

285

The
South Indian Teacher

vol-19 no-10 oct-1946

JL
Tm 21, N30
N46.19.10
99428

532

Vol. XIX

Regd. No. M. 2347

No. 10

The South Indian Teacher

OCTOBER 1948

उद्धरेदात्मनात्मानम्.—The Gita.

Raise yourself by your own efforts

CONTENTS

	PAGE
1. The Teacher (<i>Poem</i>)	229
2. The New Educational Experiment in Travancore S. K. Yegnanarayana Iyer	230
3. New Experiment in Education—John Snowden	233
4. A. Panchapagesa Iyer—A Talented Headmaster—G. Srinivasachari	235
5. Errors, Defects and Deficiencies in Study of School Arithmetic and Mensuration—S. Balakrishna Aiyar	237
6. Gleanings	240
7. From our Associations	244
8. Questionnaire on Educational Re-organisation	247
9. A Memorandum for the Revision of the Grant-in-aid Code	256
10. Our Book-Shelf	258
11. Editorial	259

ANNUAL SUBSCRIPTION

Inland Rs. 4

Foreign Sh. 8

Single Copy As. 6

POSTAGE EXTRA

THE S. I. T. U. PROTECTION FUND LTD.

520, HIGH ROAD, TRIPPLICANE, MADRAS.

**Number of Policies Issued in 1945
is the highest on record.**

Total Assets	Rs. 3,75,000
No. of Policies	2,150
No. of Units	4,500

A new member can choose one of the four
tables—10 year, 15 year, 20 year
or 25 year period.

For further particulars apply to:—

THE HONY. SECRETARY.

Excellent Reference Book on Indian History for High Schools, Colleges

AN ADVANCED HISTORY OF INDIA

BY

B. C. MAJUMDAR, M. A., Ph. D.,
Vice-Chancellor, Dacca University

H. C. RAYCHAUDHURI, M. A., Ph. D.,
Carmichael Professor of Ancient Indian History and Culture, Calcutta.

KALIKINKAR DATTA, M. A., Ph. D.,
Assistant Professor of History, Patna College, Patna, Bihar.

Complete in one volume
With Illustrations, Maps and Plans

1082 PAGES

PRICE Rs. 16

Stock expected shortly. Please register now for a copy to ensure supply.

MACMILLAN & CO., LTD.,

(Incorporated in England)

PATULLO ROAD, MOUNT ROAD, MADRAS 2.

Tm 21, N30

N46-19-10

14 DEC 1946

THE SOUTH INDIAN TEACHER

Vol. XIX

OCTOBER 1946

No. 10

THE TEACHER

(QUOTED FROM AN ARTICLE BY MR. W. S. LLOYD, IN THE
UNITED CHURCH)

If a man who runs a business, develops a mine,
Builds a great bridge, or plans a building
Is worth ten thousand or fifty thousand dollars a year ;
Then how much is the teacher worth
Who takes that boy of yours—the son and heir—
Develops his mind, and trains his body,
Lays the foundation for his future success
Or failure—and tries to make a man of him ?
How much is he worth ? Oh, \$ 1,800 a year or less.

“ And furthermore it must be remembered
That these well-paid professional men
Art what they are, and earn what they earn
Largely because of the teachers they have had.
Nothing could be more foolish, I suppose,
Than to economise on the salary of the chief engineer
Or to get a dim-wit as the head of the firm !
Such positions are worthy of real leaders ;
But one must expect to pay real leaders
A very fat salary indeed—and it's no more than right.

“ Now will any one insist that a great bridge
Is more intricate than the mind of a child,
Or that anything could be more important
Than the man such a child can become,
Or that society is not greatly endangered
By maladjusted, badly taught men and women.
Today the world is bathed in an ocean of blood ;
Millions of men and youth have been killed and maimed,
Other millions are being starved and destroyed by disease ;
Billions of dollars are spent for guns and armament ;
And civilization itself is in very grave danger.
Why should all of this be true, pray tell.

“ Yes, teachers are very important people—
May be we should pay more and get the best,
The mistakes, the waste, the wars of the past
Would have paid a lot of good teachers
Or have equipped a lot of excellent schools.”

(Canadian School Journal, Sept. 1946, page 368)

THE NEW EDUCATIONAL EXPERIMENT IN TRAVANCORE

UPADHYAYA SANGHA KARYA PRAVEENA
RAO BAHADUR S. K. YEGNANARAYANA IYER

The Government of Travancore have launched a scheme of Universal, Free, Compulsory Primary education for all the children of the State between the ages of five and ten. In order to get the scheme implemented thoroughly they have passed the Travancore Primary Education Act, 1121 and rules thereunder and assumed the necessary powers in the matter of compulsion. A brief account is given below regarding the steps taken in launching the scheme successfully and about the progress achieved so far. Travancore is, from the point of view of literacy of its people, one of the most advanced portions of India, and yet recent survey made in connection with the Government's plans for Postwar Reconstruction showed that literacy is very unevenly distributed and that there are many sections of the population and many areas in the land where literacy has not spread effectively. It was therefore decided to introduce universal, free and compulsory education of the Primary standard.

For nearly one hundred years and more ever since the famous Proclamation of (1817 A.D.) Rani Gouri Parvati Bai, the State and private agencies, mostly Christian Missions (both Catholic and Protestant) have been doing their best in the matter of running schools; but most of the private agencies were dependent on the grant given by the State for the running of their schools. The State bore practically 75% of the total expenses of Primary Education. The Legislative Council therefore resolved that the State may take over all the Schools and run them under its own direction and not merely give grant to other agencies running schools. There was a strong opposition to this new policy especially

from the Christians, mostly Catholic. The main grounds of opposition were first that the education to be imparted in the State-schools was purely secular (as it necessarily had to be) and that some parents would like to have their children taught in a particular way i.e., on a fundamentally religious basis and outlook and not be satisfied with the teaching of religion to be super-added to secular education. The State authorities have met the first objection by granting permission to have religion taught outside the school hours. The second objection is met by permission being granted to run denominational schools exclusively for particular groups of children provided the minimum secular instruction contemplated by the 'Act' is given in these schools and they are run according to the standard prescribed for Government schools.

The authorities of the Education Department realised the momentous significance of the measure the Government had thought of introducing and co-operated to the fullest extent possible with their technical knowledge. I should like to lay special emphasis on this; for without such a hearty co-operation by the Department with its store of expert knowledge and accumulated experience, the scheme would have remained life-less and anaemic though looking all right on paper.

It was resolved to introduce the scheme first in the Tamil speaking taluks of Thovala and Agasteeswaram and in the City of Trivandrum. First an exhaustive census of children between the ages of five and ten was taken in the areas selected so that the authorities may have a fairly accurate idea of the facilities they have to provide and the

localities where schools are to be started. All the existing schools were taken up by Government and all the teachers employed were made Government servants. The importance of this transformation cannot be exaggerated. From being discontented and starving, this large army of the rank and file of Elementary school teachers became contented, their pay raised and security of tenure assured. Now the minimum pay of a teacher is Rs. 25/- per month with a dearness allowance of Rs. 12/- and many of them were not getting this Rs. 37/- as their pay for two or three months even. The pay is not only higher but payment regular and their position does not depend upon the whims and fancies of the Management. No wonder, when the measure was being discussed in the Legislative Council a number of teachers from Private schools came in a deputation to express their strong approval of the State taking over all schools.

A decent type design for a school of five classes was evolved and schools built according to this plan are quite good. The cost after much discussion has been brought down to Rs. 8000 for each school and it is encouraging to see the public in many places volunteering school sites and their contribution towards the construction of buildings. The sites of the new schools opened have been chosen after careful local inquiry and inspection so that no child has to walk more than 4 furlongs at the most to his or her school. Benches, black boards and other items of furniture had to be made in hundreds and they were made.

The most important preliminary work done by the Department is the running of a Refresher Course of Training for about 4000 teachers (men and women) so that they may understand the spirit of the new scheme and co-operate with the Government in running the scheme successfully and achieve the result aimed at.

The new scheme of Primary Education provides for a period of five years and during this period an effective mastering of the mother-tongue is to be secured by

the child not merely as a basis for further studies, but as an indispensable equipment of a civilised human being as fundamental as the use of one's limbs. Similarly, Arithmetic, History, Geography and Natural Science are to be taught in correlation with the child's environment. Moreover, this five year course is not intended to take the child away from home and its surroundings and make him conscious at the end of the course of his having risen above his community and become a member of a "higher class" of Society. It is intended to make the child of the Agriculturist and the artisan who without the education would have followed his parental occupation in the traditional way follow the same in a more intelligent and therefore in a more efficient and profitable way.

New First books in Tamil and Malayalam have been written on up-to-date lines and the Department is going to publish Readers for higher classes in subsequent years.

I have gone carefully through the Teachers' Manual prepared by the Department and if teachers catch the spirit underlying the scheme and follow the instructions contained therein with regard to the general problem of dealing with the child and the details regarding the teaching of particular subjects they will find themselves very well equipped for the task before them.

The economic condition of parents has been carefully surveyed and examined and the Government have collected reliable data regarding their financial responsibility in the matter of providing free mid-day meals for poor children and equipping indigent ones with books, slates and other accessories of study.

In the selected areas (the taluk of Thovala and Agasteeswaram and the City of Trivandrum) the lowest class is taught according to the new syllabus which is an integral part of the new scheme. The other classes are taught as before. Next year the second class will come under the new scheme and in the year after, the next, the third class,

also will be brought under the scheme. Thus in five years the new syllabus will be in full operation. Corresponding to this progress in time there is to be expansion in space as well. More areas will be brought under the scheme and the new instruction will start with the lowest class. I understand that the Act will be applied to three more taluks next year. The rate is bound to accelerate as the Departmental authorities gather experience. It is believed that within six years from now or within ten years at the most the scheme would have spread over the whole state and four years from that the scheme would have been given a full trial throughout the State. Then a stable foundation would have been well and truly laid upon which the solid structure of a scheme of a secondary and higher education could be built.

The cost of running the scheme has been considerably reduced by the device of the shift system. A teacher does five hours teaching $2\frac{1}{2}$ hours in the morning dealing with one set of boys and $2\frac{1}{2}$ hours in the evening teaching another set. Each set gets besides this $2\frac{1}{2}$ hours of literary education, one hour of compulsory education in arts and crafts. Basket making, clay modelling, pottery and other handicrafts are taught using the materials readily available in the locality. Bee-keeping, poultry, rearing and growing vegetables in the school gardens have been introduced.

Some statistics have been added to this note to give a more definite and concrete idea of the experiment started. I cannot conclude this short note without mentioning one important event which is so full of promise about the progress of the scheme in the years to come. I refer to the authorities of the London Mission Society who have been running many schools in the area where the experiment has been started, consenting to hand over their schools to the Government and allowing the Government to use their school sites and buildings on a nominal rent. Government on their part have been equally accommodating. They have permitted the L.M.S. workers to use the school buildings for the teaching of religion or other religious activities during non-school hours on week days, and to use them as prayer halls on Sundays only. It is hoped that the same spirit of give and take will characterise the dealings between the Government and the authorities of other denominations.

This great educational experiment has been started under good auspices and is progressing well owing to the triple favourable factors of popular support, departmental enthusiasm and high idealism of the authorities of the State. Teachers attending the All-India Education Conference in the ensuing Christmas will have the unique opportunity to see the thing for themselves.

Details	Thovala	Agastiswaram	Trivandrum City
1. Area	141.84 Sq. M.	106.92 Sq. M.	12 Sq. M.
2. Population—Census 1941	43,824	1,83,658	1,28,865
3. Do of children of 5—10 group.	6,202	24,923	18,416
4. No. of children admitted in Cl. I.	2,501	8,542	6,588
5. No. of private schools taken over.	5	64	19
6. No. of teachers taken over from 5.		total of 866 in all	
7. No. of new schools started	13	32	9
8. Total number of schools	86	115	49
9. Number of teachers newly appointed		one hundred in all	(100)
10. Total number of teachers	118	398	358
11. Expenditure on elementary education last year including Postwar Education Reorganisation scheme for the State		Rs. 80,50,000	
12. Budget estimate for the current year		Rs. 40,42,000	

NEW EXPERIMENT IN EDUCATION*

By JOHN SNOWDEN

Seventy-five thousand of Britain's town-bred boys and girls are this year the happy pioneers of an educational experiment of first importance both to themselves and to their parents.

By the autumn these young scholars will have enjoyed the opportunity of transferring their desks from the normal background of mean streets and traffic clangour into the health-giving atmosphere and peace of the countryside.

They will be month-by-month guests at one or other of the 30 camp schools established by the Ministry of Education to secure that successive groups of children, drawn mainly from congested areas, will benefit from the body-building composition of fresh air, novel surroundings, and a carefully-planned diet considerably higher in calorific value than the normal post-war British menu.

Many of these children have thus been learning at first hand something of the part that rural occupation particularly farming, play in the national life, and discovering—often with astonishment—new delights in the wild life of the fields and woodlands.

Nearing completion in 1939, the chain of camp schools has only been in full operation recently, for during World War II the buildings provided an ideal sanctuary for evacuees from the "target" areas.

Today the majority of the children who make this monthly trek from town to country are enthusiastic volunteers, though in some early instances parents, whose sterner workaday life had given them little opportunity of appreciating the advantages of country life, were a little doubtful of the experiment. Their returning children soon converted them.

Some of the young visitors, however, are recommended by teachers or local medical officers as being specially in need of this "rural treatment".

Among recent young guests at a number of the camp schools have been large parties of Dutch boys and girls and children of French resistance workers. It was considered by the Government that a stay in Britain's countryside under conditions so far removed from their wartime experience would go far to efface the memories of the terror-laden years under Nazi domination.

In all, the Government-sponsored National Camps Corporation, which is responsible for the managerial side of the scheme, were able last year to provide for approximately 1,500 Allied children and their helpers for an average stay of three months.

Each camp is used by one or more local education authorities and an approximate maximum charge of 10 sh. a week is made for the child's food and maintenance. In many instances only a token payment is asked of poorer parents.

The actual cost of maintaining each boy or girl at a camp school is 27sh. 6d. a week. Fifty per cent of this sum is borne by the Ministry of Education and 50 per cent by the local authority.

Sturdily built of Canadian cedar and standing in their own grounds of from 20 to 40 acres, each camp school accommodates between 200 to 240 children, so that at any one time more than 6,000 of the town-bred boys and girls are benefiting from what is for many their real breath of country air.

There are extensive playing fields and kitchen gardens, making the camps practically self-supporting in vegetables, and supplying the most important items in their specially schemed diet. The centrally heated buildings include classrooms, practical craft rooms, library, recreation hall, dining hall, and in many cases a swimming pool.

Life in the schools has, in many respects, the happy, carefree atmosphere

* By the kind courtesy of The United Kingdom Publicity Services.

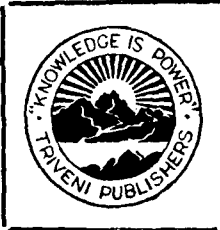
of a holiday camp. There is certainly a full scholastic time-table, but how different are the lessons to be learned in comparison with those offered in the town school-rooms from which the scholars have gained temporary release.

Whenever possible, all lessons are taken in the open air and are of such a nature as to create a new interest in the countryside. Each day "country projects" are arranged when groups of children go out to local villages to sketch and study architectural features or agricultural methods. Map reading is one of the regular subjects.

The camp schools are co-educational. The girls study the rudiments of domestic science—incidentally washing and ironing the boys' shirts. In return, the boys learn to mend the girls' shoes in their workshops, in addition to exercising their craftsmanship in building models and sports equipment.

Thus each month's camp school tuition provides a comprehensive experiment in practical civics, helping to adjust the children to their environment, and developing realisation of community responsibility.

Just Published!



Just Published!

GENERAL ENGLISH
(FOR HIGH SCHOOLS)

Prepared in accordance with the latest Departmental Syllabus in Eng. II Paper for the S. S. L. C. Course

Edited with a Foreword by
Duncan Greenlees, M. A., (Oxon.)

By
Y. Ramayogi, B. A., B. Ed.
P. Gopalayya, B. A., B. Ed.

About 300 pp. Price Rs. 2-4-0

Specimen Copies will be gladly sent to Headmasters of High Schools on request

TRIVENI PUBLISHERS
MASULIPATAM

ALL INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

NOTICE

The Secretary of the Federation extends a hearty invitation to the members of all affiliated and associate associations to attend the 22nd All India Educational Conference, to be held at Trivandrum (Travancore State) on December 28-31, 1946, under the distinguished Presidentship of Dr. Sir A. Lakshmanaswamy Mudaliar, Kt., M.D., LL.D., D.Sc., P.R.C.O.G., F.A.C.S., Vice-Chancellor, Madras University. Sir C. P. Ramaswamy Iyer, Prime Minister of Travancore State, is the Chairman of the Reception Committee. The members wishing to attend should communicate direct with Mr. Kainikkara M. Padmanaba Pillai, General Secretary, Reception Committee, Trivandrum (Travancore State) with regard to lodging, board and for the programme.

A. P. KHATTRY,
Acting Honorary Secretary.

A. PANCHAPAGESA IYER—A TALENTED HEADMASTER

G. SRINIVASACHARI.

"A great talented Headmaster,—every brick of this new building will speak in praise of him". This was how the late Mr. H. A. Hart, Inspector of Schools, when he came on a special visit to see the new buildings of the School, referred to the departed Headmaster. Such a man, in my humble opinion, merits a pen-portrait from some mightier man than I. However, as I had the privilege of being guided by him for seven years in the School where I still serve, I embrace this occasion to liquidate, in some measure, the deep debt I owe to him.

He passed the Matriculation Examination in the First Class from Native High School, Kumbakonam. Then, while serving as a teacher in the National High School, Trichinopoly, he was allowed to attend lectures delivered to the B.A. Class in the S. P. G. College, and took his degree in 1897; his L.T. Degree in 1898; and his M.A. (Sanskrit) in 1904. It was thus as a private candidate using the spare hours of a teacher that he took his Arts Degrees. After an experience of nearly 22 years in different schools, he joined the P. S. High School as its Headmaster in the very year of its inception (1905). From that time till his death in October 1923, he worked hard for the improvement of the School. He licked it up into shape and within a few years made it one of the foremost Schools in the City. Those with some experience of School administration will agree that it is no easy matter to rear an infant school and manage it successfully, particularly in a metropolis. All those who came in contact with Mr. A. Panchapagesa Iyer, spoke highly of the tact and the foresight with which he guided the destinies of the School. He was kind and sympathetic to his assistants, and guided them to do their best for the school more by example than by lectures at Staff Meetings. Till his death, he taught English to the sixth form and corrected Com-

position note books with scrupulous care. He commanded the love, respect and fear of the pupils.

Still, it is not merely the accident of his having been the Headmaster of a High School in a wealthy and cultured locality that entitles him to our respect. He was no mean scholar in English. He had specialised in Sanskrit, both in its literature and Shastras, and could converse and lecture in that Language with fluency and ease. In addition to his duties as Headmaster, he, at the special request of the Committee of the Madras Sanskrit College, Mylapore, delivered for 2 years lectures covering the entire field of the History of Sanskrit literature and Comparative Philology to the students of the College. Later, he repeated the same lectures to the students of the Sanskrit College founded by the late Rao Bahadur Calavala Cunnan Chettiar. His outstanding proficiency in Sanskrit won for him the Chief Examinership to the University of Madras in that language. He was privileged to hold the office of the Chairman of the General Board of Examiners in Sanskrit for four years.

The Sanskrit verses that he composed won the appreciation of eminent scholars of the day. Among them "Sree Venkatesa Nakshatra Mala" is regarded 'as a model of chaste composition, simple and melodious, inspiring devotional ideas in the hearts of the readers.'

He was a deeply religious man and imbued his pupils with love of God. In 1903 he started the P. S. High School Magazine as a monthly, with the avowed object of catering to the pupils of the school, readable literature on religious topics, both in English and in Tamil. The articles were written with the intention of compiling them into booklets for the use of pupils. When that purpose was nearly fulfilled, the magazine ceased to be published. In appreciation of his deep and sustained interest in imparting religious instruction, the

Government appointed him as a member of the Committee to consider the question of moral and religious education in Schools and Colleges. His work in this connection was much appreciated by the Government and the public.

He was also a member of the Committee appointed by the Government to find Vernacular equivalents for scientific terms.

His activities outside the school in respect of organising the teaching profession deserve grateful appreciation. In the early days of the South India Teachers' Union, he worked hard for about four years (1911-1914) as its general Secretary and strove to place it on a sound basis. He was for a year (1923-24) the President of the S. L. T. U. He was elected as the Chairman of the Reception Committee of the Provincial Educational Conference held at Madras in May 1923. Those who have memories of that Conference will agree that few could have produced such a well-thought-out Welcome Address covering almost the entire field of education in relation to Madras as he did at very short notice, himself taking a pride in such activities. He encouraged the younger members of the staff to develop professional consciousness by active participation in the deliberations of the Madras Teachers' Guild.

Making due allowance for the fact that the following appreciative observations were made after his death, we are sure to find in what esteem and regard he was held by the public and the Department. Sir C. P. Ramaswami Iyer, presiding over the meeting at which Mr. R. Littlehales, Director of Public Instruction unveiled the portrait of Mr. A. P. Iyer, observed (New India August '25) that as a member of the Trust Board, he had found out what (Mr. A. P. Iyer's) mettle was, and what his characteristics were. Mr. Panchapaksa Iyer always reminded the speaker of that scholar of whom Browning had spoken in one of his poems "one to whom learning and a pursuit of knowledge were both the end and the means".

"Mr. Panchapaksa Iyer had a broad outlook and looked upon educational

questions from the stand-point of a teacher, from the stand-point of a student, from the stand-point of the man in the street. It was owing to his sterling worth that this school had stood for many years as one of the very best—not only in Madras City but in the whole of the Presidency. Everything was in favour of this institution except one thing. The organisation was excellent, the teaching was excellent, the staff was excellent. It lacked a building. That it lacked a building was a reproach to the citizens of the locality. If they constructed a building they would be doing more honour to Mr. Panchapaksa Iyer than they did by mere verbal expressions.

"If, of any one, it could be said that he eschewed all chances of publicity and avoided all advertisement and kept himself aloof from other activities so that he could devote his whole time and energy to the work he had undertaken, Mr. Panchapaksa Iyer was such a man. He was one of the finest Headmasters".

The secret of his success lay in his capacity to assign work congenial to each teacher and so getting the best out of him. He knew that he was living in the days of democracy and so he held frequent consultations with the staff for determining matters relating to the running of the school on efficient lines. He so managed the affairs of the school that he made each teacher feel that his voice counted in the administration of the school. The pupils of the school looked on him with great respect and admiration.

The type of discipline that he sought to maintain, which fortunately is still kept up in the school, deserves a word. I should rather like to describe what it is not and leave the reader to judge what it is. One would not find, as in the over-disciplined school, a dead stillness which is a relic of the days when discipline meant silence and obedience and very little else. True it is, there is not about this school that indescribable charm which the visitor feels as he enters the door—an air of orderliness and decency, an attitude of deference towards adults,

(Continued on page 289)

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

S. BALAKRISHNA AIYAR,

Retired Vice-Principal, Teacher's College, Saidapet.

(Continued from Page 177, Vol. XIX)

G. COMMON FRACTIONS.

G-1. Knowledge of Fractions (Preliminary.)

G I-1. Errors.

1. Fundamental Notions.

(1) Wrong definitions.

e.g. "If a quantity is divided into five parts, each part is a fifth of the whole."—from a text-book

(2) Loose language and inaccurate statement.

e.g. From a textbook:—To illustrate eighths: Divide a sheet into 8 equal parts and take one equal part.

(3) Misapplication of the idea.

e.g. Giving fractions of a man in answers.

2. Terms.

(1) Confusion of terms.

e.g. As between numerator and denominator, proper and improper fractions, mixed numbers and complex fractions.

(2) Using numerator for denominator and vice versa.

(3) Possession of number names like numerator and denominator, divorced from their relations to each other and to the whole fraction. Consequent misuse.

A teacher-author remarks:

"Pupils often recognize fractions only by the bar between the two figures, just as *ly* and *ing* are the signposts for certain grammatical terms."

3. Errors in practical work.

e.g. (i) in dividing wholes and obtaining indicated fractional parts of them;

(ii) in building up wholes with suitable parts (e.g. rings with arc-bits, circles with sectors).

4. Conversion of fractions.

(i) Errors in changing improper fractions to mixed numbers, and vice versa.

(ii) Converting even a proper fraction into a mixed number, by dividing the denominator by the numerator.

e.g. $\frac{5}{8} = 1\frac{5}{8}$.

5. Equivalence of fractions.

(1) Regarding $\frac{a+x}{b+x}$, $\frac{a-x}{b-x}$ as equivalents

of $\frac{a}{b}$.

(2) Forgetting to multiply or divide both the numerator and denominator by the same number.

(3) Dividing the numerator and denominator by different numbers.

(4) Errors in changing fractions to equivalent forms according to indications or instructions. e.g.

(i) to have specified numerators;

(ii) to have specified denominators;

(iii) filling up blanks,

e.g. $\frac{2}{3} = \frac{(\quad)}{36}$.

(5) Erroneous notions due to too much dependence on the concrete or objective background of experience.

e.g. A boy refused to admit that $\frac{1}{2}$ rupee = $\frac{5}{10}$ rupee, as there were no tenths if a rupee as coins).

6. Comparison of fractions.

(i) Wrong notion that a fraction is big if the numerator and denominator are big numbers.

(ii) Failure to reduce fractions to a common denominator or to a common numerator before attempting to arrange them in descending or ascending orders.

(iii) Errors and omissions in arranging fractions in ascending or descending orders.

7. Wrong notions regarding terms with conventional meanings like *cancelling* and consequent dangers.

$$\text{e.g. } \frac{6 \times 10}{15 \times 4} = 0, 6 \times 10 \text{ and } 15 \times 4$$

(each = 60) getting "cancelled" have left *nothing* behind!

Another such dangerous term frequently used is "striking out."

An examiner complains: Candidates indulge in orgies of indiscriminate cancelling."

8. Faulty notions regarding relation between fraction and complete quotient.

e.g. $29 \div 8 = 3\frac{5}{8}$ is a correct indication for quantities like yards of cloth, but 29 books distributed among 8 persons gives 3 books each and 5 whole books have to remain over.

9. Representative fraction.

(1) Breach of convention in setting down the scale.

e.g. 10 miles = 1 inch (instead of 1 inch = 10 miles).

(2) Non-correspondence of the units.

e.g. 1 inch = 144 square miles.

N.B. A scale of representation is always a linear scale.

(3) Errors in obtaining equivalents of magnitudes for representation, and in converting to original values.

G I—2. Defects and Deficiencies.

1. Meanings and interpretations.

Pupils have no ideas, or have only nebulous ideas, about the meanings of the terms, their relations to each other and to the whole.

The following interpretations and uses are suggestive:—

e.g. With regard to $\frac{3}{4}$:—

(1) A quarter of 1 thing taken three times (three of fourths).

(2) A quarter of 3 things taken once ($\frac{1}{4}$ of 3).

(3) $3 \div 4$, quotient of 3 divided by 4. The number of times 8 contains 4.

(4) The fraction that 3 is of 4. (What fraction of 4 is 3?)

(5) The number by which 4 should be multiplied to get 3.

(6) An expression of the ratio 3 : 4.

2. Absence of clear understanding regarding the following:—

(1) Fractions like $\frac{27}{8}$, $\frac{31}{7}$, so long as they retain these forms, indicate unperformed divisions.

(2) A unit fraction is contained an exact number of times in, and hence is a measure (like a unit) of the whole.

3. Inability to classify fractions as proper, improper, mixed, compound and complex.

4. Want of appreciation and the ability to follow and describe the changes in the value of a fraction,

(1) When the numerator remains constant and the denominator increases or decreases;

(2) When the denominator remains constant and the numerator increases or decreases.

(3) When both the numerator and denominator change.

5. Equivalence of fractions.

(1) Inability to change fractions as required.

e.g. Filling up the blanks in $\frac{1}{8} = \frac{2}{4}$, $8 = 7$, $5 = 4$. Changing thirds into twelfths.

(2) Inability to express whole numbers in fractional forms as and when convenience or necessity indicates.

e.g. In subtracting $\frac{3}{4}$ from 4 (without breaking up the four as 3 + 1).

(3) Hesitation or unwillingness to accept, e.g. $\frac{2}{3}$ and $\frac{1}{4}$ as fractional forms of whole numbers.

(4) Inadequate conception of the purposes for which fractions are reduced to equivalent forms. [Comparison, arrangement, addition, subtraction, simplification, etc.]

6. Reduction and Simplification.

(1) Absence of control over these processes.

(2) Failure to (a) reduce fractions to their lowest terms in the course of the working (b, in the final answer.

An examiner remarks: Candidates do not mind leaving their answers in huge unsimplified forms

$$\text{e.g. Ans.} = \frac{3 \times 1760 \times 3}{60 \times 60}$$

(3) Neglect or failure to remove common factors in the numerator and

denominator even when they are obvious.

(4) Inability:—

(a) to obtain common factors to help reduction;

(b) to obtain multipliers or divisors to help reduce a fraction to have a specified numerator or denominator;

(c) to decide whether a fraction is reducible or not;

(d) to appreciate circumstances in which fractions (in the intermediate stages) are better left in unsimplified forms.

7. Inability (or want of facility)—

(1) to apply fractions with ease and intelligence to practical problems;

(2) to bring up concrete illustrations.

(e.g. denominate numbers and compound quantities to illustrate specified fractional parts.)

8. Lack of originality and inventiveness in illustration—

as when required to prepare diagrammatic, geometrical or other concrete illustrations to show fractional parts of given wholes,

e.g. division of squares, rectangles, circles etc. in different ways.

(Continued from Page 286)

a tone that flatters the Visitor's sense of dignity and importance. This school is a perfect stranger to that system of discipline which could be most admirable if only the school existed for the benefit of teachers and visitors. As Mr. Panchapagesa Iyer felt rightly that the school exists for the benefit of its pupils he devoted great attention to the primary aim of developing the minds and morals of the pupils, so that they may play a worthy part in the drama of life. In other words the range of freedom in this school according to the traditions left by Mr. A. Panchapagesa Iyer has always borne a reasonable relation to the range of freedom in the world.

It is not, however, to be supposed that perfection is claimed for him. He had his own way of dealing with those whom he thought he could not successfully use for the benefit of the school. Dewan Bahadur Govindaraghava Iyer, the then Secretary to the Trust Board, believed in the theory of the Man on the spot and would not do anything 'independent of

9. Inability to judge by eye, or indicate by inspection,

(i) a given fraction of a whole;

(ii) what fraction a given part is of the whole;

(iii) the relation between two given parts of the same or equal magnitudes.

10. Inability—

(1) to express numbers (or quantities) as fractions of other numbers (or quantities).

e.g. $12\frac{1}{2}$ as a fraction of 50, 2 as 6 ps. as a fraction of Rs. 2-8-0.

N.B. The golden rule taught by many teachers is "Put the quantity that is preceded by *of* below, and the other above."!!

(2) to indicate simple approximate equivalents to fractions with large numerators and denominators.

e.g. $\frac{25}{51} = \frac{1}{2}$, $\frac{32}{65} = \frac{1}{2}$, $\frac{64}{9} = 9$, approx.

11. Want of correct and clear understanding of the conventional use of the terms "cancelling", "strike of".

N.B. The avoidance of such terms is strongly advocated.

(To be continued)

or inconsistent with what the Headmaster said' unless of course, it was for redressing a palpable injustice.

Mr. Panchapagesa Iyer has left a very fine tradition to the school. He lives in the memory of teachers and pupils that had the privilege of coming in contact with him. One might still recall very vividly a tall sturdy man six feet two in. long coat, spotless white turban, well folded and ironed upper cloth dangling behind, walking the North Mada Street with slow and measured steps, head slightly bent, as a mark of humility, exchanging greetings with the parent public, returning the courtesy of old pupils and looking on them, and on the present pupils, who in deep deference would shyly walk along, with a benignant smile playing round his lips. If by personality it means the man himself as a social force in so far as he moves the minds of other men and is in turn moved by them it may well be said that the true functions of personality were clearly discernible in his bearing and outlook.

GLEANINGS

Norwegian Education

An English delegate who attended the Anglo-Norwegian Teachers' Conference at Hundorp records in the 'London Teacher' his impressions of Education in Norway as follows:—

"I shall never forget the general mistifications of the Norwegians at the intricacies of our own system of education, particularly the existence of the private schools. In Norway all children attend the State school at the age of seven, and all education is free, the teaching of English starting at ten plus in the primary school. All schools start at 8-30 a.m. and continue till 2 p.m. when the children go home to lunch—this for six days per week. Our extraneous duties filled them with admiration, while the inequality of pay between British men and women teachers puzzled them. In Norway all graduates are paid the same, while in primary schools a woman only works five teaching periods and a man six per day; the pay is in proportion. This seems a more equitable arrangement to a woman. Thirty-four was the largest class I could discover, and 20-30 the average. Imagine the effect our 50 plus infant classes had on our Norwegian colleagues! I did not agree with the seeming rigidity of their annual examination system, or the rather inflexible syllabuses laid down nationally by the Ministry of Education, and we had many interesting discussions on these schemes.

But I was most impressed by the amount we had in common with our Norwegian friends. They had the same types and shapes of opinion that we have among ourselves, but all the British delegates were filled with admiration at the perfect co-operation between the teachers and children in resisting the Nazis."

The World Federation of Teachers Association

A REAL INTERNATIONAL ORGANISATION

The key note of all the opening speeches was the necessity for a real interna-

tional teachers' organization embracing all teachers organisations, and the great help such an international would be in raising the standards of education of the teachers of the world and in promoting international goodwill and co-operation.

The aim of world organisation of the teaching profession which is now in the process of formation and which we hope when formed will be a very influential body indeed in the Councils of the Nations, is to mobilise the influence of teachers under the schools in order to ensure an enduring peace between the Nations of the world and the strengthening of the international relationship and the Committee of which I am Chairman has the task of making recommendations to U. N. E. S. C. O. in order to achieve that aim.

The most popular and widely followed school of economic thought today is the Marx's and according to the Marxian's, the cause of war between Nations lies in economic rivalries, and while I will admit there is a good deal of truth in the contention and that factor ought to be taken into serious consideration, I do believe also that a cause of war between nations is rivalries in national passions as well as economic conflicts.

"Therefore, the first recommendations of my committee to U. N. E. S. C. O. is that U. N. E. S. C. O. should do its best to raise the educational and cultural level of all the nations in the world so that by the increased intelligence and increased knowledge the passions of men and women can be modified and lowered to that point at which they will not boil over into water. And we were especially asking U. N. E. S. C. O. in striving toward that end, to ensure in the first place the abolition of illiteracy throughout the world, to ensure that at the very least every man and woman in the world will be able to read and write."

The teaching of National prejudices.

"Then, we are also asking U. N. E. S. C. O." he said, "to frame a convention and ask each of the supporting nations

to sign that convention, a convention that will pledge each nation to eschew the teaching of national prejudices within its schools, whether they are prejudices of race and soil, the Blut and Boden theory which led to the destruction of Germany or whether they are prejudices of colour, of religion, or of traditions and customs, and to teach, instead of those prejudices, the increase of international understanding and international co-operation.

"We are going to ask U. N. E. S. C. O. to facilitate international understanding and mutual knowledge by interchange of teachers between the various countries of the world. We are also going to ask them, if possible, to compile a standard history of the peoples of the world which could be used in our schools and which will be free from national biases and national prejudices. We are also asking U. N. E. S. C. O. to assist us in raising the material level of the teaching profession, and from what I have heard of the salaries of the teachers in some of the countries attending this conference, not even excluding some parts of the richest country in the world, the United States of America, the raising of the material conditions of the teachers is certainly necessary. We are also asking U. N. E. S. C. O. to assist us not only in the raising of the material conditions of the teachers but also in gaining their civic and political freedom in every country of the world.

Teachers on U. N. E. S. C. O. Committees

"And we are also asking U. N. E. S. C. O. to see that on the committees and delegates assemblies of U. N. E. S. C. O. there shall be some teacher representatives at least, so that the other members of the U. N. E. S. C. O. may have the benefit of the intimate knowledge of teachers of the conditions within the schools and what it is possible for the schools to do, because, I think, we must remember that although the schools can do much, the schools cannot do everything and there is a limit to what can be accomplished by educators within the schools," he continued. "In return for this we are advising all affiliated organi-

sations to do all they can to help U. N. E. S. C. O. to do what they can to strengthen its budget and to encourage expenditure by the various countries on the work of U. N. E. S. C. O. to defend U. N. E. S. C. O. against unjust criticisms and to advertise through the work of the schools the policy of the United Nations Educational, Scientific and Cultural Organisations.

"Ladies and Gentlemen, some twenty years ago the great English author of the Twentieth Century, H. G. Wells, said that the future will be a race between education and disaster.

"We are going to do our best in this newly formed organisation to help U. N. E. S. C. O. to see that education wins that race."

(Schoolmaster, dated 26th Sept. 1946, page 254 & 256.)

The N. F. C. T. Conference

An outstanding feature of the Jubilee Conference of the National Federation of Class Teachers which was held last week end was the President's address. Mr. C. L. Bassett of Houghton-le-Spring who is a well known member both of the Federation and the N.U.T., did not limit his speech to the immediate problems facing teachers in the class room or the board room. He wisely included in his review of the educational situation a reference to the outside. Appropriately enough, in view of the meetings of the United Nations Association which are being held this week he advocated a system of education that will establish in the hearts and minds of the youths today an appreciation of the onus of all the peoples of the world, of the lessening of the distance, of the dependence of one nation on another and of the need for a sense of brotherhood. This great aim has for many years past inspired teachers in this country and although the impact of war tends to disillusion and disappoint, yet the fact remains that without the sense interdependent and a feeling of mutual respect little hope for world harmony can exist.

(Schoolmaster, dated 3rd October 1946, page 270)

Salary Situation in Ireland

In December 1944 the I.N.T.O. submitted to the Minister for Education a demand for new and improved salary scales and conditions of service. They suggested that their demand should be considered by a Committee on which the Ministry, the School Managers, the Teachers, and other interested bodies would be represented. The Minister refused to set up any such Committee, or to take the teachers themselves into consultation when he decided in July, 1945 to frame his proposals for new salary scales.

On 16th November 1945 the teachers were invited to meet the Minister, when they were presented with a most elaborately detailed, complicated and cut-and-dried scheme, in which practically all the principles and reform in regard to service conditions which the I.N.T.O. had embodied in their demand, were ignored. The teachers refused to accept the Minister's proposals, both on account of the totally inadequate financial provision which had been made to meet the enormous cost-of-living increase, and the many objectionable features of the scheme.

Some short time previously a representative Committee set up by the Northern Government to frame a salary scheme for northern teachers had made certain recommendations which that Government had accepted and which have now been in operation since April 1945. By way of compromise and in order to arrive at an amicable arrangement, the I.N.T.O. agreed to accept the equivalent of the northern scales. This meant a substantial abatement in the original demand. The Minister refused to accept their offer. He agreed to make some slight increases in his original proposals regarding salaries, but declined to alter the framework of the scheme or to discard its many anomalies.

The Minister's final offer was rejected at a Special Congress and afterwards by referendum of the whole Organisation. Only then was strike action taken. Since March last (and previously) the teachers have repeatedly declared their

willingness to have their claims submitted to arbitration or mediation. The Government, who go to such pains to induce private employers to settle industrial disputes by conference and conciliation, have obstinately refused to adopt that course themselves. Within the past few weeks the Minister for Industry and Commerce personally presided at such a conference, with the result that the Dock Strike was settled through his tactful interference.

At their meeting on Saturday, the Executive noted from the press reports that a proposal is to be put before the next meeting of the Dublin Corporation for the setting up of a Committee of Inquiry into the present strike, with a view to its settlement. In accordance with the attitude which they have taken up from the beginning, the teachers would be willing to submit their claim to the proposed Committee, and should the Minister agree to accept the proposal and set up such a Committee, the Executive will direct the teachers now on strike to return to their schools.

Reports received from all areas testify to the absolute solidarity of the teachers and their determination to continue the present fight for fair and reasonable treatment. So convinced are they of the justice of their demands that they are ready, as already indicated, to submit them to arbitration or mediation or to any representative Committee. If, in these circumstances the Government insist on its present dictatorial "not an inch" policy, and if in consequence the schools are to remain closed, the responsibility must rest with the Government and with them alone.

(*The Scottish Educational Journal*, 13th September 1946, page 499)

An Ambitious Educational Programme in Brazil

Brazil intends to construct more than 1000 new rural schools in the interior before the end of this year. The Minister of Education has already had the money for this great enterprise placed at his disposal and more is promised for 1947.

Realising that illiteracy is much too prevalent in South American countries,

the Minister for Brazil is determined to see enforced the Constitution which provides for the allocation of a fixed percentage of income for education by the Federal Government and by the State and Local Authorities.

Rural teachers are required as well as buildings. It is, therefore, intended to give preference in instruction work to new secondary schools for the training of rural teachers who, in turn, are to be tempted to remain in rural areas by the provision of free homes laid out in cheerful surroundings.

(*Scottish Educational Journal*, 20th September 1946, page 514)

Schools must supplant armies.

In his speech in the McEwan Hall, Edinburgh University, when he received the degree of LL.D., General Eisenhower made these comments on education:—

"I hold that the time has come when civilisation will put men of my profession into the ranks of the permanently unemployed. Moreover, I believe that the principal weapon of civilisation of bringing about this result is logical, intensive, and inspired education.

"The educational institutions of the world, and more particularly those that compare with Edinburgh in positions of leadership, have an opportunity and a responsibility that, while obviously important to human happiness and progress, may be also measured in terms of human existence. Civilisation might not survive another global war. But regardless of speculation on that point, it is certain that the civilised nations cannot permanently afford to seek assurance of their respective security solely through dependence on expensive armaments.

"The world reacts to fear in the manner dictated by its own experience. The price of peace still appears to be measured in the sinews of war, and so sweat and toil and thought and material assets which should go into creating a greater degree of human happiness and improved standards of living and culture and contentment are diverted in large measure to armies, navies and air forces, sterile in promoting human progress, and not

even successful in removing from man's minds the fears that gave them birth.

"Because permanent cure for these evils must be based on knowledge, patience, logic, and breadth of understanding, recourse must be had to education. Hysteria, prejudice, hatred, arbitrary doctrine and impractical idealism can be worse than helpless. They are frequently the cause of quarrel—never the cure.

"A distinguishing phenomenon of latter day life is the speed of travel and communications, shattering distance and drawing the world together into a community of nations and neighbours. In such an increasingly constricted area and intimacy of relationship the effect of any significant action anywhere is almost immediate reaction elsewhere.

"Men must be educated to a realisation of the inescapable relationship between all areas, all things and all human thought and effort.

"Education, world-wide education, through the schools, the Churches, the public press and radio, and through the written and spoken word, education must eventually surmount every barrier of language, geography, or man-made obstruction. It is the main highway to this goal.

"I, a simple soldier, have ventured to speak of these things because of the earnestness of my conviction that schools must supplant armies, and right and justice must rule."

(*Scottish Educational Journal*, 11th October 1946, page 558).

Propaganda Tour

I visited the following places during my propaganda tour between the 7th and 19th October and had meetings with the members of the High School staffs and the elementary school teachers in the locality. Considerable interest was evinced by the teachers in the work of the S.I.T.U. and the Protection Fund. I hope that as a result of my visit a large number of teachers will enrol themselves as members of the Protection Fund by the end of the month.

(Continued on Page 255)

FROM OUR ASSOCIATIONS

The Trichinopoly Teachers' Guild.

At the general body meeting held on 13-10-1946, it passed a resolution favouring the introduction of a scheme of religious instruction as an essential part of the curriculum in all schools and colleges. Such instruction to be given on broad non-controversial lines with special emphasis on the fundamental unity of all religions.

Taluk Board Elementary School Teachers' Union, Coondapur.

The general body meeting was held on 8-8-1946 with Mr. H. Vittal Bhat, the President, in the chair. 46 members were present. The draft constitution was passed and it was resolved to request the Director of Public Instruction to grant recognition. At the general body meeting convened again on 29-9-1946 it was resolved to affiliate the Union with the South Kanara District Teachers' Guild. Certain resolutions were passed, of which the most important was the one proposing the basic pay of the elementary school teachers as Rs. 50-2-100.

Board High School, Kaveripatnam.

The Silver Jubilee was celebrated from 9th to 13th October 1946. The Collector of Salem opened the celebrations. The foundation stone of the Hostel Building was laid by Sri P. N. Kuppuswamy Naidu, President, Town Co-operative Bank.

There were sports, other variety entertainments and old boys meetings in connection with the event.

Vizagapatam District Teachers' Guild.

The 8th annual conference was held at Yellamanchilli on 27-9-1946. Rao Saheb K. R. Subramaniam, Principal, Maharajah's College, Vizianagaram, presided. In his address he dealt with several educational problems and appealed vigorously for a strong organisation of teachers.

The Sixteenth South Indian Educational Week Celebration**Tirukattupalli.**

The week was celebrated for three days.

On Tuesday the 15th October 1946 Rao Bahadur C. S. Srinivasachariar, Professor of History, Annamalai University, spoke on the recent Questionnaire on Educational Reorganisation. There were a number of interesting items like Flag hoisting, Mass drill by pupils, and Bharatha Natyam by a pupil.

On the 16th Mr. Srinivasa Raghava Iyengar, Headmaster, High Tiruvadi, spoke on Physical Education.

On the 17th Mr. R. Bhaskaran of the All-India Radio, Trichinopoly, addressed the gathering on 'New Education'.

Melur.

The Teachers' Association, Board High School, Melur, celebrated the week on the 18th October 1946. Sri M. L. Narayana Iyer, B.A., B.L., Government Pleader, delivered a thought provoking address on 'Education and Economic Efficiency'. Mr. V. Kandaswamy, Deputy Inspector of Schools, delivered a moving address on the miserable plight of the elementary school teachers. The meeting was presided over by Sri Daniel Rajiah, B.A., B.L., District Munsiff, Melur, who in winding up the proceedings, pleaded for co-operation between teachers and public upon which alone the success of educational scheme lay.

Pattamadai.

Under the auspices of the Masters' Association of the Ramaseshwar High School, Pattamadai, the Education Week was celebrated on the 16th October 1946 with Mr. C. G. Venkatarama Iyer, B.A., B.L., Revenue Divisional Officer in the chair. 'Education—State's First Charge' was the subject of a lecture by Mr. T. A. Balasundaram Iyer, B.A., L.T., the Headmaster of the School. The following resolution was moved by Mr. P. S. Ganapathi Iyer, B.A., Retired

Accounts Officer, and was unanimously approved: "Resolved that the recommendations of the Sargent Committee Report be given effect to immediately."

Sulur.

The Teachers' Association, Board Middle School, Sulur, had a day's programme on the 17th October 1946. After a procession of school children and distribution of sweets, Sri N. Lakshmana Mudaliar, Editor, Co-operative Journal, delivered a very inspiring lecture on "Education—the State's First Charge" in which he stressed the need for enhancing the salaries of teachers.

Ambasamudram.

1946 October 17th and 18th were the two days allotted for the observance of the South Indian Education Week. With Father T. N. Sequeira, S. J. presiding, Messrs. T. N. Sundaram, B.A., L.T., and G. Subramanya Iyer spoke about the status of teachers and elementary education respectively.

On the second day, under the chairmanship of Sri A. S. Srinivasa Iyengar, B.A., L.T., a retired teacher of the School, Srimathi Lakshmi Sankara Iyer, M.L.A., Mr. H. Visweswaran, B.Sc., L.T., and Mr. K. M. Sundaram, B.A., L.T., Headmaster, Board High School, Kallidai-kurichi, spoke respectively on Girls Education, Secondary Education and Reorganisation of Educational System. The present system of education came in for a strong criticism from all the three speakers. The proper State Control and Aid to make any educational scheme a success was advocated by the President. During the other days of the Week, the Teachers' Association had discussions about the Questionnaire issued by the Madras Government.

Nellore.

The Nellore District Teachers' Guild arranged for two meetings on the 19th and 21st October 1946 respectively in Kabadipalem and in St. Peter's High School. The subjects were "The need for a Parents' Association", "Education and Community", and "Education—the State's First Charge". Mr. V. S. Venkatanarayana, M.A., B.Ed., Secretary

of the Guild was in charge of these celebrations.

Polur.

The Board High School, Polur celebrated the Education Week for 5 days from 14th to 18th October 1946, in a manner calculated to rouse the spiritual and cultural emotions of pupils through co-ordinated school activities. The first day was a festival of lights and the school building was illuminated with oil lamps and electric lights. Worship was conducted in all places of worship sacred to all communities.

The second day was devoted to garden work and the inspection of pupils in their own homes by the teachers.

The third day was Girls' day. Mothers of children were present and they were entertained by the girls. It was also the health day, for the cleanliness of the pupils was assessed and the best dressed and tidy girls were marked for prizes.

On the fourth day there was demonstration of extra school activities including Takli spinning, recitation from Kural, Geeta, photography, portraiture and dramatisation.

On the last day there was the school exhibition.

Tuticorin.

The celebration of the Week were organised by the Tuticorin Municipality under the inspiring leadership of Mr. J. L. P. Roche Victoria, M.L.C., in the Municipal Council Hall.

It was inaugurated on the 14th October 1946 by Mr. Anwar Hussain, Municipal Commissioner and Messrs. A. Sundaresa Iyer and Swami Ramananda spoke on Modern Trends in Education. On the 15th Mr. S. N. Sinnakannu Pillai, B.A., B.L., presided while Messrs. Kunjithapatha Sarma and P. Subbayyar spoke on Basic Education. On the third day there was discussion on Education and Citizenship. Mr. Samuel Muthiah and Miss Yasodha Bai spoke on the need for the bifurcated course of study at the secondary stage. Mr. R. D. S. Mani, M.A., B.L., District Munsiff presided. Adult Education in a free India was the theme for the next day, presided over by Mr. Varadaraja Iyengar, B.A., B.L.,

Sub-Judge. Messrs. Edward Samuel, B.A., L.T., and V. Antoniswamy, M.A., L.T., were the speakers on the subject. Mr. A. Sastha Iyer, B.A., L.T., and Mr. V. Narasimhan spoke on the fifth day on the need for industrial and technical education with Rao Sahib A. C. Paul Nadar, B.A., B.L., in the chair. On the sixth day Mr. A. Sundaresan and Pandit S. K. Narayana Iyengar dwelt on "Educational Finance and Administration" when Mr. A. R. A. S. Arumugaswamy Nadar, Manager, Subbayya Vidyalayam, presided.

On the last day the public meeting was preceded by a mass procession of 500 teachers through the main streets of the town and it was presided over by His Lordship Dr. F. T. Roche, S.J., Bishop of Tuticorin. "Teacher and the State" was the topic for the day and the speakers were Mr. E. Vennimalai Pillai, B.A., B.L., and Vidwan J. G. Sundaram. His Lordship remarked that teachers were nation builders in the real sense of the term and the Madras Ministry was beginning nation building at the wrong end by embarking on Prohibition and impoverishing teachers.

Every meeting was followed by a lively discussion and passing of resolutions based on the Questionnaire issued by the Government. Elocution and Music contests were held in the course of the week for the benefit of students and prizes were distributed by the Bishop to the winners. The celebrations came to an end with a vote of thanks proposed by Mr. V. Antoniswamy, Secretary, District Teachers' Guild, Tindivanam.

1. The week was observed at the St. Ann's High School, on the 15th October 1946. There was a public meeting presided over by Rev. M. Curtin, Manager of the school. Rev. J. Gandhi gave an interesting lecture on 'How Education leads to a happier home life'.

2. On the 18th October 1946 there was a meeting of parents and others at the Coshal Chund Industrial School and many prominent persons spoke.

3. There was observance of the week at various centres of the town on each day.

Madras

The Sixteenth South Indian Education Week was inaugurated on the 14th October 1946 by Dr. Sir C. R. Reddy, Kt., Vice-Chancellor, Andra University, at a largely attended meeting at the Leith Hall, Kellett High School, Triplicane. Dr. Reddy vigorously criticised the Gandhian ideal of education, industry and social life. He wanted the teachers to look at the problem of education on rational lines. Dr. A. J. Boyd, Principal, Madras Christian College, addressed the gathering on the State's responsibility in Education. While emphasising the obligation of the State to have its citizens educated on right lines, he pleaded for the preservation of the special cultures of the different groups. Rao Bahadur Dr. B. V. Narayanaswamy Naidu, presided.

On the 16th a meeting was held at the Y. M. C. A. Auditorium. Rev. T. R. Foulger, Principal, Meston Training College, presided. Dr. Mrs. L. W. Bryce, Secretary, National Christian Council, spoke on 'Sex Education'.

On the 17th a programme of dance and music recitals by pupils of the Girls' schools of the City was conducted at the Sir M. Ct. Muthiah Chettiar High School, under the chairmanship of Mrs. M. Clubwala. Competitions to pupils and teachers were the other features of the programme.

A grand rally of scouts, guides and cubs from as many as 25 schools of the City, belonging to the different organisations was the feature of the programme on the 18th. Dr. Sir A. Lakshmanaswamy Mudaliar, who presided, pleaded for more of the scout spirit and hoped that the different organisations will unite and work with a common purpose.

On Saturday the 19th, Sri G. Hari-sarvothama Rao spoke on the Education of the Parent. Sri P. Doraiannoo Mudaliar, presided. The Guild expressed its appreciation of the valuable services rendered by Miss J. M. Gerrard to the cause of Education in Madras. Miss Gerrard who distributed the prizes to the winners in the various competitions, replied suitably.

QUESTIONNAIRE ON EDUCATIONAL REORGANISATION

DISCUSSION WITH THE HON'BLE MINISTER FOR EDUCATION

On Monday the 28th October 1946, the S.I.T.U. Executive Committee discussed the different aspects of Education Reform with the Hon'ble Sri T. S. Avinashilingam Chettiar, Minister for Education, Government of Madras. The meeting was held at the Kellett Hall, Triplicane. Besides members of the Executive, prominent educationists attended the meeting at the special invitation of the S.I.T.U. Executive.

The Minister on arrival was received by Sri M. S. Sabhesan, the President of the S.I.T.U. and Sri T. P. Srinivasavaradan, the Secretary. Upadhyaya Sangha Karya Praveena Rao Bahadur Sri S. K. Yegnanarayana Iyer welcoming the Hon'ble minister said that the South India Teachers' Union was happy that the Congress Ministry had accepted the responsibility of office and that a full-timed Minister for Education had been appointed. He said "I am glad that you are convinced that everything is not allright with education and that you want no tinkering with the plan but a thorough reorganisation. We shall not bother you with our professional problems but we desire to place two points for your consideration.

"You will have to scrap the old notion regarding State's responsibility in education and accept the modern conception of the State doing its best to its citizens. Secondly, it must be accepted that education is the first charge on government.

"The citizens expect that their children shall have proper schooling. All children of the state up to the age of 14 at least should receive compulsory education so that every one may be fitted to assume the responsibility of citizenship.

"If this be accepted, the question of managing agency has to be solved. Today, there are three agencies—Government, Local Bodies and Private

Managements. Their position was described by a former minister for education, Dr. P. Subbarayan, who said that government schools were government children, the schools under Local Bodies their step children and those under private managements, worse than step children. This distinction should go and will go if the State assumes its responsibility. The State ought to ensure that children in non-government schools shall have as much of government's care as those in government schools.

"Sir, You have faith to impress and courage to dare. We are sure you will succeed."

Sri M. S. Sabhesan extended a welcome to the distinguished educationists who had responded to his invitation and said, "Education port-folio cannot be a comfortable or a cushy job. A compelling sense of duty alone would give the urge and courage to accept the office. One has to face uncharitable criticism when action is taken, while complaint is made if no action be taken. We are fortunate in our Minister; he is anxious to do his bit—his big bit—for education and he is willing to consult opinion.

"There is today an unfortunate tendency to be seen in our schools and colleges and I am sure even the Minister is worried about the indiscipline among teachers and students. Teachers urge the Union to take an aggressive step. The Executive of the Union has been trying its best to make the teachers appreciate the interest in their welfare evinced by government and managers. The government, managers and teachers can help to remove the uneasiness. The Union advocates the view that state management is necessary. The Union appreciates the philanthropic sense of managing agencies. The magnitude of the education problem and the great discontent among the teachers

urge us to advocate State-management at least during the period of planning.

"The managers are eager to promote the welfare of teachers. It may be possible for you, Sir, without interfering, to enable the managers to satisfy the reasonable needs of teachers and help to improve efficiency."

He then outlined the plan for discussion as suggested by the sub-committee of the Executive.

The Hon'ble Sri T. S. Avinashilingam Chettiar, rising amidst cheers, said, "We are earnest and very earnest in this matter of Education Reorganisation. We have been talking of it for nearly a quarter of a century. The time must come when we must act. It is but possible that we come into conflict with certain interests. Our sole purpose shall be the future of our own children. Let us go into every part of this business and let it be discussed not with a narrow view but with the great objective of the good of the children of this great country. We have been dreaming of a great future for this great and ancient land of ours. Many of our countrymen have suffered that our children shall become men and women, strong and noble, with confidence in themselves and with a shining character. That is the ideal that must guide us in our deliberations. Our children are the best in the world and our teachers certainly the most patient in the world. We want to give them a good deal. The status of the teachers has to be raised not by government but by themselves. Salary alone does not raise the status which is so intertwined with character. Let us not make the Union a Trade Union but let us make it an institution which will be the mainspring of all life."

OBJECTIVE

Sri M. S. Sabhesan said that the objective of Education should be clearly defined. He said that education should aim at the development of the whole man, according to the needs and aptitudes of each individual. He wanted that any scheme of education should provide for equality of opportunity so that talent,

wherever it may be found, might be enabled to be properly developed. He defined that the goal of education in the primary stage should aim at preparing the child for the future as a gentleman, a member of the family, a citizen and a bread-winner. In fine, Education should aim at fitting the child to live a full life, living in harmony with his surroundings and his neighbours.

Dewan Bahadur Sri K. S. Ramaswamy Sastrigal quoted Bertrand Russell saying that if there be a defect of vision and courage all schemes would fail. Education, he observed, should be kept in vital interconnectedness with employment and justice. Universal education, universal justice and universal employment were the primary concern of the State. He said, that Education must be vitally connected with life preparing pupils to employment infusing a sense of social justice. He was of opinion that the present education system has brought about disunity in India. He was glad to note that at the back of the questionnaire was the daring idea that unless education was imparted at all stages through the medium of the regional language, India could not make any contribution to world thought.

Prof. Venkatarangiah, in supporting Sri M. S. Sabhesan in regard to the objective of education said that these objectives should be borne in mind at all stages. Literacy as an aim for elementary education was a very poor aim, observed the speaker.

Sri S. Krishnamurthy of Trichinopoly said that careful statistics regarding the need and requirements of the province in regard to Engineers, Doctors should be prepared and that our educational development should be in accordance with the needs.

Sri S. Srinivasan of Cheyyar was of opinion that the objective of Basic education must be preparation for effective citizenship. He said that five years of elementary education would be a waste. He wanted that children should have a longer school life in the interests of national economy and efficiency.

The Minister in bringing the discussion on this topic to a close announced

amid cheers that government aimed not merely at literacy but that they wanted something much higher.

THE FRAMEWORK

Sri M. S. Sabhesan speaking on the Framework of the System, wanted a realistic attitude to be taken. He wanted that any reform should take note of the very large number of existing institutions and that it will not be advantageous to begin anew, ignoring all the existing institutions. He said that in making its recommendations the Union endorsed the scheme as outlined by the Central Advisory Board of Education.

Basic Education covering the age range 6 - 14 years, must be universal, compulsory and free. It should be complete in itself so that the bulk of the people who might have to stop their school education at the age of 14 may be prepared for life. He wanted that at the earlier stage upto 11 + the feature of the school life should be mainly self activity while between 11 + and 14 it should be craft centered.

Secondary Education. There was considerable difference of opinion, said Sri M. S. Sabhesan in regard to when Secondary Education should begin. A considerable section desired it to begin at 14 +. But the Union was of the opinion that it must commence at 11 +, such opinion being based on psychological factors and on experience. This stage of education, observed the speaker, was for those who wished a longer stay in schools. He was not for any selection but he wanted the choice to be voluntary, though guidance by school authorities would be valuable. He said that secondary education should provide diversified courses of studies, such diversion taking place after three years in the secondary schools. He said that the Regional Language should be the first language and the language of instruction, that provision should be made for acquiring a working knowledge of Hindi to facilitate inter-provincial contact and national unity and that there should be also provision for the study of English, the objective being similar to that of the

study of Hindi. He said that school authorities might be given freedom in regard to the completion of the courses in these languages. He was anxious that provision should be made for the study of Sanskrit but was not for making its study at the expense of the regional language. Provision for its study, he said, might be made under optional subjects. He entirely agreed with the recommendation of the Sargent Report in regard to Technical Schools. As regards Collegiate education, Sri Sabhesan pleaded for a four year degree course as at present. He took the opportunity to thank the Minister for his giving effect to the recommendations of the Bhoré Committee removing to some extent the unjust rationing in higher technical and professional education. He said that there should be more professional and technical colleges. Dr. V. N. Sharma regretted that in the framework suggested by Sri Sabhesan, no provision had been made for nursery education. He said that even the framers of the Wardha Scheme realised the importance of pre-basic education and said that if the child be not adequately cared for before the age of 6 serious harm would result. Miss. Mathew of St. Christopher's Training College referred to the work of a committee appointed for the purpose.

Dewan Bahadur Sri K. S. Ramaswami Sastrigal said that if elementary education be confined to four years as suggested by one of the questions, then the diversion might have to be done at 10 +. He was of opinion that Hindi must be made compulsory up to the end of Senior Basic stage. He characterised the suggestion that Sanskrit be studied as an optional language as cruel kindness. He said that Sanskrit must be given greater importance and suggested that in the last three years of the High School stage Sanskrit might be studied as an alternative to the regional language.

Sri C. Ranganatha Iyengar said that the degree course might be shortened to three years while the secondary stage might be extended by a year.

Prof. M. Venkatarangiah opined that it would be necessary for the State to lay down a minimum standard of attainment while schools might be given freedom regarding methods.

Rev. T. R. Foulger said that 11 + was no magic word but that educators have found that at that stage children needed a different atmosphere, a different type of teacher and of method. He said that not everybody was satisfied of the need to differentiate at 11. In some countries there were junior secondary schools with forms I to III or classes 6, 7 and 8 with differing emphasis on craft. It would be simpler and more economical. It might also take away the possibility of any differentiation in the grading of pupils. The Hon'ble Minister observed that the present division of higher elementary and secondary schools caused a lot of trouble, that boys preferred a secondary school to a higher elementary school. He said that government was aware of the need for nursery schools and that they were planning to start a training school for training teachers for nursery schools.

Sri M. S. Sabhesan said that a common school would benefit neither the craft minded nor the academic minded pupil. He opined that an academic minded pupil would have no incentive to work in a craft-centred curriculum.

Miss M. Mathew pleaded adequate flexibility for transfer from one type of school to another.

The Hon'ble Minister said that villagers were very touchy and that two grades were likely to be misunderstood by them.

Sri K. Nagaraja Rao was for the abolition of the distinction between higher elementary and junior secondary schools.

Mr. K. Kuruvila Jacob further supported the idea.

Sri S. Srinivasan said that people did not understand what was meant by 'craft-centred.' He was of opinion, that the distinction would continue if there be two types of schools.

THE MANAGING AGENCY

Sri T. P. Srinivasa Varadhan speaking on the question of Agency said

that at present there were three categories of Agencies in regard to schools and colleges,—Government, Local bodies and Private Managements. There was now an urge for compulsory education. The Elementary Education Act of 1921 gave a measure of responsibility to local bodies and a large number of schools, elementary and secondary, were started under their auspices. Still there were only 7.4 % of the population receiving education. He said local bodies had to depend entirely for their Elementary Education programme on Education cess and subsidy received from Government. They constituted a fixed income and hence the local bodies were finding themselves unable to extend compulsion. The aided managements, that were now responsible for the maintenance of nearly 50% of the Educational Institutions, accepted responsibility at a time when costs were low. The cost of modern Education had increased so greatly that Managements were unable to provide satisfactory conditions of service. They were not able to undertake any expansion programme. He said, that aided High schools provided only for a few of the courses contemplated in the S. S. L. C. scheme thus defeating the purpose of the scheme. Further, there was no co-ordination of effort but instances of wasteful duplication abounded. There undoubtedly were certain private institutions well organised, and well provided and conducted with a real spirit of service. Such institutions were few, and they might well be allowed to continue provided they would satisfy all the requirements of government. In this connection he said that government should accept its responsibility in the matter of education and give up its theory of non-interference. He said that most aided institutions were poorly equipped and staffed with ill-paid teachers, thanks to the illiberal grant-in-aid Code. It must be noted that philanthropy was not keeping pace with the needs of education. He therefore urged that elementary education must be completely in charge of the state.

Sri L. B. Chandrasekera Iyer pleaded for very liberal aid to aided Secondary

Schools and Colleges. Sri K. Rangaswamy Iyengar said that Government should not take away secondary education from private managements. If there was a human element in secondary education, it was, observed the speaker, because of Private agency. Initiative and effort were possible only in aided Schools. They no doubt needed help in an ample measure. If Government would give them the building and the equipment then the management could carry on with fees, Government grant and charitable contributions. He was for local committees being organised for the proper conduct of schools. He wanted that the great services rendered by private agencies should be adequately recognised. If things were not all right with many private managements today, the remedy lay not in abolishing them but in helping them with liberal grants.

Dewan Bahadur C. Tadulinga Mudaliar said that Elementary Education must be free, universal and compulsory. Sri K. Nagaraja Rao said that philanthropy was not sufficient. Teachers must be helped to identify themselves with the managements. Teachers must be treated as teachers and not as employees.

Rao Bahadur Dr. Tirumurthy wished to know if rules prevented managers from starting schools and charging a rate of fees. The minister said that rules did not prevent such a course. The same speaker asked if teachers could band themselves together and start schools. The Minister observed that he was not aware of any disability but if teachers would form Co-operative Societies for the conduct of Schools, he would give the necessary recognition and aid.

Rev. T. R. Foulger said that the financial aspect was not the only aspect. The main aspect was that all the children should be educated. He asked whether we could persuade all parents to send the children to schools unless we created local interest and local enthusiasm in the job. Centralising Education would not do. Local interest had to be harnessed. Rev. Fr. Mariotta supported

the views of Sri K. Rangaswamy Iyengar.

The Hon'ble Sri. T. S. Avinashilinga Chettiar observed that there was no doubt about the need for more help, should private agencies be allowed to function. He said that some of the best schools of the province were aided schools and he was happy to note that the worst school was not an aided school. He was of opinion that many people were eager to make endowments and that from the social and cultural point of view, private effort should not be banned at the present stage. He said that there was need for greater control by the state and greater measure of aid. He attributed the inefficiency of local boards as an agency in education to the vast area of these bodies. If government should undertake the direct management of all the schools, the area would become still bigger and the work of supervision very heavy. He wanted their opinion regarding the formation of committees of local areas. To him it seemed an effective way of securing local interest and enthusiasm.

TRAINING OF TEACHERS

Miss M. Mathew, Principal, St. Christopher's Training College, said that training of teachers was not instructing the future teacher with what may be called the tricks of the trade but it was giving them a philosophy of Education. She said that quick and immediate returns could not be expected and criticised the somewhat ill-conceived scheme of emergency training.

She deplored that teaching was not attracting the best minds especially among men. She said that women must be specially trained for the education of children. Reorganisation of Training Institutions, observed the speaker, was overdue. There was at present a great measure of overlapping. She complained about the present method of recruitment. Recruitment to teaching must be from people who have a sense of vocation. She urged an improvement in salary and service conditions of teachers and also for the payment of a salary even during the period of training.

7m 21, 230
N46-17-10

Sri. P. Doraikannu Mudaliar, said that service as a teacher in a school for a year or two should be exacted from persons seeking admission in training schools and colleges. He referred to the non-availability of duly qualified trained pundits for the teaching of the South Indian languages. He wanted that in the training course for graduates, provision should be made for the theory and practice in the Teaching of these languages and that graduates so trained might be allowed to teach the languages. Sri Kurivilla Jacob, complained that in the staffing of government training Colleges for men in particular, seniority in service seemed to be the sole consideration without any regard for the needs of the training college. He was of opinion that the amount of practical training which these under training got, was inadequate.

Prof. M. Venkatarangaiah said that Matriculation should be the minimum academic qualification for any teacher. He said that the training period should be at least two years. Even the B.T. course should be extended to two years, as in his opinion such extension was necessary if our schools should be staffed with really qualified teachers. He complained that while there had been great changes in teaching methods, our Training colleges had very little of experiment or research to their credit and this, he observed was mainly responsible for the backwardness in Education in our province. He said that there was something fundamentally wrong in the method of teaching and that unless this was rectified teaching would never improve. He said that specialists in teaching methods would have to be secured. Rev. T. R. Foulger, Principal, Meston Training College, said that training colleges had been waiting all these years to know what was their objective in education. If that was known training colleges could do what was expected of them in the direction of experiment and research. He observed that followup work was necessary and that teachers after training needed the special guidance from the headmasters and inspectors, so as to carry on what they had begun in the

Training Colleges. He said that training did not finish with the passing of the examination. He said that in the staffing of training colleges, there should be continuity, and a lecturer in a training college must have experience of school work. He also wanted that schools should provide facilities for their teachers to attend refresher courses. Sri Krishnamurthy (Trichinopoly) wanted refresher courses on Wardha plan of education to be organised at different centres and teachers in service be given facilities to take advantage of these courses.

The Hon'ble Minister recognised the defect in the manner of appointments to Government training colleges. He said it was a vicious circle and that they were trying to reform it. He bitterly complained that training colleges had not come in line with modern ideas and practices. He referred to the study of the regional languages and its use as media of instruction. He appealed to them to come into accord with the modern trends and nationalist aspirations and help teachers to teach in the regional languages. Referring to refresher courses, he said they were necessary both for teachers and for inspecting officers and that they were trying to devise plans for recruitment to the inspectorate and the training colleges whereby after some years of inspection the officers would be posted to training colleges and *vice versa*.

INSPECTION & ADMINISTRATION

Sri Kuruvilla Jacob, speaking about inspection, said that inspection of schools had a two-fold purpose—guidance to educational institutions regarding methods of teaching and organisation, and routine administrative work regarding grants, accounts etc. He was sorry to have to say that at present schools received little or no guidance. He wondered if the inspectorate was capable of giving guidance. He was of opinion that the two functions might be separated by having an inspector for auditing and an inspector for guidance. He said that subject inspectors should be recruited only from among teachers of

approved teaching ability. The present administrative machinery might be found to be quite inadequate to meet the needs of the expanding education programme. He wanted some amount of decentralisation.

Rev. T. R. Foulger opined that a system of subject inspectors would be both cumbersome and costly. However he said that the academic and administrative side of inspection should be separated. He complained that far too many returns and reports were being called for and thought there was room for reducing them. Sri S. Srinivasan said that teachers would not like an army of subject inspectors and that there was danger of the different inspectors making different claims for their respective subjects. Sri Krishnamoorthy said that Headmasters might well be entrusted with the work of supervision and guidance.

The Hon'ble Sri T. S. Avinashilingam Chettiar said that returns and reports were a necessary evil and that a well-trained Clerk would be able to relieve the Headmaster of all such routine work. Regarding the suggestion of subject inspectors he thought that their visit would be once in two or three years and that they would be able to offer guidance. But that if they happened to be experts they might not have that total vision which an administrator could have. Referring to decentralisation and formation of local committees, he thought that if teachers could be given representation in these committees, it would give them a real sense of partnership. He wanted Managers to say whether they would like to have teachers on their committees not as advisers but real members with an effective voice like every other member. Proceeding he said that if the state could not take up the management of the schools, the people ought to take up the work. He said that for the smooth working and better understanding of the needs of children, the representatives of the public should be included in local committees.

Rev. T. R. Foulger said that they had a very happy experience in having tea-

cher representatives in their governing bodies. In the formation of local committees the area must be wide enough so that members might be independent and free to express their views.

Rev. Fr. A. Mariotta S. C., said that in an advisory capacity the local committee might be welcomed. Sri K. Rangaswamy Iyengar said that in the constitution of the governing body of schools, there should be a provision for the Headmaster to be a member thereof; only then, he said, he could dedicate himself to the work of the school. According to him as the headmaster was the trusted leader of his staff, he might be expected to represent them.

ADULT EDUCATION

Sri V. Bhuvaramurthy Rao said that adult education today was as important as elementary education. In his opinion the various efforts at educating the adult had not even touched the fringe of the problem, the night schools had to some extent helped to move illiteracy. He was of opinion, that to ensure success, adult education should be undertaken by Government and the scope of adult education should be something very much more than literacy. The speaker said, that in the first few years, probably nothing more than literacy could be achieved but gradually the programme should be developed. The services of teachers in rural schools, according to him, could be secured and by a system of conscription, educated men and women could be made to do at least one year of adult education work, their maintenance charges being met by the state. He said that adult education should have an important place in any scheme of rural reconstruction. He pleaded for a Library act and for the provision of Library facilities to rural parts. He said that the village panchayats with a well organised Library service could help effectively in adult education. The adult, the speaker said, would take enthusiastically to adult education if it would enable him to become a better craftsman, artisan or farmer. Adult Education should be designed to meet such demands infusing at the same

time, a scientific outlook. He instanced the folk schools of Denmark and commended the idea of rural colleges. While all forms of adult education should be planned and financed by the state, the speaker said it could be efficiently carried out through voluntary agencies. Sri K. Hanumantha Rao pleaded for the establishment of schools for workmen and facilities to appear for Government examinations. Sri P. Doraikannu Mudaliar referred to conscription of candidates after the completion of the S. S. L. C. course and the B.A. course. He said they could be made to work in rural areas towards eradication of illiteracy. Sri S. Srinivasan said that panchayats as constituted at present were unfit and incapable of undertaking any education programme. He thought that by appointing fully qualified and trained librarians in High Schools and enabling the people of the area round to use the facilities that the school library would offer, better results could be expected. He wanted that every graduate should be made to put in a year of compulsory service in the cause of adult education.

Miss M. Mathew was opposed to conscription. Service she said was best done when voluntary. The Hon'ble Sri T. S. Avanashilingam Chettiar said that candidates completing the S. S. L. C. would be too young to be entrusted with such work. Rev. T. R. Foulger said that the aim should be to inspire our people to serve. Sri Krishnamurthy said that the Radio should be more extensively and effectively used in respect of adult education.

Sri Avinashilingam Chettiar agreed that conscripts would not do so well as volunteers. He said that we must inspire our young men to do this service, especially if the service should be teaching. This service, which was asked of the young men and women was not necessarily for the benefit of others. This year of national service was not to enable government to save money as there would be no saving since Government would have to maintain them. The purpose of such service, the minister observed, was primarily to complete the education. It

would give them an objective and a meaning to education. It would enable them to get a real insight into the living conditions of the people and to know their country. It would effectively bridge the gulf between Education and life. Referring to rural colleges, he observed that education need not necessarily mean college education in the sense in which it was now understood. Character, rectitude, leadership were more important than a college degree. The people must be enabled to educate themselves and yet lead their normal lives. That he said should be made possible by the establishment of rural colleges. Miss M. Mathew said that in her training College, students were required to do at least two weeks work in a rural school, saying that such experience was very necessary. She however doubted if conscripts without willingness could do good work. She said that the adoption of the right method to inspire the youth was necessary. The Hon'ble Minister said that it should not be considered as conscription at all. He wanted every one to feel that such national work must be considered a part of education, without which, the education of the college graduate should be incomplete and unreal.

PHYSICAL EDUCATION

Sri P. Doraikannu Mudaliar referred to the Physical Education Programme and said it was farcial and unreal. He opined that P.T. must be given early in the mornings and he pleaded for the adoption of the Indigenous exercises like Dhandal, Bhaski, Surya Namaskars. The minister wanted them to give him concrete and constructive suggestions in regard to Physical Education. Sri C. Ranganatha Iyengar opined that the appointment of a Board of Education was overdue. Sri S. Natarajan said that Government would have to consider the establishment of hostels for students, particularly in urban areas. He complained that sufficient care had not been taken of the orphans and of the juvenile destitutes. At present it was left to voluntary agencies and these were very inadequate. He wanted greater help to the orphanages and more

orphanages to be started under Government's auspices. He also referred to the very meagre provision now in existence for the education of the defectives and the handicapped.

The Hon'ble Minister said that Boarding houses for children below 16 were unsuitable and often positively harmful. They could never be a good substitute for the home. He informed them that grants to orphanages were being liberalised. He also announced that Government would be appointing an advisory Board for Basic Education and another for Education other than Basic. He then sought their co-operation in creating the right atmosphere in our educational Institutions. He said the atmosphere is not as good as he may wish. "Character is not as high. The relationship between the teacher and the taught is not as cordial as it should be. Boys are unable to get the right guidance. The general atmosphere is not as high as it should be. It is the teachers of a school that make up the atmosphere. If there is no discipline the fault lies in the teacher. The absence of real contact between teachers and students is responsible for the bad atmosphere. Smoking, Cinema, light behaviour and light talk from teachers affect the students. If the status of the teacher is to be improved it must be through the teacher himself.

"Education means character. The man without character will command

no respect even if he should possess all the degrees and titles. Sri Ramakrishna and Lord Buddha had no education in the apparent sense of the word but were and are respected and worshipped for their character. I appeal to you to create such an atmosphere. Together we shall shape an educational system which will lead to the everlasting glory of this country. I seek your willing co-operation in this great task."

Sri T. P. Srinivasavaradhan then proposed a hearty vote of thanks to the Hon'ble Minister, to the distinguished educationists who responded to his invitation and to the authorities of the Kellet Hall.

(Continued from Page 243)

Tanjore, Tirukattupalli, Tiruvadi, Ayyampet, Tiruvadamarudur, Papanasam, Kodavasal, Kuttalam, Rajagiri and Karunthattangudi (all in the Tanjore District) and Singaperumalkoil in the Chingleput district.

I am grateful to the Headmasters of the high schools and the Secretaries of the Teachers' Associations for their kind co-operation in arranging the meetings in the respective centres.

C. RANGANATHA IYENGAR,
Hony. Propaganda Officer,
S.I.T.U. Protection Fund, Ltd.

The Ninth Provincial Physical Education Conference (under the auspices of the Madras Provincial Physical Education Association) will be held on the 14th, 15th and 16th February 1947. The theme of the Conference will be national physical fitness. An interesting programme of lectures, discussions, exhibitions and demonstrations will be arranged. Further details can be had from Dr. G. F. Andrews, M.A., Ph.D. (Col.) Honorary Secretary, Madras Provincial Physical Education Association, Nungumbakkam, Madras 6.

A MEMORANDUM FOR THE REVISION OF THE GRANT-IN-AID CODE SUBMITTED ON BEHALF OF THE MANAGERS OF AIDED SECONDARY SCHOOLS

TO THE HON'BLE SRI T. S. AVINASHILINGAM CHETTIAR, M.L.A.,
Minister for Education, Government of Madras.

Sir,

On behalf of the managements of aided secondary schools, we beg to submit the following for your consideration:

Managements of secondary schools are finding it difficult to secure suitably qualified teaching personnel of all grades. While there is great rush for admission, the managements are not able to cope with the rush, mainly because of the shortage of teacher supply, though they have other problems like accommodation, equipment, etc. This shortage in the supply of teachers is felt with reference to every grade of teacher—graduates, secondary grades, pandits, instructors, etc. The output of the training institutions is inadequate even to meet the normal replacements due to retirement and other causes. The reason is not far to seek. Salaries of teachers are not at all attractive and teaching as a career has failed to attract young men and women. Though the managements are aware of the need for enhancing the salaries to make the profession attractive, they are unable to do so in view of the working of the grant-in-aid code, whereby government is giving us only 50 per cent of the approved net cost as aid, the net cost being arrived at on the basis of certain items of expenditure approved by the Department. In actual practice the approved net cost turns out to be much less than the net cost as per the financial statement, as several items, very necessary for the proper management of schools, are either disallowed in toto or accepted at a reduced rate of expenditure, not on grounds of extravagance but on technical grounds in the application of the grant-in-aid code.

In recent years due to rise in price levels and due to the demands of modern education the net cost to the managements of schools has considerably increased and reached a stage when for the efficient maintenance of schools the provisions of the grant-in-aid code should be liberalised as early as possible. The managements consider that the repeated representations of teachers for parity of conditions of service and salary scales with those in government institutions are reasonable and not at all extravagant. They realise that unless the scales of salaries to teachers in their schools are the same as those obtaining in government schools, they will find it very difficult to recruit the proper type of teachers to their schools and to retain them. Frequent migration of teachers from school to school which is so detrimental to the cause of education should be made impossible. They urge that they be enabled to adopt the scales of salaries and other conditions of service which government propose to introduce in government schools under their control. They wish to point out that many managements have little or no endowment to enable them to meet the extra cost and that it may not be possible to contemplate any further increase in the fee rate as they are already high.

They therefore request that the grant-in-aid code be revised on the following lines:—

1. Managements be paid as aid (a) the entire difference between the salaries paid to teachers and other employees and the fee income at the present standard rates and (b) fifty per cent of the expenditure on other items of maintenance of schools, such

as rents, taxes, contingencies, repairs and upkeep, it being recognised that the rates admissible to schools be revised in the light of the present price levels; or, as an alternative, managements be paid as aid 75 per cent of their total net cost. The alternative suggestions are made to impress upon the government that the managements are not for any reduction in their present financial obligation but they wish it to be understood that they will be unable to bear any addition.

2. It is further requested that in estimating the number of teachers, a simple rule be devised like every teacher having about seventeen hours of work per week together with a certificate of adequacy of staff by the inspecting officer being deemed sufficient in assessing the number of teachers for purposes of aid.

3. It is also requested that the provision of aid on account of leave granted to teachers and other employees of schools be made more liberal.

4. While we appreciate government deciding to pay its share, i.e., one half of the dearness allowance to teachers at rates applicable to government servants, we request to point out that government have not shown a realization either of the difficulties and handicaps of private managements or of the obligation of the government to help them in such abnormal times as the present. We

request that the entire expenditure on dearness allowance be borne from provincial funds.

5. We further request that the government aid in respect of equipment and building be raised from 50 per cent to 66½ per cent.

6. In as much as it has been found that most of the schools have little or no endowment and have to depend very much on fee income, government grant and charitable contributions even for the annual recurring expenditure, the managements feel that government may consider the suggestion of the late Sir Meveral Statham made in his report on Secondary Education that a capitation grant be given to schools to enable them to build up an endowment. As the expenditure on salaries and maintenance are bound to increase as years advance the income from such an endowment may become available for the management to meet the extra cost without having to burden the government.

(Sd.) T. R. Venkatarama Sastrigal
T. P. Meenakshi Sundaram Pillai
N. K. Thirumalachariar
Rev. Mr. A. Joseph, s.c.
K. Kurivila Jacob
T. P. Srinivasa Varadan
S. Natarajan
Mrs. Paul Appaswamy

The Second All-India Balkan-ji-Bari Workers' Camp and the Child Welfare Workers' Conference will be held in Bombay in the last week of December, when Shree B. G. Kher, Prime Minister of Bombay, is expected to perform their inauguration. Full particulars may be obtained from the General Secretary, Balkan-ji-Bari. The All India Children's Association, 16, Apollo Street, Fort-Bombay 1.

OUR BOOK-SHELF

The Oxford School Atlas: by JOHN BARTHOLOMEW. (Publishers, *The Oxford University Press*. English Price Re. 1-8-0. Tamil Re. 1.)

We have received a copy of the 12th edition of this very popular School Atlas. The English edition has 64 pages including 10 pages of general index. The tables of information and the explanatory diagrams are bound to be very useful. The historical maps of India and Europe form a very useful addition. The print and get up are good.

Co-operation by W. R. S. SATYANATHAN AND J. C. RYAN, (Pamphlet No. 39 of *Oxford Pamphlets on Indian Affairs*. Price 6 As.)

This pamphlet written by two experts connected with the co-operative movement in this Presidency is an able record of the origin and growth of the movement in India, with occasional special references to Madras, and attempts at educating the adult in Indian problems.

I wish the authors had indicated the line of future development of co-operation in the rural parts, the reconstruction of which depends upon the organisation and working of multipurpose co-operative societies.

C.R.

Glimpses of Family Life—1. Soviet Union; 2. China. (*Messrs. Macmillan & Co., Ltd.* Price 1/4 each.)

These books are intended for British children but will interest Indian children equally. The facts of geographical features and family lives and of the development of the two countries from old to modern methods of living are very nicely told. They are illustrated with appropriate pictures. Indian children will note that many things are common between India and China, though they may wonder at the way in which things in Soviet Russia are moving quite contrary to the state of affairs in their own country. Books like these

will serve to promote the good neighbourly relations among the nations of the world. These are suitable for reading in IV Form.

C.R.

Social Problems: by S. NATARAJAN. (*Oxford Pamphlets on Indian Affairs*, No. 7. Price 4 As.)

The author traces the growth of the social reform movement in India from the 1887 conference when resolutions were adopted for reform of several evils in Hindu society relating to marriage, status of women and untouchability. Social problems in India, the author says, should be tackled centrally as they are not peculiar to particular provinces and as reforms in one community, province or state are inadequate.

C.R.

Through the looking glass: by MAUD I. FINDLAY. (*Oxford University Press*. Price 4 As.)

Scott's Woodstock: by E. C. ABBOTT. (*Oxford University Press*. Price 5 As.)

These two books are abridged dramatisations of the original stories, adapted for school use.

C.R.

Samuel Squirrel Again: by MARY ROWLANDS. (*Messrs. Macmillan & Co., Ltd.* Price 8d.)

A story in parable form intended for school use.

C.R.

Living names—Pioneers of Medicine: (*Oxford University Press*. Price 1sh. 8d.)

Six great scientists who had distinguished themselves in the field of prevention or healing diseases and whose names are ever remembered by doctors have their biographies written here in readable and simple style. The book may be used with advantage by pupils of V and VI forms.

C.R.

EDITORIAL

Education Broadcasts.

The Madras Station of the A. I. R. has considerably expanded its programme of educational broadcasts for secondary schools. They now offer six broadcasts in the regional languages (three in Tamil and three in Telugu) and four broadcasts in English per week. These are prepared with special reference to the needs of the pupils of the IV, V, and VI forms. They cover literature and arts, history, geography and science. The distribution of languages for the different forms have been done with due regard to the needs of the pupils. It is a matter for gratification to note that among the talks scheduled for the sixth form, which by the way cover such general topics as sports and games, fortnightly news review and fortnightly sports review and special topics from literature and science with particular reference to their course of studies, the A. I. R. has planned six talks on careers for young men.

The timings have been so changed as to enable schools to have the broadcast hour integrated with the school timetable. They begin at 12-30 and at 2-10. They are intended to be listened to by the pupils assembled in the class room under the supervision and help of the teacher. We are assured that for the new term beginning with January, the A. I. R. has drawn up a very interesting and useful programme. The educative value of such broadcasts cannot be questioned and it is up to teachers to take full advantage of this service. We are glad to find that the A. I. R. undertakes to supply on request to heads of schools copies of broadcasts in which their pupils are interested and the reprints of the educational pamphlets on the different subjects for the use of their teachers.

We shall be glad to publish in these columns readers' comments on the talks and their suggestions for the better utilisation of this very useful service.

Is Teaching a light job?

Very many people speak of the holidays that teachers have and point out with complacent satisfaction that it should be sufficient compensation for their poor emoluments. We could put up with such unjust attitude as long as it was held by lay people who could not be expected to understand the exacting nature of teaching. But if as it was reported a few days ago, the Hon'ble the Minister for Education should have expressed the opinion that the work of the teachers today in our schools is not as much as it should be, it is time that people are told how teaching is a man-sized job and how teachers in our schools are being over-worked. It is true a secondary school is expected to have worked for 180 days in the financial year, to be eligible for government grant. But an examination of the number of working days of all the schools in the presidency will show that they work for not less than 200 days in a year. In schools under government and local bodies, the holidays are fixed by government and most schools have to work for well over 200 days. The curriculum, overloaded as it is, compels aided educational institutions to have more working days than the minimum required for purposes of grant. Thanks to the exacting demands of the external public examination and to the need for satisfying both the public and the authorities, many schools provide for extra days of special classes for the purpose of more intensive preparation of pupils for the

public examination. Besides, in many schools special attention is being paid to backward pupils by arranging for special classes either during the week-ends or during special hours allotted for it on certain days in the week. Be it noted that all this work is done outside the normal school day and its working hours. It is extremely wrong to think that the teachers' job consists merely in doing the lessons in class. These lessons have to be prepared. Even the most experienced teacher needs such a preparation. For, it may be the lesson is familiar, but the pupils who have to learn them are new and he needs a fresh planning with each new set of pupils. Nor can a lesson be said to be over with the class. The written exercises on the lesson are very important and these have to be corrected. Any one with a slight acquaintance with pupils' work would know how much time such correction would involve.

Many schools today are understaffed and teachers have to work well over 4 hours a day in actual class teaching. It will not be an over-estimate to say that the teachers' extra work would take up on an average nearly four hours both on working days and on holidays. To this load must be added the additional strain of having 45 pupils per class, thanks to the Minister's order passed early this year. We shall not say anything of the unhealthy conditions such as bad ventilation and bad lighting in which the teachers have to do their work in a country where winters are quite warm and summers unbearable, nor about the duties involved in the many extra curricular activities that have become special features of our schools.

We refuse to believe the report that the Hon'ble the Minister for Education informed the Association of the Head-

masters of the Schools of the Madras City that in his opinion teachers are not doing enough work. He has lived with teachers and pupils and as such he cannot be unaware of the working conditions of teachers.

The problem of teachers supply is acute; the question of building is coming to the forefront with the increasing expansion of education. But the solution of these problems should be undertaken on a long range view and not by any system of make shifts. Already, the Minister's order permitting the increase in the size of the class is beginning to tell on teachers as is evidenced by the increasing number of teachers taking leave on account of sickness. It would be extremely unwise to underestimate the strain, physical and mental, involved in good teaching and increase the teacher's load. We could only tell those who speak of the teacher's holidays, to think of the holidays that judges enjoy and nobody says that Courts could either curtail their holidays or prolong their working day.

Aided Schools.

At the meeting of the Executive Board of the S. I. T. U. the Hon'ble the Minister for Education said that it was not possible to do away with private effort in education and he agreed that private managements needed a greater measure of help from government. It was therefore timely that the representatives of the managements of the secondary schools of Madras waited in deputation upon the Hon'ble Minister for Education and made suggestions for the revision of the grant-in-aid code. They said that it was desirable that they should be enabled to adopt the scales of salaries and provide conditions of services that would obtain in

schools under the government and the local bodies. To do so, they suggested that the entire net cost to management on account of the salaries paid to their employees be borne by government. In other words, they wanted that the difference between the salary charges and the fee income at standard rates should be met from provincial funds. If government should accept this principle, then they would be in a better position to discharge their obligation to teachers employed in these aided institutions. These being public institutions, the responsibility of the government to see that they are staffed with well qualified and contented teachers cannot be gainsaid. It will not do for government to harp upon the old theory of half and half.

The second suggestion of the deputationists was the introduction of a system of capitation grants to schools for a certain period with the object of enabling the schools to build up an endowment. Most managements have to look to charitable contributors even for meeting their recurring expenditure in the maintenance of their institutions. This hand to mouth existence is largely responsible for the institution being unable to respond effectively to the demands of modern education. They should be relieved of the worry of having to balance their budget every year so that they may be free to secure local support for their development programme such as buildings, playgrounds, equipment and provision for additional courses, etc. A system of help spread in this manner for a certain number of years may in the long run relieve government too of having to meet a growing net cost. We commend these two suggestions to the authorities and hope that they would be given adequate consideration.

Our Loss

We grieve to have to record the death of Sir P. S. Sivaswamy Iyer and Pandit Madan Mohan Malaviya, two great patrons of education and learning. Malaviyaji's services to the country were great indeed as a politician and social reformer. But by far the greatest service he has done to the country is his support to education and the founding of the Benares Hindu University. Right till the end of his life he kept up a very close and intimate contact with the University and was its honorary Rector. His faith in the cause of Education and his faith in the University he helped to usher into existence, gave him the great opportunity to inspire charity of a princely nature. By his indefatigable energies he caused a constant flow of generous donations to the University the latest being a handsome gift from H.E.H. the Nizam of Hyderabad. His loss is indeed irreparable and it has plunged the whole land in deep mourning.

Sir P. S. Sivaswamy Iyer, the fastidious scholar, eminent administrator and great jurist, was a generous patron of learning and art. He served the cause of education in diverse ways. The period of His Vice-Chancellorship of the Madras University and of the Benares Hindu University had been marked by vigorous activity and expansion. In his educational charity he was most discerning. While all good causes had his very generous support he concentrated his attention on building up two good high schools, one for boys and other for girls. The former, the High School at Tirukkattupalli, his native place, bears his name. It is an institution which with its able band of teachers, is justifying, by the efficiency of its work, the high purpose of the

founder. Mylapore was his adopted home and he took over the management of the National Girls' High School at a time when it was in dire need of help. His unstinting generosity prompted by his ardent desire to see that the school should develop as a first rate school, has given it an assured position and it may well consider itself as one of the best schools in the province.

He held teachers in very high esteem and always took the lead in securing for them tolerable conditions of service and equitable salary. By his death, the teachers in this province have lost a great friend, and education, a generous patron.

The XXII All-India Educational Conference

The XXII session of the All-India Educational Conference will be held at Trivandrum from the 28th to the 30th December this year. Dr. Sir A. Lakshmanaswamy Mudaliar, Vice-Chancellor of the Madras University, has kindly accepted the invitation of the Federation to preside over the Conference. A strong Reception Committee with Sachivothama Sir C. P. Ramaswamy Iyer as the Chairman has been constituted. It is gratifying to learn that His Highness the Maharaja of Travancore has graciously

ly condescended to be the Patron-in-Chief and that Her Highness the Maharani Sethu Parvathi Bayi and His Highness the Elaya Raja have been pleased to be Patrons. The Reception Committee is making elaborate arrangements for a successful session of the conference. They are also organising an educational exhibition. Delegates intending to attend the conference are requested to get in touch with Mr. Kainikkara M. Padmanabha Pillai, Secretary, Reception Committee of the XXII All-India Educational Conference, Trivandrum. The delegation fee is Rupees Two and boarding charges have been fixed at Rupees Three per day. The Reception Committee will be very thankful if delegates would send the delegation fee and the boarding charges on or before the 10th December 1948. Other particulars of the conference can be had of the Secretary of the Reception Committee.

The Secondary Education section of the All India Education Conference will meet at 8-30 a.m. on Sunday the 29th December. A symposium on Reorientation of the curriculum will be presented. Delegates desirous of participating in the symposium are requested to write to Mr. S. Natarajan, (Secretary, Secondary Education Section of the A.I.F.E.A.) 520, High Road, Triplicane, Madras on or before the 15th December.

ANNOUNCEMENT

Following the outstanding success of
F. G. Pearce's **THE STRUGGLE OF MODERN MAN**
We announce a **TAMIL EDITION** of this book entitled
THARKALA MANITHANIN PORATTAM
(An Outline of Modern History from 1450 to the Present Day)
Price Rs. 1-8
to meet the needs of Form IV of **MADRAS SCHOOLS**

FRESH STOCKS OF SECONDARY SCHOOL BOOKS

ENGLISH

EXERCISES IN COMPREHENSION
by A. E. M. Bayliss 1s. (As. 13).

INTRODUCTORY EXERCISES IN COMPREHENSION
by A. E. M. Bayliss, 1s. (As. 13)

THE GROUNDWORK OF ENGLISH COMPOSITION
by S. C. Glassey, 4s. (Rs. 3/4.)

THE GROUNDWORK OF GRAMMAR, by S. C. Glassey
Part I 1s. 6d. (Rs. 1/4)
Part II 2s. (Rs. 1/10.)

A NEW OUTLINE GRAMMAR OF FUNCTION, by E. M. Palser and R. T. Lewis, 1s. 9d. (Rs. 1/7).

MODERN HISTORY

THE MAP APPROACH TO MODERN HISTORY 1789-1914
by W. E. Brown & A. W. Coysh,
2s. (Rs. 1/10.)

AN OUTLINE HISTORY OF THE WORLD, by H. A. Davies,
8s. 6d. (Rs. 6/15).

A HISTORY OF MODERN TIMES
From 1789 to the Present Day, by D. M. Ketelbey, 10s. 6d. (Rs. 8/9).

GENERAL

THE MIND OF MAHATMA GANDHI
Compiled by R. K. Prabhu & U. R. Rao, (Second Edition) Rs. 4

"revealing the inner ideas and principles of Gandhiji and affording an insight into the essentials of his philosophy, by presenting a carefully garnered collection of extracts from his writings." —*The Hindu*

BASIC PSYCHOLOGY, by James S. Ross, 4s. 6d. (Rs. 3/11)

ROTARY GUIDE TO CAREERS: Each Pamphlet As. 8

- | | |
|-----------------|----------------|
| 1. ARCHITECTURE | 2. BANKING |
| 3. LAW | 4. ACCOUNTANCY |

OXFORD UNIVERSITY PRESS
POST BOX 340 MOUNT ROAD MADRAS



JL
Tm 21, N30
N46017-10

