

The South Indian Teacher

AUGUST 1946

283

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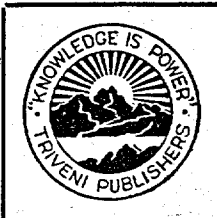
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No. 8

THE PROBLEMS OF THE TEACHER'S CHILD

A CHILD PSYCHOLOGIST AND REGISTERED MEDICAL AUXILIARY

(Note.—In view of my registration by the
B.M.A. as a Medical Auxiliary the usual rule
of anonymity must apply, lest this be con-
strued as an advertisement of my professional
services.)

At various times I have been consulted
by my colleagues in the teaching pro-
fession as parents, regarding their diffi-
culties in the upbringing of their own
children. Their wisdom in so doing has
been well rewarded as they have been
able to obtain an impartial assessment
of the situation, advice on the necessary
steps to take, including reference to a
Child Guidance Unit, or to a competent
Medical or Educational Psychologist,
where simpler remedial measures were
not adequate to give a re-adjustment of
the situation.

As most of the Psychologists concern-
ed with school work have been practical
class room teachers with a wide experi-
ence of school life and have had oppor-
tunities of studying child development,
both normal and abnormal, outside
school walls, we can often see the family
situation more clearly than those most
closely involved, and our recommenda-
tions are therefore sometimes unpalat-
able and surprising to the parents.

But they are based on sound psycho-
logical principles, and in my own case
there is the added experience of parent-
hood, and intensive study of my own off-
spring, and the care of hundreds of
other people's children in boarding

schools of all types for many years, to back
my views.

For these reasons I feel that some in-
dication might be given to our colleagues
who have not specialised in Psychology,
as to how conflict, frustration and its
inevitable accompaniment, aggression,
may be produced without any realisa-
tion of the happening, in their own
children, and some suggestions offered
as to how these troubles can be avoided
and the great boon of Mental Health,
which is as much the due of every child
as bodily health, can be secured.

THE FIRST DANGER

The first problem is that of the
parents' attitude to the child and the
basic problem of the direction of child's
training and education.

The question here is: For what are
you bringing up this child? Is it to
achieve academic success, financial suc-
cess, social success or athletic success
at any price, or is it to secure a happy
and healthy life according to your cir-
cumstances and the innate abilities and
natural tendencies of the child?

This question points to the first dan-
ger. Are you trying to compensate
in your child for the disappointment
you have experienced in financial, aca-
demic or social life? Are you trying to
thrust your child willy nilly into a pro-
fession, occupation, social level, etc.,
to which you think you would have been
entitled had not some external circum-

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stance prevented you some years ago? Don't do it. It is far too risky. Many a child had been brought up for consultation owing to failure in examinations, not due to lack of intelligence, or poor teaching, found on analysis to be the reaction against the parental forcing of the child, say into medicine, when the child's own bent was for commerce or art. This was in one case found to be due directly to the father's failure to take medicine, owing to his parent's financial crisis at the crucial stage in his career. Teaching, to the father, was a "Pis aller" and he wished to see the boy achieve his phantasies of himself as a first rate surgeon in Harley Street. When this was cleared up, the boy assured that he would not have to do medicine, his failures became successes and he is now the holder of a good university scholarship but not in medicine.

The fact that one is a teacher and can therefore coach a child to get him or her through exams. which he might not otherwise pass is another danger to the teacher's child. This may succeed in helping and bolstering up the child to the University level, but there is nothing more pathetic than the child who is not of superior intelligence, up against problems he cannot cope with unaided, in competitions with students of first class calibre. It is essential for the teacher to know enough of mental tests and of where to go to have them scientifically applied, so as to have an idea from the early teens of the capacity and the performance reasonably to be expected from a child. It is well-known that there are certain minimum levels of intelligence, below which failure to certain occupations is certain and the wise parent will see that a little vocational guidance at the right time is applied, and any hit and misselection of profession, trade or art avoided. Every failure in youth breeds more failures, and if we can avoid the initial ones we can save much of the "Inferiority State" which afflicts so many.

MOTHERS CAN ERR, TOO

Mothers too can err in this respect. Too often the poverty, the cheese paring

necessary in a teacher's family due to the indecently low salary levels, sours a woman and makes her determined that her child shall have a career, by hook or crook, where the financial and social status are what she had desired for herself and family, without any real consideration of the child's gifts and innate abilities.

More than this, her attitude to her children may be due to some compensation for the real or imaginary failures of her husband in his career, and so with the best possible motives a child's whole career may be warped and its energies forced into some channel which will not allow the balanced and integrated expression of its natural instincts and abilities. The result is therefore unhappiness, and to avoid this the approach must be objective, "What will best suit X from the point of view of mental health and personality development?" not the purely subjective, "What would I like X to be to suit my personal pride, ambition or disappointments?"

THE SPECIFIC DANGERS

This brings me indirectly to the subject of some of the specific dangers by which the teacher's child is threatened in earlier child hood and which, if not guarded against, may lead to the later neuroses and maladjustments met with in the clinic and consulting room.

The first danger is the "Mania for Perfection." It is unfortunately true that of the two pathological personality types, the "Obsessional" and the "Neurotic", one is, or has been in the past, regarded as the normal and suitable teacher type. This is the "Obsessional" type, neat and tidy, meticulous in fulfilment of duties, accurate in speech, writing and behaviour, a slave to correct procedure, and unfortunately a friend at times to subordinates who cannot attain the high standard of conscientiousness such people set themselves.

This type, when a parent, must do some rigorous self examination and self criticism, or he or she will run the child's personality inside the first two years of its life, unchecked.

The human child has few inborn reflexes and must learn adaptive behaviour mainly from its environment, and develop a conscience or super ego, largely from the same sources. The parents are the child's early environment and if undue insistence (bearing in mind the infant's untaught mind) is placed on such matters as cleanliness, training, accuracy of speech, eating habits, and social correctness, before the child has attained the necessary level of maturation, the child will be frustrated at his inability to attain the standard desired, and the result will be aggression, or active neuroses in due course.

If the harassed teacher-parent, worn out with the daily struggle against the too large class and the noise level of a school, cannot bear to hear the normal noise of a healthy child about the house in the evening and represses it forcibly, the penalty in inferiority and anxiety will have to be paid later on.

The Question of Example

Another danger to the teacher's child lies in the question of example. Usually the parent who is an ultra conscientious colleague, an exemplary worker and model citizen, feels that his or her child must show an example of the worth of his teaching and principles and sets too high a standard of behaviour, making the small child's life a hell on account of tiny lapses most of us ignore.

This usually leads to rebellion, or, if repressed, to the outlet being found in thieving, running away, or other delinquency.

Many cases of running away from home have in my experience been due to this feeling of injustice in the child's mind. He may even put it into words: "You always pick on me for this and that while John's father takes no notice of him." Or it may be: "You don't really love me or you wouldn't be so harsh." "I hate you and I shall punish you."

The child *can* punish the parent well enough according to its level of maturation. At the earliest stage it can be dirty, awkward over food, infantile in

speech; and at a later stage, especially with the parent who has had to be ultra careful over £. s. d., a child can punish effectively by thieving, damage or by conduct leading to the payment of fines or compensation.

The adolescent boy whose parents are sex repressed and see sin in any boy and girl friendship, not knowing that these friendships in adolescence, if normal, never have a sex basis, will revolt against prohibition and hang about with the wrong type of girl, and probably marry too young and most unsuitably as a reaction from what he considers oppression and unfair restriction. The adolescent girl whose mother is always painting men as lecherous ravening wolves (and incidentally pointing a queer finger at her own husband), need not be surprised when the daughter whom she has secluded breaks out as a College student and has the reputation of the "fastest bit in Coll." She is doing it to punish her mother for her ungrounded fears and prohibitions, and to give her something to worry about in fact, not in phantasy.

The obstinate and rebellious stage in adolescence may, of course, be due to other causes in infancy, such as over indulgence or pampering for a period, which has been ended by the arrival of another child or the illness of the mother, or in material things, by a change for the worse in the family finances. It may have come when the only child has gone to school and the parents have realised that they can no longer treat the child as an utter babe any more, that the reaction has been more thorough than wise. (By the way, the explanation of so much babying of the only or youngest child is that the mother who does not intend to have more children makes her child's helplessness an excuse for the refusal and it is to her interest to retard the child's normal development.)

The Only Child.

This brings me to the vexed question of the "Only Child." Statistical examination in a restricted field seems to indicate that like most of the "Cultured

classes" fertility among teachers is much restricted, while many are deliberately childless.

Economic considerations are terribly strong and while some childlessness is undoubtedly "Narcissistic" and pathological, the decision to limit ones family to an only child, while economically advantageous to parents and child, is fraught with grave psychological dangers for all three.

The greatest danger to the child is that it may be the sole target for the emotion of two adults, far too heavy a load for an immature personality, and bad enough in all conscience when both are absolutely normal, but think of the possibilities for harm if one parent should be obsessional, jealous, or compensating, through the child, for the imperfections of the other parent, or even, as has been known, striking at the other party through the wretched child!

Again, the only child if not carefully trained in its early years may, by the gratification of its every wish, and even the anticipation of them, develop a "God Phantasy," believing that it will always be sufficient for it to express a wish or make a demand for its need to be satisfied at once. The shock to such a child's psyche when it comes up against the reality principle is terrific and can easily lead to later neurotic and other troubles.

So the wise parent of an only child will moderate all his or her attitudes to the child, and seek ever the golden mean, making up for the child's deprivation of the normal experiences of contact with brothers and sisters of various ages by a judicious selection of playmates, without too much worry over the financial or social status they may have, so long as they are healthy, happy and well adjusted little people. The only child must be socialised as early as is possible for his and every one else's sakes.

Financial Position

One further point may be of help to some. The poor financial position of the teacher's home which is dependent on one salary, not equal to that of a good tradesman, plus the need felt by so many to live in a manner and place befitting their cultural level, among those who are much their financial superiors, calls for superb tact in the handling of such problems as the level of pocket money, entertainments, and holidays for the adolescent and young adults in the family.

We ought to have more of the American respect for the person who "Works his way through College," and be frank with our youngsters and say, "We cannot afford to be as generous as we would like to be in cash, when we have fed, housed and educated you in an appropriate manner." "If you feel that you ought to have what X and Y have, whose parents have much larger incomes than ours, get yourself a spare time job and save up for a byke, motor cycle, trip to the sea, etc."

The treats, possessions and little luxuries which are so earned are valued much more than those gained easily at the expense of shabby harassed parents, and I can vouch from personal experience in the last war, how great the lift was to my ego prestige, when I proved that I could be a business man and collect accounts on a Saturday and keep my books in order too.

All our efforts as parents must be devoted to the harmonisation and integration of the innate tendencies and instincts, so that they are healthily and normally expressed in the child's life. Then we shall see the young weathering the storms of puberty and adolescence in security, and emerging into a happy young adulthood and a healthy maturity. They will be Mentally Healthy and this is the greatest gift we can give them, for without it nothing else avails.

(With acknowledgement to The School Master)

HOW TO MAKE EVERY NATION RICH*

HAROLD F. CLARK

Professor of Education, Teachers' College, Columbia University, New York, U. S. A.

There are those who think that other countries can be made rich by the United States giving them things. There are many other people who think that the only trouble with the world is that there is not enough money in it. Such people seem to infest all countries today.

But of what avail is money if there are no goods? Adequate purchasing power must exist, but purchasing power alone cannot bring prosperity.

During the past twenty years I have spent a great deal of time visiting and studying the rich and poor places in the world, trying to find out why some are rich and some are poor.

Some would tell us that the physical resources of a country make it rich or poor. No one would deny the importance of resources. But do resources make a country rich?

Take Colombia, South America. Of all the countries in the world I would rate it at the head of the list so far as resources are concerned. Yet the standard of living is not high. The diet is inadequate, although the land will produce almost every variety of vegetable known. The people have not been given practical knowledge of how to deal with their problems. Where that condition exists, low incomes will always be found.

At the other extreme is a country in northwest Europe that is almost without resources. Yet it has one of the highest incomes in the world.

Let us compare Mexico and New Zealand. Mexico is a land of great resources and unlimited promise. It has much good land and an amazing range of climate. The forest resources are large as are its oil and power. Yet Mexico

has not developed the technical skill to capitalize adequately on these resources.

It takes detailed technical knowledge to farm land properly, especially the high, dry lands of Mexico. There are many villages in the higher parts of Mexico that are short of water. In some of these villages the schools have begun to work on the problem of improving the typical diet, which has been corn and beans since long before the Spanish conquest. Ways have been found to bring water down from the mountains to irrigate the land; gardens have been made; and the diet has improved. Where the people are given technical skill, they improve their standard of living rapidly.

New Zealand, halfway around the world, has good resources including good land, forests, power, excellent climate. It has perhaps the second highest technically trained agricultural population in the world. This high degree of competence plus good resources has led to one of the highest standards of living known.

Next we may contrast Brazil and the United States. Brazil possesses vast resources including rich land, minerals, and an almost unbelievable resource of power. But the level of technical training and competence and the average income are relatively low. Plans are underway to increase this competence of the people, which will in turn increase the standard of living and average income of the people.

Some would say that the climate of Brazil is a definite handicap to a high level of living. But when people are taught how to deal with climatic factors to take salt tablets and large quantities

* Reprinted from the N. E. S. Journal, Nov. 1945 through the Courtesy of the Editor Joy E. Dr. Morgan.

of Vitamin C, for example, an enervating climate can be made liveable. The Brazilians are not to blame for not making proper adjustments; they have never been taught *how*.

A similar problem needs to be faced a little closer home. In the southern United States the houses are very poorly adapted to the climate. The settlers who went into Virginia came from England, where the climate is damp and cold. The houses therefore tend to be squat and compact to keep out cold and dampness. Clothing and diet as well as housing in the southern part of our country are also ill-adapted to the climate. Proper housing, more suitable clothing, and improved diet will make a great difference in the comfort, energy, and the average standard of living.

The United States is well supplied with resources. Yet there are many spots and sections that have relatively low incomes. The most effective thing to do to raise the income is to encourage the people to develop technical skill and competence. No amount of relief and assistance will make any appreciable difference. The people must be taught to help themselves.

The farming population of the Appalachians must learn how to handle mountain agriculture. Land in the southern Appalachians can be plowed up and washed away in a single decade unless the people are given scientific clear-out information on how to handle their mountainsides. The Swiss people get a very high income out of a much less promising environment. There are ways of tilling lands without the soil being washed away, but our mountain schools do not teach these methods.

With the help of the Alfred P. Sloan Foundation we are carrying on certain experiments in low-income communities in the United States to see if they can improve their own conditions when given the information. Great improvement takes place when people have specific information.

Wherever we look around the world we find that a high income and technical knowledge and skill always go together.

Yugoslavia and Norway, Rumania and Switzerland tell exactly the same story. There seems no longer any doubt that any country can raise the level of living decidedly by providing the right amount of the right kind of education. Clearly the time will come when all societies interested in the welfare of all the people will provide the amount of education that will produce the maximum degree of welfare.

What is the relation of a broad type of general education to this problem? The higher the technical level of society, the more general education can be used and used wisely.

There is only one way to make every country rich. You cannot give them riches; you cannot even force riches upon countries. Nations cannot steal them. Only by a great and continuous technical expansion can any country become wealthy.

BUILDING A TEMPLE

A builder builded a temple,
He wrought it with grace and skill;
Pillars and groins and arches
All fashioned to work his will.
Men said as they saw its beauty,
"It shall never know decay.
Great is thy skill, O builder:
Thy fame shall endure for aye."

A teacher builded a temple
With loving and infinite care,
Planning each arch with patience,
Laying each stone with prayer.
None praised here unceasing efforts
None knew of her wondrous plan,
For the temple the teacher builded
Was unseen by the eyes of man.

Gone is the builder's temple,
Crumbled into the dust;
Low lies each stately pillar,
Food for consuming rust.
But the temple the teacher builded
Will last while the ages roll,
For that beautiful unseen temple
Is a child's immortal soul.

Author Unknown

THOSE WHO HAVE MADE ME

KULAPATHI P. A. SUBRAMANYA AIYAR

The Right Hon'ble Dr. V. S. Srinivasa Sastriar:

Of all the educationists who have had a share in the making of me as an educator and an administrator, the one who is foremost is The Rt. Hon'ble V. S. Srinivasa Sastriar, P.C., C.H., LL.D. My devotion to him began 44 long years ago, and continues unabated even now. Who can speak of him and of his half-a-century of experience of Indian education without admiration and reverence? A small man like me must stop here.

The late Mr. Mosur V. Subrahmanya Iyer, B. A.

This great gentleman and born teacher was a pet student of the late Dr. Miller of the Christian College. He became a teacher in Government service in the seventies of the last century and, for 25 years till his retirement in 1907, wielded the destinies of the Board High School at Tiruvarur, Tanjore District, making it famous in all the neighbouring districts.

He was one of the small band of graduates that for the first time in the history of education in this Province underwent training in what was then known as "Mount Road Normal School," which has since taken shape as "The Saidapet Teachers' College." The late Rao Bahadur A. C. Pranatharthihara Iyer, I.S.O. also belonged to this band. At the final examination held at the end of the course, Mr. Mosur Subrahmanya Iyer stood first. From the very beginning of his career, this gentleman came to be known as a model teacher quite at home in ALL the subjects of the School course, simple, austere and pure, gentle and full of beaming smiles, clad in pure, flawless white from head to foot and spreading around him an atmosphere of calmness and peace. This evoked the admiration of successive Presidents of District and

Taluk Boards and of successive Inspectors of Schools—Messrs. T. T. Logan, C. C. Flanagan, Rao Bahadur C. Nagoji Rao, Mr. L. C. Williams, and Mr. Arthur Mayhew. This last named officer whose jurisdiction extended over several districts in the South recorded thus in his Report in 1906: "This school is at present the best in my Circle."

It was my singular good fortune to remain under the benignant influence of this great soul from 1892 to 1895, when I passed the Matriculation Examination.

How after his retirement he made a patient and careful study of our Hindu Philosophy and made it all his own is a matter of wonder to all who have known him.

The Late Mr. K. Natesa Iyer, M.A., L.T.

Immediately after passing the Matriculation Examination I joined the St. Joseph's College, Trichinopoly, as a student of the Junior F. A. Class. Mr. Natesa Iyer was then a teacher in the High School Department of that College. He had even then a great reputation as a great and earnest student of English Literature, writing most choice English, breathing an aroma of the great masters of English Style, and imbued with noble ideals, infectious enthusiasm and an undying faith in Hindu Religion and philosophy. On this account I had during all the four years of my stay in that College cherished for him a distant admiration.

In January 1900, we met in Shiyali. He was then the Headmaster of the Hindu High School there, and he got me a job as a teacher on Rs. 25 a month. From that time onward began a friendship between us which went on growing more and more and ripening into a most intimate fellowship. His ideals, his outlook on life and his desire to give of himself freely to all gained for him many enduring friendships and I could never

resist their fascination. To all of us, whenever we met, he would say, quoting from the Convocation address of the late Justice Muthuswami Iyer, "Never denationalise yourselves. Never blush to own that you are Hindus. Never barter that influence which you may have amongst your countrymen and which you may exercise for their good for the petty vanities of dress or taste." And again, in another vein, he would say, "Be generous, forgive wholly and wholeheartedly and to all those depending on you, give a little more than what may be legally their due. Take the case of a porter at the Railway Station. Give him just three pies or half-an-anna over and above what is strictly his due and see what a difference it makes! He who would be a bully now bends low and blesses you!" It was with some such words addressed to a meeting of the 'Trichy Retired Officers' Association that during the middle of that address, he laid himself down on the ground at the meeting place itself unable to proceed further, saying to his brother who came to him, "Leave me to my peace." And every one who knows him calls him a Rishi, a Satpurusha, a Sadhu.

Rao Sahib Kulapati R. Swaminatha Iyer, B.A., L.T.

There are some noble souls whose ideals and enthusiasm, earnest and single-minded devotion to duty and fine character are there for all to see, but who, however, will not be properly understood by those around them. One such is Mr. R. Swaminatha Iyer, Retired Headmaster of The Town High School, Kumbakonam. His has been a life of dedicated service to that single school and the forty years that he spent there speak for themselves. What a fine

record! Dull indeed must he be of soul who would not care to recognise it!

I came into intimate contact with him in 1902 and his friendship and love for me will ever remain the most cherished possession of my life.

Mr. T. S. Sadasiva Iyer, B.A., L.T.

Of this gentleman who retired some years ago as the Headmaster of the Tirtapati High School, Ambasamudram, I have not much intimate personal knowledge. But teachers like me who started life over thirty years ago must all have heard of him. He was a pioneer in many respects—the introduction of visual aids to teaching in English, Geography and Science, the Direct Method, etc., etc. Specially prepared Gramophone records with a view to teach correct English pronunciation he got down from England for the use of his boys: and the demonstration lessons given with their aid in the presence of the late Lord Pentland, Governor of Madras, at the time of his visit to that School, elicited warm appreciation everywhere. And yet what an unbounded love he has had for Tamil! Sometime in 1905 or so. I wrote a letter to him in English and his reply to me was in fine chaste Tamil!

He and his friend Mr. Subramania Iyer, the first Assistant passed the L.T. Examination together, both resolved to stick together and settle down to solid work in Ambasamudram School till they retired. And God was pleased to put their resolution through.

Public recognition came in ample measure, and the late Lord Pentland gifted Mr. Sadasiva Iyer with a Hostel built wholly out of Government funds and free of cost to the School management.

SECONDARY EDUCATION IN SCOTLAND

ALBERT MACKIE

For centuries, it has been part of the Scottish tradition that talented children should have all financial barriers to a full education removed.

In the days before compulsory education, private benevolence made it possible for many lads of conspicuous ability to continue their studies at an age when their brothers were at work in field or mill. The "lad o'pairs", the distinguished country boy who had the good fortune to have his ability recognised and the way made a little smoother for him, was quite a Scottish character or type, who was often to be found in Scottish literature. But it was a fortuitous business. Many a flower was born to blush unseen, many a Milton was doomed to remain mute and inglorious, and even those who were lucky enough to find patronage or the good offices of some benevolent institution had a grim and hard struggle. Academic eminence would often be gained at the expense of sound feeding and exercise, and so at the expense of health. In default of help from outside, poor but proud Scottish households often undertook great sacrifice so that learning might be added to the family honours, even if it could be through only one member.

The urge for learning was sufficiently widespread among ordinary Scots as to be considered national, and it is not surprising that, in the wake of private benefactions designed to spread the benefits of education, the State has stage by stage increased and improved the opportunities for the talented children of the less well-to-do to secure a secondary education.

However, the prevalence in Scotland of the "lad o'pairs" type and the not entirely baseless legend that the Scottish "lad o'pairs" eventually became a "heid o'department" (holder of an executive post) in London, are old stories

now. A country naturally takes pride in her distinguished sons who do get credit either abroad or at home. But education has wider aims. It is long since Scotland ceased to be satisfied that the production of outstandingly gifted individuals was the main end of a national educational system, if indeed she ever fostered such an illusion. It was not a comparative handful of brilliant "stars" educated to the top of their bent, but a highly educated nation, that the Scottish Reformers visualised in their Book of Discipline of 1560. Their scheme, which lack of resources prevented them from carrying out at the time, but which continued to inspire their successors, was for the education of all children, of rich and poor parentage alike, "so that the Commonwealth may have some comfort of them"—a wish that suggests a strong sense of the imponderable values of education over and above its practical values.

VARIED CURRICULUM.

Today, while the specially gifted pupil lacks nothing of the opportunities he has traditionally enjoyed in Scotland, these underlying conceptions remain and have their expression in practice. First and foremost, education is for all—to each, one might phrase it, according to his or her aptitudes, and certainly not according to his or her family circumstances. The new Act of Parliament whereby the school leaving age is raised to 15, with intention of an eventual 16, makes this more important still.

The other underlying conceptions about education—that it should produce valuable citizens, adaptable and with the ability and the mental equipment to think for themselves, and that it should also provide them with information and training likely to be of use to them in their future careers—are no less important, and no less keenly followed.

Secondary education—which follows the primary education beginning compulsorily at the age of 5—is now provided for all, but this does not represent an assumption that all children are equally able to benefit from the same kind of schooling. On the contrary, the curriculum is so varied and the groupings of subjects are so arranged that a wide range of courses—academic, commercial, technical, domestic and rural—is open to both boys and girls.

There are two types of secondary schools—the junior secondary 3 year course from the ages of 12 to 15, and the 5 year senior secondary from 12 to 17. The first leads to the Junior Leaving Certificate and the other to the Senior Leaving Certificate. Both types provide a good general education and valuable training for after-school life.

Courses are not vocational. Any tendency towards caste in education is anathema to the Scots, and narrow vocational courses which would limit the choice of the pupils in their future careers would be against tradition. At the same time there is a wise bias in the shape of the courses according to the occupational opportunities likely to arise in the district in which the school is situated. For instance, a rural course is likely to have the great national value of preserving a part of the community which, although plainly indispensable, tends to disappear with the lure of the towns—the country “born and bred”. Earlier enthusiasm for a more purely academic education may have tended to make its country products ill-adjusted to country life, but that error is corrected in the modern provisions. Similarly, the likelihood that the greater part of the girls undergoing secondary education will eventually be housewives has its effect on the bias of their secondary schooling. Those who have the types of mind and temperament to pursue academic, professional or business careers have their courses similarly mapped out for them.

PREJUDICES DIE HARD

It is true that such an educational arrangement has prejudices to overcome.

The old extravagant adoration of book learning dies hard even in an age when illiteracy in Scotland is a thing of the past, and when book learning is a commonplace. There are parents who would pay money to have their children given an academic education—even if it were demonstrated that such an education was not suitable for them—so long as an “academic education” remains the “done thing”. But this “old school tie” touchiness, based on a narrow concept of education, is on the way out. The prejudice in favour of the purely academic school (particularly the fee-paying school) is likely to die out as the new types develop their own good traditions.

Secondary schools at present may be either junior secondary only, as in the case of Tynecastle School in Edinburgh, or senior secondary only, as in the case of George Watson's, Edinburgh. They may combine both, as does Bo'ness Academy.

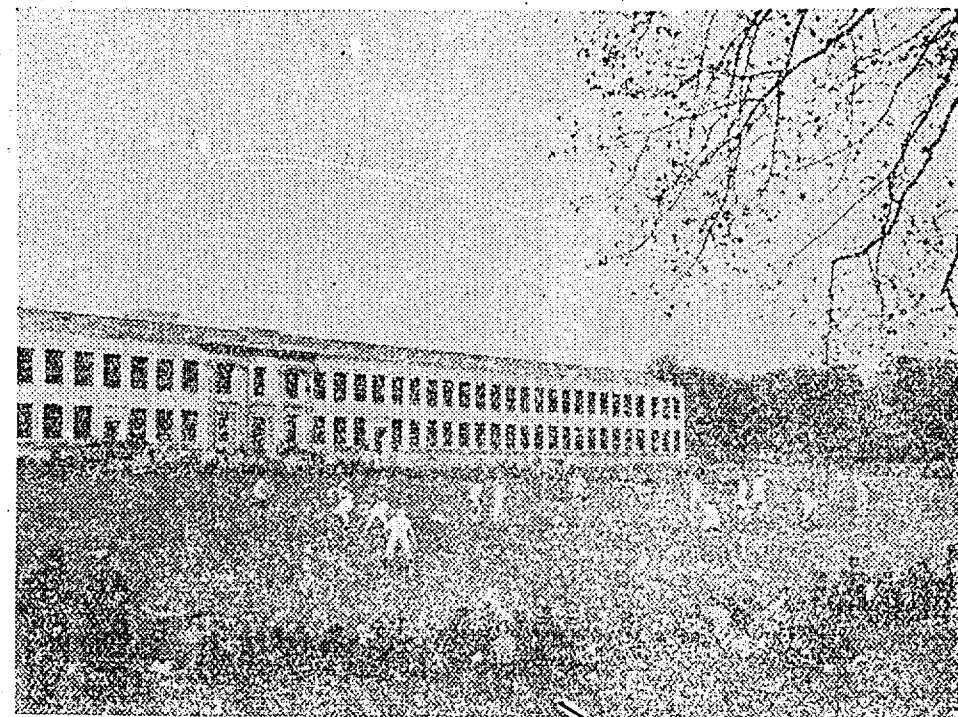
A school such as Bo'ness Academy, where all manner of pupils may share certain basic subjects in common while undergoing a variety of courses, and may share, above all, common privileges and extra-curricula activities, is likely to be a strong corrective to the old-fashioned prejudice that a pupil “loses caste” by finding his or her natural bent away from the more academic subjects. Incidentally, the names of some of these Scottish secondary schools may be misleading. They are largely a matter of historical accident and seldom give a close indication of the present-day character of the schools. A secondary school may be Academy, High School, Grammar School, Institution or College by name without the title having any modern significance.

These extra-curricula activities form an important part of the character-building efforts of a good school. There are school magazines to which the students are free to contribute and even to edit in part, debating and dramatic societies which give them ability and confidence to express themselves as well as good speech and deportment; there

are orchestras, stamp clubs, sports activities and former pupils' clubs which carry on the influence of the old school in after years. In Scotland one can think of many non-fee-paying secondary schools which already have established grand traditions of their own, equal to anything developed in English public schools. From one ordinary secondary school may have come professors, leading surgeons, and scientists in good

positions overseas. Such a school acquires an “old school tie complex” of its own, which has nothing to do with money.

At the moment, the Scottish Advisory Council on Education has the whole question of curricula and examinations of secondary schools under review, and it is likely that still further important improvements will be made.



Four hundred years ago, the Scottish Reformers in their Book of Discipline (1560) visualised a system whereby full education would be available to all children, whatever their circumstances. This system exists in Scotland today, where the secondary education, which follows the primary education beginning compulsorily at the age of 5, is extremely comprehensive. Secondary schools at present may be either junior secondary only, senior secondary only, or a combination of both. The junior secondary 3-year course from the ages of 12 to 15 leads to the Junior Leaving Certificate. The senior secondary 5-year course from the ages of 12 to 17

leads to the Senior Leaving Certificate. Both provide a good general education and valuable training for after-school life. The curriculum is varied and the grouping of subjects so arranged that a wide range of courses—academic, commercial, technical, domestic and rural—is open to both boys and girls. Extra-curricula activities such as debating and dramatic societies, sports activities and former pupils' clubs, form an important part in character-building.

This picture shows a cricket match in progress at George Watson's College, a senior secondary school in Edinburgh, which is open to all at merely nominal fees.

EYES AND EARS OF EDUCATION MINISTRY HIS MAJESTY'S SCHOOL INSPECTOR

A. B. ADAMS,
Divisional Inspector of Schools

The English Educational System, in common with other British institutions, is the result of growth rather than planning. Its present shape was given to it by the Education Act of 1902 and to meet the requirements of that Act, the Inspectorate took substantially its present form. The Act of 1902 vested responsibility for English education in County Councils, County Boroughs and, for certain purposes, in other smaller Urban Authorities. It also crystallized the sub-division of the educational system into its three main branches of Elementary, Secondary, and Technical education.

To meet this position the work of the Inspectorate was divided between three branches (E. S. and T.), each of which had a Chief Inspector attached to Headquarters. The Country was divided into nine Divisions, to each of which was attached a Divisional Inspector for each of the three branches. Each Division was sub-divided into a number of districts, each covering an area of one or more Local Education Authorities, and in charge of it was a District Inspector for each branch.

The Elementary District Inspectors, in view of the nature of their work, had in most cases a subordinate staff of Assistant Inspectors. There must be added to this establishment a small number of Specialist Inspectors of Schools of Art and of Physical Training, a Chief Inspector for the training of teachers stationed at Headquarters and (a noteworthy innovation) a Chief Woman Inspector stationed at Headquarters who was responsible for the co-ordination of the work and the general welfare of the small but increasing number of women in the ranks of the Inspectorate.

Between World Wars I-II, it was modified by the promotion of one of the Chief Inspectors at Headquarters to be Senior Chief Inspector, with responsibility for the co-ordination of the service as a whole, and by the creation of a new class of Staff Inspectors. Finally the Act of 1944 has made it necessary to adapt the organisation of the Inspectorate to the far-reaching changes which it has introduced in the English System of Education.

CHANGED CONCEPTION

The main change introduced by the 1944 Act is the general conception of all education from the age of eleven as Secondary in character. The two separate branches of the Inspectorate dealing with Elementary and Secondary Education therefore have been merged, and his Majesty's Inspector is now more concerned with the child as such than with the type of school in which he or she happens to be educated.

Administratively, the number of statutory Local Education Authorities has been considerably reduced by the Act, but a number of smaller bodies with limited powers and responsible to the main Local Authority for the exercise of such powers have been brought into existence. The Inspectorate is at present organised on the following lines:—

The Country is now divided into ten Divisions, each with a Divisional Inspector responsible for the co-ordination of the inspection of every type of Educational Institution in his area. The Division is sub-divided into a number of Districts, some quite small, all with a District Inspector responsible for both Primary and Secondary Education. The rank of Assistant Inspector has been abolished. It is also sub-divided into several much larger Districts with a

District Inspector responsible for all forms of Technical Education including Schools of Art.

Attached to each Division is a number of Inspectors who may or may not also be in charge of Districts, responsible either for the inspection of particular schools, or of particular aspects of education (including the Schools Meals Service). Responsibility for the inspection of Adult Education, as distinct from Technical Education, and for the Service of Youth, is also assigned to particular Inspectors in each Division. The number of Staff Inspectors who will ultimately be free from District Inspection, has been largely increased, and there are now at Headquarters working under the general supervision of a Senior Chief Inspector, Chief Inspectors for Technical, Adult and Youth, Secondary and Primary Education, for the training of teachers, and for General duties.

The post of Chief Woman Inspector has now been abolished and the women Inspectors have now been fully assimilated into the service and take their full share with their men colleagues in Dis-

trict and Divisional responsibilities. Two of the present six Chief Inspectors are women. The total establishment of the Inspectorate has grown from the modest two, one hundred years ago, to 371.

His Majesty's Inspector is the eyes and ears of the Ministry of Education. It is his responsibility to keep the Ministry informed of facts which are not covered by statistical returns, to give the necessary local colour to statistical facts and to advise the Ministry from his local knowledge of the desirability of proposals put forward by Local Education Authorities. He is also in a sense the Ambassador of the Ministry in the field, can discuss proposals on the spot with the Local Authorities, and keep the Ministry informed as to the Local Authorities' probable reactions to pending proposals. He is the recognised Adviser of the Ministry on purely educational issues, and that advice can only be worth giving if based on first-hand knowledge acquired in the schools and colleges for which he is responsible.

(Continued from Page 179)

and devices for finding H. C. F. and L. C. M.

e.g. (1) keeping out numbers not contained as factors in others, (ii) employing factor theorems controlling the introduction or removal of factors without affecting the final answer.

10. Employment of round-about method, Pupils blunder through circuitous methods to obtain the right answers.

11. (i) Absence of continuity in work. (ii) Incomplete work due to breakdown in the middle.

12. Failure to verify the correctness of the results in H.C.F. and L.C.M. and division by factors.

13. Ignorance of the methods of finding the H. C. F. and L. C. M. of fractions, and of the underlying principles, and of the situations in which they may be used.

(to be continued)

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

S. BALAKRISHNA AIYAR,

Retired Vice-Principal, Teachers' College, Saidapet.

(Continued from Page 25, Vol. XIX)

F. MULTIPLES AND FACTORS.

INDICES.

F-1. Errors.

1. *Terms, and their indiscriminate use.* Confusion between *factor* and *divisor*, *multiple* and *factor*, *prime* and *composite numbers*, *factor* and *coefficient*, *prime numbers* and *numbers prime to each other*.

2. Taking a *multiple* as the same as a *composite number*.

e.g. 14, 21, 15 are multiples.

3. (i) Referring to a number as a *factor* without reference to any of its multiples.

(ii) Referring to a number as a *multiple* without reference to any of its factors.

4. Inaccurate statements:

e.g. The factors of $35 = 5 \times 7$; the factors of $3xy = 3 \times xy$.

5. Notion that a factor should always be prime.

6. "Begging the question" statements (answers).

e.g. Question: How can you find out whether a number is divisible by 2 or not?

Answer: Divisible if the number is even; not divisible if the number is odd.

7. *Factorization.*

(1) Errors in splitting a number into its prime factors.

(2) Errors in splitting a number into factors as directed.

e.g., expressing a number as the product of two equal factors.

(3) Incomplete factorization.

e.g. $216 = 2 \times 2 \times 3 \times 2 \times 3$.

(4) Miscellaneous errors.

e.g. $24 = 12 \times 12$.

8. Errors in division by factors, (a) without remainders, (b) with remainders.

9. In division by factors, errors in

(1) Estimating the correct sizes of intermediate quotients.

(2) Estimating the correct sizes of intermediate remainders.

(3) Calculating the final remainders.

10. *Common Multiples and Common Factors.*

(1) Confusion between *common multiple* and *common factor*.

(2) Offering any common multiple as the least common multiple.

(3) Offering any common factor as the highest common factor.

11. (i) H. C. F. of a set of numbers is found to be greater than one or more of them.

(ii) L. C. M. of a set of numbers is found to be less than one or more of them.

12. *Technique.*

(1) Errors due to non-splitting of numbers into prime factors (in the first instance) for finding H.C.F. and L.C.M.

(2) Setting aside obviously common factors in finding H. C. F. or L. C. M., but failing to include them when the final result is built up.

(3) Errors in the selection of common divisors in finding the L. C. M. by the compact arrangement plan.

(4) Choice of unsuitable or unusable factors in the H.C.F. and L.C.M. finding process.

(1) In the compact arrangement plan for the S. C. M., not carrying on the removal of common factors to the stage at which there are no more numbers with any common factors.

13. Wrong application (confusion) of rules for finding the H.C.F. and L.C.M. of common fractions and decimal fractions.

14. *Indices.*

N.B. This section on Indices has not been developed extensively, as an elaborate investigation pertains to the study of Algebra. [Vide the Author's Analysis of Errors in Indices pp. 171 et seq. The South Indian Teacher, May 1943.]

(1) Wrong definitions.

e.g. 6^4 is the result of multiplying 6 by itself 4 times.

$2^n = 2 \times 2 \times 2 \times \dots$ to n times (instead of saying 'to n factors.')

(2) Incorrect language.

e.g. $4^2 = \text{four square}$, $4^3 = \text{four cube}$.

15. Confusion between *power* and *index*, *coefficient* and *index*, *coefficient* and *base*.

e.g. Confusion between 2^3 and 2×3 , a^3 and $3a$.

16. Errors in expressing a composite number in terms of powers of its prime factors.

e.g. $648 = 3^3 \times 2^3$.

17. Loose and inadequate statements:

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

F-II. Defects and Deficiencies

1. Ignorance regarding

(1) Facts: e.g. Of any number, 1 and the number itself are factors. (Failure to understand and use this leads to many errors in factorization and in insertion and removal of brackets.)

(2) Conditions of divisibility by simple numbers like 2, 4, 8; 3, 9; 5.

(3) Simple theorems about common multiples and common factors, usually employed in the process of finding the

H.C.F. and L.C.M. of numbers to reduce time and labour.

Most pupils are not aware of the existence of such theorems, not to speak of their effective use in securing economy of time and effort.

2. Inability—

(1) to differentiate between divisibility by 3 and by 9.

(2) to supply factors as required.

e.g. as in filling up the blank in $192 = 6 \times () \times 4$.

(3) to find out or test if a number is prime; if two numbers are prime to each other.

(4) to split up a composite number into component factors in more than one way where possible or required.

3. Ignorance about writing down numbers of special kinds, e.g., general forms for odd numbers, even numbers, numbers divisible by both 2 and 3, and so on.

4. Inability

(1) to split up a number into its prime factors.

(2) to express a number as a product of its factors, using index notation.

5. Lack of facility and ease in picking out common factors and common multiples.

6. Inability—

(1) to explain the rationale of the methods for H. C. F. and L. C. M.

(2) to illustrate diagrammatically the meaning of H. C. F. and L. C. M.

(3) to find the H. C. F. and L. C. M. by the method of factors.

7. (1) Lack of real understanding (or imperfect knowledge) of the process of division by factors with or without remainders and of evolution of the final remainder.

(2) Inability to illustrate the process diagrammatically or with the help of compound quantities (denominate numbers).

8. Absence of any orderly way of proceeding to find factors.

9. Ignorance of the existence and employment of labour-saving methods

(Continued on Page 177)

EDUCATIONAL NEWS

England:

THE "PROBLEM PARENT"

Suggesting the establishment of a national committee on youth problems, Mr. D. J. Thompson, presiding at the annual meeting of the National Association of Approved Schools Staffs in London said that such a body might take up an aspect of the work which had received insufficient attention in the past—not the "problem child" but the problem parent." "We all know the parent who is apparently oblivious of his child until the child reaches an age at which it assumes the status of a potential wage earner," he said. A research committee would also be able to seek a remedy for each new factor as it became evident, and the medicine would follow the symptoms rather than having to wait until the disease got a hold."

THE NATIONAL SAFETY CONGRESS.

Over 1000 delegates from all parts of Great Britain attended the 1946 National Safety Congress organised by the Royal Society for the Prevention of Accidents. The Accident problem has become so serious that the Government has been compelled to take a far more active part in the work that is being done to prevent accidents on the road, in industry and in the home.

The first and the second sessions dealt with the Organisation of Local Safety Activities in (a) a large Provincial City (Birmingham); (b) a moderately-sized borough (Kilmarnock); (c) a county (West Riding of Yorkshire); (d) an urban district (the Rhondda U. D.).

In all papers and speeches there was constant reference to the importance of the teacher in the matter of training. Repeated reference was made to the necessity for co-operation between the police and teachers and there was convincing proof that it was possible for the police to render a useful service by an

occasional visit to the school to discuss means of co-operation and to address suitable age groups of children and to assist in demonstrations. Again and again speakers emphasised that many parents did not realise and accept their responsibility in regard to the training and protection of young children. There was a tendency to accept the idea that the responsibility was anywhere but in the home.

In his opening address Mr. D. R. Hardman, M. P., Parliamentary Secretary to the Ministry of Education spoke about the inadequacy of playing fields and play spaces. He urged that Local Authorities should in their planning, survey the needs of the children in regard to play spaces and suggested more play streets as a temporary way out of present difficulties. He wanted the way of education to become more colourful, more a matter of personal activity and expression and space was essential to achieve those ends.

Lady Allen of Hurtwood (Chairman of the Nursery Schools Association) urged that in the nursery schools could be given to any toddlers their first ideas of the kerb drill. It was possible through the nursery schools to establish vital contacts with the parents. Statistics from areas where nursery schools were established indicated an emphatic fall in the accident figures. In some instances there was a complete absence of accidents to the children. Lady Allen suggested that much useful safety service could be given if the co-operation of the Youth Service could be built up in regard to lending a hand with very young children.

SHAPE OF CLASS-ROOMS TO COME

Examples of Britain's new school rooms will be on view shortly in London at the "Britain Can Make It" Exhibition.

The secondary class-room has wide windows of a type permitting the room

to be open to air when suitable. Artificial light, when required, is distributed from efflorescent tubes under a yellow ply-wood ceiling with beams in pink, blue and white.

The "black board" is yellow and blue chalk is used for legibility and restfulness. Desks and chairs are in tubular steel. Desks have book racks and elbow-rests.

The special desk for art work has a top adjustable to different positions and a shelf for materials.

The nursery class-room—more accurately called "play-room"—has a cork floor, easels for drawing and a big cupboard for toys. One end of the room, floored with red quarry tiles, is devoted to "water play" with a special table holding seven inches of water and so designed that the splash goes up into the rim and not on the children's clothes.

America

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

A five-year programme in which 33 selected universities and colleges in the South will join to "vitalize instruction" was announced on July 1, by O. C. Carmichael, president of the Carnegie Foundation for the Advancement of Teaching.

The project will be financed by a special grant to the Foundation of 700,000 dollars from Carnegie Corporation of New York plus 200,000 dollars from the co-operating institutions, making available a total of 900,000 dollars.

"The programme," according to the President, "is based upon the belief that probably the greatest single need in American higher education today is to vitalize instruction. Dull teaching may result from the incapacity of the teacher; more often it derives from his intellectual inactivity. Clearly, the surest way to improve instruction is to stimulate creative activity and research among teachers.

"Among the generally accepted barriers to creative intellectual activity in the average college faculty are heavy teaching loads which allow no time for independent study; low salaries which must be supplemented by summer teaching or other lucrative employment; inadequate library facilities; and the limited opportunities to get intellectual stimulus from colleagues in the same field. Lowering these barriers, as we hope to do through this programme, will strengthen higher education at one of its weakest points."

University Centres have been set up at Atlanta, Nashville, New Orleans and in North Carolina, each center serving as the focal point for several colleges; in the case of North Carolina, Duke University at Durham and the University of North Carolina at Chapel Hill will serve jointly.

The foundation will provide 15,000 dollars annually for five years to each of the university centers, and they have agreed to add individually 5,000 dollars a year. Each of the twenty college units will receive 4,000 dollars annually, which the college will supplement with 1,000 dollars a year, Mr. Carmichael said.

"These funds may be used," he continued, "to stimulate creative activity, to finance full or part time research during both term-time and summer, and to purchase research materials as well as library books. Increased intellectual stimulation for the faculty members of the smaller co-operating colleges will also be provided by bringing them into closer contact with colleagues in the same academic fields at other colleges and universities. Project funds are not expected to be available for securing advanced degrees.

"Each university center will have its faculty committee to select individual participants in the plan, and its co-ordinator who will arrange visits of college instructors to the university campus, contacts with members of the university faculty, use of library facul-

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ties and visits to participating colleges in the regional group."

Prior to becoming president of the Carnegie Foundation early this year, Mr. Carmichael was chancellor of Vanderbilt University where, from 1935 to 1945, he served successively as dean of the graduate school and senior college, vice chancellor and starting, in 1937, as chancellor. From 1926 to 1935, he was president of Alabama College where, from 1922 to 1926, he had served as dean and assistant to the president.

U. S. S. R.

Soviet Schools make every effort to maintain close contact with a child's parents. All schools have a "parent's committee," which is elected at a meeting of the parents of all the pupils. This committee helps in the general direction of the school, advising the staff on the home life and practical needs of the children. They open clubs, halls and rest centres in the permanent buildings of the school where children can spend their leisure. They also assist in opening sports, music and choral centres, workshops, studios etc. They help children's clubs to start libraries, and to have playgrounds; they organise exhibitions of children's work... Several parents universities have recently been opened at Moscow where the parents can follow regular courses in a specific subject and reap the advantage of discussions organised by experienced teachers and doctors.

Australia

The International Educational Conference, organised by the New Education Fellowship is now in Session in Australia and India is one of the eleven countries that are participating. Prof. K. G. Sayidan and Miss Kapila Khandwala are India's Official delegates.

India

THE NATIONAL WAR ACADEMY

The Government have decided to establish a National War Academy. A

committee appointed for the purpose is touring India and securing support. According to Dr. Amarnath Jha, a vice president of the Committee "the National War Academy will be situated near Kharagvasla Lake in the vicinity of Poona. It will occupy a unique position among the Cadet Training Institutions of the world in as much as it will be the only Academy where future Officers of all the three fighting Services will be trained together. As at present estimated, it will have about 2,700 cadets under training. Those who have passed the Matriculation or equivalent Examination will be eligible for the qualifying test which will be simple, on being approved by the Selection Board and passing the medical test they will be admitted to the Academy. Approximately 600 to 700 cadets will be admitted every year. The course at the Academy will be of four years' duration. It is hoped that the academic standard attained on the successful completion of the course will be equivalent to that of a Bachelor's degree of a University. The aim will be to give sound general education as well as service and technical education. Thus, a cadet can offer a general course, including finance and banking business and industrial organisation, communication and transport, civics, psychology, and Economics, or an engineering course, including mathematics, heat engines, electrical Engineering, fluid mechanics, surveying and engineering drawing. In addition there will be certain subjects which every cadet will have to offer. These include English, History, Statistics, Science, Book-keeping, Military History, Military Geography, Law, and Field Engineering.

The Academic Instructions will be for the most part by civilians. In addition there will be a large number of service officers who will be in charge of Administration and of instruction of Service Subjects, Flying, Aero-Engines, Aerodynamics, Meteorology, Naval Law, and Armament. There will be every facility for physical education, games, and athletics. An Institution like this can succeed if it attracts the best Indian

youth. It will succeed in being truly national if from all over the country bright lads, intelligent, industrious, having the highest character, straightforward, and loyal to the best traditions of India, come forward in large numbers to join it. Then the National War Academy will justify the high hopes of those who are planning it and will turn out officers of whom any country may well be proud. It will succeed if it receives the help and support of the provinces and States and National leaders. It will succeed if educationists give to the youth the preliminary training which will enable them to make the fullest use of the education which will be provided at the Academy."

United Provinces.

The U.P. Government will introduce next year a scheme for employing the youth of the Province in social service. According to the scheme, every young man who has finished his secondary education will have to give one year's free social service to the community.

The scheme proposes to debar those not offering themselves for recruitment from all privileges accruing from their secondary education diploma. They will, for example, not be eligible for service under the Government or any institution recognised by the Government or admission to any technical or training institution recognised by the Government. They may also be debarred from getting admission into Universities.

The recruits will receive a general cultural, and intellectual education in camps in the rural areas before they are actually sent for social service work.

After this preliminary physical and mental reconditioning, they will have to do manual work, including agricultural labour, and also take up the work of liquidating adult illiteracy. They will work under the actual conditions in which the Indian labourer works. A certificate of having completed the course will be given.

It is hoped that the scheme will help to bridge the gulf that at present divides the educated classes from the masses

of the population, establish living contacts and bonds of sympathy between educated youth and their poor and ignorant countrymen.

PHYSICAL EDUCATION CONFERENCE

Preparations of the 1st session of the All India and 15th session of the All Maharashtra Physical Education Conference to be held at Amraoti from 13th to 17th Oct. 1946 under the presidentship of the Hon'ble Shri Sarat Chandra Bose, Member of the Government of India, and Lieut. Col. Justice Mr. W. R. Puranik, Vice-chancellor, Nagpur University are briskly going on.

Arrangements for the lodging and board of the delegates; players and guests of the two conferences as well as for the construction of the stadium etc. are being made in the King Edward College. The buildings, hostels and premises of the College have been obtained from the Government for the purpose. In addition to this efforts are being made to obtain the Staging Camp on the Morsi Road for the lodging of the teams to be deputed by the General Head Quarters of the Army, Navy and Air force.

A symposium on "Physical Education and State Responsibility" is being arranged, the leader of the symposium being Dr. V. S. Jha, Director of Public Instruction, C. P. and Berar.

An invitation to all interested to attend the Conference and take part in the proceedings is issued by Sri H. V. Deshpande, General Secretary, All India Physical Education Conference, Amraoti, to whom all communications may be addressed.

Madras

BOARD OF SECONDARY EDUCATION

The Government have constituted a Board of Secondary Education, formerly known as the S.S.L.C. Board, with the following personnel. Mr. Theodore Samuel, Rev. Fr. F. A. Deviah, Mr. V. A. Ramachandra Ayyar, Rev. A. J. Boyd, Mr. S. Govindarajulu Nayudu, Mr. K. P. Karunakara Menon, Mr. K. Satyanarayana, Mr. P. J. Prasada Rao, Mr. A. Lakshminarayana Rao, Mr.

M. S. Sabhesan, Mr. M. P. Periyaswamy, Mr. K. Kuruvila Jacob, Mr. A. Pedarayappa, Mr. G. R. Damodaram, Mr. K. S. Sarma, Mr. P. N. Chamu Nair, Miss Selva Ansari, Mrs. C. Subbalakshmi, Mr. M. A. Anwar Saheb and Mr. M. S. Ekambara Rao. The life of the Board is three years with effect from Sept. 21.

EDUCATION REORGANISATION.

The Ministry of Education has issued a comprehensive questionnaire regarding reorganisation of Education. The Questionnaire covers all aspects of Education and the minister has appealed for co-operation from all sections of the public.

THE G. O. ON DEARNESS ALLOWANCE TO TEACHERS

1. G. O. No. 1854, Education, dated the 10th November 1945, the Government directed that the expenditure incurred by managements of educational institutions (other than elementary schools aided under the Grant-in-Aid Code) on payment of dearness or war allowance to members of their staff at rates not exceeding those admissible to Government servants should be treated as approved expenditure and taken into account in assessing the teaching grants payable to them under the provisions of the Code. The orders were given retrospective effect from 1st April 1945.

2. The South India Teachers' Union has brought to the notice of Government that in spite of this concession, most of the managements are paying dearness or war allowance to teachers in their schools at less than the Government rates on the ground that their finances do not permit the payment of the allowance in full, and has suggested that Government should compel Managements to pay the allowance in full by undertaking to make good the loss which managements may be put to on that account. The Government regret that they cannot accept the suggestion. They, however, consider that grants calculated at one half of government rates of dearness or war allowance should be paid to the managements irrespective of whether the managements pay from their own funds the other half of the allowance in full or not, so that Government's liability in this behalf may be discharged in full. They, therefore direct that in addition to the teaching grant for 1945-1946 payable in the current year, a special grant equal to half the difference between the maximum amount of allowance admissible at Government rates and the amount of allowance actually paid by the managements to the staff and aided educational institutions in 1945-1946 which will be taken into account in assessing the teaching grant be paid to the managements in the current year. The managements will be required to disburse to the staff the amount of allowance due out of the special grant.

3. The Accountant-General is requested to admit the expenditure in audit pending provision of additional funds. The Director of Public Instruction is requested to submit proposals for the provision of funds to meet the expenditure in due course.

(By Order of His Excellency the Governor)

P. S. VISWANATHA AYYAR,
Secretary to Government.

GRANTS COMMITTEE.

It is reported that a Grants Committee has been appointed for the purpose of considering all aspects relating to grants in aid to Universities and Colleges. The functions of the committee it is reported, will be in accordance, with the recommendation of the Central Advisory Board of Education.

REORGANISATION OF UNIVERSITY EDUCATION.

It is reported that the Government of Madras have requested Dr. Amarnath Jha, Sir S. Radhakrishnan and Dr. R. Mukerjee to be members of a committee for the reorganisation of University Education.

OUR ASSOCIATIONS

Ramnad District Guild

The Annual Conference of the Guild was held on 3-8-46 at Abhiramam in the premises of the Muslim High School under the Presidentship of Mr. S. Raghavachariar, M.A., L.T., Dip. (Geog.), the President of the Guild. About 125 delegates representing 25 affiliated associations attended the conference.

The Conference was opened by Ali Janab Muhammed Meera Ambalam, Correspondent and Manager of the Muslim High School, Abhiramam.

The Rajah Sir Annamalai Medal for 1946 was awarded to S. Sankaran of the K. V. High School, Virudunagar, who stood first in the S. S. L. C. examination in the District.

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

President:—Mr. S. Raghavachary, M.A., L.T., Dip. (Geog.) Headmaster, C. A. M. High School, Kondanoor.

Vice-President:—Mr. K. Narayanan, M.A., L.T., M.E.D., (Dip.) Headmaster, Muslim High School, Abhiramam.

Secretaries:—Mr. M. G. Ramachandran, B.A., L.T., Asst., C. A. M. High School, Kondanoor. Mr. R. Narayanan, B.A., Assistant, Muslim High School, Abhiramam.

Guild representative on the S.I.T.U. Executive:—Mr. S. Devairakkam, M.A., L.T., Headmaster, S. B. K. High School, Aruppukottai.

The following are some of the important resolutions passed:—

2. With a view to enter its protest against the treatment accorded to the teachers by the Government in the matter of salaries it is recommended to the South India Teachers' Union to issue a directive to all the constituent associations that they stop work in the VI Form and the E. S. L. C. classes alone while working in all other classes until their grievances are redressed.

4. Resolved that the present scarcity of qualified teachers and the disinclination on the part of competent young men and women to joining training institutions are sure to prove a serious obstacle to the progress of education and to the successful execution of any educational programme, according to time schedule and that the only means by which the situation can be improved is through the immediate adoption of measures for improving the conditions and status of teachers and reorganising training institutions.

5. Resolved that in view of the great hardship caused to teachers through the halting decision on the part of the government to let teachers in aided schools have the benefit of dearness allowance at government rates, the government should at once make it obligatory on the part of the management to pay dearness allowance at government rates with retrospective effect from 1-4-46 and to grant the management such help as may be needed for the purpose.

6. Resolved that an Advisory Board of Education should be constituted immediately consisting of the representatives of the Government, the Universities, the Managements and the South India Teachers' Union to consider educational questions from time to time and to help the Minister in arriving at final decisions.

9. Resolved that the recruitment to the inspectorate shall be made from senior members of the staff in the Government, Local Board and Aided Schools.

10. Resolved that the management's rate of contribution to the Teachers' Provident Fund be raised to one anna in the rupee and that the Government also contribute at the same rate to such teachers as are in non-pensionable service.

11. Resolved that the order prohibiting the teachers to contest in the elections to the legislative assembly and local bodies be cancelled.

15. Resolved that the scales of Pandits and Munshis be placed on a par with that of the L.T.'s.

16. Resolved to request the Government to make provisions for the grant of three months' maternity leave to the women teachers in all Aided and Board Schools.

Atmakur Taluk, Board Ely. School Teachers' Union.

On 3-8-1946, the annual general body meeting was held at Atmakur under the presidency of Mr. J. Ramaiya, the President of the Union. 88 members were present. After the speech by the President, the office-bearers for 1946-47 were elected.

After the annual meeting was over, the annual conference of the Union commenced with Mr. V. S. Venkatanarayana, M.A., B.Ed., Secretary of the Nellore District Teachers' Guild, in the Chair. Mr. P. V. Ramakrishna Rayar of Govt. Training School, Nellore, delivered a lecture on "The Teacher and the Scout development."

Some of the resolutions passed at the Conference:—

1. This conference is of opinion (a) that the supply of an adequate number of trained teachers year after year is essential for the success of the educational plan and it views with great concern the growing tendency on the part of young men and women to avoid training schools and colleges owing to unattractive and deplorable conditions of service in schools and (b) that the government should improve the status and conditions of service of teachers in schools as recommended by the Central Advisory Board of Education.

3. This conference urges upon the government that a declaration of the rights and duties of the teachers be prepared in consultation with the South India Teachers' Union and incorporated in the Madras Educational Rules.

7. This conference requests the government to remove the ban on

teachers in regard to elections and to give necessary instructions to the officers concerned to take them into the village committee.

9. This conference urges upon the government and the Director of Public Instruction, Madras that as the need for compulsion is more in villages than in towns, necessary steps may be taken to introduce the compulsory scheme in remote villages, preferably where there are single teacher schools.

15. This conference urges upon the President, District Board, Nellore, to grant duty allowance to the heads of Board Ely. Schools, ranging from Rs. 2 to Rs. 5 taking into consideration the strength and staff of the respective schools.

The President in his concluding speech explained the functions of the Nellore District Teachers' Guild, the importance of the "All-Madras Teachers' Day," and the lead of the South India Teachers' Union. He advised the teachers not to resort to strike as there is possibility to get their grievances redressed without a strike.

With a vote of thanks the conference terminated.

District Board Elementary School Teachers' Union, Sriperambudur Taluk.

A special conference of the above Union was held at Sriperambudur on Sunday the 25th August 1946 at 2 p.m. in the Higher Elementary School. About 120 members were present. At the business meeting the minutes of the last conference, the report of the work of the Union to date and the resolutions to be placed before the conference were discussed. Mr. C. Ranganatha Iyengar, M.A., L.T., Additional Journal Secretary and convener of the S.I.T.U. talked to the teachers about the need for affiliating the Taluk Unions to the S. I. T. U. and about the journals and the S.I.T.U. Protection Fund. He exhorted them to unite in one Central Organisation to get sufficient strength in order to command respect. The Special Conference session followed this

Mr. A. S. Govindaraja Naicker, M.L.A. opened the conference, and Mr. N. Ramakrishna Iyer, President of the District Congress Committee, presided.

Mr. C. Ranganatha Iyengar addressed the gathering on the responsibility of the public in the matter of the status and emoluments of the teacher.

A memorandum embodying the resolutions passed earlier regarding grievances of teachers to be submitted to the Minister of Education was read and approved. A deputation consisting of the President, the Opener of the Conference and Mr. Jagannatha Iyengar, Headmaster of Alandoor Higher Elementary School, was appointed to wait on the Minister of Education and to present the memorandum.

Malabar District Teachers' Guild.

A General Body Meeting of the Malabar District Teachers' Guild was held at the Zamorin's College, Calicut on Saturday, the 17th August 1946, with Mr. K. P. Varid, B.A., L.T., in the chair for the forenoon session and Mr. P. R. Subramanya Iyer, M.A., L.T., the newly elected President in the chair for the afternoon session.

The report of the working of the Guild for the year was read and adopted. The Guild had on its rolls 44 Teachers' Associations of Colleges and Secondary Schools and 19 Unions of Elementary School Teachers—Aided, District Board and Municipal.

The activities of the Guild included the Annual Conference at Tellicherry, with Mr. S. Natarajan, B.A., L.T., in the chair, deputation and memorandum to the Minister, etc.

The report observed that subscriptions were kept in arrears by a large number of Associations and a few Unions, with the result the Guild had to work at a deficit during the year under report. The need for creating a substantial fund for the Guild was found imperative as also the need for a paid Secretary in view of the heavy volume of work.

The following office-bearers were elected:—

President: Mr. P. R. Subrahmanya Iyer, M.A., L.T., Kollengode.

Vice-Presidents: 1. Mr. Anwar Padsha, B.A., L.T., Quilandy. 2. Mr. P. S. Warriar, Walluvanad.

General Secretary: Mr. M. N. Kini, B.A., L.T., Calicut.

Joint Secretaries: 1. Mr. M. Srinivasan, B.A., L.T., Tellicherry. 2. Mr. C. C. Nair, Badagara.

Representative: S. I. T. U.: Mr. S. E. Selvan, B.A., L.T., Morayur, South Malabar.

Eleven others were also elected to the Executive to represent the various interests in the Guild.

Resolutions:—Many resolutions were passed at the meeting some affecting all teachers in general, and others affecting only sectional interests. The chief of them were the following:

(i) This meeting of the General Body of the Malabar District Teachers' Guild brings to the notice of the Government the painful fact that the teachers of this District find themselves to-day steeped in heavy debts for want of adequate and timely financial help during the past six years of high costs and severe economic distress in the land. It is strongly of opinion that a mere increase in the salary of the teachers at this stage will not enable them to liquidate their debts, and that the only way to redeem the teachers from the miserable plight in which they find themselves to-day is by granting Dearness Allowance at Government rate to all teachers with retrospective effect from 1-7-1944, the date from which it has been paid to Government Servants.

It, therefore, urges on the Madras Ministry the imperative need to give the teachers this long overdue relief without any further delay.

With a view to impressing on the Government this fact as also the urgent necessity of the Government making it obligatory on all managements of Aided Secondary Schools and Colleges to pay Dearness Allowance to their employees at Government rates, it resolves that every Educational Institution in the district should send by registered post, petition signed by all the teachers of

that institution, incorporating the above demands, both to the Premier and the Minister for education, on Monday, the 16th September 1946.

(ii) This meeting of the General Body of the Malabar District Teachers' Guild notes with much pain that the Budget recently presented by the Madras Ministry does not provide for adequate financial relief to the teachers of this province. The allotment made for giving relief to the Aided Elementary School Teachers is very meagre and inadequate. It, therefore, urges on the Ministry the immediate necessity to devise measures to meet the demands of the teachers as outlined in the Memorandum submitted to the Honourable Minister for Education by the Secretary of the Guild on 5-8-1946.

In the meanwhile this meeting calls upon all the constituent Associations and Unions of the Guild to prepare the teachers of their respective organisations for all eventualities in case the Government fail to meet the just and legitimate demands of the teachers, as enumerated in the Memorandum referred to above, before 31st December 1946.

This meeting further authorises the Executive of the Guild to prepare a brief manifesto containing the immediate demands of teachers, to distribute its copies among the M. L. A.'s and M. L. C.'s of the province and to create a suitable atmosphere in which the voice of the Teaching Profession will be heard by the Public, and teachers' demands would be met by the authorities. It also appeals to the S. I. T. U. (1) to instruct the various Guilds under it to contact the M. L. A.'s and M. L. C.'s of their respective districts with a view to acquainting them with details regarding the teachers' problems and enlisting their full support in the cause of teachers, and (2) to devise and suggest to their constituent Guilds such other methods of propaganda as are necessary for realising the demands of teachers at an early date.

The Madras Teachers' Guild.

The annual meeting of the Madras Teachers' Guild was held on Saturday

the 17th August at the Bentinck Girls' High School, Vepery. Sri P. Doraikannu Mudaliar, M.A., L.T., president of the Guild, presided. Messrs. M. S. Sabhesan, president of the S.I.T.U., Gurukula Dharmacharya K. Rangaswami Iyengar, Rao Sahib Prof. R. Krishnamurthy were present. The President surveyed the work of the Guild and appealed for increased membership. Some of the rules of the Guild were then amended. The following office bearers were elected.
President:—Sri P. Doraikannu Mudaliar.

Vice-President:—Sri L. R. Chandrasekharan, Sri K. Hanumantha Rao, Sri K. Nagaraja Rao.

Secretaries:—Sri N. Rajaratnam, Sri M. Ethiraja Nayagar.

After Tea, the Secretary presented the annual report which was adopted. In the course of the discussion a suggestion was made for the institution of a fund called the Profession Improvement Fund to which members might contribute not less than 1 day's salary so as to enable the Guild to carry on sustained agitation for the improvement in the salaries and status of Teachers. With a vote of thanks to the retiring office bearers and the authorities of the Bentinck Girls' High School, the meeting came to a close.

Public Relations Committee.

Proceedings of the meeting of the Public Relations Committee held at the office of the S. I. T. U. at 5-30 p.m. on Monday the 26th August 1946:—

Present: Messrs. M. S. Sabhesan, C. Ranganath Iyengar, T. P. Srinivasavaradan, S. Natarajan, V. Bhuvaramurthi Rao, and V. Arunajatai.

1. The Convener presented a short report on the work so far done.

2. The following public addresses were delivered:—

(a) Mr. M. S. Sabhesan on "What the Teacher expects of the Ministry" at the Lakshmipuram Young Men's Association, Madras.

(Continued on Page 191)

OUR BOOK-SHELF

Elementary Carpentry and Joinery by A. S. AMERY. (Messrs. Macmillan & Co., Ltd. Price 4/).

This book is very interesting on account of the splendid arrangement of subjects dealt with. The diagrams on one side and explanatory notes on the facing side make the learning easier.

The printing and get-up are excellent.

Lively Drawing Books 1 & 2 by WINIFRED MARKS. (Messrs. Macmillan & Co., Ltd.)

These two books should appeal to all school children and inspire them to imitate the drawings by themselves using pencil and colours. Children in Elementary schools would appreciate them much.

The printing and get-up are excellent.

C. R.

Middle School Algebra by G. W. WALTERS, B.Sc. (Messrs. Macmillan & Co., Ltd. Price 3sh. with answers and 2sh. 6d. without answers).

It is a simple text book fit for use in English Schools. The treatment of the subject matter and the examples and exercises in it are well worth attention. It will be useful for those taking Algebra and Geometry as an optional subject, in our schools although it does not cover the full syllabus.

The printing and get-up are excellent.

C. R.

A short applied Workshop Mathematics by F. G. W. BROWN. (Messrs. Macmillan & Co., Ltd. Price 3s. 6d.)

The author has expounded the principles in a very simple way illustrated by diagrams. Examples are very useful

and clear and are followed by simple exercises. It is a book for those studying workshop methods in technological and engineering institutions.

The printing and get up are excellent.
C. R.

The Enid Blyton Nature Readers. Nos. 21 to 30. (Publishers, Messrs. Macmillan & Co., Ltd.)

These ten readers tell children in beautiful story form essential facts of nature around them—insects, animals, plants and trees. Scientific facts are apt to be forgotten when given in an abstract manner, but as presented through these stories, they can never be forgotten; rather, they stimulate interest among children. The stories are told in simple language and illustrated in colours.

C. R.

Map Reading for Schools by A. FERRIDAY, M.Sc. (Publishers, Messrs. Macmillan & Co., Ltd. 48 pp. 2sh. 6d.)

Mr. Ferriday's map books of the several continents are well known. The present book on interpretation of topographical maps is a welcome addition to the series. There are twenty-three pages of illustrations of different kinds of topography. Starting with a description of scales, gradients and sections, the author proceeds to give a full page of symbols used in ordnance survey maps. One ordnance survey map in colour has been added. Then follow a series of black and white maps of different types of land surfaces to illustrate river development, work of ice, coastal types and town and village sites. There are five test maps each illustrating a different feature of surface. As in the other books of the series the maps are given on the left hand pages and explanations and questions are given on the right

hand pages. There is also a page of general questions on particular features of certain of the maps. A study of this book will prove very useful to teachers in high schools. Pupils preparing the Cambridge School Certificate examinations will find this a suitable text book for map reading exercises.

V. K. S.

Sunny Stories for Tiny Folk.—Published by *The Oxford University Press*.

This book contains ten little tales told in very simple language for the enjoyment of children. They deal with the activities of little children who never rest content until their curiosities are satisfied or their queries answered. Little folk derive pleasure from knowing what other children do and hence the stories are enjoyable and they are rightly called 'Sunny Stories'. The book is printed on thick glazed paper, handy in size for small children and beautifully illustrated.

C. R.

The Teaching of English in Schools.—

(a symposium edited by V. D. S. PINTO: Publishers: *Messrs. Macmillan & Co., Ltd.* Price, 10sh. 6d.)

This book contains contributions by different authors on the different topics dealt with. The method of teaching the language from simple poems in children's class to expression in the form of debates and speeches by pupils in the VI form of secondary schools follows well-known principles of psychology with which teachers are familiar. The chapters dealt with fall under the following heads:—Poetry, dramatization, choral speaking or singing, debates and speeches, grammar, prose and composition. The value of the library and the reading room and the kind of examination questions to test pupils' knowledge and comprehension of the language, each find a separate chapter or treatment. The importance of raising of the teacher of English receives special attention.

The printing on featherweight paper and get-up are excellent. The book will be very useful to students in Training Colleges and Teachers of English.

C. R.

The School Book of Light Verse—

Chosen by GUY BOAS, M.A., *Macmillan & Co., Ltd.*—Price 6 sh.

This is a useful anthology of light verse within the comprehension of students of school-going age and hence it is a book which will be greatly appreciated by the students of secondary schools. We must congratulate the author on the very good choice he has made. Of course it may be said that there are many other poems which could have been included but on the whole the selection is fair and the editor has followed certain very good principles. However one wishes that poems by Indian Authors—especially Sarojini Devi, Rabindranath, and Toru Dutt had been included.

The notes at the end show great care and are such as can help an intelligent appreciation of the poem.

This will be a useful addition to school libraries.

Chemistry for Junior Forms—by A.C.H. CAVELL, M.A., D.Sc.—*Macmillan & Co., Ltd.*—Price 5 sh.

This book is written with the object of providing a simple introduction to practical and theoretical chemistry for the young beginners. Instead of making the study of chemistry purely mechanical, he has taken care to stress the everyday and industrial applications of chemistry and also its social and economic effects on society. A little of Geology and of Biology too have been introduced to show how chemistry is playing an important role, both in soil structure and biological activities. The questions given at the end of each chapter and the chapter on Quantitative chemistry will be found very useful. The biographical details of the great chemists and pictures of several of them form an additional feature.

Pillai Mozhi: Edited by BHAGYA SANKAR and illustrated by M. KRISHNAN. (*The Christian Literature Society and S. P. C. K. in India.*) Post Box 501, Madras, P. T. Price Re. 1.

We congratulate the publishers on their enterprise in bringing out this little book containing some of the very popular nursery songs. These have a

rare charm and are always liked by young children. The editor deserves all praise for the excellent choice of material. We wish that this is followed by other collections in Tamil. It will be welcome if the publishers could undertake similar collections in the other South Indian languages. The illustrations are attractive and appropriate. The get up of the book is quite good.

(Continued from Page 188)

(b) Mr. M. S. Sabhesan on "Teachers and Strike" at Trichinopoly.

(c) Mr. C. Ranganatha Iyengar on "Responsibility of the Public in the matter of the Status and Emoluments of the Teacher" at Sriperambudur.

3. It was resolved that a memorandum on 'Elementary Education' be prepared after ascertaining information on the subject from certain important States and Provinces.

4. The following were elected to scrutinise any publication before going out to the press:—Messrs. T. P. Srinivasavaradan, S. Natarajan, and the Convener.

C. RANGANATHA IYENGAR,
Convener.

Sri E. N. Subrahmanyam, President of the Chittoor District Teachers' Guild and Convener of the Vigilance Committee toured Chittoor, Cuddapah and Kurnool Districts in July and August. He addressed the Conference of the Chittoor District Board Primary Teachers' Conference at Pakkalad and pre-

sided over the Punganur Taluk Aided School Teachers' Conference. He addressed the Municipal High School Teachers at Cuddapah and presided over the Annual Conference of the Kurnool District Teachers' Guild.

At all these places he said that unless the status of the teachers was drastically improved and their salary substantially increased it would be found that men and women were not available for the teaching profession. The teaching profession, he said, would not lift a finger to persuade one young man or woman to enter the service unless they were guaranteed a decent job, decent conditions and a decent salary and until more teachers were forthcoming, proposals for expansion of education would be futile.

He appealed to the teachers to be disciplined and not to resort to direct action until the S. I. T. U. had exhausted all other remedies and given them their marching orders. He urged on Government the need for quick action lest things should reach a crisis.

and Dr. Amarnath Jha to help the Government in the reorganisation of University Education. A press report recently stated that a Board with these educationists as members has been constituted. While we welcome the announcement, we hope the government would not deny themselves the benefit of the experience of the three Vice-Chancellors of the Universities in this province. Their membership of the committee would help to make its recommendations practical. We are also glad to note that government have appointed a grants committee consisting of experienced educationists and public men. We do not know what exactly are to be the functions of the committee but we do hope it will serve the purpose for which such a committee was strongly recommended by the Central Advisory Board of Education.

The Hon'ble Minister for Education has lost no time in issuing the questionnaire on Educational reform, which he promised the legislature. The questionnaire, we understand, is in three parts and relates to Elementary, Secondary and further Education and that it has been made very comprehensive. Apparently it does not take into account the work done on these lines so far. We have not received a copy of the questionnaire yet. We hope that when it is received by Teachers Associations, they will consider it carefully and submit their replies in a manner which will give a lead to the whole province.

Board of Secondary Education.

The Secondary School Leaving Certificate Board familiarly known as the S. S. L. C. is now replaced by the Board of Secondary Education. Its composition is more broad based. It will have members of whom 4 will be Ex-Officio, 10 will be nominated by the three Universities, and 11 by Government giving due consideration to the various interests such as Muslims, Women, Technical Education, Teachers and Managements, though no one interest can claim any representation. We were made to expect that teachers' organisations would be officially represented. However we are glad that the new Board has a number of Headmasters

of schools actively associated with District Teachers' Guilds. The President of the South India Teachers' Union and the President of the last Provincial Educational Conference have also been nominated to the Board.

What are to be the functions of the Board? We have not seen the government order setting forth in detail the functions and powers of the Board. We are told it would be an advisory body and that its members would not be eligible for appointment as either examiner or assistant examiners. There is no indication that its opinion would be sought and acted upon on matters connected with Secondary Education and the examination at Secondary School leaving stage. A Board of this nature will be enabled to do satisfactory service only if it should be given statutory powers or if it should be helped to establish healthy conventions. As it is we have only to watch the experiment and hope that it would be given a fair deal and not allowed to languish as was the case with the District Secondary Education Boards.

An Indian Government at last.

We heartily welcome the formation of the Interim Government with representatives of the people. Our joy would certainly be greater if the Muslim League had extended its hand of co-operation. We still believe it will do so and that ere long we would have their representatives co-operating with those of the Congress in the conduct of the administration of this vast sub continent. The New Government has many great problems to face. Firstly they have to function under the existing constitution. They are not responsible to the legislature and they are appointed, individually by His Majesty. But they are a team under the virile leadership of the Great Patriot Pandit Jawaharlal, and they can be confidently expected to face the problems with success. All the members of the Cabinet are tried and experienced workers. They are bringing to bear on their new job their great sense of responsibility, their rich and varied experience, their practical knowledge and their very ardent desire to give of their best to the country. We may assure them that in their great task they can count upon the loyal

and willing co-operation of all sections of the people.

The 15th South Indian Education Week.

For the sixteenth year in succession the South India Teachers' Union in co-operation with the other leading organisations interested in Education, is organising a province wide observance of Education Week. The need for such a celebration is undoubtedly great as all look to Education for a satisfactory solution to all the ills of mankind. It is the purpose of this week to give an opportunity to the public to know and understand the problems of the educators and secure their willing and discerning co-operation. To succeed in such an attempt, a careful planning is necessary. The handbook prepared by the Central Education Week Committee offers very valuable suggestions. Get your copy and plan the week in your locality. It will be good to stress.

1. That every child has the right to Education according to its capacity and aptitude and that no child shall be denied this privilege on grounds of caste, community, race or means.

2. That every child shall receive a full education needed to fit him when in society as a citizen, a parent and a bread-winner.

3. That all children shall have equal opportunities for the fullest development of his or her personality unhampered by hostile home, social and economic conditions.

4. That the educational provision should cover the life-time of the individual.

5. That due provision be made for

the effective Physical and Health Education of every child.

6. That the state shall assume full responsibility for Education, which shall be its first charge.

To make the observance successful every school shall take steps to celebrate the Education Week. There are many vital school problems upon which the attention of the public must be focussed. Introduction of compulsion—provision of midday meals to poor children—provision of School Buildings and adequate class-room furniture and equipment, and sufficient play space; adoption of an adequate programme of Physical Education, Medical and Health Care of children—all these require immediate attention, and the public should be acquainted with the intensity of all these problems so that they may readily give their full support to a comprehensive plan of Education.

Given the opportunity, the public will give of its best to the Schools of its children.

Education Week offers a splendid opportunity for enlisting the co-operation of the public in making our Schools better. The people of this country are aware of the advantages of good education. They want better Schools to give the children cultural advantages and enable them to make the most of themselves. They know that good Education means better home life, better health, and better occupation. They consider Education an investment that pays a good dividend in the long run. With a public enthused in your school your school can easily become better. Utilise the Education Week and help to build better Schools.

The Photograph on Page 175 is published through the kind courtesy of The British Council Overseas Press department.

EDITORIAL

This picture and that

When we compare the very poor enrolment in our emergency Training centres with the rush for places in similar institutions in England, one cannot help feeling very, very despondent. There in England we are told that applications were being received at the rate of 1,200 a week and that out of nearly 60,000 that had applied only 18,000 were accepted and these too have to wait for some months before they could be taken in training institutions. In our province provision was made for the training of 4,000 teachers and the number that applied was so few that no selection could be made. Though the period of training has been shortened to 12 months and the rate of stipend increased to Rs. 18, the enrolment has been very disappointing.

The reason is not far to seek. The man in the street knows that teaching as a career does not attract the youth. The proverbially low salary apart, the poor status accorded to the teacher in society is sufficient to repel youngmen from it. Teachers who are in service deplore the public apathy towards the lot of teachers. Many have already left the profession, while those who stay do so out of sense of duty, but at the same time are convinced that young men and women should be warned of the various disabilities that a teacher will have to put up with. The appeals of teachers for relief in these days of high prices have met with no generous response. The very halting way in which government have been taking up the case of the teachers' requests for adequate dearness allowance and the unwillingness of the authorities to tackle the question of teachers' salaries, have caused many teachers to feel whether it is not their duty to advise youngmen and women not to take to teaching.

It may be argued whether such an advice would be in national interests. In America, the National Education Association has sponsored a special movement called the Future Teachers of

America. F.T.A. clubs are formed in most schools and colleges and students are kept informed of the responsibilities and of the opportunities for national service that teachers will have. A committee of the Phi Delta Kappa has prepared a small pamphlet 'Teaching as a man's Job'. It is a well written pamphlet and in the foreword, the chairman of the committee writes :

"Make no mistake about it, teaching is a man sized job, one that will take all you can give of intellect, strength, enthusiasm, personality. It will richly reward you if you are more interested in things of the mind and spirit, than you are in money and material things." The book concludes with the following appeal: "To the individual who aspires to the deep, spiritual success of accomplishment and social service; who finds joy in contacts with young people and in the pursuit of cultural and intellectual values; who is willing to work hard and persistently for the personal satisfactions that come from the knowledge of important work well done, teaching offers a career in a dignified and respected calling." The committee that prepared the pamphlet make no secret of the fact that teaching is not an appropriate career for the individual whose chief purpose in life is the making of money. But they show that in America that the teacher could expect an income adequate to supply his needs and those of his family, maintain them on a comfortable standard of living and afford a moderate reserve for education and leisure times.

How we wish we are in a position to guarantee these to our future teachers! Any government that is really keen on real education must ensure at least such conditions as these. We urge upon our government to take up this question of teachers' salaries and effect substantial improvement in the same so that the teacher may feel assured of an income that would maintain him and his family on a comfortable standard and provide him with sufficient reserve

for old age and leisure time activities. Then the teaching profession in this province would whole-heartedly appeal to the youth of the land and enlist their services. But as things stand, we cannot help making known the life of starvation, misery, and social neglect that is the lot of the teacher today. A teacher under present circumstances, however great be his passion for teaching, cannot but be embittered and there can be no greater social crime than making young children face day after day teachers who are anxious and embittered.

Dearness allowance again.

We are glad that at last Government have ordered that all employees under Local Boards and Municipalities be given the benefit of the increased rates of Dearness allowance retrospectively with effect from 1st July 1944. This order has set right an obvious injustice and we are sure that the large number of teachers serving under local bodies would feel very thankful for this relief, small though it be.

In regard to aided Secondary Schools and Colleges, Government have by a G.O., the full text of which is published elsewhere, accepted liability for what they term their share in the payment of D. A. to the teachers and other employees. In effect it comes to this that whatever be the finances of the School Government would pay to each employee of those institutes a sum calculated at half the rates applicable to Govt. servants for the period 1945-46. We admit this to be an improvement over the present position; for payment by government is not determined by the management's contributions. The expenditure, we are told, will be about Rs. 12 lakhs. The union has been requesting Government to treat expenditure on Dearness allowance as not falling within the purview of the grant-in-aid Code and to meet this entire cost from its own funds. The extra cost involved if the procedure be adopted would be another 12 lakhs. It cannot be argued that the money could not be found, we know money is there. It is conceding the principle that it is government's

responsibility to give adequate relief to the employees of public educational institutions. Teachers, therefore, cannot but feel that in giving this belated help government have failed to realise the amount of hardship that teachers have been and are undergoing as a result of the high prices that obtain. While they are grateful, they are certainly not cheerful.

Education Reorganisation.

The debate in the Madras Legislative Assembly was characterised by much heat born of suspicion and jealousy. The opposition grew vehement about the reservation in the Medical and Engineering Colleges of 20% of the seats to candidates that would be selected by reason of their superior merit. In spite of the Minister for Education showing from figures how this reservation of seats had not affected the minority or backward communities, in as much as all applicants from these communities were selected for admission the opposition nursed a grievance and it seemed they were determined to do so. Equally vehement was their criticism of the Minister's action in enforcing the regional language as the medium of Instruction and in abolishing English from the curriculum of standards 4 and 5 in primary schools. These two reforms were long overdue and public opinion had definitely expressed itself in favour of the reforms. There was a great impatience at the delay in introducing the same. Under the circumstances we are unable to appreciate the view point of the opposition in the Assembly. We hope, that now the heat of discussion is over, the members would realise that the reforms are in the best interests of the country.

The discussion however produced one good result. It secured an assurance from the Hon'ble the Minister for Education that he would consult public opinion before he launched on any radical educational reform. He announced his intention of appointing an advisory Board of Education, while the Premier announced that he had secured the consent of the eminent educationists, Sir S. Radhakrishnan, Sir R. Mukerjee

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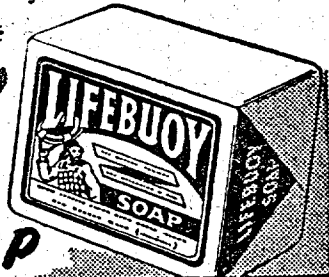
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