

144

The South Indian Teacher

1944 NEW YORK

VOL. 17. NO. 11



Tm21, N30

N 44.17.11

98827.

Vol. XVII

Regd. No. M. 2347

No. 1

# The South Indian Teacher

144

NOVEMBER 1944

उद्धेदात्मनात्मानम्.—The Gita.

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# THE SOUTH INDIAN TEACHER

Vol. XVII

NOVEMBER, 1944

No. 1

## THE TEACHER AND THE SARGENT SCHEME\*

By

M. S. SABHESAN, President, The South India Teachers' Union.

You have been pleased once again to invite me to speak on the occasion of the Education Week. You have asked me to speak on "The Teacher and the Sargent Scheme." This cannot be quite a new subject to an audience of Madras Teachers. The central theme for the Week is "the Crisis in Education and the South India Teachers' Union." You may perhaps expect me to deal with what is expected of teachers in respect of post-war education scheme. I hesitate to urge you to undertake the work of giving wide publicity to the views of the Union. Can I forget that teachers of aided schools and Colleges have been carrying on their work in these hard days as usual with a smile on their face even though the need for relief is tardily recognised or even ignored by the Managers and the Government.

Your invitation comes to me just when my mind was thinking over certain tendencies and developments in and outside the teaching profession. The eloquent inaugural address of our esteemed friend and well-wisher further helped me to give a shape to my lecture to-day. Two developments outside the teaching profession that have a direct bearing on our national welfare happened to influence me. On the one side is the series of B. B. C. Broadcast discussions on Foundations of Freedom under the chairmanship of Mr. Wick-

ham steed; and on the other is the manifestation of "independent nation feeling" by group after group in our country. The broadcasts draw pointed attention to certain depressing conditions in the India of today, such as poor out-turn from agriculture and great shortage in food production, low standard of living, prevalence of disease and malnutrition, high death rate, inadequate milk supply and lack of good drinking water. It is admitted that such evils are chiefly due to backwardness of India in respect of Education. As for the manifestation of independent nation feeling, each group is good enough to make its position clear to a and express its preparedness to go the full length to safeguard its interest and maintain its separateness. While the evils referred to in this broadcast are nation wide and call for concerted action and for formulation of all-India policy, the separatist feeling keeps leaders apart and accentuates the feeling of distrust. The more marked the aloofness of the groups becomes the more difficult will it be for us to improve the position of the country. These two developments taken together form a challenge to our leaders interested in the welfare of the country. It is for them to take a realistic view and call for a truce of party strife and slogans. A common approach with balanced minds will help our leaders

\* A lecture delivered under the auspices of the Madras Teachers' guild on 13-10-44 on the occasion of the 14th South Indian Education Week.

to make successfully the immediate and future needs of the country. A balanced mind fosters trust and Schools will have to work towards that end in view. The need for balanced mind is equal in the teaching profession. There are two groups in the profession, one which I may call for clearness sake the "why we" and the "why not we" groups. The former is numerically superior while the latter is more vocal and aggressive. The "why we" group consists of humdrum teachers. They feel that their work begins and ends in the class room. They are not keen on having any hand in regard to courses, programme, etc., and are always waiting to obey instructions. The "why not we" group feels that teachers should have a hand in the formulation of policy, courses, and programme. They think that they should be consulted in all matters educational. The "why we" mentality really amounts to shirking of our responsibilities as members of the learned profession and is likely to create an impression in the public that the proper education of the youth of the country will not receive proper attention from teachers. The position taken up by the "why not we" group is a legitimate one which is sure to promote the cause of sound education. It is a matter of fact in all western countries consultation of the teachers' organisation is taken for granted and a spirit of comradeship between Teachers' Organisation and the authorities is a common feature. In India and especially in South India, it is presumed that Teachers' Organisation can have no opinion to offer and that the Government can always get the opinion of an individual teacher here and there if necessary. This disinclination of the Government to take the Teachers' Organisation into confidence is a great obstacle to the progress of education and no sense of responsibility can develop under such conditions. The natural reaction of the Teachers' Organisation is seen in the extreme view advocated by the "why not we" group that educational questions are the concern of teachers and that their views should prevail. The relation between teachers and authorities becomes strained and the feeling of distrust grows to the detriment of education. The fair-

ness of the demand of the "why not we" group for adequate representation cannot be questioned, but it should also realise that education is not the concern of teachers alone and that its decision cannot be final. All that teachers can legitimately demand is that they should have adequate representation in Boards and Committees appointed from time to time for the consideration of educational questions, and that their accredited representatives should have opportunities of placing the view of the profession and helping the bodies in arriving at a decision. Anything more extreme than this may be impracticable especially in the present condition of our Society. Ideas, sentiments, and slogans of the street are beginning to enter the class room and teachers cannot be too careful. Teachers are expected to be loyal to the School and School children. They have till now pulled together as a team irrespective of differences of cast and creed. With the exhibition of sectional spirit of the militant type all round the school, it may not always be possible for teachers to subordinate sectional loyalty to school loyalty or professional loyalty. We should all of us strive for mutual goodwill and fellow-ship. This will bear fruit only if we are realistic and cultivate a balanced mind. In the coming trying years, the School where teachers have balanced minds will impress the public and create a confidence that extraneous considerations will never influence their decision in regard to School administration.

True education of the youth of the Country is the concern of the four groups, the Government, the Managements, the Parents and the Teaching profession. Teachers will be justified if they should hold the view that each group is expected to make its own contribution in a willing manner and in no condescending spirit. The objective of modern education may be stated in broad terms as the provisions of opportunities for enabling pupils in schools to become able-minded, healthy, intelligent, cultured, self-reliant and co-operating citizens. This objective cuts clean across the notion that education is the privilege of the few leisured classes. It really involves the education of the whole nation, and full

scope for allround development of each individual. Any scheme of national education brought up for consideration should be judged from these standpoints. If it should be satisfactory in regard to essentials, we should welcome it and commend it to the people with such modifications in details as may be necessary to suit local condition.

The Report of the Central Advisory Board of Education, commonly known as the Sargent Scheme is now before the public. It is not necessary for me to go into the details of the Scheme now. What the Scheme stands for has to be understood clearly. The scheme stands for certain well accepted sound educational principles and ideals. These are (1) Education of the whole nation irrespective of race, caste or creed; (2) Education of the whole man including physical education; (3) Equality of opportunity with generous provision for scholarships and maintenance allowances for all poor but talented pupils belonging to any community; (4) Education of the adults; (5) The financial responsibility of the Government for education; (6) Diversified courses, technical schools and poly-technics to cater to the heterogeneous school-going population; (7) Universal compulsory basic education 6-14 to ensure not mere literacy but preparation for citizenship and life and (8) a well-equipped trained and contented teaching profession, with an assured status.

The Scheme is on the whole comprehensive and realistic. It seems to me it will stand the tests you may apply. The Advisory Board states plainly that it is not offering an ideal scheme. It is not its contention that everything in this scheme is entirely new. The scheme leaves no one in doubt about the crisis in education and puts in a strong plea for action. It warns us that India will not hold its legitimate place among the civilised countries if steps be not taken to give effect to the scheme in its entirety as early as possible. Teachers have to examine the scheme in a dispassionate manner and with balanced mind. An educational scheme cannot be expected to be perfect at the outset. In the working of the scheme new points are sure to arise and a modification may be found necessary. The question we should ask ourselves is not whether the scheme is

idealistic and logically perfect and rests on sound principles, but whether it can help us to achieve the main objective. The scheme is sound on the whole and it is essential to the welfare of the country. Teachers should deem it their duty to keep it in the public eye and urge the leaders and the Government to implement the recommendations.

No educational scheme can ever escape criticism and the Sargent Scheme is no exception to this rule. Constructive criticisms are few and it may be said that the chief educational points are not challenged or criticised. There will always be room for improvement in any educational scheme even though it may be drawn up by educationists. What is needed is action. Let me make mention of the chief criticisms so far made against the report. (1) 40 years too long against the report. (2) No point in educational planning when no definite idea about the political status and the economic position of the country can be had. (3) Interference with the Provincial Autonomy. (4) Scheme is of the Government of India and the Provinces have to find the money. (5) Administration chapter unsatisfactory and the revival of I.E.S. unnecessary. (6) Managing agency and School administration Board not dealt with fully and a special committee to go into the Agency question. (7) Selection principle and the interests of the backward communities. (8) Religious education. (9) Selection at 11 plus. (10) Why post-war. (11) "National" use not in the sense of "patriotic". (12) Nothing new in the scheme. (13) India's genius not perceptible in the framework and curriculum. (14) Right of parents in respect of education the desire to give their children interference with. (15) Conscription teaching.

The committee itself has tried to make its position clear in regard to the period. The training of thousands of teachers with necessary qualifications is expected to take this time. Those who quote the example of Russia will themselves oppose measures adopted there for the expansion of education. Those who object to the period of 40 years will be doing a service if they urge immediate action and get the scheme introduced. It is good to have a blue print of educational planning which will be essential for the progress of the country and the

need not wait till the final decision is reached in regard to our economic and political status. There is need for a fuller consideration of the Managing Agency since the present unsatisfactory condition of education is due to the inability and unsuitability of private managers and local bodies in respect of school administration. Of the other criticisms, only a few require some consideration. The danger to backward communities inherent in the selection process suggested for entrance with the high school is imaginary and unfounded. The report does not suggest outright selection nor does it shut out from high schools pupils who may not come up to the standard. A convincing case is made out for the selection principle in the report. If the danger to backward communities be real, they may be exempted from this process for 10 years to begin with. The diversion at 11 plus to the high school is objected to on the ground that one uniform basic education from 6-14 may take away class feeling.

The Report has got good arguments for diversion at 11 plus and experience alone can divide which may be the wise step in the long run.

May I appeal to teachers to acquaint themselves with the recommendation of the scheme and the criticism from the public. Kindly pass on to the UNION the criticisms when they relate to the essential features of the scheme for careful consideration. It seems to me that our duty is to place before the people well considered opinion on the post-war educational scheme. They look to you for a lead and guidance. Fear is expressed that the scheme may not be given effect to after all. On an examination of the scheme from all aspects we are convinced that the arguments for burying it are not at all convincing and that it can take the country forward. Let us therefore give wise publicity and persuade the public to bring pressure to bear upon the Government towards the introduction and working of the scheme.

## ERRORS, DEFECTS AND DEFICIENCIES IN THE STUDY OF SCHOOL ARITHMETIC AND MENSURATION

By

S. BALAKRISHNA AIYAR,

Retired Vice-Principal, Teachers' College, Saidapet.

(Continued from page 235)

### C. THE FUNDAMENTAL OPERATIONS WITH INTEGERS

#### O I. Addition of Integers

##### O I-1. Errors :

1. (i) Errors in the fundamental addition facts (primary addition combinations) — non-zero addends, e. g.  $9 + 7 = 15$ .

(ii) Addition involving zero.

$$\begin{array}{r} \text{e.g. } 6 + 0 = 0, \quad 43 \\ \quad \quad \quad \quad \quad 20 \\ \quad \quad \quad \quad \quad \hline 60 \end{array}$$

(iii) Wrong number combinations in grouping or splitting numbers to make up 10 (subtotalling to facilitate addition).

$$\text{e.g. } 36 + 9 = 40 + 6 = 46.$$

##### 2. Column addition :

(i) Defective placement of figures of the same rank one below another in the same column.

(ii) Confusion of columns due to

(i). (iii) Errors in the management of zeros in columns (zero-difficulties).

(iv) Confusing columns when there are gaps (as when the addends have different numbers of digits).

(v) Losing columns if the number of columns is large (addends being large numbers).

(vi) Omission of digits in the course of the adding.

(vii) Entering totals of digits in wrong columns, thus losing columns or adding columns more than once.

(viii) Getting into (ascending into) wrong decades (especially in oral addition).

$$\begin{array}{l} \text{e.g., Overstepping decades, } 36 + 47 \\ = 92; \text{ losing decades, } 35 + 47 = 72. \end{array}$$

(ix) Failure to enter digits in the final answer.

#### 3. Horizontal addition :

(i) Zero difficulties.

(ii) Omission of digits (skipping digits).

(iii) Confusion of places. Mix up of digits of different ranks, especially when the addends are of different sizes as in (iii) and (iv) above.

4. Carrying (responsible for a large proportion of the errors).

(i) Writing down the whole total of a column in the answer (i.e., entering in the answer the figure to be carried into the next column).

(ii) Carrying wrong numbers. e.g., The total being 74, entering and carrying 4.

(iii) Adding carried figure twice once at the beginning of the addition of the next column and again at the end.

(iv) Forgetting to carry, especially when the carried figure is not noted down close to the top or the bottom of the column.

#### 5. Wrong principle :

(i) Adding unlike numbers, i.e. numbers of different ranks or denominations.

$$\text{e.g., } 6 \text{ horses} + 7 \text{ cows.}$$

(ii) Omission of unit names or names of denominations.

#### 6. Faulty procedure :

(i) Starting from the left and proceeding towards the right.

(ii) Irregular procedures, defective analysis.

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# THE SOUTH INDIAN TEACHER

7. **Language error :**  
e.g., 1 plused 6 and 3 and got 9.
8. Lack of control over the addition process,  
(i) Getting different answers when adding a set of numbers more than once.  
(ii) Persistence of errors once omitted.
9. **Mechanical errors :**  
(i) Wrong reading of figures.  
(ii) Errors due to malformation of figures.  
(iii) Omission of digits.  
(iv) Wrong copying down of figures in transcribing from book to notebook, from blackboard to slate; in taking down dictated numbers.  
(v) Errors in setting down or transcribing answers; in transferring numbers from rough to fair work.
10. **Defects and Deficiencies**
  1. Tendency to reverse order of digits and numbers.  
e.g.  $7+8=8+7=15$ .
  2. Round about procedure.  
e.g.  $7+12 \rightarrow 10+7=17$ ,  $17+2=19$  (order reversed; splitting to complete 10).
  3. Inability to jump gaps in column and horizontal addition.
  4. Inability to present result in equation form.
  5. **Crutches :**
    - (i) Counting on fingers.
    - (ii) Repeating table of addition facts up to required stage.
    - (iii) Visualization, using seen arrays like window bars, rafters, patterns.
    - (iv) Nodding heads, tapping.
    - (v) Vocalization of procedure, i.e., saying steps aloud.
    - (vi) Repetition of successive addends and intermediate totals.  
e.g., To do  $9+8+6$ , saying 9 and 8, 17; 17 and 6, 23.
    - (vii) Repeating intermediate totals
- over and over again (for fear of forgetting or as a matter of habit).
- (viii) Splitting number to form familiar subtotals like 10, 12, 16.
- (ix) Deriving unknown from known combinations.  
e.g.  $6+8=(6+6)+2=12+2=14$ .
- (x) Noting down carried figure at the top or at the bottom of the next column.
- (xi) Entering in full the total of each column correctly (in proper places) and then making up from these the final sum.
- (xii) Marking off addends into blocks to obtain subtotals, and then adding these latter.
6. (i) Want of confidence in mental work, even in simple cases.  
(ii) Use of scrap paper.  
(iii) Short attention span.  
(iv) Giving up in the middle and starting the work all over again from the beginning (due to lack of control over process and confusion).
7. **Procedure defects :**  
(i) Absence of system, e.g. adding some columns from top to bottom and the others from bottom to top in the same addition sum.  
(ii) Adding big numbers first and then the small numbers, and *vice versa*.
8. Inability to indicate differences in the order of operations using brackets.
9. **Verification :**  
(i) Neglect of verification. (Verification habit not formed or fixed).  
(ii) Verifying by repeating the process in the same order. [Danger of persistence of error].
10. Paucity of knowledge of addition words. Inability to decide upon addition from the wording of the question.
11. Inability to suggest practical problems that will lead up to indicated process, e.g., to correspond to  $5+9+4=$   
(To be continued.)

## FROM OUR ASSOCIATION (Education Week Celebrations Malabar)

### Tirthapathi High School Ambasamudram

Under the joint auspices of 1. the Chamy Ayyar High School, Ayakkad, 2. the Hindu Middle School, Manjapra, and 3. the Middle School, Vadakancherry, the Education Week was celebrated on the 11th, 12th and 13th October at the Vadakancherry, Ayakkad and Manjapra centres respectively.

The first session met at 5 P.M. at the Vadakancherry Middle School on the 11th and Sri A. Surendranath, B.A., L.T., the Regional Director of Physical Education, inaugurated the proceedings. Sri K. S. Gopalakrishna Ayyar, B.A., L.T., presided. There were lectures by Messrs V. V. Sankaran Nayar, C. P. Sarma, B.A., L.T., and K. Gopala Menon, B.A., L.T.

The second session assembled at 5 P.M. on the 12th at the C. A. High School, Ayakkad Sri M. V. Venkiteswara Ayyar, B.A., L.T., presiding. After tea, Sri P. P. Chamy Ayyar, Manager of the school welcomed the gathering. There was a lecture on Educational Problems by Sri C. P. Sarma, B.A., L.T., and a discussion followed. There was an interesting Programme of Variety Entertainment by the pupils and Boy Scouts of the school.

The third session was convened at the Manjapra Middle School, by Sri K. Narayankutty Nayar, B.A., D.T., (an Educationist from Burma). There were lectures and Discussions on various matters of educational interest, including problems on Secondary Education, the Sargent Scheme, and the Teachers and their role today. Sri T. S. Dharma Rajan, B.A., (Hons) was the principal speaker. The guests were entertained at tea and music (veena) party.

### Resolutions

The final session unanimously adopted the following Resolutions :—

1. While appreciating the move from the Director for the improvement of the poor standard of English in Secondary Schools and offering our whole-hearted co-operation towards that end.

This meeting apprehends a reversion to English as the medium of instruction for non-language subjects and deems it as wholly retrograde.

2. This meeting is of opinion that books for non-detailed Study be introduced to better the standard of English.

3. With a view to develop free expression in the mother tongue Malayalam compositions be made compulsory for all pupils irrespective of their second language.

4. This meeting requests the Government to grant dearness allowance to Secondary school teachers in aided schools on the same scale as is paid to those in Government Service and give it in the form of a special grant as is being done in the case of Elementary Schools.

5. This meeting strongly protests against the Government Order permitting admission to the Fourth Form for the pupils coming out of E. S. L. C. Public Examination.

Under the auspices of the Teachers' Association of the Tirthapathi High School, Ambasamudram, the Fourteenth South Indian Education Week will be celebrated in the premises of Tirthapathi High School, on 12th and 13th October, 1944.

On 12--10--44 Mr. Bhaskara Thondar 1st class Magistrate, Presided. Mrs. Goma Ammal suggested many useful ways and means of spreading adult education. The President in his concluding speech stressed on the appreciative side of literary studies and illustrated point excellently quoting one or two stanzas from Kamba Ramayana. The position of teacher in any scheme of education was the subject treated in all its aspects by the learned lecturer Sri R. S. Subramania Pillai. He pointed out that unless teachers are amply paid no useful teaching work can be expected of them.

On 3--10--44 Mr. R. Sadasivam Pillai, District Munsiff, The Senior Deputy Inspector, Nambi Ayyangar, M.A., L.T., spoke on the Sargent scheme and the Educational Crisis. The noteworthy features of the scheme such as universal compulsory elementary education according to aptitudes and tastes, were discussed and the scheme he said was most welcome.

The president spoke a few words welcoming the scheme.

With a vote of thanks by the Secretary, the function came to an happy close.

### Board Middle School, Kaniyur

Under the auspices of the Teacher's Association, Board Middle School, Kaniyur the 14th Education Week was celebrated in the school on the 10th October 1944. Sri K. V. Pattabirai Iyer, Ex. Asst. of the school presided. Teachers from all the local and neighbouring schools and a number of parents attended the function.

Mr. K. R. Ramanujam, B.A., read an essay 'Crisis in Education and Growth of knowledge'.

Mr. K. A. Somasundaram, of the Annamalai University spoke on 'Students and Crisis in Education'.

Mr. K. S. Natarajan, B.Sc., (Mining) spoke on "Education and progress of India."

Mr. S. Thirumalachari, M.A., L.T., explained to the audience the scope of the Sargent Scheme and the aspects of present day education requiring radical remedy.

The President wound up the proceedings emphasising the need for a moral order, Education the simultaneous development of mind and body, the expansion of Scouting and an Indian outlook on Education and reorganization.

With a vote of thanks by the Secretary, K. A. Venkatasubba Iyer, the proceedings came to a close.

Tadpatri

The 14th South Indian education week was celebrated in the Municipal High School, Tadpatri, from the 19th to the 21st Oct. under the auspices of the M. H. School, Tadpatri. On the first day, Sri G. Madhava Rao, B.A., Sub-Magistrate presiding, speeches were made on "Music and Education" by Sri T. N. Chari, "Education is a preparation for life" by V. J. Mani and "Child from the point of view of the teacher" by Sri K. Venkatachari. The meeting came to a close by a vote of thanks by the Secretary.

On the second day Sri S. Vaideswara Iyer presiding, Sri T. N. Chari and Sri S. P. Subba Rao spoke on the "Co-operation between the parent and the teacher from the parents' point of view and the citizen's point of view. The parents urged the need for a parents' association and requested the Headmaster to form one at an early date. The president and the Headmaster promised to do so and with a vote of thanks the meeting came to a close.

On the last day The District Educational Officer Sri D. Narasimha Sastri presided over the function and Sri S. Vaideswara Iyer explained the Sargent Scheme. Sri V. J. Mani stressed on the crisis in Education and the necessity to put the scheme into operation at once. Sri T. N. Chari explaining the rate payer, point of view said that such a costly scheme would be a heavy burden on the poor rate payer. Concluding the meeting the president Sri D. Narasimha Sastri explained that the Sargent Scheme embodies many of the old ideas of education, in all its branches provided funds are available. The meeting came to a conclusion after a vote of thanks by the Headmaster. There were short dramas enacted on war propaganda by Sri T. N. Chari and S. Y. Vithal Rama.

Dharmavaram

Under the auspices of the Teachers' Association, Board High School, Dharmavaram, the XIV South Indian Education week was celebrated. A Public Meeting was held on 10-10-44 at 6 p.m. with Mr. D. Narasimha Sastri, M.A., L.T., District Educational Officer, Antapur, in the chair. The Public and the officials attended the meeting in large numbers. P. Surya Narayana Rao spoke on "the Crisis in Education and the S.I.T.U." Later he delivered an interesting speech on the Sargent Scheme. A ballad embodying the salient features of the Sargent Scheme, composed by the Sanskrit Pandit Mr. Srinivasacharya was sung. Mr. T. Rangachar, Telugu Pandit spoke on "Religious Education and the Sargent Scheme". The President delivered his concluding speech. The meeting terminated with a Vote of thanks to the chair.

Tirupathur (Ramnad)

"The 14th Education Week" was celebrated in the N. M. Board High School, Tirupattur (Ramnad) on 30-10-44 under the Presidency of Sri D. Sambasivam Pillai, District Educational Officer, Ramnad. The President was introduced to the audience by Sri S. V. Mahadeva Sastri, B.A., L.T., the Headmaster of the school, who in his welcome address explained the significance of the Education Week, which is being widely celebrated in the Province during this month. Sri M. V. Venkatasamy Naidu, B.A., L.T., of the N. M. Board High School delivered an interesting lecture on "The Sargent Scheme of Education", which was followed by a variety of entertainment consisting of farces in English and Tamil, and delightful songs by the pupils. The President in his introductory and concluding remarks dwelt on some of the salient points of the Sargent Scheme in the Post-war reconstruction period, especially those relating to women's Education, Adult Education etc.

With a vote of thanks by Sri V. Rengachari, B.A., L.T., the Secretary of the Teacher's Association, N. M. Board High School, the meeting came to a close. A very large gathering of parents and pupils of the locality witnessed the function.

Sivaganga

Under the auspices of the Teachers' Association, Sivaganga the Education week was celebrated on 19-10-44 in the school premises, when Sri S. Sooriyanarayana Sarma, Vakil, Sivaganga, spoke on 'Ideal Education'. Sri S. Nallasamy Pillai, M.A. B.L., Advocate, Sivaganga presided.

Sri Sarma, in the course of his lecture, traced at length the system of education that obtained in ancient India, when there was a living contact between the teacher and the taught, and said that true education consisted in the harmonious development of body, mind and spirit. Any system that stressed any one aspect to the detriment of the others, was defective. He criticised the present system of education as being out of date. Referring to the Wardha system, and the Sargent Scheme, he said that they contained very many good points which deserved the careful consideration of all true educationists. He concluded by saying that a system in which all the good points in the above schemes were incorporated, and which was suited to our Indian genius was the one best suited for our country.

The president in his concluding remarks said that education was the greatest asset of an individual. Man was imperfect without it. It should be imported to all. It should be such as to make him a good citizen and enable him to realise his inner self.

With a vote of thanks proposed by the secretary, the meeting came to a close.

English in Schools

The D. P. I., Madras, has recently circularized the managers of schools on the 'steady deterioration' in the standard of English in this presidency and has suggested as a remedy the employment even in the lower forms of Graduate Teachers specially trained to teach English. The remedy suggested does a very grave injustice to a considerable section of the Secondary Grade Teachers. Just because they have passed only their School Final or Intermediate it is to be presumed that their standard of English is in the same level as that of students in the School Final or Intermediate classes? Cannot Speech habit and Reading habit improve

their language? Have they not been trained in training schools to teach English? If there is deterioration the cause lies elsewhere as in the change of the medium of instruction from English to the vernacular, the increasing number of text books that are not adapted to the Direct Method, the class library system without suitable books that could grip the imagination of the boys in the lower forms, and so on. A questionnaire issued to the teachers of English in the lower forms would be of much help in finding the real cause. In fairness to the Secondary Grade Teachers, the S.I.T.U., should take up the question.

S. RAJAGOPALAN.

Report of the Refresher Course in Physical Education in the London Mission Secondary Training School, Cuddapah

In the course of a report Mr. C. Elisha, Head-master and correspondent of the London Mission Training School Cuddapah Observes:—

The Refresher Course was inaugurated on 10th October 1944 at a special meeting presided over by Mr. M. David, B.A., L.T., the local Senior Deputy Inspector of Schools and since then, the course (theoretical and practical) has been regularly and systematically conducted for 3 to 3½ hours a day, in two sessions.

The Chief motive of giving the Refresher Course to teachers under training is that through them the children in various schools,

both in rural and urban areas, will be taught to interest themselves in games and other physical activities.

The teacher is the agent to bring out the sided development of the child and really he the nation builder with tremendous responsibilities, thrown on his shoulders.

To improve schools on the physical side nutritive food like milk and mid-day meal should be given to poor and deserving children there should be frequent medical inspection children and a doctor should be a full time physician for a group of schools in a locality. Every school, however small it may be, should be provided with a decent playground. Though all these mean money, the Government should finance them, realising that the children of today will constitute the nation a few years hence.

THE 20TH ALL-INDIA EDUCATIONAL CONFERENCE

The Final Outline Programme December 29—31, 1944

**Friday 29th December 1944.** 9-30 A. M. Council Meeting 1st Session; 4 P.M. Inaugural General Session; 6 P.M. at Home; 9-30 P.M. Council Meeting Second Session.

**Saturday 30th December 1944.** 9-30 A.M. to 12 noon; Sectional Conferences; (1) Childhood and Home Education; (2) Primary and Rural Education; (3) Adult Education; (4) Examination, 12 noon to 2 P.M. interval; 2 P.M. to 4-30 P.M. Sectional Conferences; (5) Aborigines Education; (6) Teacher Training; (7) Women's Education; (8) Military Studies Recreation, Health and Physical Education 4-30 P.M. to 5-30 P.M. Interval. 5-30 P.M. to 8 P.M. General Session 10 P.M. Entertainments.

**Sunday 31st December 1944.** 9-30 A.M. to 12 noon; Sectional Conferences; (9) University Education; (10) Educational Survey, Investigation, Experiment and Research; (11) Moral and Religious Education; (12) Vocational Education. 12 noon to 2 P.M. Interval. 2 P.M. to 4-30 P.M. (13) Secondary Education; (14) Internationalism, Peace and Geopolitics Edu-

cation; (15) Sections that have not finished their work. 5-30 P.M. to 8 P.M. Closing General Session. 8 P.M. New Executive Committee Meeting.

All the meetings will be held at Pt. Priti Nath High School and the delegates will also be lodged and boarded there.

Secondary Education Section

At the Secondary Education Section of the Conference there will be presented two symposia, viz:

1. Factors that hinder the efficiency Secondary School Teacher.

2. Vocational guidance in Secondary Schools.

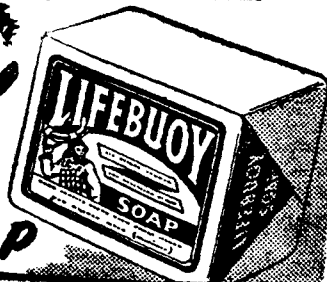
All persons desirous of participating in the symposia are requested to write to the Secretary Secondary Education Committee of the A. F. E. Association, 520, High Road, Triplicane Madras, on or before the 10th December 1944.



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## EDITORIAL

### The 20th All-India Educational Conference

The 20th All-India Educational Conference will be inaugurated at Cawnpore on Friday the 29th December 1944. Sir C. P. Ramaswamy Iyer, Dewan of Travancore, has kindly consented to preside. The Executive Committee of the Federation has drawn up an attractive programme for the general session and for its fourteen sectional conferences.

A strong Reception Committee has been constituted. A draft programme of the conference is given elsewhere and members of the South India Teachers' Union are cordially invited to attend.

The Reception Committee will be glad to make arrangements for boarding and lodging. Early information from intending delegates would be greatly appreciated.

### The Golden Jubilee of the Madras Teachers' Guild

The Madras Teachers' Guild has entered in its Golden Jubilee year and is making arrangements for a proper celebration of the great event. It proposes to publish a souvenir. The Guild will feel very thankful if former members of the Guild would be good enough to send brief notes of their reminiscences. The souvenir volume will contain short notes of eminent educationists of South India and will have a section surveying the progress of education during the last 50 years. The Souvenir Committee will be very thankful for any help that our readers could render in the preparation of the Souvenir.

### Teachers' Salaries in Local Bodies

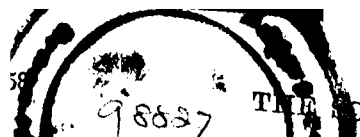
In 1934, when the Acts governing the Local Boards and Municipalities were revised whereby government secured a great measure of control over these bodies, the power to fix scales of salaries for the different classes of employees under these Local Bodies passed from them to the government. In exercise of that power they passed two govern-

ment orders whereby they fixed the scales of salaries of different grades of teachers employed by these bodies in elementary and secondary schools respectively. The fixing of the scales of salaries appears to have been done arbitrarily and its application in most cases went against the procedure adopted by government when the scales of salaries of their employees were revised. The Union while welcoming the step towards standardising scales of salaries, represented to the government that the scales fixed by the G. O. were meagre and inadequate and compared very unfavourably with those obtaining in government service. They took no note of the educational and professional qualifications of the teacher, of his work and responsibilities and of the cost of living. These representations were of no avail as the government appeared to be concerned with balancing the budget of the Local Bodies.

It cannot be said that government are not aware of the altered conditions. They have felt the necessity to restore to their own employees the scales of salaries that were in force prior to 1937. They have appointed a committee to examine the whole question of salaries for their employees. One will be right in presuming that government have taken note of the high cost of living and are convinced of the necessity of improving the salaries of their employees.

Teachers' salaries fixed in 1934 were found inadequate even in the midst of those depression days. Ten years have elapsed and the cost of living has increased tremendously. The exacting demands of modern education have increased considerably the teacher's work and his responsibilities. The time has come for a review of the scales and revise them taking due note of the conditions now prevailing. The Sargent Report has expressed in very clear language the need for liberalising the scales of salaries of teachers.

It says: "Common sense supported by experience leaves little doubt that if teaching service is to secure an adequate supply of the right type of people, it must offer prac-



## THE SOUTH INDIAN TEACHER

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 the labourers the good teacher is most worthy of his Teaching. It is properly due, 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."

We further wish to invite the attention of the government to the recommendations made with regard to the salaries in the report and to their observations on the subject. The scales suggested by the Sargent Committee are distinctly higher than what obtains in our Local Bodies but yet the report observes;

"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

### The School Base.

By W. J. Howard Whitehouse, with an introduction by T. Edmund Harvey. Oxford University Press. Price 2 sh net.

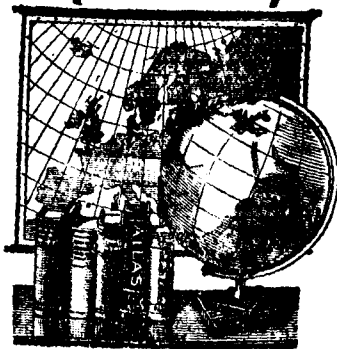
This pamphlet should be read by all who have before them the question of Educational reconstruction. The problems of accommodation and equipment of city schools are growing in complexity and it is becoming increasingly difficult to satisfy the exacting demands of modern education on account of the limitation of space which follows the growth of any town. Mr. Whitehouse in this pamphlet develops a plan of the School Base, which will at once solve the problem of accommodation and bring to the children of all our schools some of the great cultural influences so frequently missing in many departments of public education.

a practicable stage in the transition from what is to what ought to be."

We urge that government may call upon its salary revision committee to examine the salaries of employees under Local Bodies too, particularly teachers, and on its recommendations pass orders revising the salaries.

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According to him every town should be divided into areas and each area having its own School Base in the country which would be out of the town and yet easily accessible. Each Base should be big enough for all the needs of the area, elementary and secondary and even adult and should provide liberally playing fields and facilities for a great out door life. The School Base would afford the opportunity for a wholesome co-operation among the different schools at the Base which could be utilised in securing excellent libraries, art galleries, gymnasias, swimming pools, practical work rooms, theatre, etc. The pamphlet is worth careful study and every progressive teacher ought to read it. In its 30 and odd sections Mr Whitehouse examines every phase of public education bringing to bear his rich experiences of nearly half a century.

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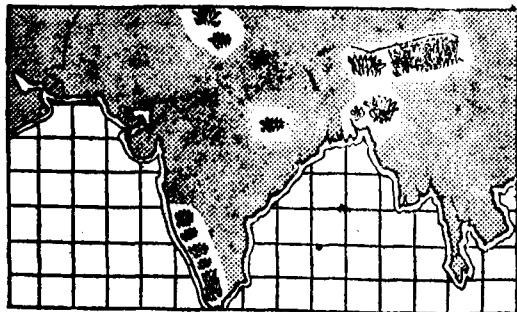
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