

The South Indian Teacher

APRIL 1946

279



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SOME PROBLEMS OF SECONDARY EDUCATION*

MISS. J. M. GERRARD,

Principal, Lady Willingdon Training College.

We all realise the worth of this our own association and the important part it plays in the educational life of the city, such as Education Weeks, Conferences and Exhibitions. This Conference is evidence of its responsibility, for the issues being discussed here are of live interest and fundamental importance. I should like to take this opportunity of referring to certain problems of education in a democracy which, pondering over in the last few weeks, I think, need our serious consideration in planning ahead.

It is important that a body of this kind should be thinking ahead and meeting, while there is yet time, to discuss unhurriedly and with extreme thoroughness, the problems of mass education in general. We must work out from our point of view—and our point of view is both idealistic and practical—the implications of the extension of secondary education to all. We are perfectly aware that there are other points of view—there is the administrator's, and there is the parent's, and there is that of the thinking citizen of the State;—all these points of view have to be resolved to produce a workable system of education for this part of the world.

I am taking this opportunity of drawing attention to some of these implications of mass education.

I need not remind you that the term "Education in a Democracy" carries with it the implication of equality of opportunity for all. As Dr. Stanley Jones said the other day, the key word for democracy is the word 'ALL'—everybody is to get everything. We are on the threshold of compulsory education for all up to the age of 14, and very quickly after that we shall be setting out on the path to High School Education for all. Mass education is overtaking us like a tidal wave, progressing much more rapidly than we educationists are moving. If we do not see the warning, we shall suddenly be engulfed by it, like those unfortunate islands in the Pacific; and all our educational ideals wrecked in the terrible urgency of the expedient. Whereas, if we think and discuss and plan and lead, then our ideals may be carried forward on the top of the wave and incredibly far.

(1) Mass Education seems to mean inevitably a lowering of standards. I know some people would dispute this point, and in fact there is a bitter and interesting controversy going on about this question in the Times Educational Supplement. But we have seen the results for ourselves in this Presidency. It is admitted, I think, by all teachers that the standards attained in the S.S.L.C. now are very much lower than

* Presidential address delivered at the annual Educational Conference of the Madras Teachers' Guild, held on 6th April 1946.

they were 20 years ago. Can it be due to anything else but this one fact that the passing percentage of the total must not be lowered, that therefore the syllabuses have to be made easier, and the question papers too, in order that the work should not be too much beyond the capacity of the mass.

(2) We must realise that the useful material in secondary schools in those earlier days represented a selective grouping of the adolescent population. They were undoubtedly boys and girls, more intelligent or they came from more cultured homes (and the value of this to even the 'below average' is very significant), or if not very intelligent, they came from a stratum of society where the problems of day to day living did not impede their efforts to keep up in the class.

The High School Education planned, then, for a notably selective group. The S.S.L.C. was and still is, distinctly pre-vocational, it prepares for the University and for the professions only.

(3) We teachers belong to that very selective group; we are all of the academically minded type, ourselves. We can therefore understand the academically minded pupils and plan for him; but we are handicapped, by lack of understanding and lack of experience, when we plan for the education of the other type of pupil. When you think of it, what experience have we teachers got of the other type of child? We only meet them as failures in our system of education when we do come across them. It would not matter if they were only a few, but they are the majority. Then, you will ask why say we have little experience of them?—For the simple reason that they keep out of our secondary schools. Let me give you figures. In 1939-40 there were 97,000 pupils beginning the post-primary stage of education in this presidency (and these as you know, represent only a fraction of the total child population of this school age). How many of these can we say appeared for the School Certificate? 29,000 or less than a third. I do not think I am ex-

aggerating when I say that we, graduate teachers, are out of touch with the type of mind and the psychology of the majority of the children who are to be educated, and if we are out of touch, how very much so, are the University authorities! They dominate the school education in our Presidency; and in the S.S.L.C. Board the University representation at present is overwhelming. The University is thoroughly dissatisfied with the standard of attainment in its prevocational course in the schools. It will do all it can to raise the standard. What about the 80 to 90 per cent of the children whom the State wants to educate—are their needs, their developing personality to be sacrificed in the interests of one kind of prevocational education?

(4) We no longer then have an ability-grouping in the top classes, to the extent we used to have, even 10 years ago. We have now a very much more mixed group of children coming in from all kinds of homes and with a much larger number of the less intelligent. The great range of individual differences is evidenced by the increasing number of pupils every year who appear for the Leaving Certificate Examination under the minimum age.

I used to blame the parents and the schools for developing these unnatural prodigies and I deplored the state of public opinion in our profession that countenanced a practice educationally so unsound. How I realise that many of these children are not being pressed at all (for I have watched their progress in our own school) that the work, on the contrary is taken in their stride, and in fact that the real reason is that the school courses do not sufficiently extend the efforts of these children; because the syllabuses have to be levelled down to a less academically minded type of intelligence the bright ones lap it up easily and quickly and up they go to the next class.

(5) We are faced then with an increasing range of individual differences in the pupils in secondary schools and we cannot and we ought not shut them out from secondary education, even if

they are not very successful in the studies. But we will have a great deal of wastage in secondary education. Can we afford it? Pupils are dropping off the ship all the time from the setting out stage. Without pausing to consider the causes, we must ask ourselves, what is the use of providing courses of study in seven separate subjects intended to be continued for six years, when less than a third will benefit?

Now notice a further tendency about mass secondary education even when attractive periods of schooling are provided, and this time we shall go to Scotland. In that country all education after the primary stage is called secondary education and there are two kinds of courses, a 3-year course and a 5-year course. The pupil can choose, or rather his parents do, whether they wish to complete his education in 3 or 5 years, or whether he is going to leave as soon as he reaches the age of 14. Far larger numbers are entered for the longer school course; and this shows that the average parent in Scotland wants to keep his child at school as long as possible and is optimistic at the beginning about being able to do so. I think this is true of the Indian parent too.

But 5/6 of those who are optimistically entered for the 5 year course drop off and never complete the course. Only 1/5 of the pupils complete the longer course. So there has been considerable wastage even when there was a choice of a shorter course. Parents dislike having to commit themselves, before they need, to give their children less than the best. This is a problem inherent in mass education. How can we mitigate this wastage? The school's business is to devise methods of instruction while the pupil is in school which will result in the maximum good of the child. If the pupils in large numbers keep dropping off all the time, well we have to invent a new content and new methods in education.

(6) There is a very interesting scientific study of certain problems of selection and guidance in secondary

education as found in Scotland. It is the latest publication of the Scottish Council for Research in Education, (a body, incidentally, which is a part of the teachers' association in that country) and is part of the International Examination Enquiry. The purpose of the study was to find a battery of tests which would have a certain predictive value, but the enquiry suggests many other problems. There is the fact that 78 pupils with sufficient natural ability were found by the predictive tests to be unlikely to be successful in the secondary school. Why? In 16 of them the reason for failure was "lack of interest; desire to take up work" and the investigator asks "Is there a natural developmental tendency which impels certain pupils at this age to want to leave the artificial sheltered environment of the school and seek the real life of the workshop?"

Let us look at another scientific study relating to selection for secondary education. Earle, in his book, gives us a useful table showing the relative standards of proficiency reached by the different groups on admission. He has 13 separate groups admitted in the first year of 450 pupils. Eight of these groups are working for certificates, some junior, some senior; Five groups are composed of pupils who will leave school immediately they complete their 14th birthday, waiting to down tools at the earliest possible moment. Let us look at one of those groups of 'down tools'. Here are 20 boys, all remarkably bright and who did well in the selection examination. Why, we ask, are they not working with one or the other of two other certificate groups—one a junior and one a senior? We notice in all three groups the intelligence, the scholastic attainment is the same and the ages are much the same. We are told they will not work with either of these groups. If any of them are induced to join such groups they soon want to return to the former class. The main reason seems to be lack of incentive, but whatever it is the effect of mixing them with certificate pupils is never satisfactory and is sometimes disastrous. The antagonism to school work which

overtakes the boy of this type below 13 and 14 is communicated to the certificate pupils and the class eventually disintegrates as an effective working unit.

This antagonism to school work is common to a much larger number of the adolescent population than we teachers realise. There is a wealth of first hand information in England about the work, the interests, the leisure time occupations of the present generation of adolescents, — information reached through the work of the preregistration committees which were operating in every region all over Britain. Everywhere the surveys dealing with the age group of 14 to 15 indicate the existence of this factor, the attitude—an attitude of indifference to or rejection of, anything suggesting school or formal education and a positive dislike for subjects with the slightest academic flavour, such as a study of living creatures, local conditions, modern history, arithmetic or reading. We teachers of course are aware that there were some young people of this type. But I think we teachers in India have as yet had very little contact with this particular type for the simple reason that they have not yet found their way in our schools. But they will be coming! What depressed one most in reading these accounts was this:—It was evident that even in the most modern elementary schools where the pupils enjoyed being at school, where the most careful work was being done in building up a foundation for worthwhile leisure occupations, the children when they finished their compulsory schooling at the age of 14 literally shed their tasks and habits that had been formed within the precincts. Poetry vanished completely from their lives,—and some of the girls had shown a real interest; art and craft had very very little place in their leisure occupation, although a good slice of their timetable had been given up to these subjects. The forms of physical training which were most popular were those which had not been taught in school. What are we going to do with this type of child when it eventually floods into the schools?

8. Let us return to our 80 to 90 per cent of pupils who are not really fitted for the literary education we are providing today. Amongst them will be found a group of bright pupils who think in concrete than in abstract terms, although by no means incapable of the latter, "Their mental faculties are more actively stimulated and more fully satisfied by practical than by academic studies." And there is evidence to show that instruction on so called technical subjects has been found to develop personality as effectively as the study of any other subject in the curriculum. They do provide from the first such a vital centre of interest as can form the basis of a full, unitary and liberal education that this education can claim a true equality of status. Let me read to you in the words of the technical exponent what the function of this type of education is.

"A Primary aim of Technical Secondary Education must be to utilise the aptitudes of the pupils and meet his individual needs and interests while meeting also the social needs of the community as they are served by Industry. In the unfolding pattern of life, employment succeeds schools, and the change is a great adventure for all young people..... The aim of the technical secondary schools must therefore be to provide a liberal technical education for employment. This is an aim well within the comprehension of the pupil (or the parents) and this fact should enlist and maintain that interest which is vital to progress. Whatever educational purists may think, it is a fact that many studies and activities achieve interest or importance for the pupils only in so far as they are related to daily life and particularly to future employment. The vitalising effect of studying "that which hath a tendency to use" cannot be overestimated." Is it not evident then that if we are to work out the implication of the extension of secondary education eventually to all, that a single liberal or general education for all is utterly impracticable. We must give up all idea of the 'All round in' and the 'All round course'....."

(Continued on Page 68)

TESTS OF APTITUDES AND ABILITIES

MISS E. M. STOKES, B.Sc.

The educational world is becoming familiar with the idea of Intelligence Tests, and the words "Intelligence Quotient." There is a danger in a nodding acquaintance with them. We may attribute too much validity to the results of a test, not realising that we may get widely differing results for a child's Intelligence Quotient by using different so-called Intelligence Tests, and using different tests we may get a class of, say thirty children, coming out in a different order. This is partly because children will concentrate more on one day than on another, vary in state of health and so on, but the more important reason is that no test really measures pure intelligence, if there is such a thing as pure intelligence. Intelligence has to be shown through some medium, and different tests use different media.

Individual tests, revisions of the famous Binet tests, use largely the spoken word, pictures, and practical tests like drawing a square.

Performance tests which are also administered individually use materials such as coloured blocks.

Group tests have to use paper and pencil, and the material may be verbal, pictorial or diagrammatic.

To use Spearman's terminology, when we use an Intelligence Test we are measuring not only "g" but also "v", the verbal factor, or "s", the perception of spatial relationships, and perhaps number ability and some aspect of memory and manual dexterity in which people vary as much as they do in general intelligence. A new book by John Duncan, called "The Education of the Ordinary Child" describes his school for backward children, and he has found that many children who have been sent to his school because they were too unintelligent for the ordinary school by Verbal intelligence tests, get

much higher scores on Performance tests, and are not dull when taught by very practical methods.

This brings me to my main subject, tests of special aptitudes and abilities. It is of great *scientific* interest to devise tests which will measure separately verbal ability, number ability, perception of spatial relations, mechanical ability, manual dexterity, perception of colour, pitch, and rhythm. But such tests may also be of great *educational* use, to help in deciding which course a child should take in studies, if the tests can be made to measure aptitude, that is to forecast what the child will be able to learn, not just what he or she has already learnt. For older children such tests (but more difficult, to suit the age-group) can be used in *vocational guidance*.

In America a lot of work has been done in this field. There are many firms which use tests for Vocational Selection, that is they select their employees from among the applicants for jobs, partly by means of such tests. Vocational Guidance is given to young people. In England too this is done, though it is not so widely known. The Institute of Industrial Psychology in London has many boys and girls, each year, coming for advice, or brought by anxious parents who find that they cannot decide what their sons and daughters should do after leaving school. Some other cities have also started such advisory bureaux, and use the tests prepared by the National Institute of Industrial Psychology.

I saw the tests used in an *ordinary* boys' secondary school, and I find that very encouraging. If a scheme of vocational guidance can be carried out successfully in *one* ordinary school, there is no reason why all schools should not give the much needed advice to pupils, founded on carefully collected facts, not only on school marks and personal pre-

judice or favouritism. The second master of this school was interested in tests and wanted to try them out. Incidentally I might mention that he wrote up the experiment after the scheme had been going for some time and got his M.Ed. (Manchester) for the thesis. The headmaster was keen on parent-teacher co-operation, and parents of course were keen that their boys should do well after leaving school. So parents are helping giving information about their boys' interests and activities at home, giving money to buy the necessary tests and get questionnaires printed, and giving information about different types of work and training, known to them through their own occupations.

The tests of special aptitudes are thus used as part of a bigger scheme. Boys write their interests and reasons for their vocational preferences. Parents answer a questionnaire about the boys' interests, character and health.

Masters give in the class marks to be entered on a chart, and four of the masters give these special aptitude tests which I am going to describe. The games master gives a report about each boy too since many occupations require physical strength, and leadership.

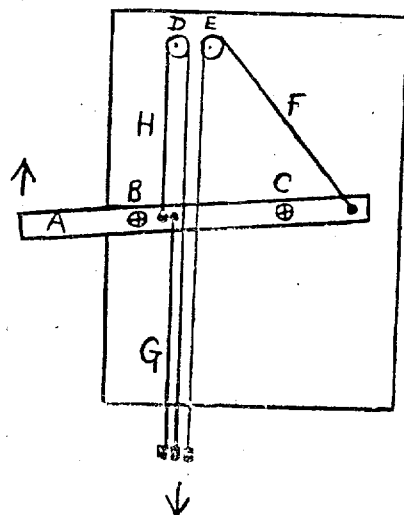
The scores of the tests and the marks in school subjects are all shown in the same chart, and they are shown in such a way that a boy can be compared with the rest of his class, and his own abilities and aptitudes can be compared, so that one can say at once—this boy's general intelligence is high, among the top 10% of pupils, he is good at the languages he has so far studied, but he is slow and clumsy with his hands among the bottom 25%. This fair comparison is done by standardising all the marks and scores. Instead of the mean of the class, take 50, and instead of the standard deviation of the class take 10, and fit each mark into its new place on the scale. Almost all marks will lie between 25 and 75 unless there is a genius or a boy with an extraordinary disability in the class. Some members will remember that we were taught "mean" and "standard deviation" during the course

of lectures in Statistics arranged by the Teachers' Guild some years ago. This is an example of the usefulness of statistical method, in standardising marks for the purpose of fair comparison.

The tests of special aptitude given are the following:—*Mechanical aptitude.* Nine working models are shown by the tester. The front only is shown. Each boy has a copy of a booklet with diagrams. He has to choose which parts of the diagram would be necessary to make it work. He has an answer sheet on which he puts a ring round the letters which refer to the parts he considers essential. The examples get more difficult as one passes from 1 to 9.

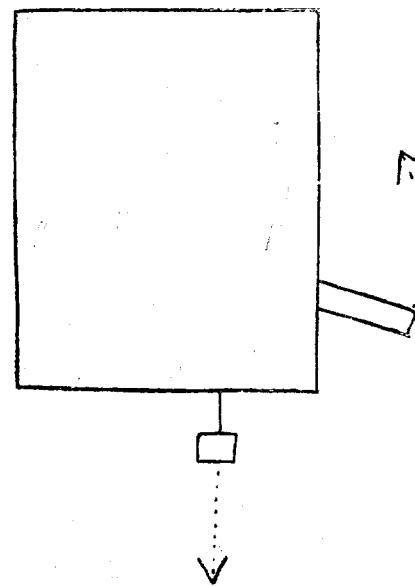
Example (the front view):—As the tester moves the lever up and down, the weight moves down and up.

The diagram:—



The item in the answer sheet:—ABC DEFGH, (of which the right letters have to be ringed). The boys have to ask themselves, "Is the bar A necessary?" "Should the pivot be at B or C?" "Should there be a pulley at D or E?" "Should a string H go over a pulley at D, or string F go over a pulley at E, or should a string G hang straight from the bar?" Note: This is not actually taken from the test, but it shows the type.

In the second sub-test they are shown large diagrams of simple machines, and there are questions about them in a booklet. They have to choose the right answer out of four statements. The third sub-test has diagrams in the book-



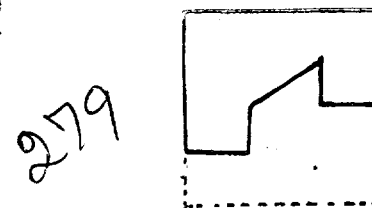
let and questions, and answers to choose from. The marking of the answers is very easy because all answers are right or wrong and do not depend on the opinion or mood of the tester. The test is supposed to measure aptitude, not something learnt.

It may be objected that boys who have had the opportunity to play with mechanical toys and make things at home will do better in this test, and that is true to some extent.

But for vocational guidance it is probably right that it should be so, and that boys who are interested enough to spend spare time on playing with machines, as well as having aptitude, should be the ones who get a high score and are advised to take up Engineering.

The test of spatial perception, or the Form Relations test, as it is called, consists of eight pages, getting more difficult, beginning with plane figures and finishing with pictures of solid

figures that can be fitted one into another. On the top row of each page are five figures with a piece cut out, e.g.:



Underneath are fifteen figures, five of which are the right sizes and shapes to fit the figures in the top row, but not necessarily the right way up. The correct figures have to be chosen in a limited time.

Manual dexterity is measured by three tests. One is called the nailstick, a wooden stick with nails all round. A piece of string has to be wound in and out in a certain way, as demonstrated by the tester. The boy has one try, and then does the winding and unwinding three times, and each process is timed by means of stop watch. The Nail board is similar in principle, being a board with nails sticking up. The Eyebord has rings sticking up, and a string with a metal end like a shoe lace has to be threaded through the rings. In these tests a long time means a low score, but these scores can also be transformed into the standard scores and entered on each boy's chart.

Lastly there is the Clerical Test. As usual this consists of a number of sub-tests, one on each page, and a limited time is given for each page, so that everyone shall try every page. The first is checking names and amounts, some of which have been printed with mistakes. The second is classification—putting items of expenditure under the correct headings by entering a tick. The third is Arithmetic, number, and money sums. The fourth is simply copying. The fifth is filing; a number of names, all beginning with A have to be fitted into their correct places, like a telephone directory. The sixth is problems on dates, ages, time etc. The seventh is oral instructions, with

written answers. Boys would do this test well if they had actually had some clerical experience, but it is not likely that they would have had any, by the time they reached the School Certificate form. For the inexperienced it is a good measure of aptitude.

Tests such as these have scientific interest, and may be useful, as I have described. Small scale experiments by people like us might help to show whether they would be useful here too, and might lead to the construction of

tests which could be standardised. Tests for pupils of school leaving age could be used for vocational guidance. They can give us information which we cannot get from marks in ordinary school subjects. Tests for younger age groups can be used in the task of sorting out the pupils in the coming days when all sorts of pupils will be crowding into our schools, those for whom an academic education is suitable and those who need something quite different.

(Continued from Page 64)

"Selection for technical secondary education has been based mainly on general intelligence, English and Arithmetic tests, teachers' reports, some inspection of practical work done and, to a small extent, the application of aptitude or other special tests, especially in art. This though inadequate, is nevertheless on the right lines, for the problem is to select those of average to superior intelligence who have comparable practical ability, and who think in concrete rather than in abstract terms, although by no means incapable of the latter. It is an erroneous, though in some quarters traditional, view that the technical or practical man works solely with his hands, in routine ways, without understanding of the principles involved."—(*Times Educational Supplement*, February 2, 1946).

We are still very half-hearted about our bifurcated courses, and there are many teachers and members of the public who would like to go back to that old idea. The argument is that we have no money; that the cost of an education providing for the diverse aims, interests and abilities of most of the children in a typical area would be prohibitive.

The bifurcated courses are an attempt at a solution. They do take us away from the 'All-round course' which only creates misfits. They do make some provision for special aptitude and interests. They can only be something transitional because they may be said to be only tinkering as yet with the problem of technical education. There is the danger that technical courses in the old academic type of schools are likely to remain too theoretical. The technical courses must be integrated and orientated towards industry; all the other subjects must have a relevance to purpose. Finally, we must remember that technical education includes technical training but is not to be secured merely by applying technical training as a veneer to an academic course.

I want to sound a note of warning. This association and every association of teachers must be thinking ahead for the country. I have tried to indicate some of the pitfalls of the future as the tidal wave of compulsory education overtakes us. Can we avoid the wastage, can we ensure that all the cream of the country's intelligence will stay in our schools and that we can do the best for the nation's children?

RECRUITMENT AND TRAINING OF TEACHERS

K. KURUVILA JACOB, M.Ed.

It has been said that one of the tests of a great profession is that it should attract men and women of varied types from every section of the community, including its share of the best brains in the country.

By this test our profession is not a great profession. It certainly does not attract men. I am not sure about women, and very often men join the profession only because they cannot get anything better and many of them wish to get out of the profession if they can get into something better. Every one knows that the country needs more teachers. We hear echoes again and again of the nobility of this great profession. Yet why are men so slow in coming forward to join this noble profession?

The first and foremost reason is that the salaries are not attractive. Compared to other professions teachers are very poorly paid, especially those in Aided Schools. An ordinary unskilled, illiterate porter can earn Rs. 60/- or more a month and all the teachers in Elementary Schools and most of those in Secondary Schools get much less. It is true that educating the youth of the country is a noble work and a difficult task. The logical conclusion from this is that members of this profession should be adequately paid so that they may discharge this responsibility nobly. Instead we often hear advice from above that because the profession is noble, teachers should not think about their remuneration. This is a wrong and insincere advice and the less we hear such the better. I say it is wrong because as long as people in authority do not recognise the necessity of paying the teachers adequately, teachers however noble they might be cannot help thinking about their remuneration. After all, they are human beings, who have to eat to live, have families to be

cared for. Authorities in other countries recognise this fact. The McNair report says "Teaching is a form of Social Service, but like other professions it is also a bread and butter affair. Teachers are interested in children, in their general welfare and education, but they are also interested in the emoluments and in the prospects which the profession offers. This measure of self-interest is common to the majority of people in the majority of professions and we see no reason why teachers should be expected to judge their profession by different standards." The idea that teachers are a different kind of race should disappear. In any case, why should poor teachers in Aided Schools swallow such cant when teachers in Government service, especially the ones on the top are not expected to live according to this ideal!

It is about time that people in authority realised that unless teachers are adequately paid we cannot have an efficient system of education. The profession will not attract the right type of men and the few who come will become discontented and unhappy either waiting for a chance to get out or thinking of other ways of finding money to pay for the basic needs of men.

Low salary is only one of the reasons. There are several other reasons. Teaching is an exacting work—guiding 40 or more boys for four or five periods a day if the work is done conscientiously is a great strain on the nerves. Teaching four periods a day, would mean to an honest teacher several hours of preparation before and several hours of correction of exercises after. The school rooms are often dull and stuffy and depressing. The life of an ordinary teacher is narrow and dull—Preparation, Teaching, Correction, Private Tuition, Time for domestic responsibilities is hard to find. Even holidays, for a

conscientious teacher can be full of school responsibilities. These are hard facts, which make the profession unattractive. Some of the ways in which the profession may be made attractive are :—

- (1) Better salary.
- (2) Prospects of promotions, not simply to rise to the maximum in the scale of salary, but to positions of responsibility in the school as well as outside, as Inspectors, as members on the staff of Training Colleges. This would imply that appointments and promotions should be by merit and by suitability and there should be a machinery set up to pick out teachers with merit for giving special training for positions of responsibility in the school and outside.
- (3) Teachers should have more leisure to read for themselves and to cultivate their natural talents.
- (4) Opportunities for teachers to associate themselves in activities of the community around, —Panchayats, Municipalities and even in Legislative Assemblies. This would enrich their lives and they will have wider vision.
- (5) The school buildings should be made attractive and classes should be smaller.

I believe that unless the life of the teacher is made happier, the problem of recruitment is not going to be easy. The experience of countries in the west, including Russia point to this necessity.

Now coming to the Training of Teachers, I believe that the Training of Teachers at any rate the training of men, has not yet received proper attention from the Education Department. The most important factor is that the Training institutions should be staffed with men who have high professional qualifications and proved teaching ability. It is absurd to send to Training Institu-

tions men whose only qualification is that they will retire soon or that by seniority they deserve the higher salary which the appointment would give. The department and the Government should realise the positive harm that is done to the schools by the inefficient staffing of men's Training Institutions.

The remedy for this is to pick out from schools not necessarily from Government Schools, teachers of proved ability and send them for specialising in training of teachers. Promotions and appointments to the Training College and Schools should be on the basis of merit and suitability and not on seniority and communal rotation.

What the McNair Report says in this connection is worth repeating. "Lecturers in education are difficult to find and we doubt whether appointing bodies always know what they want or ought to look for. Such lecturers should have had significant teaching experience in schools, should have devoted substantial period to study and observation of educational problems and practices in this country and, if possible, abroad and should be men and women of high intellectual ability with a gift of organising the study and practice of students."

The core of the staff should be men who have not only the requisite standing in their subjects but have proved themselves as teachers.

Regarding the content of the course, I must speak only on a few of the obvious needs. (1) The training should include language and voice training. Clear speech is essential for a teacher and the training should include the detection of speech disabilities and the provision for speech therapy and training where necessary.

(2) Lecturing and dictation of notes in Training College should be reduced to a minimum, but instead there should be group discussions leading to individual reading and study. As long as the staff of the Training institution is ill qualified and inexperienced, only lecturing and dictation of notes will be possible.

(Continued on Page 73)

TRAINING COLLEGES AND MODERN EDUCATIONAL NEEDS

PROF. S. N. MUKERJI, M.A., B.T., T.D. (LOND.) DIP. ED. (DUB.)

Teachers' Training College, Baroda

I. Introduction.

The most fundamental requirement in any national scheme of education for this country is the provision of an adequate supply of properly qualified teachers. This is now being fully appreciated. To-day in India, there are 28 training colleges for graduates as against only six institutions in 1901-02. The qualifications of teachers have also been perceptibly improved. But our training colleges are faced to-day with intricate problems due to present unrest in education.

Modern education is trying to adjust itself to great social, political and economic changes in the world outside. Educational thoughts have been revolutionised due to sweeping changes in psychology—on the learning process, child interests, and child growth. Curricula and methods have been subjected to criticism; and our schools have been attacked as they are considered as centres for passive learning and accumulation of knowledge without any meaning to the learner.

This crisis in education has considerably increased the responsibility of our training colleges, since they are the training grounds of teachers of tomorrow. They are expected to bring out teachers with a philosophy of education and life, so that these teachers may be able to mould the destiny of the future citizens of this country properly. Teachers with such a mission in life cannot be prepared, if training colleges devote their entire energy to mere formal instruction. Our training colleges are faced with three important tasks at present, viz., (a) research work, (b) vocational guidance, and (c) formal instruction of modern teachers.

II. Research in Education.

Educational research is a product of the present century. Mental testing was started about forty years ago, and only thirty years have passed since Binet published his final intelligence scale. But in India, research-work in education is still in its infancy and the output of educational research is very meagre.

This is a very sad feature of Indian education. Progress in education in this country is well nigh impossible, unless the importance of research and experimental work is fully recognised. Our training colleges should give a proper lead in this direction. But this can be achieved provided every training college has some independent research-professors, concentrating their attention mostly on research-work and not on daily routine-work of the college. A research-professor should devote his energies on three important items of work for the present:—

- (1) he should prepare outline charts of normal development in intellectual, social and aesthetic spheres of children;
- (2) he should work out reliable standards of achievements in the acquisition of various forms of skill;
- (3) he should find out suitable methods of learning and of teaching.

Most of the Indian Universities have now instituted research degrees in education. This has encouraged numerous research scholars to work at important educational problems. Naturally, the output of research and experimental work on Indian education has considerably increased during recent years.

Research-professors should, however, direct the energies of such scholars in proper direction by making them work at problems of the above nature.

Besides this high type of research-work, the training colleges should equip even an ordinary B. T. student with some knowledge of experimental work. Pedagogical seminars should also be arranged for discussing intricate educational problems. In short, a training college should instil a spirit of enquiry amongst its alumni. Such products will never get lost in ordinary routine-work of schools. They will be able to devise such methods and plans, as situations may demand. Thus training colleges have a great responsibility to shoulder. In fact, they are the true media for bringing educational research and practice into a closer relation.

III. Vocational Guidance.

Another crying need of the country is the establishment of scientific organisations for vocational guidance. As long as occupational life was simple, the choice of an occupation for an individual was not very difficult. But with ever increasing complexities in life due to modern scientific discoveries, the problem of occupational choice has become very complex. Numerous budding youths are reduced as 'misfits' or 'unfits' for a wrong vocational choice. This is a national calamity, since a nation cannot secure the best services of its citizens.

For avoiding this crisis through vocational maladjustment, countries like U.S.A., England, France, Germany, Japan have established organisations for guiding their youths in the choice of vocations. In fact, vocational guidance has been made an important function of their Departments of Education. The importance of vocational guidance has been recognised in this country too, and the Central Advisory Board has recently appointed a committee for the purpose.

At the same time, the Sargent Report has exposed the weaknesses of our higher education, which mostly arise due to wrong selection of courses by

most of Indian youths. The choice of a suitable career has become very urgent in this country. But except in the Calcutta and Mysore universities, vocational guidance has not received its due recognition.

India looks forward to her training colleges for finding out ways and means for directing her young people into proper occupations. Firstly, they can conduct special courses for training career-masters. Secondly, they can serve as centres of vocational guidance. Research-professors can be consulted for giving guidance to individual pupils. They should discover natural aptitudes and interests of such cases. Suitable careers should also be suggested by them, and the guidance for getting the necessary preparation should also be given. In short, the training colleges should assist pupils to a knowledge of educational and vocational aims. But vocational guidance can only succeed, provided a close and continual contact between headmasters of schools and heads of technical institutions and industrial employers exists.

IV. Instruction of Teachers.

It has also been realised that our high schools should provide various types of alternative courses. For example, the Sargent Report has suggested two main types of high schools, viz. Academic and Technical. Various types of subjects have been included in the curricula of these schools. Naturally, trained teachers for teaching these subjects will also be needed.

This confronts our training colleges with a serious problem. Since most of them train their students in familiar special subjects. Some provinces have, no doubt, organised some training centres for certain special courses, viz., Agriculture, Wood-work, Domestic Science, and Drawing. But according to recent schemes of education, specialists for teaching subjects like Music, Commerce, Art, Technological subjects, and so on will also be required. The establishment of special training centres for training teachers in the methodology of these subjects is not going to solve

the problem, since these institutions will give only one-sided training. It goes without saying that the staff of training colleges will have to be enlarged, since specialists for instructing pupil-teachers in the methodology of new subjects will also be needed.

V. Conclusion.

These are some of the fundamental problems facing our training colleges at present. No doubt, the type of training given by these institutions is open to serious criticism. But it should also

be admitted that most of these defects exist, since it is not possible to do justice to the prescribed courses within a short period of nine months.

It should also be realised that the world of education is still in a transition period. Nothing is as yet final and definite. Our workers in the field of education should not base their inferences on hasty generalisations, nor should they draw their conclusions from a limited range of experience.

(Continued from Page 70)

(3) The school practice should consist of two kinds (a) Practical training in schools as a supplement to theoretical studies. This is like the laboratory work of a science student and would consist of observation classes, as well as actual teaching (b) Continuous Teaching Practice which is to provide a situation in which a student can experience what it is to be a teacher, that is to become as far as possible a member of a school staff. Both these are essential and the present practice of half a dozen lessons in the whole course is very unsatisfactory.

(4) During the period of continuous

practice the students should be watched by experienced teachers and only those who satisfy certain standards of class discipline and teaching should be permitted to complete the training course. It is unjust to the candidate and to the school where he may go to teach if a person who has not got the gifts to be a teacher is awarded the professional certificate.

Finally, I would like the Authorities to consider whether all Teachers' Training Institutions may not be brought under the direct control of the University. There may be advantages and disadvantages, but these are worth considering in the interests of educational efficiency.

THE SOUTH INDIA TEACHERS' UNION

Notice

The General Body Meeting of the S. I. T. U. will be held at 10 a.m. on Thursday, the 16th May, 1946, at the Municipal High School, Bellary

- (1) to consider and adopt the annual report
- (2) to elect the office bearers,
- (3) to transact any other business that the executive may bring.

The members are requested to attend.

Madras,
11th April, 1946.

T. P. SRINIVASAVARADAN,
Hon. Secretary.
G. A. SAMUEL,
Joint Secretary.

OUR ASSOCIATIONS

The South Indian Teachers' Union Protection Fund, Limited.

EIGHTEENTH ANNUAL REPORT

The Directors have great pleasure in presenting to the Members the Eighteenth Annual Report for the year ended 31st December 1945, together with the audited Revenue Account and Balance Sheet and the other prescribed statements for their adoption.

Strength: The number of policies at the end of the year stood at 2088 for 4295 units 348 policies (comprising 768 units) were issued during the year against 309 in 1944. *This figure is the highest on record ever since the re-organisation of the Fund in 1933.* There were eleven deaths and fifty-five surrenders. (Out of the 55 surrenders, the accounts of 42 were, on the advice of the Actuary, closed since their dues roughly amounted to the surrender value.)

Annual Meeting: The Seventeenth Annual Meeting of the General Body was held at Calicut on 11-5-1945 to consider the Annual Report and to elect the Directors and the Auditor.

Board of Directors: The Board met four times in the year. Mr. V. Srinivasa Iyer resigned the office of the Secretaryship on 7-2-1945 which was accepted by the Board. Mr. T. P. Srinivasavaradan was co-opted as a Director and appointed Secretary for the interim period.

The Board learnt with deep regret of the untimely demise on 12-7-1945 of Mr. S. T. Ramanujam Iyengar who was a Director of the Fund ever since its inception. Mr. A. Sundaresa Iyer of Tuticorin was co-opted in his place.

Progress of the Fund: The Fund has made good progress this year. The Life Insurance Fund has increased by Rs. 47,554/- against Rs. 34,446/- in 1944. The value of policies issued during the period under report is Rs. 1,92,000.

Claims: Claims were settled expeditiously as usual. Claims by mortality amounted to Rs. 4,556/- against Rs. 11,440/- in the previous year and a sum of Rs. 967-4-0 outstanding from the previous year was paid this year.

The Board expresses its thanks to the institutions and to the honorary workers of the Fund for their hearty co-operation. Among the field workers, special mention may be made of Messrs. K. Krishna Iyer of Tuticorin and T. M. Krishnachar of Madras.

(By order of the Board)

M. S. SABHESAN,
President.

V. B. MURTHI,
Secretary.

Trichy

The Guild met at the Guild House, Trichy, on Sunday, 24-2-46 with Dr. T. S. S. Rajan, M.R.C.S. (Eng.), L.R.C.P. (Lond), M.L.C. in the chair.

There was a discussion on 'Health in Education'.

Dr. Rajan, stressed on the duty of the teacher in promoting good health habits in children. He referred to the proposal the late Congress Ministry had of introducing a course of Hygiene as an integral part of the Teacher Training course and said that such a procedure would obviate the need for medical inspection in schools. He laid emphasis on the need for such a compulsory training for teachers before the introduction of compulsory elementary education.

The following suggestions were made in the course of the discussion:

- that no new High School or College should, as far as possible, be started within or within a radius of ten miles of, a town with a population of fifty thousand or above;
- that public playgrounds should be provided at one for every five thousand of the population, preferably on the outskirts of towns;
- that school hours should be changed so as to avoid work in the hottest part of the day;
- that quarters for teachers should be provided on simple hygienic patterns;
- that a Doctor—Y.M.C.A. trained—should be appointed as Physical Superintendent as well as Medical Inspector—in charge of the School Clinic—for every school or group of schools with a strength of one thousand;
- that provision should be made for free treatment of teachers and members of their families in School Clinics; and
- that a Code of Conduct for Teachers as well as pupils giving full directions regarding Hygiene,

Nutrition, and the treatment of common ailments in conformity with Indian conditions should be prescribed.

The Secretary proposed a vote of thanks to the Chairman and to Sri H. Thandayathan Pillai of Kovattakudi, who was at home to over two hundred teachers who were present at the meeting.

Anantapur

The 15th Annual Conference and the General Body Meeting of the Guild were held at Uravakonda in the Board High School on Saturday (23-2-46) from 4-30 to 8-30 p.m. 50 delegates representing 7 out of 11 affiliated Associations were present.

After prayer by Mr. Sesha Aiyangar of Kadiri, Mr. T. Lakshmipathy, B.A. B. ED., Headmaster and Chairman of the Reception Committee, who welcomed the delegates, appealed to the teachers to organise themselves and fight for their rights, discharging their duties conscientiously. Mr. T. S. Rajagopala Aiyer, B.A. L.T., Headmaster, Municipal High School, Anantapur, opened the Conference.

The President Mr. P. Raghavendrachar B.A. L.T., Headmaster, Sri Sai Baba National High School, Anantapur, in his address, referred to the content of the Secondary School Curriculum and the great responsibility of the teacher in adjusting himself to the modern teaching requirements particularly when bifurcation took effect.

After the Secretary's presentation of the annual report of the Guild the respective sub-committees' reports on Secondary and University Education, Women's education and Adult education were read. Resolutions were passed the important among which required the Government to take over the management of all Secondary Schools in the Province and till this transference was effected, the salaries of teachers of various grades should be revised immediately on the basis of the scales recommended in the Sargent report. Another resolution urged the immediate carrying out the principal

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recommendations in the postwar Educational Reconstruction Scheme of John Sargent and the conversion of the technical training centres at Hindupur and Anantapur into permanent technical schools.

The following office bearers were then elected for the year 1946-47.

1. *President*: Mr. P. Raghavendrachar, Anantapur.
2. *Vice-President*: Mr. T. S. Rajagopala Aiyar, Anantapur.
3. *Secretary*: Mr. V. Koprachar, B.A. B. E.D., Gooty.
4. *Joint-Secretary*: Mr. V. Ramanathan, B.A. L.T., Anantapur.
5. *Auditor*: Mr. T. Lakshminpathy, Uravakonda.
- 6 & 7. Other members of the Executive Committee:
Mr. S. Vaideeswara Aiyar, B.A. L.T., Tadpatri.
Mr. T. Bhimasena Rao, B.A. B. E.D., Kalyandrug.

Guild representative on the Executive Board on the S. I. T. U. for 1946-47: Mr. V. Koprachar, Gooty.

The Uravakonda Board High School Teachers' Association was at home to the delegates.

South Arcot

The Annual Conference of the Guild was held at Portonovo on 7-4-1946 under the distinguished presidentship of Rao Bahadur Professor C. S. Srinivasachariar, M.A. About 60 delegates from all parts of the district representing every grade of the teaching profession were present.

After prayer, Mr. P. Govindaswami Pillai, Headmaster and President of the Teachers' Association, Board High School, Portonovo welcomed the delegates.

Dr. A. Narasinga Rao, M.A., D.Sc., opened the Conference.

The President of the Guild, Rao Bahadur C. S. Srinivasachariar traced the history of Portonovo and its association with several cultural movements. He pointed out the necessity of a more united and effective action on the part of the teaching profession, but always characterised by a sense of responsibility and of the consciousness of their place in society. While deprecating the

adoption of methods of Trade Unionism, he desired the profession to make itself felt as a vital factor in society and social evolution. He stressed the importance that should be attached to the improvement in status and security of the teacher and cautioned them against the neglect of this factor in comparative relation to the value attached to the organisation and mechanical improvement of the school and its activities.

There was a discussion on the New Scheme of Bifurcated Course of Studies. Many teachers participated in the discussion.

Resolutions re. salaries of teachers, dearness allowance, mother-tongue medium of instruction and the need for a teacher training department in the Annamalai University were then passed.

The following office-bearers were elected for the year 1946-47:

- President*:
Rao Bahadur Prof. C. S. Srinivasachariar, Professor of History and Politics, Annamalai University.
- Vice-Presidents*:
1. Dr. A. Narasinga Rao.
2. Janab Abdul Rawoof.
3. Mr. R. Swaminatha Ayyar.
4. Mr. S. Ramachandra Ayyar.
5. Mr. P. Govindaswami Pillai.

Secretary and Treasurer:
Mr. C. S. Ranganadan, B.A., L.T., Headmaster, Ramaswami Chetti-
yar's Town High School, Chidambaram.

Members of the Executive Council:
Mr. V. Jayarama Ayyar (Representative of the Guild in South India Teachers' Union.)
Mr. C. Tirunavukkarasu Pillai.
Mr. P. S. Lakshmanaswami.
Mr. Roberts.

The Teachers' Association of the Board High School, Portonovo was at home to the delegates of the Conference.

Chittoor

The annual conference of the Guild was held on 9-3-46 in the hall of the Board High School, Chittoor, with Mrs. Zwemer M.A., President of the Guild, in the chair. About 100 delegates and many visitors attended the conference.

Sri J. Daniel B.A., L.T., welcomed the delegates, in which he referred to some of the pressing problems of the teachers at the present time.

Sri A. S. P. Ayyar, M.A., I.C.S., F.R.S.I., Bar-at-law, declaring the conference open, deplored, with Mr. Daniel that students take part in active politics without weighing the consequences and declared that, in his opinion, it was detrimental for students to take part in active politics though they should keep abreast of the latest news and views. As regards the Postwar Sargent scheme he was quite impatient with it, inasmuch as the expansion of literacy was spread over 50 years, he made a fervent appeal for raising the status of the teacher financially and declared that no scheme, however good, would ever be successful without the enthusiastic and contented teacher behind it.

The morning session concluded with a valuable address from the chair. Mrs. Zwemer, among other things, made a vigorous plea for widening the activities of the Guild and made the following valuable suggestions.

1. The Secretary might keep a file of reports sent him by member associations regarding their special activities, studies or experiments by local-groups, information as to helpful books, lectures, model lessons, new methods and tests; suggestions as to sharing use of visual aids as films and machines.

2. To promote refresher courses or "Summer work-shops" to help discussion and united planning.

3. To encourage study by local associations or groups of particular questions relating to the profession of teaching; sending around questionnaires regarding topics such as personality needs of children and teachers, motivation of school tasks and discipline, recreational life of teachers, likes and dislikes of teachers and pupils etc.

The evening session commenced with the reading of the annual report by the Secretary (1) There are 26 associations affiliated to the Guild, though there are still many other associations both secondary and elementary which remain un-

affiliated (2) The year commenced with an opening balance of Rs. 102-8-9. Rs. 82/- was collected by way of affiliation fees. A sum of Rs. 76-9-9 was spent during the year leaving a closing balance of Rs. 107-15-0.

Mr. E. N. Subramanyam of the Theosophical College, Madanapalli, then spoke on the urgent need for making our Guild the organ of the teaching profession and the still greater need for a "Teacher's charter."

Then there was a symposium on "The Madras Scheme of Postwar Educational Reconstruction" led by Sri K. Natesa Aiyer, B.A., L.T. of Sherman High School. The following chief points emerged out of the discussion:—
(1) The whole scheme which centres round the mobilisation of a vast army of additional teachers would not meet with any success *unless and until* the pay of the elementary school master was fixed on a par with the minimum salary of a clerk in any Government office.
(2) The scheme must be suited to our national ideals and aspirations as adumbrated in the Sargent Scheme
(3) The people in charge of the education of a Province—the Minister of education and the Director of Public Instruction—must be men with sound experience in the educational field.
(4) Efforts must be made to draw some of the best intellects in the field.

Resolutions Re. A Teacher's charter, revised scales of pay, permitting Higher Grade certificate-holder to appear privately for the secondary grade examination, dearness allowance and representation of Teachers' Guild on all the local bodies and appointment of senior masters and headmasters of high schools to the inspectorate.

While thanking the Government for raising the Dearness Allowance of teachers in aided Elementary Schools from Rs. 8/- to Rs. 16/- from 1-2-46, this Guild requests the Government to grant it with retrospective effect, at least from 1-4-45.

This Guild requests the Director of Public Instruction to amend the rules to enable Elementary Higher Grade trained teachers who have once ap-

peared for the S. S. L. C. Public examination, and have put in at least 5 years' service, to appear for the Secondary Grade Public examination without undergoing the course.

The Guild feels it essential, in the interests of efficiency, that the teachers in aided Secondary and Training Schools be paid dearness allowance at the same rates as the Government employees, since the present G. O. leaving it to the option of the managements affords no relief to teachers. It therefore requests the Government to meet the entire cost on this account from Provincial funds.

This Guild resolves that full fee concessions be granted to children of all teachers whose salary does not exceed Rs. 100.

The following office bearers were elected for the year 1946-47.

President	... Mr. E. N. Subramanyam.
Vice-Presidents	{ " J. Daniel.
	" A. S. Venkataraman.
Secretary and Treasurer	... " H. Sundar Rao.
Joint Secretary	... " Narayanaswami Pillai.
Guild's Representative on the S.I.T.U. Executive	... " P. L. Ramana-
	tha Rao.

Mr. E. N. Subramanyam was kind enough to invite the Guild to hold its next annual conference at Madanapalli.

Madras.

Under the joint auspices of the Teachers' Guild and the Headmasters' Association a conference was held at the Kellett High School, Triplicane on 23-2-46. On 'The Effective Utilisation of Educational Broadcasts of the A.I.R. Madras' Sri M. S. Sabhesan, President of the S.I.T.U. took the chair. Sri S. Gopalan, Station Director, addressed the conference and explained how the A.I.R. was trying to serve the schools through its educational broadcasts. He invited suggestions from those present with a view to making the programmes

more effective educationally. Various suggestions were made and a sub-committee was appointed to formulate the views of the conference on the different questions that were discussed.

Annual Conference.

The annual Educational conference of the Madras Teachers' Guild was held at 2 p.m. on Saturday the 6th of April at the Hindu High School, Triplicane, Miss J. M. Gerrard presiding. Rao Sahib R. Krishnamurti, President of the Guild, welcomed the members and exhorted them to strengthen the Guild. He deplored the attitude of the government in regard to the grant of Dearness Allowance and appealed to the managements to help their employees. After the presidential address, Kulapathy Jayaram, H. Cousins addressed the Conference on 'The Place of Art in Postwar Education.' He emphasised that School-life should stimulate the creative activities of children and said that Drawing must find an important place in the school curriculum as it helped, more than any other subject, to develop the creative faculties of children. Mr. C. C. Abraham of Y.M.C.A. College of Physical Education, then spoke on 'Physical Fitness as a test for selection of pupils to the different grades and for promotion.' He stressed the importance of physical fitness and said that efficiency depended on it; he argued that by ensuring the individual's physical fitness the efficiency of the individual and the Nation would improve.

The Conference then adjourned for tea. Re-assembling under the chairmanship of Rao Sahib R. Krishnamurti the Conference considered the following Resolution:

The Conference, while expressing its thanks to the government for sanctioning dearness allowance of Rs. 16 per month to teachers in aided Elementary schools, regrets to note its reluctance to order payment of D.A. at government rates to teachers in other aided educational institutions.

This Conference is of opinion that expenditure on D.A. should be considered an extra-ordinary item not coming under the purview of the

rant-in-aid code; it urges government to pass early orders directing managements to pay their employees D.A. at rates applicable to government servants with retrospective effect at least from 1st April 1945, and place sufficient funds at the disposal of the managements to enable them to do so.

Sri M. Vivekananda moved and Sri R. Chandrasekaran seconded the above resolutions. Sri L. R. Madhuranidhan moved an amendment to delete the words "This Conference is....." and the words "and place....." Sri Puroshathan seconded and suggested that the date be changed to 1st July 1944. The mover of the amendment accepted the suggestion. After discussion the amendment was carried and the resolution as amended was passed.

Sri T. P. Srinivasavaradhan moved and Sri G. Sundaram Iyer seconded the following resolution which was unanimously adopted:—

This Conference desires to bring to the notice of the Authorities that salaries of teachers of all grades are far below what others of similar educational qualifications are drawing in other services and that there are also great inequalities in salary scales of teachers employed under different agencies. In the interests of sound educational progress and with a view to securing a contented and efficient teaching personnel, this Conference urges upon government the need for immediate action towards raising the scales of salaries as otherwise the Conference apprehends the progress of education will be considerably retarded.

At this stage, Miss Gerrard took the chair and called upon Miss Stokes to address the Conference on 'Tests of Aptitudes and Abilities'. Mr. Kuruvila Jacob then initiated a Symposium on the Recruitment, Training and Service conditions of teachers. Sri M. S. Sabhesan strongly urged that the State must undertake full responsibility for education and stressed the importance of adequate salaries and decent conditions of service in enabling the teacher to do his best.

In her concluding address the president stressed the importance of research and group discussions.

The Late Rt. Honourable Sastri.

Tributes were paid to the great qualities of the late Rt. Hon. V. S. Srinivasa Sastri by the members of the teaching profession at a meeting held on Thursday 25th April under the joint auspices of the Madras Teachers' Guild and the South India Teachers Union at the Hindu High School Hall, Triplicane. Mr. M. S. Sabesan presided.

Mr. M. S. Sabesan said that Mr. Sastri had a knack of putting at ease anyone who came into contact with him. He added that Mr. Sastri was a fine teacher, a good Headmaster and a great public worker.

The meeting adopted a resolution paying a tribute to the services rendered by the late Rt. Hon'ble Sastri to the cause of education and the teaching profession for well over 50 years and expressing their deep sense of sorrow at his demise.

Dr. B. V. Narayanaswami Naidu, who moved the resolution, said that Mr. Sastri never arrogated to himself the position that he occupied in his life. After referring to his contacts with Mr. Sastri, the speaker said that Mr. Sastri was one of those who felt that while students should understand and discuss politics, they should not take an active part in it. He expressed his gratitude to the late Sastriar for the excellent training he gave him saying that he could not have had a better master than Sastriar.

Mr. T. P. Srinivasavaradhan said that the teaching profession as a whole was indebted to Mr. Sastri, because he was responsible for the instituting of the Provident Fund scheme for the teachers.

Rao Sahib R. Krishnamurthi said that it was a privilege to be associated with Mr. Sastri. In his death the teaching profession had lost a great teacher and the Madras Teachers' Guild, one of its founder-members.

Mr. G. Srinivasachari said that Mr. Sastri was always proud of having been

a teacher once and that his presence among the members of the profession was regarded as a benediction by them. Mr. V. Rajagopala Aiyar said that in the demise of Mr. Sastri, the teaching profession had lost an astute champion, and the country a great statesman of international reputation.

Dr. T. S. Tirumurthi suggested that a girls' school should be founded to perpetuate the memory of Mr. Sastri.

Mr. S. Natarajan read a message from Dr. S. R. U. Savor, Director of

Public Instruction, paying a tribute to Mr. Sastri's great qualities.

Mr. Natarajan said that Mr. Sastri had proved that school-masters also could understand political problems and give a lead to the country. He said that the late Sastriar was a foundation member of the Guild and that the Guild came into being very largely due to his efforts. He had served the Guild as a Secretary for several terms and till his death evinced an abiding interest in the work of the Guild.

The XXXVI Madras Provincial Educational Conference, Bellary

15th, 16th & 17th May, 1946.

Venue of the Conference:—Municipal High School, Bellary.

<i>President-elect:</i>	Mr. M. S. Ekambara Rao, B.A., L.T., Headmaster, Ganpa High School, Mangalore.
<i>Chairman, Reception Committee:</i>	Mr. K. S. Vedantham, B.A., L.T., Headmaster, Municipal High School, Bellary.
<i>Secretaries of the Reception Committee:</i>	Mr. B. Gururaja Rao, B.A., L.T., Board High School, Yemmiganur. Mr. G. V. Venkataraman, B.A., L.T.
<i>Treasurer:</i>	Rev. F. H. Brown, M.A., Headmaster, Wardlaw High School, Bellary.

PROGRAMME

1946 Wednesday, 15th May 5 p.m.	Opening of the Educational Conference and the Exhibition by Rajiah D. Paul Esq., Collector, Bellary. Subjects Committee meeting.
9-30 p.m.	
Thursday, 16th May 8 to 10 a.m.	Resolutions and discussions on "Universal Free Compulsory Education and Teacher Training and Teacher Supply." Educational S. I. T. U. General Body Meeting [Broadcast.
10 to 11 a.m.	S. I. T. U. Protection Fund General Body Meeting.
4-30 to 5-30 p.m.	Public Lecture.
5-30 to 8 p.m.	Resolutions.
	Discussion on "Agency in relation to salary scheme, subsidy, control and grant-in-aid."
Friday, 17th May 8 to 11 a.m.	Resolutions. Discussion on "Secondary Education with special reference to diversified courses, Physical and Health education." Concluding session of the Conference. Excursion to Humpi.
Saturday, 18th May	

Urgent meetings of the Executive Board and the Working Committee of the S. I. T. U., if necessary, will be held during the days of the Conference.

EDITORIAL

The return of the Popular Ministries.

After a period of six years and a half the administration of the Provinces is being taken over by the popular ministries. Many are the problems that the Congress ministry in our province will have to face. Famine is acute and it will require all their talents to prevent a repetition of the Bengal tragedy. Then they have the problem of high prices, largely the result of the Government's policy of inflation. Unemployment has begun to rear its head. Thanks to the War, all the Nation building services were kept starved—and the new Government will soon realise the disastrous consequences of such a policy. It is likely that in their eagerness to do good to the people, there may not be that attention to the Nation building services as would be necessary in the larger and greater interests of the Province.

One such service is Education. It must be remembered that unless Education is placed on a sound footing no progress in any sphere of activity would become possible. There is no use being frightened of the vastness and the complexity of the problem or of the enormous financial outlay involved.

These must be faced with resolution and courage. The ministers are now in an advantageous position in this regard. They have before them many schemes for educational reconstruction. The report of the Central Advisory Board of Education, the experience of the Hindusthani Talimi Sangh and of some of the Provinces and States that have tried the basic scheme of Education and the report of the National Planning Committee are all there to help them. What is needed is the will to act and we trust the new Government in Madras would take on hand immediately the reform of Education in this Province.

Teacher Training.

In the last issue we referred to the training of teachers. We understand that the Government contemplate send-

ing abroad possibly to the United Kingdom or to America one of their senior officers to take a high degree in Education, with a view to appointing him later as the Principal of a Training College. We are unable to get fuller particulars of Government's proposals in this matter. While a high degree will be helpful; we wish to point out that what is needed is an ability to organise the work of the Training Colleges. A knowledge of how this work is being done abroad will be of greater value than the possession of a high degree in Education. Too often we have had experts from abroad suggesting to us plans which are mere replicas of the English system without in any manner taking into account either the prevailing conditions or the needs of this country. We wish that Government would not be committing the same mistake. If they should depute an officer, he must be one thoroughly conversant with the existing training college practices, and must have intimate knowledge of conditions in our schools. It will be of great value if the Government should think of sending a delegation of, say, five persons to visit the United Kingdom and America to study the organisation of the training of Teachers. Their report will be of very great help in re-organising our Training department.

It is unfortunate that the Government in this Province should not have given a thought to the Basic Scheme of Education, otherwise known as the Wardha Scheme. The C.A.B. has recommended that during the ages 6-14, the Basic Scheme i.e. education through a craft, should be adopted. All the world over, opinion in favour of Education through activity and that, purposeful activity, is gathering strength and the experience of those who have been conducting Basic Schools in various parts of India has clearly demonstrated its efficiency. We would therefore strongly urge that the Government should include in the programme of studies for pupil teachers, education through a craft. It will be a great advantage

if a group of educationists, officials and non-officials, be deputed to visit some of the Basic Schools in C. P., Bihar and Kashmir. Their report will be of great help in the proper reorganisation of the Teacher Training institutions in the Province.

Rt. Hon'ble Dr. V. S. Srinivasa Sastrigal.

We deeply regret to have to record the death of the Right Honorable Dr. V. S. Srinivasa Sastrigal in the early hours of Thursday the 18th of April. His was a life of dedication and of service to the motherland. He began life as a teacher but his remarkable intelligence and his great gifts of oratory attracted



the attention of the public. He decided to join the Servants of India Society and was for many years its President. As a teacher and later Headmaster, he stood out as a model for others. His watch-word was efficiency. It was largely due to his efforts that the Madras Teachers' Guild was brought into being.

As member of the council and later as Secretary of the Guild he had done yeomen service. His association with the Guild contributed not a little to its power and influence in those early years.

He longed to see a well organised Teaching Profession. He believed in Teachers' organisations and strove hard to establish teachers associations in different parts of the province. He gave very valuable assistance in the establishment of the South India Teachers' Union. He may well be called the Father of Teachers' Associations in India. To the very end he evinced a keen interest in the working of the Guild and was ever ready to help with his advice and guidance. Our readers may well remember how he led the deputation to the Director in 1943 to press upon Government the need for revising the grant-in-aid Code.

In his death the country has lost a great patriot and the teaching profession has lost a wise guide.

The Late S. T. R.

We are glad to learn that the Trichinopoly District Teachers' Guild is taking steps to perpetuate in a fitting manner the memory of the late S. T. Ramanuja Iyengar. It is true that S. T. R. was intimately associated with the Trichinopoly Guild and it is in the fitness of things that the Guild should have taken the first move in the matter. S. T. R. had endeared himself to the teaching profession in our province, by selfless work, by his vigorous championship of Teachers' rights and privileges and by his severe insistence on the teachers' duties and responsibilities. We commend the appeal of the Trichy Dt. Teachers' Guild to all teachers in this province and we hope that by their generous response the Teachers of South India would help in setting up a suitable memorial to the services of a great gifted and talented worker.

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The S. I. Teachers' Union Protection Fund, Ltd.

NOTICE TO MEMBERS

Notice is hereby given that the Eighteenth Annual Ordinary General Meeting of the Fund will be held at the Municipal High School, Bellary on Thursday the 16th May, 1946, at 4-30 P.M. to transact the following business:—

1. To receive, consider and adopt the Directors' Report and the Audited Statement of Accounts for the year ended 31st December, 1945.

2. To elect the President, the Vice-President, the Secretary and six other Directors under Article 25.

The retiring Directors are eligible for re-election.

3. To elect an Auditor for the year 1946 and fix his remuneration.

The retiring Auditor Sri V. Soundararajan, B.A., G.D.A., R.A., is eligible for re-election.

4. Notice has been given by Mr. K. Krishna Iyer and others from Tuticorin of their intention to move the following as a Special Resolution:—

Payment of Dues:—Rule 38—D—Charging of Penalty:

“The defaulter shall be allowed to revive his policy on payment of arrears of premium in full with compound interest at 6% per annum together with notice charges on the production of health certificate to the satisfaction of the Board.

The reinstatement Registration fee of Re. 1/- may be collected as usual.

The penalty shall be collected after allowing two months' grace. The resolution to take effect with retrospective effect from 19-12-45 onwards.”

Members who intend to ask for information at the General Meeting regarding any matter either in the Directors' Report or in the Statement of Accounts, are requested to give notice of the same to the Office on or before Thursday, the Ninth day of May, 1946.

(By order of the Board)

V. B. MURTHI,
Hony. Secretary.

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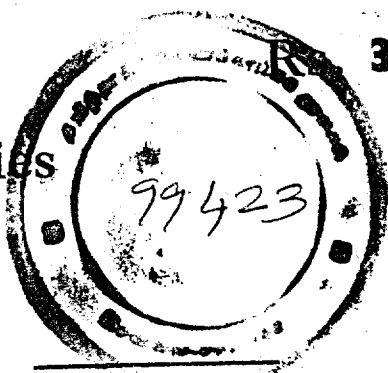
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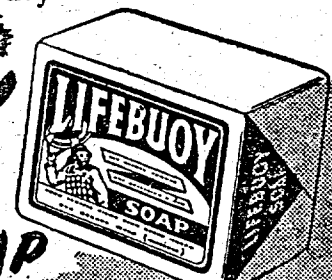
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