

The South Indian Teacher



274

JULY 1945

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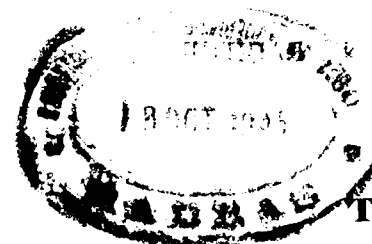
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THE SOUTH INDIAN TEACHER

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No. 7

EDUCATION, THE FOUNDATION OF WORLD ORDER

An Address by

JOY ELMER MORGAN

*Editor of The Journal of the National Education Association U.S.A. Before a
Dinner Meeting of the International Education Assembly, Parkside Hotel,
New York City, April 12, 1945.*

The shocking and tragic news which we have just received of the death of President Roosevelt emphasizes anew the importance of education which builds intelligence and strength into the lives of all the people. President Roosevelt's going places upon each of us an added responsibility to do all we can to help achieve the goals for which he fought so valiantly—the winning of the war and the establishment of a just and lasting peace.

The full effect of education is felt over a long period of years in the lives of men. We bring to our tasks all that we are and the key to the leadership of President Roosevelt is found in his education—within his family, within the church, at Groton, at Harvard, and in his worldwide travels. Likewise the leadership which we shall have from President Truman will depend in large measure upon the spirit and purpose built into his life by the schools which he attended. No teacher can know when he may have under his influence a student who in the years to come will lead the world away from war and toward peace.

During this momentous month, which marks the beginning of the end of war in Europe and the gathering of our United Nations at San Francisco

to plan for world organization, it is good to join you here in this world city to consider for a time the part which education may play in helping to create a livable world for humanity. I come to you as an amateur among professionals in this difficult and complicated field of international education which holds so much of promise for the future. Sometimes as I contemplate the world scene, I am reminded of the little rhyme:

This is a funny world,
Its wonders never cease,
All civilized peoples are at war
While savages are at peace.

The important thing to remember is that we did not get this way overnight. Sometimes we think that war breaks out because there is a Hitler or a Mussolini. Such dictators may be the immediate cause, but the real causes lie deeper. There is the story of the man who began to lose his hair. It got thinner and thinner until finally he had but one hair left. He brushed that hair and combed it and shampooed it. This went on for some time until one morning he woke up and looked down upon his pillow and there was the hair. He exclaimed: "My God, I'm bald." It is that way with war. It comes on gradually over many years. We wake up and

find ourselves at war, but the roots of that war lie way back in the motives and habits and institutions of mankind.

In the lives of both men and nations the stream of history is continuous. It would be interesting to trace out the circumstances operating in our lives which have brought each of us here tonight. I think of our good chairman of the International Education Assembly, Dr. William G. Carr, and I suspect that his experience would in some measure be the experience of each of us. He has been brought here tonight by a long chain of circumstances reaching back into his college days and even earlier. I do not know all the links in that chain, but I do know that he was at one time associated with the great president of Stanford University, an outstanding scholar, scientist, and internationalist, David Starr Jordan. And I do know that my acquaintance with Dr. Carr began not when I first met him in the flesh but when in the late 1920s my attention was called to his book *Education for World Citizenship*. It is in that study that he laid the foundation for his leadership as chairman of this Assembly and as secretary of our Educational Policies Commission. As Dr. Carr goes to San Francisco to represent our National Education Association as consultant to The American Delegation at the United Nations Conference, he will go because 20 or 30 years ago the forces of education gave him a bent in the direction of world citizenship.

I am reminded of the story of the minister who always preached on the one text, "Why are we here?" In the course of time he was asked to address the inmates in an institution for the mentally deficient. When he rose and announced that he would preach on the subject "Why are we here?", one of the inmates in the back of the room got up and shouted: "I can tell you why we are here. We are here because we are not all there." There may be those in the world so blind as to think that people like ourselves are here because we are not all there, but in our hearts each of us knows that he is here because he has an abiding faith in the possibility of a better world and a deep conviction that

world must be created thru the power of spiritual and educational forces.

The primary causes of war and peace lie in the motives of men. Historically there have been three strong motives which have impelled men to concern themselves with affairs outside the borders of their own countries. The first and foremost motive has been conquest. Second comes trade—the desire for products of other countries or the profit that could be made from them. Too often trade has been undertaken in the spirit of conquest rather than that of co-operative service. In this attitude toward trade, working thru the cartel system, lies one of the most serious threats of future wars. Third comes the missionary motive which has done more than any other to broadcast the seeds of mutual good will and understanding. During this century a new motive has come powerfully into play—a growing realization that, given modern communication and transportation, the human family has actually become one in fact and that disorder in any part of the world threatens disaster to all mankind. We must unite or we shall perish. This was pointed out by President Wilson a generation ago and re-emphasized by President Roosevelt in his recent address to the Congress:

"There can be no middle ground... We shall have to take the responsibility for world collaboration, or we shall have to bear the responsibility for another world conflict."

The one universal cry among all peoples today is the cry for peace, but peace will not come when the guns are silenced. There could be hunger and want and panic and the haunting fear of new and more devastating wars. There can be no world peace without world order and justice. And there can be no world order without free intelligence nourished by universal education and animated by a sense of responsible world citizenship.

It is not easy to visualize the things which may be done by people like ourselves to assure a decent and peaceful world. There has been so much devastation and destruction that it will not be easy to reestablish the forces of construction and advance. I have set

down a number of things with which educators everywhere must concern themselves if they wish to play their full part in laying the foundation for world order.

First comes the immediate and urgent task of educational and cultural reconstruction in the wartorn countries. School buildings must be replaced. Supplies, books, and scientific apparatus must be gathered. Teachers must be recruited and trained and supported. Children must be returned to school. Adults must be retrained and rehabilitated. In the Axis countries courses of study must be purged of the vile content inserted in them by the dictators. Unless these things are done with reasonable promptness, the tide of chaos and revolution may delay for ages the coming of peace and security for the world.

Fortunately much preliminary work has already been done in this field by such groups as the Allied Conference of Ministers of Education in London, by leaders in the allied armies, and by various civilian agencies. The World Conference of Educators which is to be held under the auspices of the National Education Association as soon after VE day as travel conditions will permit should help to focus attention upon this urgent need.

A plan for aiding devastated cities has been followed within the USSR which might well be extended thruout the world. The idea is to have each city which it still intact adopt a city about the same size which has been badly damaged and to share everything its people have with the foster city. This gives a personal human touch on both sides which is of great value to morale.

Second, we must get, if possible from the Golden Gate Conference at least a statement of purpose from the United Nations to direct their respective educational systems toward mutual understanding and goodwill, and the declared intention to establish an international agency for education. You are already acquainted with the steps which have been taken toward this end. God grant that they may succeed.

I am reminded in this connection of a declaration made early in our American

history which has had a profound influence on the thinking of statesmen for over a century and a half. I refer to the Ordinance of 1787 adopted for the government of the Northwest Territory from which some of our greatest states have since come. This Ordinance declares:

Religion, morality and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.

This pronouncement coming even before our constitution was adopted—at a time when our American states were hardly more united than the United Nations now are—has stood thruout the generations as a beacon light pointing toward a goal which still inspires and guides our people.

Third, we must do all we can to see that schools give every possible support to whatever United Nations Organization is set up. The purposes and structure of UNO must be everywhere understood and children thruout the world must come to think of it as a part of their common heritage—as an institution to be cherished and developed.

A step has already been taken in this direction in the plans for world friendship hour in the schools from 11 till 12 o'clock on April 25 and for Dumbarton Oaks Week in the schools thruout the country during the week which precedes the Golden Gate Conference. These are steps in the right direction. We have much more to work with than we had a generation ago. For example, there are now radio and the cinema. There are admirable journals prepared especially for pupil reading and discussion in the schools, including *The American Observer*, Washington, D.C.; *The Scholastic*, New York City; and *Our Times*, Columbus, Ohio. These papers have an immense circulation and their editors have a high sense of responsibility for the general welfare.

Only this week there came to my desk from a teacher in Illinois a suggestion that there be over the radio a nation wide and eventually a worldwide half hour daily period devoted to a course in world citizenship. Such suggestions

may be new, but they are highly practical and prophetic. Every new thing was at first impossible and it is only thru thought and planning and effort that the impossible is made real and effective.

Fourth, we must do all we can to see that world goodwill and mutual understanding are emphasized in schools thruout the world. If for one generation children everywhere can be taught to believe in the Golden Rule and to understand and appreciate the children of other lands, we shall have done much to remove the threat of war. As Emily Blair Jordan has so eloquently said in her verse:

In hearts too young for enmity
There lies the way to make men free.
When children's friendships are worldwide,
New ages will be glorified.
Let child love child
And wars will cease.
Disarm the heart—
For that is peace.

Men differ from beasts in their capacity for understanding that other beings have feelings as well as themselves. This understanding is developed in children during their earliest years when they are taught to be kind to animals and to one another and to other people. It is by extending such teaching to include all humanity that we shall lay the foundation for one world.

Fifth, we must do all we can to discourage every form of teaching which makes for hate, racial intolerance, racial bigotry, militarism, or war. We are all familiar with the elementary school textbooks which were used in France and Germany after the last war to teach bitterness and hate. Such teaching is a crime against childhood and perverts the normal tendency of children to be friendly and helpful. We cannot build the world of tomorrow on hate, however much apparent ground there may be for hate.

Sixth, we must do all we can to uproot the erroneous idea that war is inevitable because of certain ineradicable traits in human nature. That idea can be proved to be unsound and untenable. We are publishing in *The Journal* of

the National Education Association for May an article on "Human Nature and World Peace" by John M. Fletcher which refutes on sound scientific grounds the idea that man is inherently a beast of prey. Human nature can be changed and has been changed thruout the centuries. The whole history of the Christian church is the history of a developing human nature based on the conviction that the fundamental motive of human life is love, not hate.

Seventh, we must do all we can to correct the false assumption that military conscription for universal training under martial law is necessary to maintain peace. We do not conscript men for the police forces in our cities and states. In time of war or national danger, conscription may be necessary, but in time of peace, conscription tends to perpetuate the war psychology and to cause rather than prevent conflict. By the use of force, coming into the life of every young man at a formative period, conscription tends to destroy democracy at its roots and to substitute force for intelligence. I commend for your reading in this connection a booklet by Lieutenant Colonel Roscoe S. Conkling, U. S. Army, retired, entitled, "The Case Against Compulsory Peacetime Military Training," published by the Postwar World Council (112 East 19th Street, New York City). Conscription would give us not more security but less and would tend to perpetuate the very things we are fighting this war to destroy. It would tend to absorb the tax resources that should be used to advance the health and education of all the people.

Eighth, we must do all we can to encourage advanced students to study in countries other than their own. Think of what could be accomplished if The United Nations Organization were to provide funds to maintain at all times one student in foreign study for each one million or even 100,000 in the population of each country. A relatively small amount of money often goes a long way when it is used for education. Take for example the Boxer Indemnity which was levied against China at the turn of the century. The total indemnity as originally set was \$735,000,000, later reduced thru U. S. intervention to \$337,500,000 of which China had to pay

to the United States \$24,000,000. This sum was later found to be more than was necessary to pay for the damage done to American citizens, so the United States relieved China of the payment of about half the amount. This \$12,000,000, a small sum when compared with the total, was used by the Chinese government to send Chinese students to American schools and colleges. The fact that a substantial number of Chinese students have thus been educated in America has changed the whole course of world history, for it has laid the foundation for mutual understanding, goodwill, and cooperation between China and America.

Ninth, comes the exchange of books. Books record the best in the life of humanity. Art and music, culture and science are universal, not national. Free libraries such as the American libraries which are now operating in Mexico City, London, and Paris become great centers of world culture. One of the finest services performed by the Committee on Intellectual Cooperation of The League of Nations was the publication during several years of a world list of outstanding books. The American Library Association is doing a wonderful work in encouraging the development of free libraries in other countries. There is much to be done and plenty of room for everyone who has an interest in this field. Perhaps some arrangement could be worked out by which individual scholars in each country would be paired so that each would send the other from time to time books in his special field of interest.

So far in this discussion I have been dealing with specific matters concerned immediately with the war, with reconstruction, world goodwill, and United Nations. There is danger that in our concentration on these specific things—important tho they be—we shall overlook the longtime fundamentals of our theme. I wish now to turn to these fundamentals—first that if education is to be the foundation of an abiding world order it must be based on freedom of thought and learning, and second that it must be universal and worldwide. I need not tell you that we are a long way from these goals even within our United Nations.

The progress of civilization depends increasingly upon things which, if we have the will can be brought within man's own control. The foundation of this control is the advancement of knowledge and the deliberate adaptation of our habits and institutions to new conditions. As John Dewey has pointed out:

By law and punishment, by social agitation and discussion, society can regulate and form itself in a more or less haphazard and chance way. But thru education society can formulate its own purposes, can organize its own means and resources, and thus shape itself with definiteness and economy in the direction in which it wishes to move.

The Axis powers have understood this fact better than our democracies and have moved with diabolical cunning to pervert education to accomplish their sinister ends. If we of the democracies are wise, we shall concern ourselves equally to make sure that thru sound and free education we move more aggressively toward the ends of a free society. I like to define education as guided growth. It derives its strength not from force but from freedom. It uses the hidden forces that lie within the individual life. It is motivated by love and respect for personality. It awakens aspiration and ambition. It seeks to free the mind and to quicken the spirit.

I emphasize the element of freedom in connection with intelligence because the two are one and inseparable. There can be no intelligence without freedom and no freedom without intelligence. The force of this idea that intelligence cannot exist without freedom came to me some years ago when I read a great book by J. B. Bury entitled *A History of the Freedom of Thought*. The reading of that book marked a turning point in the development of my own mind. It gave me a new sense of the sovereignty of the human mind when it is free to explore its own world. Says Bury:

There is one supreme condition of mental and moral progress which it is completely within the power of man to secure, and that is perfect liberty of thought and discussion. The establishment of this liberty

may be considered the most valuable achievement of modern civilization.

It is a part of our task as international educators to help people everywhere to understand the importance of freedom of thought.

It is not easy to face the task of universal education throughout the world. There are some two billion people on the earth and more than half of them are now unable to read or write. As Frank Laubach has pointed out in his little book *The Silent Billion Speak*:

You think it is a pity they cannot read, but the real tragedy is that they have no voice in public affairs; they never vote; they are never represented in any conference; they are the silent victims, the forgotten men, driven like animals, mutely submitting in every age before and since the pyramids were built.....The most bruised people on this planet, the naked, the hungry, the fallen among thieves, the sick, the imprisoned in mind and soul, are the twelve hundred million illiterates.

There is always danger in an attempt to set up the machinery for education that we shall lose sight of the beneficiaries of education—the people whose growth must be guided until they are able to take their full share in the brotherhood of man. As we look at this task of giving a fair start and an equal chance in the race of life to every person born in the world, it is a staggering undertaking. But it can be done. Everything at first was impossible. We have already gone far. We have much to work with. Things can be done now which a generation ago would have been impossible. The important thing is that we shall not underestimate the task in terms of sacrificial leadership. By its very nature this problem requires the influence of great leadership and the levelling power of facts properly presented to the people. True education does not depend upon authority but upon merit. It does not ask where authority lies, but; what is true?; what is good?; what is right?; and what is best?.

We may well learn from the example of Horace Mann who is known as the father of our American system of free common schools. Every worker for a

United Nations Office of Education should make himself a student of the life and work of Horace Mann who established the first effective state office of education in the United States.

Our founding fathers, Washington, Jefferson, and Franklin, especially, talked much about the importance of universal education to the success of self-government. Jefferson even worked out in some detail a plan for universal education, but not one of these men or their immediate successors succeeded in setting in motion machinery to make education universal and effective. Not until 1837 when Horace Mann became secretary of the newly created Massachusetts Board of Education was America awakened to the practical steps necessary to make the common schools effective for the preservation of democracy. Horace Mann had no authority to require anyone to do anything. He had no help and almost no money to work with, but he had a great sense of mission, a noble and determined purpose, a persuasive and persistent eloquence that could not rest until people had been led to see that only through education could democracy survive.

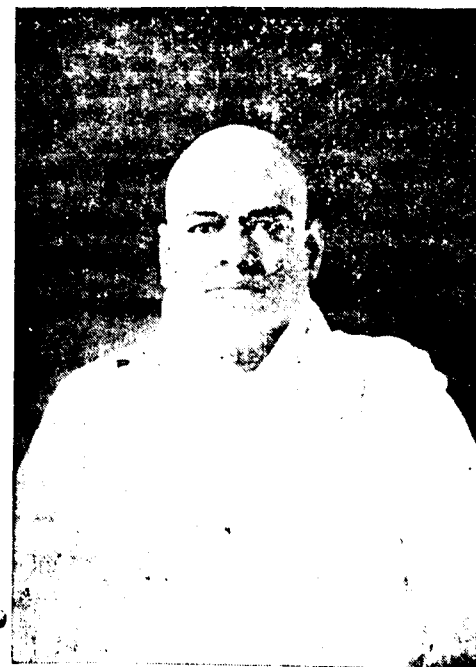
One searches the pages of educational history in vain for more eloquent expressions on the importance of education than are to be found in the writings of Horace Mann. I like especially the closing words of his fourth of July oration in 1842 in which he urges his hearers to remember the children and no matter what their place in life may be to devote themselves to the improvement of children. Says Mann:

Pour out light and truth, as God pours sunshine and rain. No longer seek knowledge as the luxury of a few, but dispense it amongst all as the bread of life. Learn only how the ignorant may learn; how the innocent may be preserved; the vicious reclaimed....collect whatever of talent, or erudition, or eloquence, or authority, the broad land can supply, *and go forth, AND TEACH THIS PEOPLE.* For, in the name of the living God, it must be proclaimed that licentiousness shall be the liberty; and violence and chicanery shall be the law; and superstition and craft

shall be the religion; and the self-destructive indulgence of all sensual and unhallowed passions shall be the only happiness of that people **WHO NEGLECT THE EDUCATION OF THEIR CHILDREN.**

And so if we are to have world order and justice, we shall have free intelligence. We shall have to place

our main reliance upon the development of better people through universal education. We shall have to find ways of persuading men everywhere to lead out for free education for all the people. This is a long, difficult, and hard road, but the alternative is chaos and destruction. Mankind cannot survive half slave and half free.



Sri S. T. Ramanuja Iyengar
1871-1951

Mr. T. P. Srinivasavaradan, Secretary, South India Teachers' Union, writes:

In the premature death of Mr. S. T. Ramanuja Iyengar of E. R. High School, Trichinopoly, the teaching profession has lost a valiant champion of its cause. He was one of the oldest members of the Union. For 23 years continuously, he was a member of the Executive Board rendering meritorious service both to education and to the teaching profession. Along with a few others he was mainly responsible for the starting of the S.I.T.U. Protection Fund, on the Board of Management of which he continued to be a Director from its inception till his death. His stentorian voice, his fearless and relentless criticism of the omissions and commissions of the Department of Education and of the Managements and his exhortation to his fellow-teachers to live up to the high ideals of the profession and to become professional-minded, will be sadly missed by the teachers at their conferences. He was one of those who worked strenuously to make the Union strong and powerful. His death at the present moment is a distinct loss to the teaching profession.

1. Member of the Board of Management of the Protection Fund from December, 1927.
2. Member of the Executive Board from 1923 and of the Working Committee of the S.I.T.U. from 1930.
3. Members of the Vigilance Committee of the S. I. T. U. from 1931.
4. Joint Secretary of the S.I.T.U. from 1939-44.
5. Died at Srirangam on 12-7-45.

May his soul rest in peace.

A CHILDREN'S CHARTER*—EDUCATIONAL REFORMS IN BRITAIN.

By

L. E. SESSEL

The education Act passed by Parliament towards the end of last year and brought into operation in April, 1945, has been described as the Children's Charter. It aims (in the words of the White Paper) "to secure for children a happier childhood and a better start in life".

The reformed national system of education for England and Wales which has been adopted with these ends in view goes far beyond previous State facilities. The young folk of the population are to get instruction up to a higher standard than previously, irrespective of their parents' financial situation. As they grow up they will be given every encouragement through Government sources to continue their studies instead of being forced, as was often the case in the past, to discontinue them for economic reasons.

A pamphlet—"The Nation's Schools: Their Plans"—just issued by the Ministry of Education deals with the problems bound to arise in connection with the carrying out in practice of the provisions of the Act in the field of primary and secondary education. These are likely to take several years before they are in full working order. To publicise the new conditions, the Ministry has also adopted the novel step of resorting to the cinema screen.

In what is believed to be the first film to illustrate an Act of Parliament, the new opportunities of secondary education for all children are pictured in a reasonably entertaining form. The film is to be shown at 2,000 factories and in 3,000 towns throughout Britain. It contains shots from a village school, a farm school, a secondary technical school, and a day continuation school in widely separated parts of the country.

It is laid down in the pamphlet that the provision of medical care and training in good habits and right behaviour are to be the principal aims of the nursery school, the infants' school, and to some extent of the junior school, which will constitute the primary division for children between 2 and 11 or 12. Attendance at the nursery schools, for infants between two and five, will be voluntary, and after five, of course, compulsory, though private schools may continue, subject in due course to registration and inspection.

Stress is laid on the desirability of affording young children opportunities for that kind of free play—"which is the very breath of life to little children."

It will be seen that, in these early years of the new generation, the healthy development of mind and body is recognized as being at least as important as the mere cramming of knowledge into young heads. This will have far-reaching consequences in the curriculum of the junior school.

The more significant educational changes are, however, being made in secondary education. Hitherto the term "secondary" has applied to a type of school at present called the "Grammar School". Now it is being transferred to a stage of education.

Children from the primary schools will in future go to the secondary schools as a matter of course—not simply because they have won scholarships or because their parents are in a position and are willing to pay the necessary fees. It will mean that instead of half a million scholars taking secondary education, the attendance will be some two and a half to three million. There will be different types of second-

ary school to suit children with different aptitude.

The public day and boarding schools to which parents in more comfortable financial circumstances send their children, will only be affected in a minor degree by the new Act. Before the war, many of them were experiencing rather anxious times but they now have waiting lists and prefer to maintain varying degrees of independence. Some of them, however, will still receive a substantial number of scholarship boys.

An interesting feature of the new Act is that young people up to 18 not attending full-time school will have to attend young people's colleges one whole day or two half days a week for 44 weeks annually. The time spent at these colleges will rank as working time. A considerable extension of technical and vocational training will take place.

On the controversial question of co-education, no fixed doctrine is laid down. In primary and adult education, co-education is considered preferable but, in secondary schools, the Ministry of Education inclines to the belief that

the balance of advantage lies on the side of single-sex schools.

Hitherto, 14 has been the minimum school-leaving age. This must be raised to 15, not later than April 1, 1947, the actual date depending on how soon the necessary school accommodation and teachers can be provided. The Minister of Education is also obliged under the new Act to raise the school-leaving age to 16 later—again when teachers and buildings allow.

The reforms under the Act involve heavy additional expenditure. Where the education estimates from rates and taxes for the financial year 1944-45 totalled £113,000,000 they are £141,500,000 for 1945-46. It is estimated that the new educational reforms alone will cost the country £47,000,000 in 1951 and £80,000,000 in subsequent years.

The framing and putting into effect of the new Act, with its sweeping reforms, is but one example of the attention given to the improvement of social conditions in Britain in the midst of the war which demanded so much of the Government's and Parliament's attention.

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EDUCATIONAL PLANNING

We are grateful to Mr. K. S. Vakil, Bombay, for the following extracts from the Leaflet No. 64, entitled, *Planning Schools for Tomorrow*, published by the office of Education, U.S.A. They will be of valuable help to us in India, where there is great talk of an Educational Reorganisation. If we are not to move in a vicious circle our future plan must be based on definite and cordinal principles. The extracts given below emphasise certain of those important principles.

—Editor, *S. I. Teacher*.

If educational planning is to be successful and is to attain maximum results, say Messrs. E.B. Elliott and E. E. Mosier, Superintendent and Consultant, respectively, of the State Department of Public Instruction, Lansing, Michigan, U.S.A., it must be based on and must grow out of certain fundamental principles which should be clearly recognised and fully utilised. Among the most important of these principles are the following:—

1. Educational planning must be recognised as one aspect of the general problem of community, State, and National Planning;

2. One phase of educational planning should provide the basis for organised research; another phase should be built on and should utilise fully the results of such research;

3. Educational planning must be a continuous process requiring constant adaptation of plan to merging needs;

4. Satisfactory results can be attained only when definite provision is made within the educational organisation for planning;

5. The planning procedure should be carefully formulated and systematically carried out;

6. Planning, to be functional, must be realistic and practical but should not be needlessly limited by existing situations;

7. Educational planning should involve the active and continuing participation of all interested groups and organisations;

8. The content and scope of educational planning are determined by the

needs of the individuals and groups to be served;

9. Educational planning should be organised to utilise the services of specialists, and yet to avoid the possibility of domination by specialists;

10. The planning programme should provide opportunity for all persons and groups affected by educational planning, to understand and appreciate the value of the objectives, procedures, and recommendations;

11. Provision for continuing evaluation of the planning process is basic to the success of the programme.

12. Follow-up of the outcomes furnishes helpful information for appraising and modifying future action.

What Good Schools Should Provide?

"All education should be usable. Use in terms of need should be the basis for examining and evaluating the educational program. Education should teach people how to be, to do, and to live. Full opportunity should be available for the acquisition of knowledge and certain necessary skills and for the development of useful appreciations, attitudes, and ideals. The three R's do not constitute a sufficiently comprehensive education for the needs of modern life. The arts as well as the R's must be a part of the educational experience of each individual; manual and emotional, as well as intellectual, development should have a place in the training program. Music, drawing, physical education, student councils, and debating and speaking experience are just as truly significant as are reading, writing, and arithmetic.

Since certain human needs are common to all people, a given minimum education should be provided for every one. Beyond this minimum, there should be wide and varied differentiation. For example, the development of hobbies in terms of tastes and abilities is of great importance to individual living. Obviously, hobbies will vary

greatly. Latin may be a hobby for some people, while photography, stamp-collecting, and golf may be hobbies for others. Although the development of hobbies can often best take place upon the basis of unorganised individual effort, specific and definite provisions should be made in the formal educational program for the development of many-sided interests.

Education should teach people how to do—that is, how to work. It should provide the training an individual needs in order to be able to earn his living. Encouraging preparation for a given job implies that opportunity will be available to use such preparation. Possibility of getting a job, as well as interest and ability, must be considered in choosing a field for specialized training.

There is now, and during the post-war period there will be, urgent need for much more opportunity for education which prepares one specifically for earning a living. Specialized education should be made more widely available on a national, state, and local basis".

What A Good School Should Have

"Full human development is the major objective of a school. Therefore, the essential offerings in a school program must be wide and varied. The list of minimum essentials for an adequate educational program is much longer than is now found in the majority of our schools. At least the following pupil services and experiences should be available: Necessary formally organised teaching; educational and vocational guidance; library services; extra-curricular activities; work experience; junior placement services; transportation facilities; lunch facilities; health services, including nutritional, medical, dental, nursing, and psychiatric and camp experience.

The only item in the list of minimum essentials that is now universally provided is formally organised teaching. Further more, the nature of much of the organised teaching at present within both elementary and secondary schools and institutions of higher learning

leaves much to be desired. The lecture text book memorising type of learning does not occur in any life experience except in the school. Teachers at all levels would do well to become familiar with, and utilize the methods by which people learn outside of school.

Much improvement is needed in the atmosphere of formal teaching. Democracy must obtain in teacher pupil relationships as well as in the teacher administrative and teacher-supervisory relationships in a school".

What Kind of Teachers

In the last analysis, the determining factor in a good school programme is the teacher. Teaching at its best is both an art and a science. It is the stimulation and direction of learning. The good teacher is a consulting engineer in the realm of human behaviour, reflecting the spirit of unerring accuracy usually credited to the scientist joined with the sympathetic understanding that is essential in a good parent. Teachers are professional workers and should be recognised as such. The personal qualities and the education of teachers are of the greatest importance to all citizens—especially to parents. Citizens should be just as concerned with the requirements for a teacher's certificate as they are with the requirements for a license to practise medicine. In the past, teacher education thought little about the growth and development of children. Its concern was with learning from books. It was assumed that knowledge that had value for one student had the same value for all and that the process of learning was essentially the same for all children. This was not a reasoned theory of education. It was a tradition dominating practice. As medicine, psychology, psychiatry, and sociology have have moved forward, these traditions have been less accepted. We see more clearly that children and youth are not all alike. Children live in a world of people, of institutions, of natural and social forces. It has been made clear that the rate of learning as well as what we learn are affected by mental and physical health. We know that knowledge, as facts remembered, is not the same as knowledge that alters

personality and character. A set of inherited traditions has begun to give place to a theory of education that rests upon a thorough knowledge of the child.

Since democracy believes in the individual, the development and continuous elaboration of this theory of education must be made a fact in teacher education. Neither the alternative of the traditional out-of-date memorisation of facts nor that of the indoctrination of our children to fit some fixed idea of society is calculated to further the ideals of democracy.

The problem of training teachers is two-fold: first, to bring together the wide array of facts about child life and growth and to make them available for teachers; second, to develop fully the implications of this body of knowledge for the care and cultivation of youth.

Teachers should be widely travelled and well read and have personalities which stimulate the development of other human beings. Teaching should come not merely out of text books but out of experience as well. A poor teacher may do untold harm to boys and girls long before the damage has been fully discovered.

As is true of all good workers, good teachers deserve, and must have, good salaries. A community which pays low teachers' salaries, may think that it is economising, best in reality it is engaging in tragic extravagance at the price of wrongly or inadequately developed human life.

Teachers who are underpaid, who are afraid of losing their jobs, or who are facing retirement without enough money to live comfortably, are almost sure to be worried and nervous. Worried and nervous teachers will develop worried and nervous children."

Goal of Education

"To provide for every child and youth education and training of the kinds best adapted to his abilities and in the amount calculated to develop his maximum usefulness to himself, his community, and society.

A system of public education that will meet this goal must conform to the

following requirements:—

1. A full programme of education adapted to the capacities and interest of all the individuals whom the schools should serve.

2. Carefully selected teachers, supervisors, administrators, specialists, such as nurses, physicians, dentists, psychiatrists, librarians, etc., who are competent, well prepared, and interested in the development of community life.

3. Safe and sanitary school buildings, adapted to the educational experiences and services to be offered and adequate grounds and suitable equipment and instructional materials.

4. An effective State and local organization co-ordinated with other State and local educational and social agencies, which makes possible the efficient offering of needed educational services. Advisory service from the Federal Government should be available.

5. Adequate and joint support by the local, State, and Federal Governments."

Administration of Education

What is School Administration?

School administration involves the recognition, selection, assignment, stimulation, evaluation, and direction of professional effort toward the fullest opportunity for human development and growth. Laymen need not be familiar with the technical details of administering a school any more than they need to know the details of managing a school clinic. Laymen should know certain fundamental principles of school administration, however, and employ these principles in passing judgement upon a local school administrator. Also, the practical problems involved in operating a school system should be sympathetically recognised by laymen. The two basic responsibilities of school administrators are (1) to exert every effort toward the offering of the best possible educational program in the light of the financial resources that are or can be made available; and (2) to exert every effort towards operating efficiency in the management of public education so that maximum value per dollar spent is realised.

School Superintendents and principals have quite generally recognised their obligation of trying to see that the best possible school opportunity is made available, but too frequently school administrators have accepted school budgets which were inadequate for the needed school program. Too often citizens have not had a clear understanding of why the schools need more money. Good schools like all other services of high quality, demanded adequate financial support.

School administrators have not recognised their obligation for maximum operating efficiency as fully as they should. Laymen associated with school administration have far too often let their personal tastes and preferences interfere with full operating efficiency.

Democracy in Administration:

Since the school exists to develop good citizenship, nothing is more important than the observance of the principles of democracy in the administration of schools themselves. The place of democracy in a school system is largely determined by the chief executive. Unless the administrative practices of the executive are democratic, teachers and pupils can hardly be expected to observe principles of democracy.

Fundamental principles of personal management must be observed among any group of people working together toward a common purpose. Boys and girls should enjoy the same basic type of treatment from teachers that teachers like and should enjoy from administrative and supervisory officers. Similarly, administrative and supervisory officers should enjoy the same type of treatment from instructional staff members that instructional staff members deserve and expect from supervisory and administrative officers.

(Continued from page 104)

young men and women to take to teaching beyond the restoration of the stipends at the old rates admittedly inadequate even for pre war conditions.

We trust that teachers will enable the public to appreciate how the Government's attitude of indifference is likely to lead to a serious crisis in education if immediate action be not taken. The public should be convinced of the need for urging Government (a) to grant immediate relief to the teachers by

Local Boards of Education:

The local board of education should represent the entire community, not just a broader section. School board members should have a broad and far-reaching point of view and wide cultural interests. They should be chosen on a non-partisan basis.

A local board of education should act as an advisory, not as a supervisory, body. It is the function of the board to get things done. The most important duty of the board is to choose a Superintendent of schools. The Superintendent should be recognised as the professional executive to whom the board looks for technical advice in the formulation of policies and to whom the execution of adopted policies is assigned. Individual board members and the board as a whole should never attempt to serve the schools as professional educators.

The policy of the local board of education with respect to the selection of teachers is specially important. Candidates for teaching positions in a school should be interviewed not by members of the board but by the superintendent of schools. The board of education should authorise the appointment of a teacher, upon the recommendation of the superintendent. Personal and professional qualifications for work to be done should be the only basis for employing teachers. Relatives, political connections, and respected neighbours will not give children or adults the kind of teachers needed unless essential professional qualifications are met."

("Planning Schools for Tomorrow",
U. S. A. Office of Education Leaflet
No. 64.)

enabling managements to pay their staff dearness allowance at Government rates, (b) to permit managements to pay their teachers salaries at least in accordance with the recommendations of the Sargent Committee agreeing to meet the extra cost from provincial funds, (c) to undertake an investigation on the revision of the grant-in-aid code so as to liberalise the Government aid with a view to enabling managements to discharge their obligations and (d) to examine and adopt measures that will make the teaching profession attractive.

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

By

S. BALAKRISHNA AIYAR,

Retired Vice-Principal, Teachers' College, Saidapet.

C IV. Division of Integers

C IV-1. ERRORS

1. (i) Confusion of meanings and errors in the use of the division terms *dividend*, *divisor* and *quotient*.

(ii) Confusion between the two aspects of division--*partition* and *quotition*--as illustrated by 20 marbles ÷ 5 marbles and 20 marbles ÷ 5.

(iii) Confused and erroneous notions regarding divisions involving abstract and concrete dividends and divisors.

e.g., Divide Rs. 28 by 7 books to get the cost of a book.

N. B. As in multiplication, the sound and safe rule is to operate with the numerical (abstract) parts and then attach the proper denomination or unit-name to the result.

(iv) Quoting wrong names in the results.

(v) Omission of unit names in the results.

2. (i) Errors in the fundamental division facts (primary division combinations) with non-zero numbers.

e.g., $56 \div 7 = 9$.

(ii) Divisions involving zero.

e.g., $0 \div 7 = 7$, $6 \div 0 = 0$.

N. B. Division by zero is not to be admitted.

3. Errors in the course of the division process :

(i) Too large a quotient digit, giving too large a partial product.

(ii) Too small a quotient digit, giving too small a partial product, and therefore a remainder larger than the divisor. Using the remainder again as partial dividend for the next step.

e. g.,

47)5105(1071
47

(iii) Forgetting to enter the correct quotient digits as they are obtained.

405
329
76
47
29

(iv) Forgetting to enter zero or zeros corresponding to the inadequacy of the e.g., 32)33344(142 partial dividend after bringing down a dividend digit or digits.

32
134
128
64
64

(v) Partial quotients taken as complete quotients.

(vi) Errors in bringing down digits from the dividend during the process:—e.g., bringing down wrong digits; skipping or passing over digits; bringing down the same digit more than once.

(vii) Irregular entering of the quotient digits above (in long division) or below (in short division) the corresponding digits of the dividend.

(viii) Entering partial products in wrong positions.

(ix) Omission of (skipping) digits in the dividend.

(x) Forgetting to supply a quotient digit every time a digit in the dividend is used up after the initial stage.

(xi) Skipping digits in the divisor.

(xii) Entering zero or zeros at the beginning of the quotient.

4. Divisions involving zero :

(i) Omitting zero as a quotient digit due to zero in the dividend. e.g.

43
2) 806

(ii) Supplying unnecessary zeros in the quotient. e.g.

2000
30) 6000

(iii) Dropping out zero in divisor but not in the dividend simultaneously.

(iv) omission of zero as quotient figure when passing beyond an inadequate trial section of the dividend. Same as 3 (iv), above.

(v) Affixing zero to dividend when quotient is not a whole number. e.g.

684
5) 342

5. Remainder :—

(i) Neglecting remainder during the process.

(ii) Forgetting to write down final remainder.

6. Errors in the subsidiary skills :

(i) In multiplying the divisor by the selected quotient digits.

(ii) In subtracting partial products from partial dividends.

7. (i) Errors regarding differences in the order of operations.

e.g. Difference between $48 \div 12 + 2$ and $48 \div (12 \div 2)$.

(ii) Neglect of instructions regarding procedure, order of operations, etc.

8. Clumsy incorrect arrangements.

e.g. $219 \div 3 = 3)219($

73

2)26

—(Taken from Text-books)

$26 \div 2 = 13$

9. Lack of control over division process :

(i) Errors in fundamentals.

e.g. 6 thousands ÷ 2 thousands = 3 thousands.

(ii) Getting different answers when the same operation is repeated more than once.

(iii) Persistence of errors during revision.

(iv) Dividing and multiplying indiscriminately without thought of size of quotient.

10. Mechanical errors :

(i) Malformation of figures leading to confusion

(ii) Errors in reading numbers.

(iii) Wrong copying down of figures e.g., in transcribing from book to notebook, from blackboard to slate; in taking down figures to dictation.

(iv) Errors in setting down or transcribing answers; in transferring numbers from rough to fair work.

C IV-2. Defects and Deficiencies

1. Multiplication and Division :

(i) Vague notions regarding the relation between the two operations.

(ii) Ignorance of one or more of the uses (functions) of division, viz.,

(a) For finding how many times one number contains another.

(b) For separating a given quantity into a certain number of equal parts.

(c) For finding a number which, if multiplied by another, will produce a third. $() \times m = P$.

(d) For finding the multiplier, when the multiplicand and the product are given. $M \times () = P$.

2. The division-formula $D = Q \times d + R$.

Inability—

(i) To state the result of a division in a connected intelligible form.

e.g. $23 \div 5$ gives quotient 4, remainder.

(ii) To state the relation among the elements in equation form.

e.g. $28 \times 5 = 2^3 \times 5 = 4 + 5 + 3$.

(iii) to find any one of the four elements D, d, Q, R, if the other three are known.

3. Absence of system in setting down the dividend, the divisor and the quotient in convenient places.

4. Lack of control over the process :

(i) Adopting long division instead of short division.

e.g. Long division for divisors 7, 12, 30.

(ii) writing down rows of zeros for the (partial) product of the divisor by a zero quotient digit.

(iii) Too many attempts (trial and error) before arriving at the correct quotient digits.

(iv) Inability to write down the remaining part of the dividend at any intermediate stage.

(v) Inability to obtain the complete remainder at any stage.

5. Inability—

(i) to adopt labour saving devices, e.g., the use of factors.

(ii) to deduce required answer with the help of known results.

e.g. given $540 \div 6 = 90$, to deduce $540 \div 3$, $270 \div 2$, $1080 \div 6 \div 3$.

6. Crutches:

(i) Repeating the multiplying table to obtain quotient even in simple cases. e.g., $56 \div 8 = ?$

(ii) Saying steps aloud (vocalization).

(iii) Construction of a product table from divisor $\times 2$ to divisor $\times 9$, and using the products in the course of the division to choose the successive quotient figures.

7. Inability to illustrate graphically division facts and results.

8. (i) Want of confidence in mental work.

(ii) Inability to do simple divisions in the mind.

e.g., To get $9000 \div 3$, use of $3 \overline{)9000}$
3000

(iii) Short attention span.

(iv) Hesitation and want of facility with the division procedure.

(v) Giving up in the middle and doing the work all over again.

8. Inability to indicate difference in the order of operation with the help of brackets.

e.g., $96 \div 24 \div 2$ and $96 \div (24 \div 2)$

9. Paucity of knowledge of division words. Inability to decide upon division from the wording of the question.

10. Inability to supply practical problems that illustrate or lead to indicated relations and operations.

11. Verification:

(i) Neglect of Verification.

(ii) Verifying by repeating the process in the same way.

(iii) Ignorance of methods of verification.

(To be Continued.)

OUR BOOKSHELF

Life and Work at Home and Overseas: By Jasper H Stenbridge. Published by Oxford University Press. 220 pages and index.

This is the first of the 'New Oxford Geography Series' which is planned in four books. The author Mr. Stenbridge who is a well-known geographer, after a study of the geography syllabuses of some hundred and fifty schools in England has written this book with emphasis on the human side of geography. He has successfully shown how Man's life is conditioned by his environment and how his activities are influenced by the 'seasonal rhythm' by giving detailed accounts of the lives of the people in various regions, as for example, the life of the people living in a village in the Punjab, a definite oasis in the Sahara, a lumber camp in Canada, etc. The pictures are closely linked with the text and are very neatly done. The maps aim at driving home to the minds of the pupils certain selected facts in the simplest manner possible. Another special feature is the index which would enable the pupils to bring together several facts relating to the same subject. He has tried to give, he says, a conception of the world and its diverse environments and people, which should enable boys and girls to see social and political problems in a truer perspective, and give them sympathetic understanding of other peoples.

V. B. Rao.

Suggestions for the Teaching of Reading in India: By Emil W. Menzel, published by Oxford University Press. 178 pages and Index. Price Rs. 2-8-0.

This is a book that should be in the hands of every teacher who is teaching the mother tongue to the boys and girls in our schools; but it is written in English and most of the teachers in the elementary schools may not profit by it. In these days of mass education, the best training that teachers can give to pupils in the early or middle stages is to enable them to read and gather information by themselves and awaken their spirit of enquiry. Only then can schools successfully rouse a generation able to face the problem of this modern world.

The author develops his subject in a very interesting manner. After explaining the mechanics of reading, he takes the reader through various problems connected with reading and dwells on the need for methods of testing reading ability, etc. The book is full of suggestions for a teacher who is willing to do valuable research work in a much neglected field. There is a good Bibliography at the end of the book.

An adaptation of this book if published in the Indian languages will tend to achieve permanent literacy and speed up the progress of elementary education preventing much of the wastage and stagnation which are puzzling our administrators.

V. B. Rao.

FROM OUR ASSOCIATIONS

The Madras Teachers' Guild

At a public meeting held on the 7th July under the joint auspices of the South India Teachers' Union and the Madras Teachers' Guild, at the Hindu High School Hall, Triplicane, resolutions were passed requesting the Government to liberalise the scales of salaries of teachers for purposes of grant and to direct the managements of aided institutions to pay dearness allowance at rates applicable to Government servants. Mr. T. T. Krishnamachari presided.

Mr. T. P. Srinivasavaradan, in requesting Mr. Krishnamachari to take the chair, pointed out that this was the first of a series of meetings to be held for ventilating the grievances of teachers and that August 11 had been fixed as the day when meetings would be held throughout the presidency by all teachers' organisations to urge on the Government the necessity for taking prompt action to relieve the distress of teachers.

Mr. Krishnamachari, in the course of his address, drew pointed attention to the unsatisfactory condition of the teaching service under private managements and to the disparity in the salaries of teachers under private managements and those employed in other institutions either under the Government or the District Board agencies.

Touching next upon the question of dearness allowance, the Government, Mr. Krishnamachari said, had made most unfortunately a distinction between teachers in aided institutions and those in institutions under public management. The Government were not justified in according a step-motherly treatment to teachers in aided institutions. The reason for demanding dearness allowance lay in the monetary inflation and the abnormal rise in prices. These conditions were created to a large extent by the mal-administration of the provincial and central government. It was therefore the responsibility of the Government to see that the lot of teachers was improved. At present nobody seemed to be responsible for the teachers in aided schools. Public opinion must be created to back up the demands of the teachers. The additional expenditure which the managements might have to face in these circumstances must be met by the Government.

It was not at all proper, the President added, to make a distinction between teachers in the matter of grant of dearness allowance. The members of the Indian Civil Service had been given dearness allowance with retrospective effect for four months. The amount involved in the grant of that allowance was in the region of about two crores. With what justice could this Government, he asked, deny an allowance to teachers, the financial implications of which might come up to Rs. 50 lakhs. Justice demanded that the teachers in aided schools should be paid the same scale of allowance as was paid to teachers in other institutions.

Mr. Kuruvila Jacob moved:—

"This meeting while thanking the Government for ordering payment of dearness allowance to teachers in Local Boards and Municipalities at Government rates, deprecates the delay in granting the requests of teachers in aided institutions of all kinds (elementary, secondary, training

and collegiate) for dearness allowance and urges the Government to pass early orders directing managements to pay their employees dearness allowance at the Government rates, agreeing to meet the expenditure on this account from the provincial funds, as is being done for teachers in Local Boards and Municipalities."

He wanted the Government to realise that it was the teachers, who were handling the 'true capital' of the nation and that they should always be kept above want. Already the Teacher Training Colleges were not able to attract sufficient students and graduate teachers had begun to feel that the profession of teaching was not paying. It was high time the authorities acted quickly in the matter and made the profession sufficiently attractive.

Seconded and supported by Mr. Vythianatha Aiyar and Mrs. Saraswathi, the resolution was carried unanimously.

Mr. T. P. Srinivasavaradan moved:—

"This meeting is of opinion that the scale of salaries now accepted as approved expenditure are very low. It urges upon Government that the scales of salaries recommended by the Sargent Committee for the different grades of teachers be introduced at once so as to attract competent and qualified teachers and retain them in service and that the extra cost involved be met from provincial funds."

He said that the existing scales of pay sanctioned to the teachers were very low and appealed to the authorities to carry out the 'modest' recommendations of the Sargent Committee in that regard.

Seconded by Mr. Thambuswami the resolution was carried.

Mr. Natarajan then moved:—

"This meeting urges the Government to take up for early consideration the question of the quantum of control to be exercised over institutions under various types of managing agencies and the revision and increase of financial assistance to such institutions."

Mr. Natarajan welcomed the intention of the Government immediately to take steps towards the implementation of their scheme for compulsory elementary education. The present time, in his view was very opportune for revising the policy of control exercised by the Government and the managing agencies, who could also be associated in putting the compulsory education schemes into actual practice.

He suggested that Mr. T. T. Krishnamachari should be authorised to lead a deputation on their behalf to H. E. The Governor to get their grievances redressed.

Seconded by Mr. I. R. Chandrasekaran and Mr. Ranganatha Iyengar the resolution was passed.

Mr. T. T. Krishnamachari in his concluding remarks referred to the possibility of a change in the political arena when if need be he would lead a 'Satyagraha move' for fulfilling their righteous demands. Anyway he would ask them not to wait till 'that millenium' was reached but to approach the authorities with their requests, who perhaps, in view of the fast-changing political situation, might concede their demands.

Mr. R. Krishnamurthi proposed a vote of thanks to the President.

THE SOUTH INDIA TEACHERS' UNION

Executive Board

A meeting of the Executive Board of the South India Teachers' Union, was held on Saturday the 7th July 1945 in the Hindu High School, Triplicane:—

Chairman: Mr. M. S. Sabhesan, President of the Union.

Members present: Rao Bahadur S. K. Yegnanarayana Iyer (Ex-President), Messrs. V. Guruswamy Sastrigal (Tanjore), C. Ranganatha Iyengar (Goity, Anantapur), K. S. Chengalroya Iyer (Salem), G. Sundaram Iyer (Madras), S. Subrahmanya Iyer (Ambur, North Arcot), V. Antoniswamy (Tinnevely), V. Jayarama Iyer (South Arcot), C. A. Samuel (Joint Secretary), S. D. Purushothaman (Treasurer), S. Natarajan (Journal Secretary), V. Bhuvaramurthi Rao (Secretary, Protection Fund) and T. P. Srinivasavaradan (Secretary).

Read letters from Mr. K. N. Pasupathi Iyer (Kurnool) and Mr. K. Narayanaiah (Chittoor) expressing their inability to attend.

1. Minutes of the last meeting read and recorded.

2. The Secretary reported that the resolutions passed at the Provincial Educational Conference were communicated to the proper authorities. Arising out of the statement made by the Secretary, the Board resolved to direct Teachers' Associations and District Teachers' Guilds to observe Saturday the 11th August 1945 as 'Dearness Allowance Day' and pass the following resolutions and communicate them to the Adviser, Director of Public Instruction, the Press and to the Secretary of the Union:—

"(i) This meeting while thanking the Government for ordering payment of dearness allowance to teachers in Local Boards and Municipalities at Government rates, deploring the delay in granting the request of teachers in aided institutions of all grades (elementary, secondary, training and collegiate) for dearness allowance and urges the Government to make it obligatory on managements to grant dearness allowance at Government rates from January 1945 and to help them with necessary funds if and when necessary, as is being done for Local Boards and Municipalities.

(ii) This meeting brings it to the notice of the Government that the recruitment of teachers to the vacant posts in schools is becoming increasingly difficult on account of the delay in granting dearness allowance and on account of the low scales of salaries admitted for purposes of grant."

The Board then resolved to forward to the Government the following two resolutions:—

(1) The Board is of opinion that the scales of salaries now accepted for purposes of grant as approved expenditure are very low. It urges the Government that the scales of salaries recommended by the Sargent Committee for the different grades of teachers be introduced at once so as to attract competent and qualified teachers and retain them in service and that the extra cost involved be met from provincial funds.

(2) The Executive Board of the Union urges the Government to take up for immediate con-

sideration the question of managing agency and its financial implications in the general interests of Educational Progress.

Co-opting of Members: Mr. V. S. Venkatanarayana has been co-opted to represent Nellore. For the other districts the Board authorised the President to coopt in consultation with the Secretary of the Union and in consultation with the Secretary, S. I. T. U. Protection Fund.

Election of members to the Working Committee: Messrs. C. Ranganatha Iyengar, S. Subrahmanya Iyer, V. Guruswamy Sastrigal, K. S. Chengalroya Iyer and V. Jayarama Iyer were elected by the Board. The President nominated Messrs. F. H. Brown and V. Antoniswamy to the Working Committee.

Education Week: The Board resolved to celebrate the 15th South Indian Education Week this year the Central theme being "The Madras Scheme—A study in detail."

Internal Auditors: Messrs. C. Ranganatha Iyengar and G. Sundaram Iyer were elected by the Board.

Auditor: Mr. V. Soundararajan was appointed auditor for the current year's account.

All-India Educational Conference: Read letter from the Secretary, A. I. F. E. A. appointing Rao Bahadur S. K. Yegnanarayana Iyer, Mr. M. S. Sabhesan and Mr. T. P. Srinivasavaradan as members of the Reception Committee to form the Reception Committee.

The Executive Board resolved to constitute itself provisionally into the Reception Committee with the President and the Secretary of the Union as Chairman and Convener respectively to take steps for enrolling members.

The following are the classes of membership to the Reception Committee: Patrons—Rs. 100/-, Donors—Rs. 25/-, Institution members—Rs. 10/-, Association members—Rs. 10/-, and ordinary members—Rs. 2/-.

The Board appeals to each District Teachers' Guild to collect at least Rs. 200/- by way of membership.

The Executive Board resolved to hold an Educational Exhibition along with the Conference.

The Board has authorised the President to depute one or two persons to attend the Council of the A. I. F. E. A.

The programme of the year: The Board resolved to concentrate this year on 1. All-India Educational Conference; 2. The 15th South Indian Education Week; and 3. Madras Scheme—A study in detail.

Accounts: Resolved to open current accounts in the Indian Bank, Ltd., Triplicane, for the S. I. T. Union and the South Indian Teacher and to close the respective Savings Bank accounts. The Secretary, Mr. T. P. Srinivasavaradan and the Treasurer, do operate on accounts of the Union and the Journal Secretary, Mr. S. Natarajan and the Treasurer, do operate jointly on the accounts of the South Indian Teacher.

A meeting of the Working Committee was held in the Hindu High School, Triplicane, with Mr. M. S. Sabhesan in the Chair:

Members present: Rao Bahadur S. K. Yegnanarayana Iyer, Messrs. T. P. Srinivasavaradan, C. A. Samuel, S. D. Purushothaman, V. Bhuvaramurthi Rao, C. Ranganatha Iyengar, S. Subrahmanya Iyer, V. Guruswamy Sastrigal, K. S. Chengalroya Iyer, V. Jayarama Iyer and V. Antoniswamy.

1. Minutes of the last meeting read and recorded.

2. Mr. S. Natarajan was unanimously elected Journal Secretary.

3. The Budget as presented was passed.

4. P. Subbarayalu was appointed attendar from 1st June 1945 on Rs. 5/- per month.

T. P. SRINIVASAVARADAN,
Triplicane, 15th July 1945. Hon'y. Secretary.

STATHAM MEMORIAL COMMITTEE

APPEAL

At a meeting of some of the friends and admirers of the late Sir Meverel Statham, C.I.E., held on Wednesday the 2nd May 1945, it was decided that a suitable memorial should be erected to commemorate the great services of Sir Meverel Statham to the cause of education in South India in particular.

2. The late Sir Meverel Statham had been connected with the Department of Education for well nigh thirty years, during which period he had filled many positions of responsibility with great credit. As a distinguished Professor and as Principal of many Government Colleges, including the Presidency College and as Deputy Director of Public Instruction, he had evinced great interest in the welfare of these institutions and in the students entrusted to his care. He was for some time Director of Public Instruction in Travancore State, was Secretary of the Hartog Committee, and was for some time Educational Adviser to the Government of India.

3. As Director of Public Instruction in this Presidency for seven years, Sir Meverel Statham played a notable part in expanding Primary and Secondary Education. He took a keen interest in the progress of Women's Education and in affording increased facilities to backward classes and areas.

4. It was felt that to commemorate such services, a permanent memorial should be set up in his name. It was further decided that the memorial should take the form of a Hostel for women students to be erected in the City of Madras. Such a hostel would enable women students of the different Colleges to reside together, and would also afford facilities for women students from the mofussil to reside temporarily when they have to visit Madras for Convocations, examinations, or for other purposes connected with University studies. It was also felt that women students who seek admission to Colleges may be temporarily accommodated in such a hostel.

5. The Committee appeals to all educationists and those connected with Educational Institu-

tions to generously respond to the appeal, and help in the collection of funds for the starting of a hostel, the approximate cost of which is estimated at *Rupees Three Lakhs*. The Committee hopes that the public all over the Presidency will contribute liberally and make the memorial a success.

6. The Committee appointed Dr. Sir A. Lakshmanaswami Mudaliar, Vice-Chancellor, University of Madras, as Chairman, Mr. K. Kuruvila Jacob, Headmaster, Madras Christian College High School, as Secretary, and Mr. Joseph Franco, Principal, Teachers' College, Saidapet, as Honorary Treasurer. All remittances may be credited to the STATHAM MEMORIAL FUND in the Imperial Bank of India, Madras, or may be sent to Mr. Joseph Franco, who is the Honorary Treasurer.

Dr. Sir A. Lakshmanaswami Mudaliar
(Chairman)

Mr. Kuruvila Jacob (Secretary)

Mr. Joseph Franco (Treasurer)

Other Members of the Committee

Dr. RM. Alagappa Chettiar, Mrs. Ammu Swaminathan, Miss K. N. Brockway, Mrs. Buck, Dr. C. V. Chandrasekharan, Dr. P. V. Cherian, M.B.E. The Hon'ble Mr. M. C. T. M. Chidambaram Chettiar, Sir Robert Denniston, Dr. B. B. Dey, The Rev. Jerome D'Souza, S. J., Mr. V. L. Ethiraj, C.I.E., Miss. J. M. Gerrard, Khan Bahadur Dr. Md. Abdul Haq, The Rt. Rev. H. M. Hollis, Lord Bishop of Madras, Rao Bahadur K. V. Krishnaswami Ayyar, Mr. C. K. Krishnaswami Pillai, M.B.E. The Hon'ble Diwan Bahadur Justice K. P. Lakshmana Rao, Mr. W. McLean, O.B.E. Kumararajah Sir M. A. Muthiah Chettiar of Chettinad, Rao Bahadur Dr. B. V. Narayanaswami Naidu, Mr. S. Natarajan, Rao Bahadur G. A. Natesan, Mr. G. Parthasarathy, Mr. Y. Poeker, Dr. P. Rama Rao, Dr. S. K. U. Savor, Dr. P. Subbarayan, The Very Rev. Mgr. Theodore, Mr. N. K. Thirumalachari, Mr. G. K. Vale.

Station: Madras.

Date: 16—7—45.

EDITORIAL

Our Great Loss.

We are very sorry to have to record the death of Sri S.T. Ramanuja Iyengar on Thursday the 12th July 1945 at his residence in Tirunelveli. By his death the teaching profession in South India has lost a great friend, an esteemed leader and a valiant champion of its cause.

S.T.R. as he was familiarly called, believed in teachers' organisations. He became a member of his local association at Tirunelveli when first he entered service as a teacher in 1918. Very soon the special abilities of S.T.R. were harnessed by the Trichinopoly District Teachers' Guild which elected him as its Secretary in 1921, and as its representative to the Executive of the South India Teachers' Union. This latter office, it may be said, he occupied till his death, a record for any member of the Executive. His work for the Trichinopoly District Teachers' Guild will long be remembered and writing about it in the Golden Jubilee Souvenir of the Guild, Rao Sahib S. K. Devasikhamani says: "..... His interests are closely bound up with the Guild. He is the Guild and the Guild is S.T.R. The Guild House is an accomplished fact through his selfless labours and indefatigable exertions. How to improve the Guild and make it a power in the land forms his meat and drink."

S.T.R. was one of the founders of the S.I.T.U. Protection Fund. He served that institution as a member of the Board of Directors from its inception till death snatched him away.

It was his ambition to have a well knit united teachers' organisation in this province and to this end he strove hard. As a member of the Executive and of the Working Committee he visited various parts of this province on several occasions addressing teachers' meetings and exhorting the teachers to join the S.I.T.U. His enthusiasm may well be said to be infectious. For nearly five years he served the Union as its Joint Secretary.

He was convinced that in the interests of sound education, the teachers should be accorded proper conditions of service and should be assured of decent salaries. He was of opinion that the teacher was a partner in the school administration and not a mere 'Kangani'.

The Vigilance Committee of the S.I.T.U. was started in 1931 when he was elected its Secretary. His vigorous watchfulness has largely contributed to the improvement that may be noticed in the service conditions of teachers. He codified the disabilities of teachers and drafted a Service Conditions Bill which he wanted some non-official members of the Legislative Council to sponsor.

It is no exaggeration to say that he dedicated himself to the cause of teachers. Himself an ideal teacher, he always expected every teacher to do his best. His absence at the last Conference at Calicut was felt by all the delegates.

His death is a great loss to the teaching profession. We offer our very sincere condolences to his wife and his many relatives and friends. In him the S.I.T.U. has lost a devoted worker and leader.

Dearness Allowance Day.

We invite the attention of our readers to the resolution of the Executive Board of the S.I.T.U. regarding the observance of Saturday the 11th August 1945 as Dearness Allowance Day. We hope Teachers' Associations all over the Province will take effective steps to convene public meetings and acquaint the public with how the apathy and indifference on the part of the authorities in acceding to the just requests of teachers for help in these days of high prices has caused hardship to teachers. They should also be informed how teachers in service, unable to make both ends meet and finding no hope of any material advancement in the profession even in the future, are leaving it to more lucrative jobs.

Teaching as a profession has never attracted in sufficient numbers efficient men and women. But the present indifferent attitude of the authorities is responsible for the continued decrease in the enrolment of pupil-teachers in the training institutions. Yet we talk of postwar education and grand allotments for education in the postwar period. Nay, Government are actually proposing to extend compulsion even this year. We do not know if they have realised that there are not enough teachers to fill even the normal vacancies arising out of retirement. Further no step seems to have been taken to induce

(Continued on page 101)

THE THIRTY-FIFTH MADRAS PROVINCIAL EDUCATIONAL CONFERENCE—CALICUT, MAY 1945

Statement of Receipts and Expenses.

RECEIPTS.				CHARGES.			
		Rs.	As. P.			Rs.	As. P.
1. Advance from the Malabar District Teachers' Guild Fund	...	100	0	0	1. Food Expenses	1295	3 10
2. The Zamorin Raja of Calicut	...	250	0	0	2. Postage and Telegrams	97	7 6
3. Sultan Abdurahiman Ali Raja of Cannanore	...	200	0	0	3. Travelling and Conveyance charges	508	14 3
4. The Valiya Raja of Chirakkal	...	200	0	0	4. Printing and Stationery	227	10 9
5. The Valiya Raja of Kadamakanal	...	200	0	0	5. Pandals, Decorations Etc.	137	2 0
6. The Senior Raja of Nilambur.	...	200	0	0	6. Water, Lighting Etc.	167	5 6
7. The Raja of Kollengode	...	200	0	0	7. Hire for furniture, Vessels Loud Speaker Etc.	306	2
8. Collections from Chirakkal Taluk	...	250	0	0	8. Entertainments	468	11 0
9. Collections from Kottayam Taluk	...	169	0	0	9. Exhibition Expenses	127	3 0
10. Collections from Kurumbanad Taluk	...	407	0	0	10. Salaries and Wages for peons, Clerks and Reporters	112	8 0
11. Collections from Calicut Taluk.	...	212	0	0	11. Miscellaneous expenses	47	8 1
12. Collections from Ernad Taluk.	...	104	0	0	12. Refund of advance to Guild...	100	0 0
13. Collections from Palghat Taluk.	...	209	0	0			
14. Collections from Calicut City.	...	1478	0	0			
15. Boarding charges from Delegates	...	563	8	0			
16. Miscellaneous receipts	...	28	14	0			
Total Receipts	...	4771	6	0	Total Expenses	3396	12 5
					Cash Balance	1374	9 7
					Total	4771	6 0

Chalapuram,
15-7-1945.

K. S. KRISHNA IYER,
General Secretary.

A MESSAGE TO THE DISTRICT GUILDS AND THE TEACHERS' ASSOCIATIONS

Needless to say that the Union has been striving its best from its inception to improve the conditions of teachers under all agencies. With the advent of war the material condition of the teaching profession has worsened. Our salaries have not been increased in proportion to the increase in the cost of living. In the matter of granting dearness allowance to teachers we get only a halting treatment. Even then the teachers in aided institutions are accorded step-motherly treatment.

It is unfortunate that all the representations made by the Union have not so far evoked from the authorities any sympathetic response. That the Government are indifferent to our moderate requests goes without saying.

The Executive Board of the Union at its meeting held on the 7th July 1945 decided to request all District Teachers' Guilds and Teachers' Associations to observe Saturday the 11th August 1945 as "Dearness Allowance Day" and pass the resolutions embodied in the communications sent to them. A strong and vigorous agitation has become necessary and I hope that all Teachers' Associations would convene public meetings and secure the support of the public to our cause.

S. I. T. U.
Triplicane, 20th June 1945.

T. P. SRINIVASAVARADAN,
Hony. Secretary.

Tm 21, 6430

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