are not mere 'Readers'. However, in any English course we cannot expect to be given all the exercises necessary for a thorough mastery of the material.) Each exercise is to be done after the corresponding exercise in the Language Book has been worked through. First the work is done orally, and then the pupil is asked to copy out the completed exercise in his exercise book. The work of the teacher is considerably lightened. The aim is to make the Basic Way almost fool-proof. However, a great deal will always be left to the initiative of the teacher, who can examine for himself the individual needs of the pupils.

The Language Books can be covered in a very much shorter time by an adult. Working earnestly and giving himself sufficient language-drill, a foreigner will within a couple of months be able to express all his ideas at the level of every-day talk in ordinary English.

At the end of the first stage, therefore, the English **word-age of the learner will have equalled his mind-age**, and he will be adequately equipped not only to express himself clearly and well to others but also to use this equipment for his own benefit.

2. The One-Level Stage

In this stage the pupil is provided with reading material in the form of books on all topics, so that by getting familiarity with the Basic words and constructions already met with in the first stage, he may even acquire fluency in thought and speech in the new medium. At the same time he is making use of his equipment to enlarge his mind. In this stage new words are not introduced. A thorough mastery of Basic itself is aimed at. The length of this stage will also vary with the aptitude of the pupil and the time devoted to it. In the ordinary school course one or two years may be taken up for the One-Level Stage. At the end of this stage those who do not desire to proceed further have acquired at least a solid permanent knowledge of English, sufficient for their needs in life. They can advance at leisure, if they so desire, and they can get on without further professional guidance. During this stage grammar may be taught by examining word-formations, constructions, and functions of the expressions already used.

3. The Expansion Stage

Basic is not an end in itself to pupils in Indian High Schools. Such pupils intend to proceed to a higher stage than that of the common man. He learns English not only to meet the needs of international trade and intercourse, but also and chiefly for its cultural value as a means of getting acquainted with the literature as well as with the mass of scientific knowledge available in English books. That is, he wisely took up Basic as a stepping stone to higher English. The first stage of the Basic way gave him a fair knowledge of Basic, and the next a mastery of it. The third stage makes use of the solid foundation on which to build up. There are three books called **From Basic to Wider English**. In these every new word is explained or defined in terms of the Basic 850, and the total vocabulary is raised to 2006 common English words. With the help of the **General Basic English Dictionary** further extension may be made. The dictionary explains or defines 25,000 of the most common English words. The Expansion stage, of course, has no limits. But the **Wider English** books initiate it and set it going and point out the mode of advance. These books may be covered in two years or even one year. Book I introduces 300 new words "which research has revealed to be next in importance to the 850 Basic words themselves." Thus even here a system is followed and the fundamental principles of pedagogy cited above are kept in view. Thus, *e.g.* **tell** is introduced, but not **'assert'**, **'state'**, **'express'**, **'remark'**, **'declare'**, etc., These will come in later, one by one and not all together. **"Buy"** and **"sell"** are introduced, but not **"dispose of"**, or **"purchase"**. Books 2 and 3 proceed in the same way. Thus the Concentric System is adopted. The explanation is given side by side and directly opposite the word clearly explained. An index at the end of the book helps the learner to find the step in which the word was first used. Pictures illustrate the text. Exercises are given on the text which aim at getting the pupil to re-tell the subject-matter. Verb-drill is provided for. Suggestions are given to the teacher for making up other types of exercises, *e.g.*, to express an idea more simply (as in Basic English.)

The subject matter is chosen on the principle that the learner of a language should get to understand as much as possible the ways of living and thinking of the people who speak it. Comparisons may be drawn with the life of the pupil. Further, the choice is guided by another principle, *viz.*, that the matter should be as practical as possible. Emotional subjects, myth, legend, romance are avoided. They may be enjoyed for the time much more in the learner's own language. The **Basic Way** books, on the other hand, from which the pupil first learnt the Basic words, dealt with Indian life, but made a few comparisons with English life.

The whole course aims firstly at practical utility and at quick mastery of English. When these ends have been attained, then the aesthetic side of the language can more easily be attended to.

Book I describes the life of an ordinary Englishman in his house; Book II the English family at home; Book III a visit to a farm.

The Grade System

The Basic Way is adaptable to the Grade system. This system is desirable for many reasons; each pupil will find himself among others about equal to him; he will proceed as fast as he can without discouragement and neglect by the teacher; and he will not have either to mark time for others or be pushed up, though unfit, to a higher class to make room for others. Three grades can be had for the Introductory stage, two for the One-Level stage and for the Transition stage, making in all six stages. After its completion the pupil is admitted to the High School section, *i.e.* to Form IV.

Every pupil normally goes through the six grades in six years. If a pupil lags behind his companions in English only, he will rejoin them by skipping over one year of the One-Level stage. Normally,

Class 3 will correspond to Grade I.

" 4	"	"	"	II.
Class 5	"	"	"	III.
Form I	"	"	"	IV.
" II	"	"	"	V.
" III	"	"	"	VI.

There should not be a difference of more than one year; *e.g.*, a Form II pupil may be in Grade IV. He may skip over Grade V, but will have to do Grade IV. If he is fit only for Grade III and unfit for Grade IV, he should not be admitted to Form II, but kept in Form I. In a few special cases, for intelligent pupils who have started English late, a two-years difference may be allowed, the pupil later skipping over Grade IV and V; but such a pupil must devote much of his holidays to the One-Level stage. This must be guaranteed.

A new pupil is tested with the Language books and put in a suitable grade. It is advisable that all pupils go through the whole course. When a pupil comes with a transfer certificate of "fitness" for Class 5 and is found to be unfit even for Grade II, he should be admitted only if he will join Class 4, and start in English from Grade I.

To organise the Grade-system for English the subject must be done in the same period in all the classes from Class 3 to Form III, so that a pupil may attend his own grade. This will avoid an increase in the Staff. However, it will require a large number of Basic teachers.

Simple Basic grammar may be taught by rational methods in Stage V.

Some Advice to Basic Teachers

It would no doubt confound a teacher if he were suddenly confronted with a list of words and told that he must express himself within its limits. Such a difficulty will crop up whether the list is Palmer's

(1000 words), or West's (1400 words), or Fawcett's (2500 words), or Tipping's (5000 words), or any other. The teacher will in any case have to go down to the level of the pupils. If he cannot do this he is no teacher. However, he will be able to express himself clearly to the pupils if he goes through the course himself. A teacher not well practised in Basic must work up with the pupils through the course, starting from Grade I. Of course he will have need to use the vernacular at the start, but he will use it less and less and the English vocabulary of the pupils more and more as they advance. Above all he must see that he himself does the least talking and the pupils the most of it.

In schools where English is permitted, from Form I upwards, as the medium of instruction for all subjects (except for the vernacular itself) the teachers of non-language subjects must acquaint themselves with Basic, and use only Basic, especially in Forms I and II. Such teachers must take trouble. It is not a difficulty connected with Basic as such. Whatever system of English teaching be followed, the same principle is involved. It is therefore advisable that every subject-teacher be put on to take the pupils through the Basic course. Only in this way can he succeed as a teacher in his special subject. If a teacher wishes to perfect himself in Basic for the sake of his work, he must get acquainted with the structure of Basic. A few points are noted below for his guidance.

(1) Use all nouns, adjectives and articles as in Standard English, avoiding far-fetched metaphors, obscure idioms and intricate word-order. Be straightforward, natural and simple. (N.B.:—Nouns must not be used as verbs.)

(2) The usual variants from the 16 operators, 2 auxiliaries and the 7 pronouns are available; also plurals, comparatives, the prefix *-un*, the suffix *-ly*, use of an adjective with 'the' as a collective noun, proper nouns, systems of measurement, international terms, currency and calendar words.

(3) Noun-forms generate four derivatives; two nouns in *-er* and *-ing* and two adjectives in *-ing* and *-ed*, where these are used as such in Standard English.

(4) If a non-Basic word or expression is unwittingly used by the teacher, it is no great sin. If the pupils have not understood, the teacher will repeat the idea restricting himself to Basic only. If the use of a non-Basic word is already well-known to all the pupils, e.g., *desk*, *absent*, *big*, *holiday* so much the better. It would only mean that a part of the Expansion stage has been anticipated. But while such words may freely be accepted from the pupils, it is advisable for the teacher to confine himself to Basic in the One-Level course, for many obvious reasons.

In a short time suitable Basic books will be forthcoming for all subjects in Forms I to III.

English Schools in India

The Basic Way is intended for foreigners, i.e., for those whose mother tongue is not English. Since Basic, however, is a mental

discipline and has great value for analytical criticism, and is conducive to clear thinking and writing, it is advisable even for English-speaking children to go by the Basic Way. However, it will need modification.

In India a European child goes through the Kindergarten stage from age of 4 to 7 or 8. At about 8 he enters Standard I and finishes school with Standard IX, which is the High School or Cambridge Leaving Certificate class.

It is suggested that he start the Basic Way in Standard I; go through the Introductory Stage in Standards I and II, do the One-Level Stage in Standard III and the Expansion Stage in Standard IV. From Standard V onwards he can take up literary works, properly graduated. In this way not only his literary abilities will be vastly improved, but also his ability to think clearly and correctly.

Basic has been recommended for English Schools by eminent authorities. There is no reason, however, for European education in India to follow slavishly the English system and wait for changes in England. It may take the lead in this matter.

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MIRROR DRAWING

(A Curious Experiment in Learning)

By

P. S. NAIDU, Allahabad University

Have you noticed the ease and grace with which the temple priest rings a bell with his left hand, and swings the incense holder with his right hand? Try to imitate him, and see how awkward your attempts are. Notice the little girl skipping gracefully with her rope, or look at the way in which the juggler keeps five or even seven balls up in the air without once letting them fall to the ground. Even sea-lions have been known to perform this last trick in the circus ring. These skills may, at first sight, be our despair, but with persistent practice any one can master them. The temple priest was *not born with the skill* to wave the lamp and ring the bell, nor the juggler with the skill to keep balls up without falling. They had to learn these tricks, and we too can learn them. But there are ways and ways of learning, and the psychologist comes along with his suggestions for the most efficient means of learning. With his startling, but simple experiments he takes us into the very heart of the process of learning. Let us review one or two of these experiments, and learn the rules which govern the act of learning.

Experiment I (Disparate Activities)

Try this little experiment on yourself, and see how difficult are the initial stages, and how smooth and easy are the later steps. Draw on a stiff sheet of foolscap a 5"-square, and a 5" equilateral triangle (or preferably a circle with a diameter of 5"). Keep the square on your right, and the circle on your left. Take a pencil in *each* hand, and try to trace the square with your right hand and the circle with your left hand *simultaneously*. The pencils must be kept *moving all the time*. You should never stop, and the figures must be traced at once by the two hands. Your first attempt will give you some comic results. But do not be discouraged. Keep trying over and over again. By the time you complete the tenth trial you will notice great improvement in your performance. The mere fact of *repetition* has contributed to your efficiency. Here are some samples of first trials with a square and a triangle.

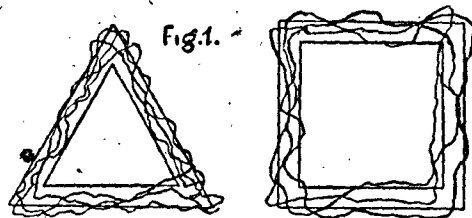


Fig. 1.

Experiment II (Mirror Drawing)

One of the most striking experiments in learning is the *mirror drawing experiment*. The outfit used in the experiment is illustrated below (fig. II). The pieces of apparatus needed may, however, be easily

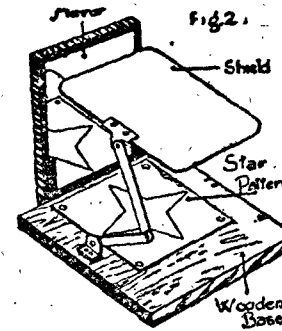


Fig. 2.

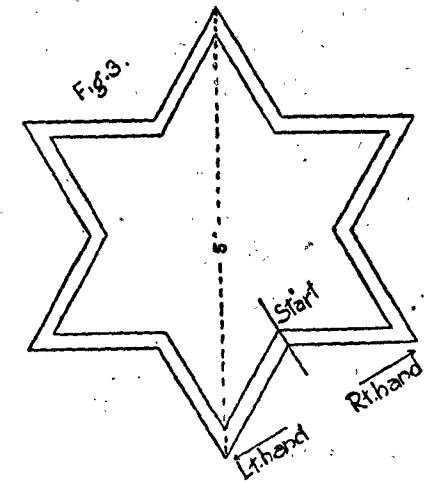


Fig. 3.

improvised. A mirror-6" x 4", a sheet of stiff cardboard-8" x 6", a small pencil, a six pointed star pattern 5" across drawn on stiff white paper, (Fig. III) several sheets of tracing paper 6" square, a few pins, and a watch with second hand (preferably a stop watch)-these are all the articles needed for the experiment. Ask a friend to give you the 'Start' signal and to note the time you take for each trial. Now place the star pattern in front of you, cover it with a sheet of tracing paper, and pin both sheets down to your table (with drawing pins if available). The 'start' line should be nearest to you. Keep your pencil-tip on the start line, ready to start as soon as the signal is given. Let your friend give the signal by calling out 'Ready-GO!' As soon as the start signal is given, begin to trace the star-pattern all round keeping your pencil within the groove. *The boundary lines should never be touched, and you should never stop till you have come back to the start. Your pencil must be on the move all the time.* Your friend will watch your movements carefully, but in *perfect silence*. He will also see to it that you are not disturbed in any way. No on-lookers should be permitted. Your friend will note the time as soon as you return to the start line. And as in this, the first trial without any mirror, the time taken will be short (about 18 seconds) your friend will have to keep his eye on the second hand, and will have to be very alert. Now remove the tracing sheet, and replace it by a fresh one, and take a second trial with your left hand. (Left handed people should begin with their left hand, and change over to the right in the second trial). The time taken should be noted again. *These two trials are to be gone through without the mirror.*

The experiment proper now begins, and with it the real fun. Be seated before your table, and place the mirror erect before you at a conveni-

ent distance, Arrange the card-board shield horizontally with the help of a few books, so that a sheet of paper placed underneath it can be seen only through the mirror, and not directly. Now place the star-pattern underneath the shield; and cover it with tracing paper. Follow all the direction given for the first trial, with this added caution that you should never look at the star directly but only through the mirror. Your friend should give you the start signal, and note the time just as he did in the first and second trials. As the time that you will take now will be considerably long, he will have to keep his eye on the minute hand as well as the second hand of the watch. The first trial with the mirror (or the third in the series) should be made with the LEFT HAND. Then the second to the tenth trials should be made with the RIGHT HAND, and the final trial with the LEFT HAND again. (Left handed persons should make the corresponding changes in the order of trials).

The first trial with the mirror will be a real trial of your patience and skill. You will experience difficulty in keeping your pencil within the groove, and keeping it moving round. Often your pencil will stray out of the groove. You should then bring your pencil back to the point where it went out, and then proceed within the groove. Turning round the corners will be a difficult job. Some subjects get stuck up at the critical corners. And all told you realise how complicated and difficult a simple activity like tracing a geometrical star pattern becomes when there is some slight interference with the familiar conditions. By forcing you to look at the star through the mirror an apparent reversal in the direction of hand movement has been introduced. Ordinarily, when you write or draw, you look at your fingers holding the pen or pencil *directly*. But in the experiment you have to look at your hand only *through the mirror*. And so difficulty is experienced. But after a few trials, your performance becomes smooth and efficient, and the time taken to complete the tracing falls rapidly. Let us study the following records taken from a series of

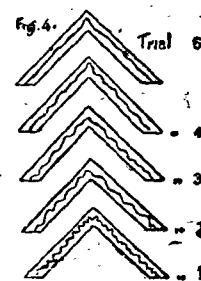


Fig. 4.

actual experiments: In these few specimen trials a particularly difficult corner of the star has been chosen for illustration. The rapid improvement in the subject's performance is clearly noticeable. In the first trial the many curves in the groove indicate the difficulty with which the tracing was done, while in the fifth trial the smooth running line inside shows

considerable ease on the part of the subject in taking his pencil round. The following table gives the actual results of a series of experiments:

Hand Used.	Without Mirror.		With Mirror.											
	Rt.	Lt.	Lt.	Rt.	Rt.	Rt.	Rt.	Rt.	Rt.	Rt.	Rt.	Rt.	Rt.	Lt.
Trial No.				1	2	3	4	5	6	7	8	9	10	Final Trial
Time in seconds.	16	33	210	228	122	95	98	76	71	68	62	62	50	50

Taking the right hand with the mirror, we find that by the time the tenth trial is reached, there is a gain of 228-50 that is 178 seconds or 78% in time.

The most striking fact revealed by the experiment is this—the left hand has been given no training. It has been resting all the time the right hand was acquiring this new skill. Yet, in the final trial, with the left hand we find that there is a gain of (210-50) 160 seconds in time which amounts to 76%, slightly less than the gain in the case of the right hand. *The left hand has benefitted by the training given to the right hand, although it has been at rest.*

The practical bearing of our experiment is this. There is at present incessant and loud talk about vocational training, and industrial planning, and the reorientation of our life on an industrial basis after the war. In other words, what is contemplated is the imparting of technological, technical, and in many instances, merely artisan like training to our young men and women so that they may produce wealth with the work of their hands, and thereby help raise the standard of living. New skills have to be acquired by them, and in acquiring these skills the old habits have to be broken up, and rebuilt on entirely fresh lines. Now, psychology, in these experiments on learning studies just this problem of breaking up the old, and building new skills with the old elements. From our childhood onwards we acquire habits involving the coordination of our eye, hand and leg movements. In training for a new skill such as sewing for instance, the old combinations have to be broken up, and new ones produced. The legs have to tread the pedal wheel, or the right hand has to turn the fly wheel, while the left hand has to move the cloth deftly along. The psychologist studies, with the help of his experiments all the intricate factors in learning. And the beauty of his experiments is that only one factor is taken for study at a time. There are experiments which study the mental processes in learning, and experiments which study the physiological processes. The latter again analyse the factors still further, and concentrate on each one separately. The Mirror Drawing Experiment reveals only one factor the factor of transfer of training, (a transfer which

however does not occur in mental learning but) which occurs in muscular learning. This type of learning is of great importance to the artisan, the technician and also the technologist. When the other experiments which deal with various other factors are taken along with this one, we shall have a fairly complete knowledge of the mechanism of human learning. As the result of such knowledge it is possible to devise tests which can tell us beforehand the particular skill which any given young person will acquire easily. How useful and potent such a test can become in recruiting War Technicians, for instance, may easily be imagined.

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REPORT OF THE SARGENT COMMITTEE

The Committee appointed by the Central Advisory Board of Education at their meeting in January 1942 to consider the question of the Training, Recruitment and Conditions of Service of Teachers met in the Secretariat, New Delhi, on the 12th, 13th and 14th November 1942.

The following members were present :—

1. Khan Sahib Khan Shah Alam Khan, M.A., LL.B.,
Director of Public Instruction, N.W.F. Province.
2. Dr. G. G. R. Hunter, M.A.; D. Phil, F.R.A.I.; I.E.S.,
Director of Public Instruction, C.P. and Berar.
3. A. S. Khan; Esq., M.Sc., I.E.S.;
Director of Public Instruction, Bihar.
4. Srimati Renuka Ray, B.Sc. (Econ.) London.
5. John Sargent, Esq., C.I.E.; M.A.,
Educational Commissioner with the Govt. of India.
6. P. F. S. Warren, Esq., B.A., (Cantab), A.M.I.C.E.; M.L.E. (Ind.),
Director, Messrs. Jessop & Co., Calcutta.

The following members were unable to be present :—

1. S. N. Moos, Esq., M.A. (Cantab), I.E.S.,
Director of Public Instruction, Bombay.
2. Diwan Bahadur Sir K. Ramuni Menon; M.A. (Cantab), LL.D. (Hony.)
3. Sir Meverel Statham, C.I.E., M.A., I.E.S.,
Director of Public Instruction, Madras.

The Chairman of the Central Advisory Board added Mr. J. M. Bottomley, C.I.E., I.E.S., Director of Public Instruction, Bengal, to the membership of the Committee. He also appointed Mr. John Sargent, Educational Commissioner with the Government of India, as the Chairman of the Committee.

The Committee feel it desirable to make certain preliminary observations with regard to their report. It became apparent at an early stage in their deliberations that in the time at their disposal they would be unable to deal with the vast subject remitted to them in anything like a comprehensive fashion. They decided therefore that they must lighten their task by postponing for future consideration either by themselves or by some other Committee that part of their reference which concerns teachers in Universities or institutions of University rank, including the higher stages of Technical, Commercial and Art Education. In extenuation of this omission they can at least urge that the conditions of service of University teachers, while anything but satisfactory in many instances, compare much less unfavourably with those of other learned professions in this country or of the teaching profession in other countries than those which at present obtain in the lower stages of the education service. There are other reasons also which need not be specified here why in the Committee's opinion the training and recruitment as well as the conditions of service of University teachers should receive separate consideration.

The second matter to which the Committee wish to call early attention is still more important. Both their own experience and the information which has been placed before them in the course of their enquiry have convinced them that the whole condition of the teaching service in the lower stages of the educational system in this country is so unsatisfactory that no real progress can be looked for unless and until the position of the teacher is radically improved. For it is a truism which appears to be ignored in India, that the quality of the teacher is the one factor which must always determine the efficiency of any educational system. Unless a satisfactory supply of suitably qualified teachers is forthcoming, the money spent on education will be almost entirely wasted. It is often suggested in quarters, which are either unable or unwilling to face the financial implications of providing India with a proper system of public education, that the teacher should be attracted to his work by a sense of vocation or service to the community rather than by any financial inducement. Ideally this may be true and it is to be hoped that an increasing number of men and women will be led to take up teaching by high motives of

this kind but in actual fact it amounts to little more than wishful thinking. Common sense supported by experience leaves little doubt that if the teaching service is to secure an adequate supply of the right type of people, it must offer practical attractions comparable with those which other branches of the public service offer to their members. If the labourer is worthy of his hire, then of all labourers the good teacher is most worthy of his. Teaching if properly done is exacting both on body and mind: the conditions under which teachers often have to live in a country like India isolate them from social amenities and from intellectual companionship: the raw material in which they work, the bodies and minds of children, is not merely the most valuable asset of the community but once spoiled it can hardly ever be repaired. It might reasonably be assumed therefore that of all servants of the public the teacher would be the best rewarded and the most esteemed. Reference however to Appendix II to "Education in India in 1938-39" will show that as things are, teachers, at any rate in the primary and middle stages on which the efficiency of the whole system must ultimately depend, are being paid at rates inferior to those which apply to most classes of menials. There is, therefore, a great gap between the position that now exists and the lowest standard which the committee can accept as satisfying the essential criterion for the establishment of an efficient teaching service, *viz.*, that a teacher should approach his daily work free from the strain of domestic financial anxieties. There is only one way to bridge this gap and the Committee frankly recognise that the minimum recommendations, which would have any prospect of producing teachers of the requisite standard and putting the profession on a respectable basis, will involve financial commitments so vastly in excess of the present public funds devoted to education that most authorities will regard them, at first sight at any rate, as entirely impracticable. Since, however, the Committee believe that the problem of providing India with a reasonably satisfactory system of public education cannot be indefinitely shelved, they have felt the necessity of making such recommendations as in their opinion will achieve this purpose, even if they may involve a drastic re-consideration of educational finance, including the relations between the Central and Provincial Authorities. At the same time, however, prohibition from the financial point of view as the cumulative effect of their proposals may appear, the Committee wish to point out that their adoption would still leave teachers as a whole in an unfavourable financial condition compared with other persons who enjoy professional status and that a country which claims equality with other civilised nations can hardly remain satisfied for an indefinite time with a state of affairs where the teacher is worse off than the clerk or where his economic position generally *vis-à-vis* that of other educated classes is substantially inferior to that of the teacher in other countries. The Committee therefore feel that the adoption of their recommendations, drastic as they may seem, must be regarded not as a final settlement of the question at issue but as constituting a practicable stage in the transition from what is to what ought to be.

A. Training

The Committee have no hesitation in expressing the opinion that every teacher employed in any kind of school maintained or aided out of public funds or recognised by Government must be trained. Before very long they hope it will be possible to extend this requirement to every school which is allowed to exist at all. They believe that there is a technique or art of teaching which can be learnt and that if this is so, before any man or woman is allowed to operate on human material, he or she must be required to acquire the necessary mastering of this technique. In laying down this general principle, the Committee realise that it may not be practicable to apply it in the case of all existing teachers, though they urge that so far as training facilities permit, opportunities should be afforded to all existing teachers, who are not trained to become trained. They regard it, however, as essential that steps should be taken without delay to provide the necessary training facilities in order that all entrants to the teaching profession after a given date, which should be in the reasonably near future, shall have received the minimum training hereinafter prescribed and they recommend that Provincial Governments should take such measures as may be necessary to compel local bodies to comply with this requirement so far as any school under their control are concerned. In order that concrete effect may be given to this proposal, it is further recommended that the responsible authorities should work out a progressive programme for ensuring that all teachers in their schools become trained within a specified period.

In addition, or rather as a necessary preliminary to the question of training, the Committee wish to lay it down that any person entering upon a course of training should have a minimum educational back-ground. They are satisfied that this minimum, even under existing conditions, can in no case be made lower than the possession of a Matriculation Certificate or its equivalent.

The Committee also considered whether it was desirable, in addition to this minimum educational qualification to prescribe a minimum age for entering upon a course

of training. While they realise that such a step may be open to certain educational objections, they believe that these will be out-weighed by the advantage of fixing a definite limit for the guidance of the responsible authorities and they accordingly suggest that no candidates shall be admitted to a course of training unless they are over the age of 16 or will reach that age during the calendar year in which they are admitted.

These general principles have to be applied to the training of teachers for schools of different types. Beginning with the primary school, which with the addition in due course of nursery and infant classes may be regarded as the basis upon which the whole educational system must be constructed, the Committee are of opinion that while the fundamental requirements in regard to minimum educational back-ground and training in the art of teaching should apply here as elsewhere, special arrangements may be heeded during a transitional period to enable suitable candidates from rural areas, and particularly female candidates, to reach the educational standard prescribed for admission to a course of training. A scheme somewhat on the lines of the pupil teacher system formerly in operation in Great Britain might perhaps be adopted. They would allow suitable boys and girls from Middle Schools to be transferred to special centres or classes attached to high schools and given special tuition in order to bring them to the required educational standard. Whether during this period it will also be possible to test their probable suitability for future training is a question which will require further consideration.

In the case of Nursery and Infant schools or classes, the Committee, while recognising that recruits should possess a special aptitude for this responsible task, see no reason to prescribe any educational back-ground beyond that already laid down in the case of primary teachers. The Committee are convinced that teachers in schools of this type should invariably be women and they are further of the opinion that nearly all boys as well as girls under the age of eight benefit more being under the instruction of women than of men.

With regard to Middle schools, existing conditions compel the Committee to consider separately the Vernacular Middle School or as they would prefer to call it, the Senior Basic School, and the Anglo-Vernacular Middle School, whether the latter is a separate institution or forms part of a high school. The committee look forward, however, to the time when schools of this type will be absorbed into the ordinary high school system. For teachers in all schools at the Middle stage the Committee accept Matriculation as the minimum educational back-ground though they look forward to the time when teachers with intermediate and even graduate qualifications will enter this branch of the service in increasing numbers.

So far as high schools are concerned *i.e.*, all classes above the middle stage, which has already been dealt with the Committee are of opinion that a degree or its equivalent should be laid down as the minimum educational qualifications and that it is unnecessary in this case to prescribe any minimum age for admission to the training course. A similar recommendation may also be made in the case of teachers of ordinary subjects in schools of the Technical High School type. What is required for teachers of specialised subjects in such institutions is dealt with later in this report.

Consideration was also given to the minimum educational qualifications and the minimum age for admission to the appropriate course of training in the case of teachers in special schools for mentally or physically handicapped children. The Committee feel that generally the requirements should be the same as in the case of primary schools, though they realise that in selecting recruits for such schools special attention will have to be paid to personal characteristics and aptitudes, as in the case of Nursery and Infants teaching, and that the course of training will also have to be differentiated. Moreover, it may be desirable to establish a special All-India Institution for training teachers of the blind, deaf and dumb.

The Committee then turned to consider what would be the minimum length of training for the different categories of teachers in the various types of schools. In view of the demands on the technical skill of the teachers, which are implicit in that conception of Basic Education which has been approved by the Central Advisory Board of Education, and which it is hoped will increasingly determine the normal methods of instruction at the primary and middle stages, the Committee feel that the necessary technique cannot be acquired in any case in less than a period of two years. The minimum period may suffice so far as the teachers in primary schools are concerned, as well as for those in Nursery and Infant Schools, provided that special emphasis is laid in their case on training in crafts suitable for very young children. In the case of Middle Schools of the senior basic type, however, where special importance will be attached to craft training and where the skill required by the teachers both in the craft itself and in correlating other subjects of the curriculum with it will be of a higher standard, the course of training

should normally occupy three years, this may perhaps be reduced to 2½ years where this fits in more conveniently with the local educational organisation

In the case of Anglo-Vernacular Middle Schools or middle classes in ordinary high schools, the Committee are of opinion that the training course may be limited to two years in view of the fact that in schools of this type the same demand for craft efficiency will not be made on the teachers.

In the case of teachers in the higher classes in high schools, for whom a degree or its equivalent has been prescribed as the minimum educational qualification, the Committee feel that the actual training in teaching might be completed in one year, although a minimum course of eighteen months is to be preferred. The same would also apply in the case of teachers of ordinary subjects in technical schools. The question of specialist teachers in such institutions will be dealt with separately. In the case of teachers in special schools the Committee are of opinion that while the minimum course of training should not be less than two years, it will probably be desirable, in view of the special requirements of such teachers and particularly of the importance of their fully appreciating the psychological aspect of their task, that the course should be extended to three years.

The next question for consideration is what should be regarded as the minimum content of a training course for the different categories of teachers and what proportion of the course should be devoted to practical training in teaching. It has been generally held that in the case of teachers of younger children, the question of technique as compared with erudition is more important than it becomes at a later stage of education. Without entirely accepting this contention, the Committee are of opinion that the basic system of education rightly lays great stress on technique and that consequently both for the primary or junior basic stage and for the middle or senior basic stage, the training course should be mainly devoted to giving students the necessary facility with a craft or crafts and teaching them how to correlate other subjects with craft work in a rational way. So far as what may be called general subjects are concerned, the Committee hope that, given the minimum educational qualification which they have prescribed for entry, the amount of time which will need to be devoted during the actual training course to improving the general knowledge of the trainees should not be great. In fact it will be desirable to concentrate mainly on the best way of relating the principal aspects of the general subjects to local environment and cultivating what may be called a more scientific habit of mind on the part of the teacher towards the world in which he and his pupils live. The village teacher above all should be equipped with the means of counteracting those tendencies which are hostile to educational development of the right kind.

In order to provide time and opportunity for giving effect to these general principles the Committee recommend that in the case of teachers for Primary or Junior Basic (including nursery and infant) schools, one-third of the course should be devoted to improving and enlarging the general educational background of the trainees with special emphasis on such subjects as nature study, local literature and history together with a second language, where such may be required. Of the remaining two-thirds of the course half should be devoted to the theory and method of teaching with special reference to handicrafts and the problem of correlation, and the other half to practical teaching. With regard to teachers in Vernacular Middle or Senior Basic Schools a similar proportion of time should be devoted to improving the general knowledge of the students as in primary schools, though in view of the fact that the course will as a rule cover three years the actual amount of time will be correspondingly greater. In view of the increasing importance of the craft side at this stage, the Committee suggest that the amount of time devoted to this aspect of training should be increased to 4/9th of the total time as compared with 1/3rd in the case of primary teachers. This means that the amount of time devoted to practical teaching will have to be reduced to 2/9th of the total, but since the course is longer, this will not mean that the Senior Basic intending teacher will spend less time in front of a class than his colleague in the primary school. So far as intending teachers for Anglo-Vernacular schools or the middle classes of high schools are concerned more importance must be devoted to improving their general knowledge in cases where they only possess the minimum qualification and it is suggested that half of the two years course should be allocated for this purpose. As they will not be greatly concerned with handicrafts or the problem of correlation, less attention need be devoted to the theory and method of teaching and probably 1/6th of the total course should satisfy all reasonable requirements in this respect. Practical teaching should occupy 1/3rd of the total time as in the case of teachers for primary schools. In the case of teachers of the higher classes in high schools, as they will as a rule be graduates, their educational equipment may normally be regarded as adequate and the whole of their one year course should be equally divided between theory and method of teaching and practical teaching in front of a class.

The Committee in this connection gave consideration to the question whether for practical training in teaching the custom of providing model practising schools which is prevalent in many parts of India should be encouraged. They came to the conclusion that while it may be necessary to continue such schools where facilities for practice in ordinary schools are not readily available, conditions in the practising schools tend to be artificial in so far as they do not usually reproduce the conditions under which the student teacher will subsequently be required to teach, and that consequently, wherever possible, students should do their practical teaching in ordinary schools.

The next matter considered was whether it is desirable that teachers of special subject e.g. Handicrafts, Domestic Science, Physical Training, Art, Music etc. should be trained in special training institutions or whether facilities should be provided for specialised courses in these subjects in ordinary training schools and colleges, either during the normal courses or during an additional period. So far as the primary (junior Basic) schools are concerned, it was felt that it should be possible in the ordinary course of two years to provide such training in these subjects as would equip the teacher to deal with them up to the requisite standard. At the Vernacular Middle (Senior Basic) stage it is reasonable to expect that in the course of three years students will be able to acquire the necessary skill in two main crafts or at any rate in one main craft and a subsidiary craft and that teachers of Art in the sense of design and practical draftsmanship related to their crafts should also obtain the necessary training without any extension of the course. In the case of teachers of Domestic Science and specialists in Physical Training (including health and welfare work) it may be necessary to add an extra year to the course in order that the full implication of these extremely important subjects may be studied. The training course especially that for women teachers should include special attention to personal and sex hygiene. In the case of any teachers in Anglo-Vernacular schools or the middle or higher classes in high schools who will be required to specialise in these subjects, it will be necessary for them to devote an extra year to such specialisation in view of the fact that their normal course only covers two years and in the case of graduates only one. The Committee are of opinion that Music will have to be treated separately and that training in this subject can probably best be arranged in a separate training school or college.

The Committee devoted special consideration to the question of the training of teachers of technical and commercial subjects, for whom it is reasonable to expect there will be a largely increased demand in order to meet the anticipated development of schools of the technical high school type. It was felt that such teachers should not only have had practical experience in industry or commerce but should also be recruited as a rule from amongst students who have received their previous education in technical and commercial institutions. The Committee do not, however, feel that it is either possible or desirable to prescribe any minimum educational background for such teachers in view of the great variety of subjects involved and of the equally great differences which may be expected in their preliminary education but they feel that in all cases where a person with whatever may be accepted as an adequate educational background, desires to become a teacher of technical or commercial subjects, at least one year's training in the art of teaching will be required and this may reasonably be arranged in the way already suggested for teachers of the higher classes in high schools.

In addition to the initial training prescribed above, the Committee wish to emphasise in the case of all teachers the importance of providing refresher courses at reasonably frequent intervals. The teacher stands in need of periodical reconditioning more than any other professional class and this need becomes still more urgent in view of the isolation in which many teachers in this country necessarily spend their working lives. In addition to refresher courses and with the same object in view, the Committee recommend that facilities should be provided for teachers to visit other districts or areas from time to time to observe work which is being done in comparable schools or to study new experiments; in the higher stages of education they advocate the grant of study in leave order that teachers may bring their knowledge up-to-date in their particular subjects.

B. Recruitment of Teachers

In the previous section of their report the Committee have set out the minimum training which they regard as essential in order to secure properly equipped teachers in the various grades of schools in the educational system. They have felt it necessary to indicate with some precision the kind of finished article they have in mind and they now propose to explore ways and means of obtaining an adequate supply of the materials from which such articles can be produced. Since the process of manufacturing a trained teacher is an expensive one, the supply must obviously be related as closely as possible to the ascertainable annual intake in any given area. This intake will in turn be decided with reference both to the average wastage in the existing establishment and to

the additional staffs which will be required for contemplated developments. Moreover, in as much as the training of a teacher occupies a considerable period, it is clear that the provision of accommodation in training institutions and the admissions thereto will have to be determined in the light of a longterm policy. It is particularly important that in the case of the teaching profession supply should be related to demand with the greatest care. Fortunately from this point of view there can be little doubt that if the educational requirements of India are to be satisfied within a reasonable period a vast increase in the number of teachers to be trained and consequently in the training institutions required will become inevitable. This applies with particular force in the case of women teachers, the present supply of whom is hopelessly inadequate. The problem will be to train enough teachers and for many years to come there should be little risk of any qualified teacher who is prepared to teach in schools below the University stage, failing to find employment.

The Committee have given careful consideration to the ways and means of stimulating the supply of suitable candidates for the teaching profession. There are two main causes which may induce young people to take up teaching, firstly a sense of vocation, secondly conditions of service which are reasonably attractive. There is nothing incompatible between these but as they have already stated, the Committee are satisfied that the first of these without the second will never produce either the quantity or quality of the teachers required for a national system of education. The Committee hope that the recommendations which they will subsequently make in regard to the conditions of service of teachers, including the question of remuneration, will go some way towards fulfilling the second requirement.

While accepting and indeed emphasising the general principle that teaching like other professions must depend on its inherent attractions if it is to be assured of a regular and adequate supply of suitable recruits, the Committee feel bound at the moment to have regard to the particular circumstances of India as well as to the experience of other countries in connection with the building up of a national teaching service. The question to be decided is whether at any rate during the transitional stage it may not be justifiable as well as expedient to offer special inducements in the form of scholarships and stipends to suitable boys and girls who will undertake while still at school to become intending teachers. In this connection it may be pointed out that it will be unwise for sometime to come to count on obtaining enough recruits from high schools alone or to ignore the supply of promising material which may be available in schools of the Senior Basic or Anglo-Vernacular type. Consequently so long as the need remains, arrangements should be made for suitable boys and girls to be selected from such schools and transferred to special classes attached to high schools where by an intensive course they may be brought up in two or three years to the Matriculation standard. During this period such intending teachers will require adequate stipends to cover the cost not merely of tuition but also of residence. Similar assistance should also be available for selected pupils in High Schools who would not otherwise be able to afford to complete the appropriate course.

When intending teachers have reached the standard prescribed as the minimum educational background, the question arises whether they should immediately enter upon a training course, or whether before so doing, they will benefit in the end by spending a limited period in schools as untrained teachers. Experience in fact indicates that boys and girls who have had some practical experience of managing a class as a rule derive more advantage from the actual training course than those who enter upon it direct from school. While the Committee feel that there is much to be said in favour of this system, they do not desire to prescribe it as a universal procedure, since they realise that in many cases it may present administrative difficulties and that a considerable number of students are fitted to enter upon the necessary course of training without any preliminary testing or experience of this kind. They also wish to lay it down as a necessary safeguard that where untrained teachers are appointed, the period of this appointment must be strictly limited and should in no case exceed two years.

In view of the fact that the main objective in any form of recruitment is to secure the right type of people and these may be found in all classes of the community, it is of the utmost importance that at the training stage adequate financial assistance should be available for all students who need it. This assistance should not merely cover the actual cost of the training course but should also enable students to mix in the ordinary life of the community in order that their experience may be enlarged. The Committee do not regard it as necessary that the training course should be free for all provided that generous financial assistance is available for those who without it would not be able to enter upon or complete the course. Where, however, such provision does not exist, it will probably be desirable in the interest of obtaining sufficient recruits to abolish any charges at this stage.

C. Conditions of Service

The Committee have already expressed the opinion that whatever inducements or facilities may be offered during the preliminary training, the primary requisite for the

establishment and maintenance of an efficient teaching service is the provision of attractive conditions of service, including scales of pay. How far present conditions in this country are from fulfilling this requirement will be apparent to any one who examines the figures given in Appendix II to "Education in India in 1938-39." The Committee feel that they are using very mild language when they express the opinion that the conditions obtaining in this respect, and particularly in regard to the lower stages of education are ludicrously inadequate and that nothing short of a drastic reconsideration of the whole matter can achieve the desired results. They fully appreciate that the cost of education at all stages is largely determined by the salaries of teachers, and that a comparatively small increase in the present expenditure under this head may well prove extremely embarrassing to existing educational budgets. As they have already pointed out, however, they believe that the financial issue can no longer be evaded and that if anything is to be done to place the teaching service on a proper basis to secure the right kind of men and women for it and to give teachers the status which they ought to enjoy in the eyes of the community at large, a great improvement must be effected in their conditions of service, cost what it may. If India wants her children to be taught properly, she must be prepared to pay her teachers properly or face the alternative, which is permanent inferiority in the society of civilised nations.

Since the primary schools form the basis on which the national system must be erected and since the primary system in view of its magnitude will also be the determining factor financially and otherwise the Committee are in no doubt that the most important problem before them is to determine the conditions of service of teachers in primary schools. With this object in view they have considered the practicability of prescribing a minimum national scale for both men and women in both urban and rural areas. They realise naturally that in a country as large as India the conditions in different areas will vary to an extent which will obviously have to be taken into consideration in any salary question but this issue can in their opinion be dealt with by increasing the minimum scales where necessary to meet the incidence of local costs. They do not, however, propose to take into consideration such special increases in the cost of living as may have arisen out of war circumstances and the scales which they recommend are based on per-war costs. With these and other factors in mind, the Committee recommend that the minimum national scale for teachers in primary schools (including Infants and Nursery schools) should be Rs. 30-1-35-3 (biennially)-50 p.m.; the same scale is recommended both for men and women. The Committee regard it as essential that teachers of village schools should have free houses: where this is not possible 10 per cent should be added to their salaries. This scale, which has been framed for what may be described as normal rural areas, may be increased up to 50 o/o to meet the needs of areas where the cost of living or other factors necessitate a more generous scale, e.g., in Delhi or one of the provincial capitals the initial salary for a Primary teacher may be raised to Rs. 45 and the maximum to Rs. 75.

For teachers in Vernacular Middle or Senior Basic schools the minimum scale recommended is Rs. 40-2-80 per month with the same provision as in the case of primary teachers for increasing it to meet the needs of more expensive areas. Here also the Committee see no reason for differentiating between men and women.

The same scale with similar provision is suggested for teachers in Anglo-Vernacular Schools and for non-graduate teachers in the middle classes of High Schools.

For graduate teachers in High Schools the Committee recommend a scale of Rs. 70-5-150 per month, again with the same provisions as set out above.

The scales prescribed above are for ordinary assistant teachers in the different types of school. The Committee are aware that by themselves they will hardly achieve the object of making the teaching service attractive to really good people or placing it on a level of comparative equality with other professions. But the Committee believe that the inducements to the keen and ambitious to take up teaching can be increased if a reasonable number of the posts are available which carry salaries above the ordinary salaries. Outstanding among these posts are those of Headmaster and Headmistress and much may be done to raise the status of teaching in the eyes of the public generally and of parents in particular by according special recognition to these posts. Apart, however, from what may be described as the propaganda aspect of this matter, the Committee are afraid that not only the administrative responsibilities of Heads in all but the smallest schools but what is much more important the influence which particularly in rural areas they should exercise on pupils, parents and the community at large, have been almost entirely ignored. The Head of even the smallest school ought to be a person of consequence in the district and this should be reflected in his salary. The Committee accordingly recommend that Head Teachers in all grades of schools should be remunerated as set out below.

N.B.—As in the case of assistant teachers scales may be increased up to 50 o/o in areas where cost of living by pre-war standards is more expensive.

1. Primary Schools :

Grade.	Size of School.	Salary scale p.m.	Remarks.
A.	1 or 2 class sections *	Rs. 10 above scale for assistants.	Same scale for men and women. Where no house is provided 10 o/o should be added to salary.
B.	3, 4 or 5 class sections	„ 50-4-70	
C.	5 or 6, 8 or 10 do	„ 60-4-80	
D.	Above 8 or 10 do	„ 80-4-100	

2. Middle Schools (Vernacular & Anglo-Vernacular) :

Grade.	Size of School.	Salary scale p.m.	Remarks.
A.	3 or 4 class sections	Rs. 80-4-100	Same scale for men and women. Where no house is provided 10 o/o should be added to salary.
B.	4 or 5 or 6 or 8 sections	„ 90-4-110	
C.	Over 6 or 8 do	„ 110-4-130	

3. High Schools :

Grade.	Size of School.	Salary scale p.m.	Remarks.
A.	Up to 250 pupils on roll	Rs. 175-10-255	Same scales for men and women.
B.	251-500 do	„ 260-10-350	
C.	Over 500 do	„ 350-15-500	

The Committee also favour the creation of posts of responsibility in all types of schools except the smallest ones. They feel that the existence of such posts will not only relieve head teachers of a certain amount of routine administrative responsibility and so free them for attention to their more important duties but will also act as a further incentive to the more ambitious type of teacher. The Committee recommend that posts of responsibility should be created on the following scales :—

Primary Schools :

Grade A & B	None	} Rs. 5/- p.m. in addition to ordinary scale.
„ C	1	
„ D	2	

Middle Schools :

Grade A	None	} Rs. 10/- do
„ B	1	
„ C	2	

High Schools :

Grade A	2	} Rs. 20/- do
„ B	4	
„ C	4	

The committee are of the opinion that appointments to posts of special responsibility should be made for periods of three years, the teachers in question being eligible for reappointment subject to satisfactory service.

The Committee considered the question of remuneration of specialist teachers and are of the opinion that these may be divided into two grades :—

- Teachers of special subjects in Vernacular Middle (Senior Basic) Schools, in Anglo-Vernacular Schools and in all the middle classes of high schools;
- Graduates.

They feel that in the former case, they should be granted one year's seniority on the appropriate scale together with Rs. 2/- p.m. as a personal allowance. In the case of graduates they are of the opinion that no additional remuneration is required.

The Committee are of the opinion that all recognised teaching service should ultimately become pensionable and that where no pension funds exist or can be expected to exist in the near future, contributory provident funds should be at once established on the basis of 50 o/o contribution from the teacher and 50 o/o from the employer.

The Committee recommend that where teachers are transferred from one school to another either in the same area or different areas, the period which they have spent in recognised service should be taken into account in determining their salaries in the new school or area.

* By 'class section' is meant a unit under a separate teacher. In some parts of India there are 4 classes in full primary schools, in others 5; similarly in Middle Schools there may be 3 or 4 classes.

The Committee recognise that apart from purely financial considerations, such matters as sick leave, size of classes, hours of work, holidays, etc., have an important bearing on the attractiveness or otherwise of conditions of service. They feel, however, that to frame suggestions in regard to matters of this kind on all-India basis is a matter of extreme difficulty in view of differences in local circumstances, and they suggest that if the Board think it desirable that these questions should be investigated further, they should either instruct the Committee to take them into consideration and present a further report or should appoint a special committee for the purpose. The Committee also attach importance to security of tenure for members of the teaching profession, and they are aware that the present unsatisfactory situation in this respect in many areas is one of the gravest factors which deters people from entering the profession. While they agree that every teacher may be required to serve for a year on probation, they are of the opinion, that once the probationary period has been satisfactorily completed, the teacher in question should be given a permanent appointment.

The Committee have already referred to the fact that the proposals they are now submitting inadequate as they may be in some respects from the point of view of securing equality for teachers with other classes of professional people, will still, if adopted, increase the cost of education to an extent which most Provincial Governments will find it extremely difficult to meet from their existing resources. The Committee share the view expressed by the Committee on Basic Education that if progress of any real and permanent kind is to be made in this all important connection, it will be necessary for the Central Government to come to the assistance of Provinces, and they recommend that the Central Government should contribute not less than 50 o/o of the cost of the adoption by any Provincial Government of scales of salary for the different categories of teachers not less than those recommended in this report.

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OUR ASSOCIATIONS

Ramnad District Teachers' Guild

The First Quarterly Meeting of the Guild for the year 1943-44 was held on 25-9-43, in the premises of the S. S. Board High School, Rajapalayam and was attended by nearly 70 delegates representing 14 affiliated associations.

In the forenoon session, Sri K. S. Subramanian, B.A., L.T., Head-Master, S.S. Board High School, Rajapalayam, gave an interesting demonstration lesson in English Poetry to Form VI, on Mrs. Sarojini Naidu's "GIFT OF INDIA" under the Presidency of Sri. V. Ramachandra Iyer, B.A., L.T., Retired Head Master, Board High School, Rajapalayam.

After a dinner given by Sri. K. S. Subramanian, B.A., L.T., the President of the Guild, the delegates and visitors were taken on an excursion to the Ramaraju Surgical Cotton Mills, where Handmade paper, absorbent cotton, gauze and bandage cloth are being manufactured. After the Executive Committee had met, the delegates were entertained at Tea by the members of the Teachers' Association, S. S. Board High School, Rajapalayam.

The Public Meeting commenced at 6-30 p.m. with the President of the Guild in the chair. Sri. K. S. Venkatasubramani Iyer B.A., L.T., the Joint Secretary of the Guild, welcomed the delegates in a short speech. The Conference was opened by Sri Rao Bahadur R. V. Ramasundaram Pillai, Panniar of Rajapalayam and Vice President, the Ramnad District Board. The Secretary, Sri. S. Sundaram Iyer B.A., L.T., read a report on the activities of the Guild for the period from 3-7-43 to 25-9-43. Sri. T. V. Balakrishna Pillai, B.A., L.T., of the Board High School, Rajapalayam, delivered a lecture on "Teaching of Geography" and an interesting and instructive paper on "Iron Industry in India Past, Present and Future" was read by Sri S. Dharma Raja Iyer, B.A., L.T., of Sivagana. The Annamalai medal for 1943 was presented to K. S. Sivaswami of the S. H. B. E. High School, Sattur.

The following are some of the resolutions that were passed unanimously:—

1. This Guild approves the steps taken since the last meeting by the President and the Secretaries in the matter of getting concession to teachers' children and requests the S. I. T. U. to take up this cause and press the Government to amend M.E.R. 92 so as to give the benefit of full fee concession to teachers' children. This Guild requests the Director of Public Instruction to be pleased to increase the dearness allowance paid to teachers from 2 to 6-8-0 each, in Elementary Schools in view of the abnormal prices of food stuffs.

2. This Guild requests the Government to revise the scales of pay of the following classes of teachers in Local Board Schools as mentioned below:—

(a) Drawing Masters to be put on the same scale of Secondary Grade Trained teachers, Rs. 30-2/2-50, (b) Pandits Rs. 45-5/2 instead of 2/2 75, (c) The Hindi Pandits, teaching Forms I to III to be given the graded scale of pay of Secondary Grade Trained teachers instead of stopping them at Rs.30 permanently.

The President District Board, Ramnad was pleased to refer to the Guild the resolutions of the Tiruppathur Board High School on the question of private tuition and teachers' dress and the following two resolutions were passed.

3. This Guild requests the President, Ramnad District Board, to grant permission to teachers to have private tuition, the number of tuitions being regulated by the authorities concerned.

4. In view of the present special difficulties in getting clothes, the Guild requests the President, District Board, Ramnad to kindly modify the existing Dress Regulations and allow any one of the following alternatives.

(1) Suit, (2) Dhoti, Coat, Cap or Turban, (3) Dhoti, Jibba or Full sleeved Shirt and Angavastram.

After the President's concluding remarks, 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 at a dinner party at 9-30 p.m. by Sri Rao Bahadur R. V. Ramasundaram Pillai, Panniar of Rajapalayam. Sri. V. Rengachariar B.A., L.T., of Tiruppathur regaled the delegates with a humorous after-dinner discourse on class and school discipline.

The Madura District Teachers' Guild

The Madura District Teachers' Guild met at Uttamapalayam on Saturday, the 6th Novr. '43, under the auspices of the Board High School Teachers' Association and under the esteemed patronage of the Cumbum Valley public. Sri V. Jambunatha Aiyer, B.A., L.T., Vice-President of the Guild, presided, and about 70 delegates attended the session. Sri T. Krishnamacharya, M.A., L.T., District Educational Officer, Madura, opened the conference.

In the Business meeting from 2-30 to 3-30 p.m. the Guild adopted the Annual and Audit Reports, and elected the following Office-bearers:

1. *President*—Sri V. Jambunatha Aiyer, B.A., L.T., Headmaster, B.H. School, Uttamapalayam, and Member, S. S. L. C. Board.

2. *Vice-Presidents*—Messrs. A. S. Rajamanikam, M.A., L.T., Headmaster, V.M. High School, Bodinayakanur, and Rev. Fr. X. M. Adaikalam, S. J., Headmaster, St. Mary's High School, Madura.

3. *Secretary*—Sri V. Aravamuda Aiyangar, B.A., L.T.,

4. *Joint Secretaries*—Sri K. R. Chandrasekhara Aiyer, M.A., L.T., Setupathi High School, Madura, and Sri M. Somasundaram, B.A., L.T., Am. Training School, Pasumalai.

5. *Auditor*—Sri V. Rajam Aiyer, B.A., L.T., U. C. High School, Madura.

6. *Representative to the Executive Committee of the S. I. T. U.*: Sri A. Jambunatha Aiyer, B.A., L.T., President.

At the General Session Sri Rajagopala Aiyer, B.A., L.T., First Asst. B.H. School, Uttamapalayam, on behalf of the Reception Committee, welcomed the delegates. The Chairman then gave a few introductory remarks, in the course of which he pointed out that there should be a change in our educational system, the cultural being judiciously blended with vocational education.

Sri T. Krishnamacharya, M.A., L.T., District Educational Officer, Madura, then delivered his opening address. He invited the teachers' attention to the various pressing problems in education.

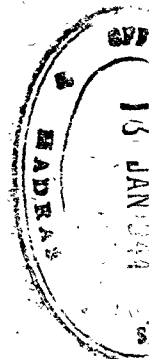
Sri K. R. Sankarasubramania Aiyer, M.A., L.T., then spoke on 'Education in Ceylon and social life, and reconstruction of education to suit post-war conditions.'

Sri K. R. Sankarasubramania Aiyer, M.A., L.T., then spoke on 'Education in Ceylon and India.'

Resolutions.

The following are some of the resolutions adopted by the Guild:—

1. The Guild requested the Department to grant dearness allowance to teachers in aided, Municipal and Local Board Schools on the scale obtaining in Govt. institutions and to provide a special teaching grant to managements for the purpose. 2. It also requested that the dearness allowance of Rs. 2 given at present to Ele. Teachers being inadequate, it should be raised, that teachers on lower salaries should be given more allowance than those on higher pay, and that teachers on Rs. 100-120 be given at least a minimum of 10 o/o of their pay as allowance. 3. It resolved that the Govt. be requested to grant full fee concession to students who are children of teachers in recognised schools and colleges of any denomination. 4. It resolved that the children of men teachers employed in Board and Municipal schools be granted the same fee concessions as those enjoyed by the children of woman teachers employed in such schools. 5. It resolved that the authorities of District Board and Municipal schools and of aided schools be requested not to penalise teachers if results in the Public Examinations were unsatisfactory, before ascertaining the opinion of educational authorities on the matter. It also requested them to go into the root causes of the question and eradicate them. 6. It resolved to request Govt. to permit teachers in aided schools to increase their personal contribution to the Provident Fund from the existing rate of one anna to two annas and a half, as in Local Board schools, the management contribution remaining the same as now. 7. It resolved that the Govt. be requested to permit the Higher Grade trained teachers to sit for the Secondary Grade Training Examination and qualify themselves as Secondary Grade Teachers after appearing for the S. S. L. C. Examination and without undergoing the two years' course in the training institution. 8. It resolved to request the Department to permit Ele. Higher Grade teachers to appear for the S. S. L. C. instead of for the Matric Examination. 9. It resolved to request the Govt. to restore the old scale of Govt. pay as existing before 1934, to the teachers of local bodies, without prejudice to the pay of the Pandits, and recommended the standardisation of pay of the teachers of all schools including Ele. schools, on a par with the pay obtaining in Govt. schools.



10. It recommended to the Govt. that Drawing Masters in the District Board Secondary schools be given the same scale of pay as Secondary Grade teachers.

The Madras Teachers' Guild

To commemorate its foundation day the Madras Teachers' Guild organised a dinner on the 2nd November. 205 members participated. It was a great success.

A students camp was opened on Friday the 12th November 1943 at the grounds of the Corporation High School, Nungambakkam. Sri M. S. Sabhesan, M.A., President of the South India Teachers' Union, in declaring the camp open, wished the campers a good time and hoped that their camp would provide the opportunity for them to get trained in open air life and develop self-reliance and alertness of mind and body.

Sri T. P. Santhanakrishna Naidu, B.A., L.T., District Educational Officer, Madras, was the Camp Chief. Mr. P. Doraiannu Mudaliar, Headmaster of the Chintadripet High School, was the Deputy Camp Chief. The campers had a very interesting programme of field crafts, excursions, games, camp fire, etc., for two days. They visited the Industrial School at Kodambakkam. Gurukula Dharmacharya Sri K. Rangaswamy Iyengar, President of the Guild, stayed with the campers. Messrs. T. R. Mahalingam, B.Sc., L.T., and P. V. Ramaswamy, B.A., L.T., were the camp secretaries. 135 students from 19 secondary schools participated in the camp. Sir Meverel Statham, Director of Public Instruction, sent an inspiring message to the campers.

The Madras Teachers' Guild organised its Education Week from 15th to 20th November 1943. Rao Bahadur Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor of the Madras University inaugurated the Education Week on Monday the 15th November at the Sir M. Ct. M. C. High School, Purasawalkam, when over 400 teachers and parents were present. The Hon'ble Mr. Justice J. A. Bell presided. Speaking on post-war education the Vice-Chancellor stressed on the importance of Four Freedoms to the teacher, viz., (1) Freedom from want, (2) Freedom from unnecessary meddlesome interference in the discharge of their duties, (3) Freedom from ignorance and (4) Freedom from political or communal bias.

On Friday the 17th, with Rev. B. Harris in the chair, Sri T. V. Neelakantam Pillai, M.A., B.L., Commissioner for organisation, Hindusthan Scout Association, speaking on Training for Citizenship, stressed on the various opportunities that Scouting affords in the training of citizens. On Saturday, the Guild Day was observed. Over 500 teachers attended the meeting which began with Tea. Sri M. S. Sabhesan delivered the commemoration address in the course of which he outlined the Union's scheme on Post-war Education. He said there should be equality of opportunity to all children and that education should be free and compulsory. He said that Institution concerned with public Education should ordinarily be controlled, managed and administered by the state and that the financing of public Education should be the concern of the state. He gave an account of the great improvement in Russian Education brought about by the determination of her people. Gurukula Dharmacharya Sri K. Rangaswamy Iyengar, who presided, distributed the prizes to the successful competitors in the various competitions held earlier in the week. He then appealed to the members present to exert themselves to secure cent per cent enrolment before the end of the year and also for effectively celebrating the Golden Jubilee of our Guild.

In connection with the Education Week, a rally of scouts, guides and cubs was held on the 17th November in the spacious grounds of the Meston Training College when Mr. T. P. Santhanakrishna Naidu, B.A., L.T., District Educational Officer, presided. Over 1,000 scouts, representing the South India Boy Scouts Association, the Hindusthan Scout Association, the Catholic Boy Scout Association, and the Corporation Boys Scouts participated. On Friday the 19th the pupils of the girls schools gave a programme of dance and music recitals at the Government Hobart Training School for Muslim Women, Royapettah. Though admission was restricted by tickets, nearly 400 people attended the recitals which were a great success.

We have received reports from S. Rm. High School, Nattarasankottai and from Board High School, Wandiwash, of Education Week celebrated in October last.

EDITORIAL

Dearness Allowance :

Our readers would have learnt by now that government have ordered that expenditure which managements of aided secondary schools may incur in paying dearness allowance to the members of their teaching and other establishments would be admitted for purposes of aid subject to certain conditions. The chief condition laid down is that the rates that would be so admitted shall not exceed one-half of what is sanctioned to government employees in accordance with G. O. No. 111, dated 30th June 1943. We are glad to note that the order states that this concession would last until the end of the war or until such time as dearness allowance is being paid to government employees.

Teachers may feel that the order does not go very far. Sir Meverel Statham, our Director of Public Instruction, must have had a very hard task in persuading the government to agree to the justice of the teachers' request for dearness allowance. Teachers in aided secondary schools in this province have therefore to be grateful to him and to the government of Madras for this order, which admits government's responsibility to see to the welfare of teachers in aided secondary schools.

The order as it stands does not give adequate relief to teachers. The rise in the cost of living has been so abnormal that the government in addition to giving dearness allowance to their employees are reported to be contemplating an increase in the salaries of their subordinate officials raising it to the 1933 level, as they have already done in the case of their officials of gazetted rank. It is well-known that the scales of salaries of teachers in aided secondary schools are poor and inadequate and no great argument is needed for a higher rate of dearness allowance than what is now contemplated in the government order communicated to all the aided secondary schools.

It was represented by many aided secondary schools that they would be prepared to grant such allowances to their employees if the government would give them the necessary help. Now that the government have agreed to admit this expenditure for purposes of aid, we hope that all the aided secondary schools would grant the allowances at least to the limit laid down in the order. It is a matter for regret that though there are over 100 aided secondary schools which work at a surplus, not all of them have chosen to help their teachers even though they must be aware of the acute distress due to the abnormal rise in price level. It is an unfortunate tendency noticeable particularly among the managements that get a large fee income not only to be very parsimonious in their most legitimate expenditure but to be loud in their complaints that they do not receive any aid from government. Some of these institutions say that if there is any additional expenditure to be incurred either by way of equipment or by way of granting dearness allowance, the Government should agree to meet half the expenditure and make special grants. They little remember that their surplus is obtained by the levy of higher rates of fees from their pupils and that they have therefore a moral obligation that their pupils have the benefit of good equipment and efficient and contented teachers. These schools must set an example to others in everything that is conducive of increasing the efficiency

of education. While these surplus schools could easily grant dearness allowance to their teachers, now that the government have agreed to accept the expenditure on this head for purposes of aid, may we invite the government's attention to the difficulty of the managements of over 250 aided secondary schools in this province who are compelled to find, year after year, money to meet their share of the deficit in the running of their schools? These managements, inspite of their best will to help their teachers during these hard days, are unable to find the money. Admitting the expenditure for purposes of aid will not help the teachers in these schools as the managements have no money to incur the expenditure and yet, it is the teachers in these institutions that are in urgent need of help. We appeal to the government to consider the case of the teachers in such schools and they form a large number. We suggest that, as was done at the time of the world war No. 1 to enable managements to draw up suitable scales of salaries, a special grant for purposes of granting dearness allowance calculated at the rates contemplated in the government order be given to managements of all secondary schools. If that course be adopted, the intention of the government, viz., that teachers in aided secondary schools should be helped, would be fulfilled.

While on this subject, we cannot refrain from referring to the very inadequate help that is being given by certain local bodies to their teachers. The local bodies have always been giving worse than step-motherly treatment to their teachers. Salaries of other employees are paid on the 1st of every month but salaries of teachers are paid by many local bodies much later in the month and instances are not wanting where these are even allowed to remain in arrear for months. In the matter of dearness allowance we are told that in some local bodies all employees excepting the teachers are given dearness allowance in accordance with the government order on the subject, but teachers are given such ridiculously low rates that one wonders if these local bodies look upon the teachers as their employees! It is time for the government to call for reports and bring home to these bodies the need for equality of treatment among their employees.

The case of the teachers in aided elementary schools is heartrending. They get very low salaries. Thanks to the efforts of Sir Meverel, the government were pleased to sanction a dearness allowance of Rs. 2 per month to them. Does it require any telling how woefully inadequate this sum is? Elementary school teachers at all their conferences and meetings have been urging the Government to increase at least the allowance, if it is not possible to increase their salaries. No one is more alive to their hardships and their great need than our Director of Public Instruction, Sir Meverel. In Mr. T. Austin we have a very sympathetic man who knows well the hard life of the teachers of aided elementary schools. May we request them to take up the case of these teachers and enhance the rate of dearness allowance at least to Rs. 4 a month, i.e., half of what is granted to their own employees in accordance with G. O. No. 111?

We propose to publish in our next issue, particulars of Secondary schools that are granting dearness allowance to their employees. We request the heads of schools to be kind enough to supply us with all the particulars.



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ஸ்ரீ சந்திர மௌலீச்சுவராய நம:

உபாத்தியாயர்களுக்கு விஞ்ஞாபனம்

இஹப்ரஸ்ரேயணை அடைய விரும்புவோர் அனைவர்களுக்கும் கீழ்க்கண்ட புத்தகங்கள் மிகவும் உபயோகப்படக் கூடியவை. விலையும் மிகக் குறைவு. இதுவரையிலும் இப்புத்தகங்களைப் பார்த்திராவிட்டால் உடனே எழுதித் தருவித்துக் கொள்ளலாம்.

ஸ்ரீ காமகோடி பி.டாதிபதி ஐகத்தரு ஸ்ரீ சங்கராசார்ய ஸ்வாமிகளின் ஆதரவில் இப் புத்தகங்கள் வெளிவருகின்றன.

ஒவ்வொரு புத்தகத்திலும் பல படங்களும் ஸ்ரீ ஆசார்யாளுடைய அலங்கார ஸ்வமான ஸ்ரீ முகத்துடனும் கூடியது. கு. அ.

- *1. ஸ்ரீ முகபஞ்ச சதீ — ஸ்ரீ முக கவி அருளிச் செய்தது. 500 ஸ்லோகங்கள் கொண்டது. தேவநாகரி மூலமும் தமிழ் மொழி பெயர்ப்பும். (2-ஆம் பதிப்பு). ... 1-4
2. ஸ்ரீ விஷ்ணு ஸஹஸ்ரநாம ஸ்தோத்ரம் — ஸ்ரீ சங்கர பகவத் பாதிர்களுளிய பாஷ்யத்திற்குத் தமிழ் அனுவாதம் ஸ்ரீ வே. காராயணன் எழுதியது. (2-ஆம் பதிப்பு). ... 1-4
3. ஸ்ரீ பஜகோவிந்தம் — ஸம்ஸ்கிருத மூலமும் ஸ்ரீ ஏ. எஸ். நடராஜ ஐயர், பி.ஏ., எம்.எல்., எழுதிய தமிழ் அனுவாதமும். ... 0-2½
4. ஸ்ரீ ஸ்யாமளா தண்டகம் முத்விய ஐந்து தேவி ஸ்தோத்ரங்கள் கொண்ட ஸம்ஸ்கிருத மூலமும் தமிழ் அனுவாதமும். ... 0-6
5. ஸ்ரீ முகுந்தமாலா — ஸ்ரீ குலசேகரப் பெருமாள் அருளியது. ஸாஹித் வல்லப ஸ்ரீ P. ஸுந்தராசார்ய ஸ்வாமிகள், பி.ஏ., பி.எல்., எழுதிய விரிவுரையுடன் கூடியது. ... 0-5
6. ஸ்ரீ ப்ரச்சுநோத்தர ரத்ந மாலிகா — ஸ்ரீ சங்கர பகவத் பாதிர்கள் இயற்றியதை ஸ்ரீ காஞ்சி காமகோடி பி.டாதிபதி கள் தமிழில் உபதேசித்தது. ... 0-2½
7. ஸ்ரீ விஷ்ணு பாதாதி கேசாந்த ஸ்தோத்ரம் — ஸ்ரீ சங்கர பகவத் பாதிர்கள் இயற்றியது. ஸ்ரீ பண்டிட் ஏ. எம். ஸ்ரீவிவாஸாசார்யாரவர்களும் ஸ்ரீ வே. காராயணன், எம்.ஏ., எம்.எல்., அவர்களும் எழுதிய தமிழ் ஆங்கில அனுவாதங்களுடனும், பெட்டால் கோர்ட் ஐட்ஜ் கனம் ஸர் எஸ். வரதாசாரி அவர்கள் முன்னுரையுடனும் கூடியது. ... 0-8
- *9. ஸ்ரீ ஸதாசிவ ப்ரஹ்மேந்த்ரர்கள் அருளிய சிவ மானஸிக பூஜா, கீர்த்தனங்கள், ஆத்ம வித்யா விலாஸி என்னும் நூல்கள்: ஸ்ரீ வே. காராயணன், எழுதிய தமிழ் ஆங்கில அனுவாதங்களுடன் கூடியவை. (2-ஆம் பதிப்பு). ... 0-10
10. ஸ்ரீ தீனாக்ரந்தனம் (ஏழையின் கதறல்) என்னும் ஸ்ரீ காசி விசுவேசுவர ஸ்தோத்ரம் — ஸ்ரீ ஸோஷ்ட தேவர் ஸம்ஸ்கிருதத்தில் இயற்றிய ஸ்லோகங்களும், ஸ்ரீ. ஏ. எஸ். நடராஜ ஐயர், பி.ஏ., எம்.எல்., எழுதிய தமிழ் அனுவாதமும். ... 0-8
11. ஸ்ரீ சாந்தி விலாஸம் — ஸ்ரீ நீலகண்ட திக்ஷிதர் இயற்றிய ஸம்ஸ்கிருத ஸ்தோத்ரமும் ஸ்ரீ Y. மகாலிங்க சாஸ்திரியார், எம்.ஏ., பி.எல்., எழுதிய தமிழ் அனுவாதமும், கனம் ஐட்ஜ் நிவான் பகதூர், N. சந்த்ரசேகர அய்யர் அவர்கள் எழுதிய முன்னுரையுடனும் கூடியது. ... 0-6

ஸ்ரீ காமகோடி கோசஸ்தானம்,
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* அச்சில் உள்ளது. சீக்கிரம் வெளிவரும்.

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

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V. SRINIVASAN.

Honorary Secretary.

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