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No. 4

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THE SOUTH INDIAN TEACHER

Vol. XXVIII

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MALABAR DISTRICT ELEMENTARY SCHOOL TEACHERS' CONFERENCE

PRESIDENTIAL ADDRESS

By

SRI T. P. SRINIVASAVARADAN

We are grateful to the Hon'ble Minister for Education for the two great benefits done to us, in addition to the fee concession given to children of N.G.O.'s and teachers. Free education up to the end of the middle school course is given to poor children. Pension will be given from 1—4—1955 to retiring teachers in elementary schools. Madras is the first State in the whole of India which has done these two great acts.

I have no hesitation in saying that the granting of pension to teachers, even though small, will raise the status of teachers. The Minister has said that this pension is in addition to the existing provident fund scheme. He has been kind enough to say on the floor of the Assembly that the Government are considering the possibility of a compulsory insurance scheme to be financed out of provident fund accumulations without detriment to the availability of funds for temporary advances. He has said that teachers within the age of 30 who would have put in five years of service may come within the purview of that consideration. This compulsory insurance is a protection for the family against premature death.

The S.I.T.U. started the S.I.T.U. Protection Fund 27 years back and it has been working very satisfactorily. It is primarily intended for teachers in

elementary schools and for other teachers getting low salaries. It is worked on mutual insurance basis. Very soon the Union will be submitting a memorandum pointing out how this organisation can be used.

Unless the scales of salaries are revised for the better the pension amount will be very small. Yet all of us are deeply thankful to the Government for recognition of the principle that pension should be one of the provisions for old age.

I may be permitted here to appeal to the Hon'ble Minister for Education to extend this pension scheme to teachers in middle schools and high schools. They are not also better off when they retire. By extending this scheme to them also, the cost to Government will not exceed Rs. 50,000 in 1955-56 and the ultimate cost will not be more than a lakh of rupees. This is not a big sum for the Government to find. The Hon'ble Minister for Education who has given unasked, will, I am sure, give this also.

DURATION OF THE COURSE.

In our State a good number of boys and girls begin their education after the completion of age 4; a vast majority after 5. Naturally the duration of the elementary education course comes to



eight years, commencing after 5 and ending after 13, i.e., up to the age of 14. This course should hereafter be one of integrated course. The present middle course and the higher elementary course should merge into this and there should be only one course of eight years duration after which there will be higher secondary school course and other courses. The curriculum that is to be drawn up should be for this entire integrated course of eight years. It is not possible for some years to come to raise all the elementary schools with five classes now into the proposed schools with eight classes. Wherever it is possible, the present elementary schools may be raised to schools with eight classes. The syllabuses drawn for the first five years must lead to those of the last three years. If the State is to implement Articles 45 of the Constitution of India, then compulsory education should be introduced in two stages—classes 1 to 5 to start with and then classes 6 to 8. Then alone problems of finance, equipment, accommodation and dearth of qualified teachers can be solved.

In recent years some elementary schools have changed themselves into basic schools. This change is only in name. It is only to get enhanced grant from Government. One does not find in those schools the main features of a basic school. It is hoped that the Government will not be satisfied with a mere change in the name of the school. If the Government are really eager to effect this change, then they must begin with reorganising the training institutions. The trainees should be trained hereafter in basic education. Only candidates with adequate qualifications and with aptitude for teaching should be selected for training.

Pupils should be taught through activities—simple interesting activities—in the first four years. In the last four years attempts should be made to make pupils learn through crafts. Learning through crafts has its own limitations. Attempts to teach everything through crafts will end in failure and it is also impossible in the teaching of certain

subjects. The aim of introducing craft is not only to correlate what one learns with what one does, but also to give one ample opportunities to use his hands and eyes and to inculcate in him the dignity of labour. Boys and girls take pride in doing something and this should be exploited to make them learn. The aim is not to turn out at the end of the course either skilled workmen or women or semi-skilled ones or to meet the cost of education by the sale of products or even to give a deliberate bias to any vocation at this stage. In addition to spinning and weaving and agriculture and other crafts suitable to the local conditions may be introduced. Not much can be learned through one craft. The crafts that are to be introduced in urban schools will, to a great extent, be different.

In our State, only about 50 per cent of children of school going age attend schools. The reasons for the other 50 per cent remaining illiterate are due to (i) absence of schools nearby, (ii) unsuitable working hours, (iii) indifference of parents, (iv) poverty of parents and (v) want of accommodation. Enrolment will increase if the schools are near, working hours are made suitable and midday meals and books and slates are given free. There is a good deal of wastage, i.e., a good number of pupils drop out either in the third or fourth class and a small percentage alone reaches the fifth class. In the spread of education in our State, all must get interested. The Hon'ble Minister has given a worthy lead. He has given some land. If people of the locality come forward with buildings and land and with equipment, it is possible to start a number of schools with government aid. Local resources should be tapped as much as possible. All along we have been under the influence of the Englishmen as regards the furniture to be used and the construction of the building. It is high time, that we, as well as the department, get out of this old fangled notion. In the first five classes, it is enough if desks alone are provided. Benches are not essential. For a State like ours, all the money available should be used for more im-

portant things. The South India Teachers' Union has suggested more than once that qualified women teachers who are unable to be full time teachers may be employed as part time teachers; so also retired teachers may be employed if they are hale and healthy. This will solve to a great extent the shortage of trained teachers.

MANAGEMENT OF SCHOOLS.

There are now three agencies managing elementary schools (i) the Government, (ii) Local bodies (under this come District Boards, Municipalities and Panchayats) and (iii) Private agencies. It is a well-known fact that schools under local bodies are not efficiently run. On account of factions in those bodies schools suffer. Further District Boards have too large a jurisdiction to manage the elementary schools efficiently. In the interest of elementary schools, the schools should be removed from the control of those bodies. In the case of private agencies, the government practically bear the entire cost. There are certain advantages, if there are private agencies. Education will not be a regimented one, but in the present set up, one finds there are certain disadvantages both to the teachers and to the public. The South India Teachers' Union is of the view that there should be one agency and that should be the Government. The administration may be carried on forming small regional groups. Two or three taluks may form one regional group. All the schools in this group will be under a local education body consisting of representatives of the public, teachers and the education department. This body will select teachers, disburse the salaries and attend to the needs of the schools under it. This body will not be under the control of any district board or municipality. Private agencies in exceptional cases may be allowed, if they carry on experiments in education. This question of bringing all schools under the government agency no doubt bristles with difficulties, but it is impossible to escape from the fact that nearly 95% of the expenditure on elementary

education is met out of public funds. When that is so, why should government not take up the agency? In many parts of our State these private agencies are not working satisfactorily. In these institutions, there is no security of service for teachers in a good number of cases, these are run as business concerns. While some of them have done and are still doing good work, the majority are not. Private agencies may be encouraged in the field of secondary education, but so far as elementary education is concerned, the State should be the agency. Then alone Article 45 of the Constitution of India can be quickly and satisfactorily implemented.

STEPS TO IMPROVE THE EFFICIENCY OF THE SCHOOLS.

At present nearly 90% of the teachers are higher grade ones. Their general education in most of the cases was up to the standard of Form IV. After a period of training of two years they enter service. Afterwards they have little scope for increasing their general knowledge of getting themselves familiarised with the latest methods of teaching. Neither academically nor professionally they improve themselves. In all advanced countries and even the sponsors of basic education insist that the minimum general qualification of a teacher in an elementary school should be matriculation or S.S.L.C. It is not possible now to replace the higher grade trained teachers by secondary grade ones; even if it were possible, it would be unfair to the present teachers. The policy of the Government should be only to insist upon entertaining hereafter secondary grade trained teachers. Unless the conditions of service are made attractive, better type of people will not come to this profession. The present higher grade trained teachers should have refresher courses once in two years. With very little cost, these courses can be organised. Unless this is done, there is no chance of improving the quality of education in the elementary schools. Apart from entertaining secondary grade teachers, the last two classes of the future eight years integrated course should be preferably

taught by trained graduates. Of all the States, Madras has all along been in the forefront in the field of education. Our State can boast of having a large percentage of trained teachers. If we can raise the qualification of teachers and if we organise satisfactorily the refresher courses, the tone and the standard of education will considerably improve.

STUDY OF LANGUAGES

When we have one integrated course of eight years, the problem of the study of languages other than the regional language will certainly arise. The regional language will certainly be the medium of instruction besides its being the first language of study. English language has a place and it is for you to consider at what class it may be commenced. There should be provision for the study of Hindi too. We should also consider at what stage it may be begun. The South India Teachers' Union at present is of the view that the study of English may be begun in the sixth class and Hindi in the seventh class or *vice versa*.

SERVICE CONDITIONS OF TEACHERS

Some people and even the department of education are under the impression that teachers meet only to ventilate their grievances. This is partly true. Nobody realises more than the teachers' organisation that they want to get better conditions of service, and raise themselves in the estimation of the public, they should pay equal attention to matters connected with education. Anybody who goes through the proceedings of the State Educational Conference and District Educational Conferences will realise it. But we are not ashamed of placing our grievances. We, teachers, feel that we should interest ourselves both in matters connected with education and also with the redress of grievances. The Hon'ble Minister for Education recently at Madura stated that something will be done in the Second Five Year Plan to raise the salaries of teachers in ele-

mentary schools. It is an encouraging statement. It has been published in papers, but Prof. Humayun Kabir, Secretary, Union Ministry of Education, has said to a Conference of Directors and Secretaries of Education that the position of teachers in elementary schools is intolerable with remuneration below the living wage. Improvement in the scale of salaries, he has said, should be given one of the highest priorities so that in future we may be able to attract better type of teachers.

It is hoped that the Central Government will give subsidy to our government to raise the scales of salaries. The teachers ask only for living wages. We have the assurance of our Hon'ble Minister for Education and we have no doubt that he will do his very best. Frequent transfers of teachers should be avoided as far as possible. With the local people, it is possible to build quarters for teachers. The disparities in the service conditions of teachers working under different agencies should be removed. There should be uniform scales of salaries and leave rules.

APPEAL TO TEACHERS

Malabar has the largest number of elementary schools and it has also the largest number of trained teachers. Malabar people are widely noted for their simplicity, intelligency and industry. In this district there are young and enthusiastic teachers. The future of our country depends upon the kind of education that we give to the children entrusted to our care. In spite of low salaries and suffering and privations we, teachers, have been discharging our duties. Whenever we claim rights and privileges, we should also remember our responsibilities and obligations. The profession to which we have the honour and privilege to belong forbids us from adopting measures what other classes of employees generally adopt. The steps that we have to adopt are entirely different. They should not harm in any way the children entrusted to our

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MADRAS TEACHERS' GUILD CONFERENCE PRESIDENTIAL ADDRESS

By

SRI T. P. SRINIVASAVARADAN

The year 1955-56 is going to be a momentous one. The Madras State Government has already announced that education up to the end of Third Form will be free to the children of those parents and guardians whose annual income does not exceed Rs. 1,200. This is the first great step taken by the Government towards implementing the directive principle contained in Article 45 of the Constitution of India to provide for free and compulsory education for all children up to the age of 14. As a result of this concession we may all expect a great rush for admission in the middle schools. This rush must be met by opening additional sections or by opening new schools or by increasing the strength per section temporarily for a few years. There is going to be another great problem which is finding the required number of teaching personnel.

The Elementary Education Committee of which Dr. R. M. Alagappa Chettiar is the Chairman, has toured a number of places both inside and outside Madras to gather the opinions of educationists and public men. It will be submitting its report in June next.

The Secondary Education Committee of which Dr. A. L. Mudaliar is the Chairman, and which has been appointed to suggest ways and means of implementing the recommendations of the Secondary Education Commission, will also be submitting its report in June next.

It is earnestly hoped that the Government will give due consideration to the recommendations of these bodies and take steps to implement them.

We have read in the papers that the educational programme envisaged under the second Five Year Plan would cost about 880 crores. Prof. Humayun

Kabir stated that the estimated cost on secondary education alone would be a little over 300 crores. The Conference of the Directors of Public Instruction and the Secretaries of Education Department which met at Delhi this month, recommended that in the field of secondary education as many as 2,500 of the existing ordinary schools should be converted into multipurpose higher secondary schools by 1961. The same conference urged that in addition 2,500 higher secondary schools should be set up.

Out of the 880 crores of rupees which the second Five Year Plan envisages for educational programme, the Minister for Education of our State in his recent speech at Tellichery stated that the Madras State would get about 88 crores if allocation is made on the population basis. He further said that the Madras State would at least have 50 crores, after allowing 38 crores for Central Government expenses, in which this State would have per year additional 10 crores besides the 11 crores it is now spending. He said that with this 21 crores per year it is possible to improve the scales of salaries of teachers and to give effect to the recommendations of the committees in the reorganisation of education.

Article 45 of the Constitution of India contemplates compulsory free education up to the age of 14. It does not stipulate the duration of education up to that age. It may be 7 or 8 or 9 or 10. In our State the majority of the children begin their education after the completion of age 5. If the education is to be compulsory up to the age of 14, then the duration is 8 years. It is not stated in the Constitution of India that the compulsory education should be of eight years duration. The South India Teachers' Union has suggested that the duration of the course should be of

eight years integrated instruction. The present middle school stage and the higher elementary stage should merge in this. Higher Secondary education course should commence after this. If the suggestion that the whole course of eight years should be an integrated one is accepted—there is no doubt that this will be accepted—then the curriculum of studies should be revised.

In the next few years, beginning from 1955-56, steps will be taken to convert the existing elementary schools into basic schools. This, the Minister for Education has stated, is the policy of the Government. The view of the South India Teachers' Union is that the conversion should be gradual and that it should be effected in a school only when there are a sufficient number of teachers trained in basic education. To get more grant some of the schools have changed only in name. The South India Teachers' Union is also of the view that at least in first three classes there should be no craft training. In the higher classes learning through crafts may be successfully attempted.

In the field of secondary education, it is hoped, that year after year a number of multipurpose schools would be started. Ours is the first State in the whole of India to introduce bifurcated courses. So there will not be much difficulty to convert some of the secondary schools into multipurpose schools. In the initial stages there are always bound to be some difficulties, but they can be overcome in course of time.

THE MEDIUM OF INSTRUCTION AND THE STUDY OF LANGUAGES

It has been accepted and it is now in force that the regional language should be the medium of instruction up to the end of the secondary education stage. Only in a few cases English is the medium of instruction. It is only in the university that some difficulty is met with in adopting it widely. There are very many good reasons for not immediately introducing. There are no suitable text-books in science and technical subjects and also there is not fully equipped teaching personnel.

Further, if regional language is adopted as the medium of instruction in the university stage by all the universities in India, it will become impossible either for students or for professors to go from one university to another. For some years to come, in the interest of our State and in the interest of our country, English should continue to be the medium of instruction for higher and technical education. The change over must be gradual. As a result of the judgment of the Supreme Court, the Bombay Government have issued a circular permitting primary, secondary and high schools in that State to teach in any medium they chose, including English. The Supreme Court judgment and the Bombay Government's circular will have their own reactions in other States.

If unity of India is to be preserved, from the point of higher education, culture and administration, there should be a common language. English has so far served that purpose and it should continue to serve that purpose till Hindi is in a position to take its place. If English is suddenly removed and when a large majority of people is not prepared for Hindi, then there will be a vacuum. Further, English which has been in our country for over 150 years cannot be so easily thrown out. It has become, so to say, one of our languages. It cannot occupy the position of either the regional language or the Federal language, Hindi; but it has an important position which must be recognised. If it is thrown out, both chaos and confusion will result in all fields. English is the international language and for a number of years it is the language through which higher knowledge in the fields of science is available. Our nation cannot afford to take that risk when we want to progress.

Very recently it has been announced that Hindi will be the medium of Union services. It is a regrettable step. Perhaps the concerned authorities think that it is only by this method Hindi can be quickly spread. If it is desired that the study of Hindi should be spread without any tinge of bitterness and

made a compulsory subject of examination, some twenty years at least must elapse. At present the study is optional and the opposition to it is slowly disappearing. Boys in the South have to study three languages,—the regional language, Hindi and English. Such of those as are desirous of studying Sanskrit have to study a fourth language. Our boys will study the three languages provided sufficient time is allowed. Since these languages have to be studied, at what stage or stages the two new languages, Hindi and English, should commence. If Hindi is to begin in the sixth class (the present First Form), English may begin in the seventh class or *vice-versa*. The protagonists and lovers of Hindi in their enthusiasm and haste do really block the spreading of Hindi in this part of India.

PRIVILEGES AND OBLIGATIONS OF TEACHERS

Teachers have rights and privileges and nobody will deny them. Teachers have a right to living wages and old age provisions and all amenities of life. The society and the government have to provide them. They have also responsibilities and obligations. The teaching profession is different from other professions. Its approach to problems connected with service conditions and its privileges are entirely different. It cannot adopt methods—direct methods—which other classes of employees adopt without serious consequences to itself. So we have to adopt methods which will not harm any one, even though it prolongs our sufferings. In our organisation lies our strength. The South India Teachers' Union's advice to its members has always been to keep aloof from politics and not align themselves with any political party. By opposing government and by attributing motives to them whenever some good is done to us, we are playing into the hands of the politicians. When a good act is done, let us acknowledge it ungrudgingly.

The Minister for Education recently made a speech at Tellicherry. He said

that teachers were doing a national service. If pension is granted, it was because of a recognition of the fact that their service was national. He further said that he was not foolish enough to think that by granting pension he had satisfied all their legitimate needs. He assured the large gathering of teachers there that he would endeavour soon to better their lot and he appealed for faith in the acts of government. I have full faith in this government that it will raise the scales of salaries of all grades of teachers, raise their status and extend the pension scheme to teachers in middle and high schools.

In the next five years there will be great expansion of education both in the field of elementary education and the secondary education. Let us do our best. Even in our sufferings let us discharge our national service nobly, as befitting the noblest profession to which we have the honour to belong.

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care nor should they be such, that if followed by our children, would end in disaster. If the S.I.T.U. is strong today, it is because it keeps aloof from politics. The advice of the Union is "keep aloof from parties and do not become members of any political parties". Teachers are in the position of second parents to children and the parents are guardians of those children belonging various parties.

The people of Malabar are occupying in our great land distinguished positions in all walks of life. The teachers who moulded such men and women can take legitimate pride. So long as we continue to be teachers let us think that we are teachers first and teachers last. May present teachers continue the noble work of their predecessors and continue to serve our motherland!

AUTHORITY AND GUIDANCE

By

J. A. LAUWERYS

*Chairman of the New Education Fellow-ships,
Professor of Comparative Education in the University of London.*

It is a source of great satisfaction to our Guiding Committee to have succeeded in organizing the Conference which is opening tonight. We are extremely grateful to you for giving up your time, and on behalf of the New Education Fellowship I should like not only to welcome you to Chichester, but also to thank you for coming. I am sure you will feel the Conference has led to a better and deeper understanding of extremely important aspect of modern education. And you will be regarded by new and stimulating friendships.

In every educational system, the role of the inspector of schools is a pivotal one and his work is always both responsible and difficult. He is expected to go into schools and be a friend to teachers but his position and his duties make it impossible for him to be just that. He goes into a classroom, watches the teacher, the class, the lesson—but usually the occasion is a special one, the lesson may have been rehearsed, the children are showing off, the teacher is under strain. Later, there may be a discussion—but there can be true discussion only between equals. An experienced inspector, of course, knows how to discount to some degree the experience he gathers. Nevertheless, the impressions he picks up will be—and he knows it full well—far from what they should be.

During his visits to a school, an Inspector is also expected to make sure that the general laws and directives regulating the government and running of schools are, in fact, being obeyed. He may have to spend a good deal of time visiting cloakrooms, looking at log-books, discussing purely routine or office matters. This is because Inspectors are always thought of as agents of the

public power as well as educational experts. They represent the authorities. They are the links between general administration and those who actually come into contact with children in school.

Inspectors are usually given extraneous duties, which still further complicate and muddle up their function. In New Zealand, for instance, until fairly recently, they were supposed to assess the value of teachers, awarding them points which helped to determine the salaries paid. A more effective way of destroying mutual confidence could scarcely be invented. In France Inspectors are the hierarchical superiors of directors of schools. They are thus expected to combine more or less the functions of advisers, supervisors, and head teachers. They select promising candidates for promotion and push them forward or move them about the district. They participate actively in the pedagogical organization of the schools they control. In England, Inspectors help to examine students in training colleges and they are asked to approve young teachers after these have finally completed their probationary year. In Germany, local inspectors preside as chief examiners, taking the Chair of the Teachers' Council, on the dreaded day when the eighteen year olds present themselves for the Abitur—the examination which decides whether they may proceed to the University. Incidentally, this is also the annual occasion when teachers judge one another's competence and quality in front of the Inspector.

HISTORICAL ORIGINS OF THE INSPECTORATE

There is no need here to go on listing the multifarious duties which Inspectors are called upon to discharge in various

countries. Enough has been said to show that nowhere is there real clarity of purpose and that everywhere mutually incompatible responsibilities are laid upon them: if they do one of their jobs well, they cannot do the others. These multiple functions have gradually been imposed upon them in the course of centuries. It is therefore interesting and worthwhile to trace the evolution of their work. The inspectorate, like every human invention, bears evident traumatic marks of its origin. Again, with every other institution, the accretion of time, the weight of history, bears heavily upon it. "The past is too much with it . . .".

The development of the role of the inspectorate is very clearly seen in the history of education within Christendom.

Eight or nine centuries ago, the ecclesiastical authorities began to concern themselves actively with the running of schools. After the long interruption of the Dark Ages and the Barbarian threat to civilization, the Church desired to improve the education of its ministers. Bishops appointed Scholiarchs or Schoolmasters who were charged to select clever boys, show them how to read and write; teach them Latin, demonstrate to them how to perform the correct ritual and, above all, ensure that they knew and accepted the right dogmas and the true faith. There was no doubt whatever as to what these dogmas were: the Church and its Councils had decided once and for all.

The Scholiarch, the Ur-Inspector, being a clever and learned man knew all about dogmas and theology. He could therefore speak with the authority backed by the whole weight and power of the Church. Children had but to listen with awe, memorize with fervour, repeat with docility. The propositions or dogmas themselves were purely verbal—true understanding did not matter, being in any case unattainable. Obedience was all. When in the course of years; the work grew, the Scholiarch had to appoint assistants. He built his little educational empire and ruled it autocratically. He was both head-

master and inspector. At any time he could drop in, listen to his helpers, question the children, make sure that THE truth was being told to them and that no trace of heresy was creeping into the teaching. The Scholiarch's criteria of evaluation were simple, direct, relevant to the purposes envisaged by his superiors and fully accepted by himself as well as by society. There is no reason to suppose that he was in any way interested in the improvement of teaching methods or in the reform of education or in the application of psychological knowledge to the educational process. Nevertheless, he probably took interest in the work of young teachers and no doubt passed on to them useful teaching tips. His authority was, as they say, a "spiritual" one based on the possession of truth and on deep insight. In fact, of course, it came from his high hierarchical position, second only to that of the Bishop of the diocese; and from the prestige which learned men enjoyed in a society where learning was a scarce commodity.

Here, then, we have in nuce the authoritarian Inspector; the man of high position, enjoying the prestige which comes from assurance and dignity, secure in his knowledge of what is true and right, unshaken by doubt or scepticism, unhesitant in his approach to teacher or child. If only societies, if only schools were still like this! If only anarchic science and upsetting revolutions had not come along to break down the walls round the tight, close little cities clustered round the cathedrals! If only schools had not grown into complex educational systems! How simple, straightforward, dignified and well remunerated would be the job of our inspectors!! How sad to change from static to dynamic societies!

In his excellent book *Le Probleme de l'Inspection* our good friend Professor Dottrens describes how the medieval pattern of inspection was altered and made more complex by the Reformation. In commercial centres or city states like Geneva, the municipal authorities in close alliance with the clerical power

promoted schools which had a double aim. Certainly, the primary purpose remained: to imbue the young with unquestioning faith in religion and with a conviction of THE truth about it—truth being whatever the powers—that-be decided it was. The local merchants and craftsmen, however, also wanted their children to learn facts which had value on earth and which helped them to earn money. Hence, in such places, persons drawn from the notables of the town were selected to inspect the schools so as to make sure that, on the one hand, the correct doctrines were being taught while, on the other, religion did not altogether usurp the place due to mercantile interests. William von Holstein, Bishop of Strasbourg, appointed in 1521 a School Committee whose first task was to see to it that the children be not taken to church too often, to the detriment of their studies in writing and commercial arithmetic. This is an important stage in the history of education. In accordance with the Lutheran and protestant theory, it was conceded that parents too should have a say in the education of their children; a secular aim was accepted by the Church; and the inspectors were the appointed representatives not only of the Bishop but of the families.

The idea caught on quickly. In all countries where the Reformation succeeded, one finds Parents Committees inspecting and supervising the schools and, on the whole, acting as a progressive leaven—if by progressive one indicates moves towards making education serve economic or industrial or human ends. Where the Catholic Church retained its power, this practice was less strongly developed. For the most part, the Bishops continued to direct representatives to visit schools in order to, make sure that heresy was kept out and religion taught in the right way. Nevertheless, here too the humanist claim that education should be directed towards the affairs of this world as well as of the next was taken into account. The Episcopal Inspectors quite often concerned themselves with methods of teaching and with the non-divine content of instruction.

Towards the end of the eighteenth century the separation of church and state became absolute in some areas and the state took full control of the schools. The views of those who were interested in the promotion of secular education are clearly expressed by men such as Condorcet who, in 1792, proposed to the Legislative Assembly that the *teachers* in every district should form a Management Committee of four members, and that these four should then proceed to inspect as well as to run the schools of the district. Since Condorcet had no interest whatever in religious education and was, in fact, opposed to it he obviously thought of inspection as a purely technical affair intended to improve the quality of instruction. In the expository memoranda which explains his proposals Condorcet expresses educational aims which would command assent and evoke enthusiasm even today. Schooling, he thinks, should help every human being to develop whatever is latent in him and ensure general well being. In addition, it should teach every citizen what are his rights and make him feel he has a duty to fulfil social obligations. It thus has an individual as well as a social aspect.

Clearly, the experienced teachers, men of high professional reputation, who were to form the Committees of Management and Inspection would be qualified to encourage others to improve and would be able to advise them on the best methods to employ in class. It is significant, however, to observe that, in the Education Bill based on Condorcet's ideas and proposed to the Convention by Romme, a new duty is laid on the Inspectorate: that of making sure that official regulations were being carried out. This point needs to be stressed strongly. There is imposed here upon the Inspectors a dual role:

(i) They must make sure that teachers are obeying laws, divine or human.

(ii) They must be technical advisors and counsellors to teachers; a role best fulfilled by friends.

Are these duties reconcilable, compatible with each other?

Can a policeman be the friend of those he keeps in order?

Can a controller be a counsellor?

THE GROWTH OF ELEMENTARY EDUCATION

Reference has been made so far mainly to the socially selective schools which recruited their pupils from the well-to-do classes. Now, when the Industrial Revolution began to sweep across Northern Europe at the beginning of the nineteenth century, it became evident that such schools no longer sufficed. It was necessary to provide instruction in reading and writing for the children of manual workers and to imbue in them a certain amount of industrial discipline. The schools provided were everywhere run as cheaply as possible whether they were maintained by the State, the Church, or charitable persons. The teachers were ill-paid, the school houses primitive, books and apparatus scarce. In a number of countries the possible opposition of the clergy was averted and their interest enlisted by associating them with the appointment of teachers and by giving them the right to inspect schools in order to make sure that attention was paid to religion as well as to the fostering of loyalty to and respect for the accepted church. Thus until comparatively recent times, Inspectors in Prussia were nearly always ministers of religion, and during the Second Empire in France the local priests had a decisive voice in the appointment and control of teachers. This is still true in a number of countries.

In England, after about 1830, the State began to give money for the support of voluntary schools provided chiefly under religious auspices. The Government soon found it expedient to appoint, in the name of Her Majesty, inspectors who would verify that the funds provided were not misapplied. When, at a later time, the amount of money handed out came to depend on the degree of proficiency attained by children in subjects like reading or arithmetic, these Inspectors participated for a

while in the examining of school pupils. Since the post of Inspector was fairly well remunerated and conferred prestige on its holder, those appointed were usually sons of good family who had been to one of the older Public Schools and who held the degree granted by one of the older Universities. In a word, they were "gentlemen" and thus far superior to the poor hacks they visited—not only in their own estimation but also in that of the latter. One still reads stories of the Inspector of the 1880's who always wore gloves since he felt it to be courteous to shake hands with elementary teachers—the English have always known how to achieve compromise! Occasionally, the system worked extremely well. No one can seriously doubt that a man like Matthew Arnold did a lot of good. He may even have spread "sweetness and light" wherever he went slumming in the schools.

Let us note and stress the points. The School Inspector of the nineteenth century was, like his predecessor, the social superior of the teachers he visited. He functioned within a class-stratified society, with rather low social mobility. His own feeling of superiority was conceded to be right by teachers, headmasters, parents, children, all of whom looked up to him. It was reinforced by his place in either the religious or the governmental hierarchy. His authority was based on the total resultant.

In those days too, no one seriously doubted what were the paramount aims of the elementary school; the teacher had to keep order, using moral or even physical force, and then teach a number of simple skills. The norms of evaluation were simple to apply. Moreover, the Inspector was a very well educated man, steeped in the general literary culture of the time. His superior knowledge and wider outlook enabled him to provide acceptable guidance. He had travelled further along the road which all would wish to pursue and he had surveyed it more thoroughly than teacher or parent. No wonder that

when such men came to visit a school they were received with awe and listened to with deep respect. Their reports, their advice, their criticisms had the force almost of divine law!

THE NEW CONDITIONS

Let us turn from this scene and consider the changes which a hundred years have brought.

1. The role of the schools has been transformed. In the first place, they have taken over many new functions—such as the distribution of milk and meals; medical inspection; child guidance; and so forth. In consequence, administrative aspects grow increasingly complex. More and more time and energy has to be devoted to paper work; to forms and to red tape. Furthermore, the variety of subjects taught is now much greater than it was, and everybody knows that the Inspector is not expert in all of them. Moreover, teachers are now concerned increasingly with the formulation of attitudes and the teaching of social skills—areas in which success is less easily evaluated than when the aim was the simple memorization of verbal formulae. Anyone who inspects institutions of this kind can no longer behave as did the Scholiarch, secure in his possession of truth, and interested chiefly in making sure that the right dogmas were being taught.

2. Inspectors are no longer always superior in education or social backgrounds to the teachers they inspect. Many of the latter hold university degrees and are the intellectual equals of their hierarchic superiors. Furthermore, since educational systems everywhere function effectively as social elevators, inspectors now usually come from the same social strata as teachers. In any case, advancing industrialization and steep taxation have diminished the respect which was traditionally accorded to persons higher up in the social scale. As is said "Snobbery has everywhere diminished". An Inspector can still rely to some degree on his

position in the educational hierarchy, but he cannot trade on it. His own personal gifts and professional prestige matter more than they did. He is no longer an object of awe.

3. Teaching is rapidly becoming a profession: Teachers, like doctors or lawyers, are now thought of as possessing special skill and knowledge, acquired through specialized training and not merely empirically. Prestige now comes to those who are thought of as professionally skilled. Thus a teacher of science who knows how to devise ingenious new experiments or a teacher of history who has published successful textbooks, will probably be more highly considered, because of the special knowledge and skill they have, than an inspector without such professional reputation. This is very typical of industrialized, technological societies. In factories, too, it is the man with a special "know-how"—the trained engineer, the scientist, who is respected by the workers and not the wealthy capitalist. In children's books, too, heroes are now those who know rather than those who own.

4. The combined effect of the social changes going on is that simple blind obedience is less freely given by those below and less ardently desired by those higher up. Increasingly, all those who participate in the work of a profession want to have a hand in the framing of policy and in the drafting of instructions and regulations. Thus, the possible pattern of activity for an Inspector is altogether different from what it was fifty years ago. No Inspector now wishes to behave as did his predecessors, nor could he if he tried. The result, however, is not that inspecting has become easier or less important. On the contrary, the inspectorial function is more complex than it was and calls for a higher degree of skill as well as for a deeper understanding of human beings. Evidently an Inspector must still be a man of integrity and of marked personality but, in addition, he has now to be a professional expert able to display and prove his competence.

THE REACTION OF TEACHERS

Let us turn to the other side of the business of inspecting.

Let us consider it from the angle of the teacher. The latter, of course, views it in the way he has learned by tradition and hearsay that it should be. He fears the process and dislikes being watched while at work, for he feels his position is ambiguous. He resents the idea, that some one, possibly no better than himself professionally and coming from the same kind of background, neither his intellectual nor his social superior, should come in and judge what he is doing. In any case, this is about the only occasion when a professional man is inspected while actually dealing with clients.

At the same time, since classroom teachers are as a rule rather lonely people, he quite likes the idea that a sympathetic person should come in and afterwards discuss his work, talk about his problems, and perhaps advise him as to what he might well do. He realises that Inspectors have a chance of seeing many teachers: that they are, so to speak, liaison agents between schools. He knows too that they are a little more removed from the immediate urgency of class room situations, and therefore presumably able to take a rather more calm and dispassionate view of what is actually happening. In a word, the reaction of the teacher is polar and ambivalent, looking for and desiring advice and help but suspicious and resentful of the agency through which it is given.

It is interesting, of course, to note that an attitude of this kind is not entirely unlike that of a child towards his parent. Here, too, the ambivalence is marked. Here too, one finds both desire for submission and a will to self-assertion, held in polar ambivalence. Nor is this resemblance surprising since, in fact, the child/parent pattern of relationship is the first that any human being learns. When he learns it, the experience is so intense and laden with emotion that rather few adults

can ever learn to manage it constructively and well. Often they fall into one or other of two extremes, submitting when they should not and hating themselves for so doing, or reacting aggressively and later despising themselves for having been unpleasant to persons they respect and like.

The wise Inspector, of course, knows all this and adjusts his approach to the prejudices of the teachers he visits. He attempts to disarm their obvious suspicion making it clear that he wishes to be looked upon simply as a friend. In a word, he tries to help the teachers to lose their fear of the parent-figure and thereby makes it possible for them to manage their ambivalence constructively. Only too often, however, this is impossible because of the institutional framework within which the inspector has to operate. Take the case of New Zealand twenty years ago. It was no matter of surprise that the Inspector's visit should be looked upon by the teacher in an isolated country school with fear and resentment. After all, it was the report later sent to the central authority which would decide his salary; and he had not power to protest against injustice or bias. To a man of weak fibre, lacking integrity and humility, the power thus bestowed on the Inspector was a source of pleasure. He would be approached as one wielding power; with subservience and humility. Needless to say, most New Zealanders withstood the temptation to abuse authority. They simply attempted to perform their duty to the best of their ability. Nevertheless, not the temptation and the harm done to personal relations as well as the permanent effect on the quality of education. What did the children think of it all? They know and understand more than most adults willingly grant!

THE DOUBLE FUNCTION OF THE INSPECTORATE

Thus we are led back once more to the point previously stressed in this paper; the double function of the inspectorate. Can the regulative,

supervisory, administrative duty be combined with the stimulating, advisory, friendly relation. A supervisor is a piece of administrative machinery. He has relentlessly to see to it that regulations are obeyed, that cloakroom accommodation is adequate, that schools are clean, that accounts are properly kept. He must be severe, admonish and grumble. But can he then be guide, counsellor and friend? The answer is "Yes" if he can rely on his position in a social or administrative hierarchy and if those "under him" accept subservient roles. That is to say, the answer is "Yes" if the society in which he operates is medieval, under-developed, or bureaucratic. But "No" if it is modern or democratic and if the relationship between teacher and inspector is to be between mature adults.

One of the most valuable suggestions in the English McNair Report was that of creating Educational Advisors and a very hopeful recent development in Latin Countries has been the appointment of increasing numbers of *conseillers pedagogiques*. Only such people, relatively free of routine administrative duties, can really help in improving the quality of education. Has not the time come for a frank recognition of the need for this separation of duties by a separation of posts?

THE GUIDANCE OF TEACHERS

We should be clear regarding the implications of the above proposal. Inspectors in the past have been thought of as the controlling and supervisory agents of the Church, of the parents and, later, of the State. Advising and Counselling Inspectors would be the representatives of the Educational Profession itself; the guardians of its conscience, its wisdom and its experience. As such their duties would fall into three chief categories:—

(i) *The induction and admission of new entrants to the profession.*

It is evident that Training Colleges or University Departments of Educa-

tion cannot really "train" teachers any more than Medical Schools can "train" doctors or Law Schools, Lawyers. What they can and should do is to place at the disposal of young entrants such professional knowledge as exists and prepare them to profit from the experience they will gather. The arts of teaching and of class management can be acquired and mastered only by continued practice under the guidance of "an old hand". But the master-craftsman needs support and encouragement from a colleague whose view extends further than a single school—and this is where the Inspector-Counsellor comes in. It would be his job to make the young teacher feel that he was entering a great profession, carrying national and even international responsibilities.

(ii) *The raising of professional standards and the improvement of practice.*

This would involve the organization of refresher courses and other forms of in-service training; the promotion of attempts made by school staffs to improve the curriculum provided; the encouragement of all attempts made by teachers to improve their knowledge or academic qualifications. It would also involve readiness to discuss the problems of teachers at the appropriate professional level.

(iii) *The maintenance of morale in the teaching profession.*

This is perhaps the most difficult of all the tasks that a Counsellor might attempt. The morale of the teaching profession throughout the Western World is not very high. Relatively to other forms of occupation, the remuneration of teachers has tended to fall and this has encouraged a rather widespread feeling that the value of their work is not being properly appreciated. Furthermore, the work itself has been getting more arduous. Children are less well controlled by their parents than they were and secondary schools are filled with pupils coming from homes without any tradition of

serious study. Lastly, all sorts of new demands are laid upon the profession. To raise morale under such conditions is not easy. Clearly, to grumble or to criticize or to condescend will merely make matters worse. It is precisely here that real skill in human relations will help most.

How could Inspectors or, better, Teacher-Counsellors equip themselves for their task? The easy answer would be to say that they should have at their disposal a great deal of professional knowledge—and this is obviously true though insufficient. Evidently one who is supposed to advise and to help members of the teaching profession should know something about the history of that profession and should have ideas about its social functions. He should have at least a general acquaintance with modern psychology and should know how to apply it. He should be in touch with educational literature so as to be able to suggest the right books to his colleagues. And, since he is expected to give advice on methods of teaching he should be in touch with developments in this area so as to be able to put new knowledge at the disposal of the teachers he visits.

All this, however, is only one aspect. The truly important part of the job is that which concerns the human relations involved. How is the counsellor to treat the Principals of Schools and the ordinary teachers so that their reaction will be creative, so that they will feel the release of new powers as a result of the meeting of minds? The Counsellor will have to be a man or woman of real maturity. The understanding of human beings which he needs does not come easily and is not to be got from books. It was our hope that this Conference would be a contribution in this direction—that it would afford an opportunity to ponder, to reflect to become aware of all that is involved.

CONCLUSION.

The view taken in this paper of the new functions of the Inspectorate is, as you have gathered, very high and

rigorous. I have looked upon Inspectors as the Elite of the profession: men and women of wisdom, understanding and knowledge who devote themselves to raising standards and to releasing powers latent in their colleagues. Only such would be qualified to give guidance to adults, because in giving such guidance they would be serving ends greater than personal or selfish ones. If they were thus qualified they would gain the only kind of authority which a professional person should desire or prize: that which given to knowledge, devotion and unselfishness.

Modern education has become a very complex enterprise, and it needs to be continually reconstructed and reformed because the work it has to do changes continually. To this task of constant re-creation all need to contribute: parents, teachers, principals, inspectors, students of theory. Among these, the inspector may hope to become the catalyst of change instead of what he now often is, the inhibitor. His reward might then be found in the spectacle of happy children and of prosperous nations at peace with one another.

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EDUCATIONAL INDIA

Edited by

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NATIONAL UNION OF TEACHERS' ANNUAL CONFERENCE, SCARBOROUGH 1955

SUMMARY OF PRESIDENTIAL ADDRESS.

"When will this nation wake up to the fact that the best investment it can make is to 'insure its future' through its children?" asked Mr. Herbert J. Nursey in his Presidential Address at the Annual Conference of the National Union of Teachers. "A nation that spent 9.4% of its total National Income in 1910/11 on Education and only 6.8% in 1953 can hardly be said to be progressing educationally with reckless abandon."

Surveying the educational problems of the ten years since the passing of the Butler Act, Mr. Nursey said that difficulties had been considerable, neglect of buildings and failure to renew equipment, added to the losses through war had resulted in inadequate school buildings, and the more urgent need for a tremendous number of new houses had diverted labour and materials from schools. George Tomlinson, when Minister of Education, had planned painstakingly to provide school places where they were needed, but he had been forced to apply very firm restrictions on what he regarded as being immediate non-essentials so that some progress could be maintained. Hence in the main there had been concentration on new schools on new housing estates.

Now Sir David Eccles was about to write his chapter in the history of the 1944 Act continued Mr. Nursey. He had the reputation of being a dynamic administrator. His record as Minister of Works, particularly in connection with the Coronation Celebrations and Decorations stood high. If an era of celebration and decoration was at hand for the schools of this country and Sir David could administrate it with the same speedy success, the teachers would be with him. Despite the increased powers conferred by the 1944 Act upon

Ministers of Education it could not be said that they had placed too tight a rein on Local Education Authorities. One could still discern where generous visionary provision has been planned in one area in contrast to parsimonious, short sightedness in another. Local Government, thought Mr. Nursey, had failed to adjust itself satisfactorily to the changing demands of the Welfare State. The out-moded system of rate levying, its antiquated method of expression as a rate poundage, combined with sharply rising costs had presented a serious and difficult problem to Local Authorities.

"And what of the teachers? How have they risen to the opportunities afforded by the 1944 Act?" asked Mr. Nursey. So far as the maintained grammar schools were concerned they had done a grand job. In many localities their results had by far surpassed, when measured by sheer academic achievement, those of older established foundations. In the secondary modern schools, that excitingly new, but exceedingly difficult section, teachers were by trial and error working out a solution for their scholars and themselves. Secondary Technical Education had not yet achieved real stature. Attempts in breaking down academic and social barriers were being made in Comprehensive School experiments. Upon whether they would be able to provide education for all, equal to the best in each separately, would depend the Nation's assessment of whether the newer was better than the older conception of classification. Nobly had the primary schools carried the enormous burden imposed by the "bulge", in spite of the fact that many teachers had been handicapped not only by increased numbers, but by unsuitable, cramped and old buildings.

"What reasonable conclusions can be drawn for future action from the trends I have reviewed?" asked Mr. Nursey.

So far as the Minister of Education was concerned, difficulties enough needed to be surmounted. Could a Nation be said to be making real progress when it was not spending as much per head on the education of its children as in pre-war years? Yet such was the case in England and Wales. Sir David was faced with the problems of too early leaving from grammar schools and the necessity for an increased supply of good science teachers. Energetic action was necessary to alleviate the defects caused by unsatisfactory home conditions and at the same time to remove unjust financial disabilities operating against parents in those income groups where maximum encouragement for extended school life revealed itself. Some of those financial disabilities could easily be tackled by direct action—family allowances for all children during the time they remain at school, and a greater degree of central guidance on the question of maintenance allowances which would prevent anomalous differences such as existed at the present time between different areas.

"What of the future for our friends the Local Authorities?" asked Mr. Nursey. Their everlasting problem was how much could the rates stand, but it had been shown that in 1952/53 in real values the rates were bearing only £4 million more than in 1938 in spite of the fact that there were nearly a million more children in the schools. The average rate in 1938 was 13/1d. in the £ (the equivalent of 30/6d. to-day),

while the average rate of 1952/53 was only 20/1d. Mr. Nursey went on to refer to the new valuation lists to be introduced in 1956 and felt that if they succeeded in the objective of securing reasonable unity of assessments throughout the country there would arise the whole review of exchequer grants because present formulae would be completely upset. If Local Councillors desired to retain local autonomy they must shoulder corresponding responsibilities since should they fail to rise to their opportunities the future would look bleak and would present two alternatives—either a mediocrity in provision and administration too dismal to be contemplated or the transfer of education from local to Regional or Central Authorities, involving more standardisation and possibly more restrictions upon initiative and freedom.

"What of ourselves, the remaining partner?" asked Mr. Nursey. After ten years of an Act of vision designed to unify the education service, the teaching profession had still failed to find complete unity. Mr. Nursey felt that there were a number of professional problems to be faced in the near future which should command the united support of all teachers. First it was necessary to secure an adequate supply of well trained teachers of high quality, second to secure a professional salary for a professional job, and third to secure fair treatment so far as the teachers' superannuation scheme was concerned.

NATIONAL UNION OF TEACHERS

ANNUAL CONFERENCE, SCARBOROUGH, 1955

Summary of General Secretary's Address to Members of Conference, Saturday, April 9th, 1955.

In his Address to Conference on Saturday, April 9th, Mr. Ronald Gould, General Secretary of the National Union of Teachers, drew attention to considerable progress in various parts of the educational system. "A tremendous increase in the demand for education beyond the age of 15 has shown itself, and it is not confined to one type of school," said Mr. Gould. "In the Modern Schools there are over 24,000 children over the age of 15. 5,500 children in Modern Schools remained to take the G.C.E. at Ordinary Level last year, and these figures are increasing year by year. In the Grammar Schools in recent years there has been a significant reduction in early leaving. The number of 17-year old pupils receiving education has doubled since before the war, and the number of 18-year old pupils has been increased by more than half. There are similar developments in Secondary Technical Schools. Very many pupils who have left Modern, Technical and Grammar Schools are also continuing their education through part-time day release education in Technical Colleges and similar institutions. Indeed, there are eight times as many as before the war, and twice as many as in 1947.

What a remarkable story! And how paradoxical! We hear many criticisms of the quality of education. Newspapers carry stories of magistrates and others who loudly declare education is not what it was or ought to be, but at the same time parents, employers, trade unions and children are all demanding more of it.

This is a fact of great importance, politically and administratively. No Government has yet fixed the date when every child shall remain at school until

the age of 16, yet more parents every year are voluntarily keeping their children in school until the age of 16 and beyond."

Moreover, there were marked improvements in the qualifications of members of the teaching profession. Partly the result of decisions taken in 1945 following the Education Act and partly because of policies followed since. In 1954 there had been an increased number of graduates in the profession, an increased number of trained graduates and an increased number of qualified teachers. The number of unqualified teachers was the smallest ever known in the teaching profession. Temporary teachers had been still further reduced in number and real progress was being made.

Dealing with school buildings Mr. Gould said that the tremendous post-war demand for building for new schools, homes and factories had caused both post-war Governments to establish an order of priority for all kinds of building. Schools could be built only for new housing areas and for those places where the increased birthrate made building imperative. They could not be erected to complete reorganisation or to replace outworn and insanitary buildings. Since more of the new housing estates were in urban areas and the increased birthrate put the biggest strain on accommodation in urban areas, little or nothing had been done to satisfy the needs of the countryside. This would have been less serious if country areas had been conspicuous for school building development before the war, but with few exceptions shining like good deeds in a naughty world, the country areas even to-day still struggled along with hundreds of unreorganised schools and hundreds (and that was not an over-statement) of obsolete and insanitary school buildings. And this nine years after the Education Act, which promised every child equal opportunities, reasonable school conditions and secondary education for all after

the age of 11. "Is it any wonder that parents, teachers and administrators in country areas were beginning to lose hope?" asked Mr. Gould.

Sir David Eccles, however, had now called on Local Education Authorities in rural areas to prepare a five year plan to enable reorganisation to be completed. He had also removed the ceiling on minor works, allowing any local authority to spend as much as it pleased, provided not more than £10,000 was spent on one particular job.

Mr. Gould said that the results had been good. Local Authorities had responded well, many of them magnificently. He was very glad indeed to see a speeding-up of building, particularly in the rural areas. He was glad to see old buildings being restored and steps being taken to implement the Act. Was this enough? asked Mr. Gould. He thought not. For the present policy did not solve the problem of unreorganised urban areas nor that of eliminating unsatisfactory buildings in urban or rural areas. It was, therefore, in his opinion, of the utmost importance that urban and rural areas should take full advantage of all the opportunities they now had and that urban areas particularly should demonstrate that their technical resources and building capacity would enable them to carry out even more than the plans approved by the Ministry. This would provide support for the view that a more liberal building policy should be adopted.

Dealing next with the problem of the quality of teachers Mr. Gould said that some time ago he had felt that the demand for so many teachers might result in a lowering of quality. He believed now, however, that the period of greatest danger had passed. In 1954 there were considerably more applicants for admission to training colleges and more than ever before were admitted, and there were good prospects for next year.

The demand for a three year training course had grown in the past year. The

complexities of the world in which we lived, the moral, political and economic challenge of our times demanded the best possible education for our children which could only be achieved if teachers were carefully selected and highly educated. To ensure quality in the teaching profession, therefore, the minimum course must be extended to three years.

Turning next to the question of teachers' salaries Mr. Gould reported on his visit last year to Geneva where he attended the International Labour Organisation's Conference on teachers' salaries and at which he represented the teachers of Great Britain. Some critics would no doubt say that the agreement reached at that Conference was somewhat vague and generalised and when it was submitted to some governments it would perhaps be ignored. That may be so, said Mr. Gould, but it was the first attempt by governments, employers and teachers to deal on a world basis with teachers' salaries and it was remarkable that despite complexities and difficulties agreement was reached. What he found more remarkable, however, was that for the first time in his experience, indeed he thought, for the first time in history, teachers from communist countries and teachers from the Western democracies, teachers from trade unions associated with the World Federation of Trade Unions, teachers from trade unions associated with the World Confederation of Free Trade Unions and teachers from unions which were independent of those bodies, were all able to agree upon a concerted policy.

Turning next to the position in this country, Mr. Gould said he was proud to have been associated with the victory on equal pay, for he thought that the removal of discrimination against women was fundamental to making teaching a real profession. There still remained, however, the wider problem of establishing so far as may be possible social and economic justice amongst those with varying personal, family and domestic responsibilities. It was a problem which affected all classes of the community and was, therefore, one

which must be dealt with by the State. Family allowances, income tax reliefs and social services all helped towards the establishment of social and economic justice between those with children or other dependants and those without. He had no doubt himself that as equal pay became progressively established the Government would be aware of the need to extend those and similar measures and he assured his listeners that the Executive of the Union would play its part in endeavouring to secure that not only professional, but economic and social justice was secured for its members.

Considering next the question of pensions, Mr. Gould surveyed the events which had taken place from the publication in March 1951 of the Actuary's Report until the abandonment of the Bill after vigorous opposition from the Union. Sir David Eccles had called together, a short time ago, representatives of the Local Authorities and teachers. As yet little progress had been made and there were no developments to report.

Mr. Gould concluded by a reference to a revaluation of property which was taking place throughout the country under the control of the Inland Revenue Department. It was believed that the work would be completed by 1956. That would be a critical period for education. Rateable value was an important factor in fixing grants and if as seemed certain, rateable values were varied as a result of revaluation a review of grants would be imperative and this the Government had promised.

Mr. Gould hoped that Local Authorities would accept the responsibility for a substantial part of the cost of financing their activities. He was firmly of the opinion that a substantial proportion of the total cost of education should be found locally. He hoped, too, that the review would substantially increase the resources of Local Authorities. Grants and local resources together must be sufficient to enable every Local Authority to make adequate educational provision for every child.

Memorandum submitted to the Elementary Education Committee by the South India Teachers' Union.

AIM AND ORGANISATION.

The aim of elementary education should be to develop the complete personality of the child as well as the over-all living conditions of the community in which the child lives.

DURATION OF THE COURSE.

The minimum age for admission to an elementary school should be the completion of the fifth year. There should be only one course of eight years of integrated instruction, i.e., from age 5 plus to age 13 plus. The present higher elementary and middle school courses should merge in this eight years course. This course should not only be complete in itself but should lead on to higher secondary course and other courses.

IMPLEMENTATION.

If education up to the end of this course cannot be made free immediately for all, it is suggested that education for the first five classes may be made free for all children and in the last three classes, besides the concessions already given, half fee may be levied in the case of others. Even this should be removed at the end of the fifth year in order to implement Article 45 of the Constitution of India.

Compulsion may be introduced in the two stages—first from 1 to 5 classes and then 6 to 8 classes throughout the State. To increase enrolment, schools should be near, free midday meal and books and slates should be supplied to poor children, and propaganda should be adopted in the initial stages before compulsion is introduced. Some of the lower elementary schools may be upgraded.

If the present schools are to be converted into basic schools, it should be done gradually. First, the training institutions should be reorganised and training to future entrants should be in basic education. Secondly, in the first

three classes, as the children are very young, instruction should be through activities and not through crafts. In the last five classes instruction may be through one or two crafts. In urban areas, instruction may be through gardening, elementary carpentry and other activities and through any suitable craft.

Both moral instruction and religious instruction should be imparted. The religious instruction should be given by the teachers themselves within school hours.

BUILDING AND EQUIPMENT.

The present buildings and equipment are inadequate. Simple buildings suited to local conditions may be had. Desks alone are necessary and not benches. Local help in the acquisition of sites, in the construction of buildings and in getting lands either for cultivation or for playground or for gardening, must be sought.

ADMINISTRATION AND AGENCY.

The present three agencies—the government, local bodies and private agencies—should be replaced by only one agency, i.e., the government. As nearly 95 per cent of the cost of elementary education is met out of public funds, the government may take over the agency. This taking over may have a number of difficulties in the initial stage. Teachers in aided institutions are dissatisfied with private agencies. Private agencies may be retained and encouraged if they do any experimental work.

Two or three taluks may form an educational district or unit. This district or unit will be under a local Educational Authority consisting of representatives of the Department of Education, of teachers and of the public men of the locality. This body will have power to appoint teachers, transfer them when necessary, disburse salaries and take steps to maintain the schools efficiently.

The South India Teachers' Union is not in favour of denominational schools.

If religious denominations desire to have their own schools for the children of their faith, they may be permitted, but they should not be given any grant by the government.

QUALIFICATIONS OF THE STAFF.

The minimum qualification for a teacher should be secondary grade trained. The last two classes, namely, the 7th and the 8th classes, should preferably be handled by trained graduates.

The present higher grade trained teachers should be gradually replaced by secondary grade trained teachers. All facilities must be given to them to qualify themselves as secondary grade teachers. Such of those as are unable to qualify themselves should be allowed to continue till their retirement.

To increase the efficiency of the present set of teachers once in two years refresher courses lasting at least for four weeks should be held. This training is very important, as the teachers may be acquainted with the latest methods of teaching and the teaching aids available. Other ways of increasing their efficiency are, Teachers' Association meetings, Library service and professional conferences.

Elementary school teachers should have practical training in agriculture, gardening and some other craft during their training period and also, during the period of refresher course, if possible.

More women teachers may be employed for the lower classes. In order to solve the problem of shortage of teachers, married women may be employed as part-time teachers, if they are not available as full-time teachers; so also retired teachers may be employed, if they are hale and healthy and physically and mentally fit.

At the end of the eighth year course certificates of merit may be issued. There is no need for an external examination. If this is not acceptable, the Local Educational Authority may be permitted to conduct an external examination and this examination should

be the passport for admission to other courses.

Pre-primary schools may be started by private agencies. There are not adequate facilities for the education of handicapped children. The Government alone can run institutions for such children.

Since the present convent schools tend to perpetuate and create another class, they should be transformed to our atmosphere.

RESEARCH IN EDUCATION

It is highly essential to set up a small Educational Research Bureau to study problems relating to elementary education, scientifically and extensively, and to render service to the Department from time to time. This Bureau should be attached to the University of Madras. The South India Teachers' Union has started a Council of Educational Research which may be subsidised by the Government.

SALARY SCALES AND CONDITIONS OF SERVICE.

The scale of pay for a secondary grade teacher should be Rs. 75—5—150 and that for a higher grade trained teacher Rs. 60—3—120.

If teachers are unwilling to go to villages, it is because the conditions there are not attractive. If they are made attractive, many would go. Quarters for teachers should be built. Facilities to improve themselves, professionally and academically, must be provided. They should be given opportunities to take part in all welfare activities off the village.

At present there is shortage of teachers. Further, there is shortage of training institutions also. To solve this, apprentice training course may be introduced till a sufficient number of training institutions are started. Each trained graduate with not less than ten years experience in a high school will have attached to him an untrained S.S.L.C. for two years as an apprentice. The senior teacher will give him all the necessary training during this period.

At the end of the period a certificate from the senior teacher should entitle him to be regarded as a secondary grade teacher. During the period of apprenticeship, the apprentice should be given the salary of an untrained teacher.

To become a fully qualified secondary grade teacher, he must get a pass in the secondary grade Theory paper.

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4. Malabar Christian College School Magazine—March 1955.
5. Milk Day Souvenir—Madras Journal of Co-operation—April 1955.
6. Hindu Theological High School, Madras, Magazine—1954-55 (containing an account of the Teachers' Cultural tour of North India).
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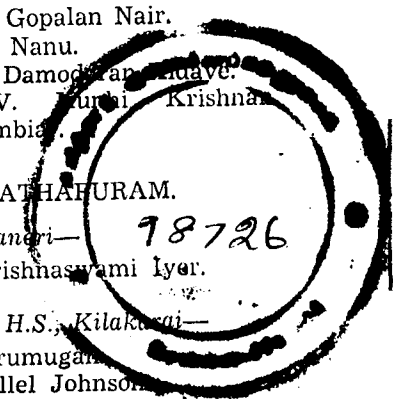
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448. „ O. V. Rajagopala Iyer.

449. „ R. Vaidyanathan.

450. „ S. N. Varadarajan.

451. „ S. Jagaraj.

452. „ A. Chennabasavan.

453. „ V. Audiappan.

454. „ P. Somasundaram.

455. „ A. N. Thirumalai Pillai.

K.K. High School, Velur (Salem)—

456. Sri T. S. Munuswamy.

457. „ S. Srinivasa Iyer.

458. „ V. Swaminathan.

459. „ B. Kalyanasundaram.

460. „ G. Subramanian.

461. „ P. Shanmugasundaram.

462. „ C. Andiappan.

463. „ G. A. Mahadevan.

TANJORE.

K.G.S. High School, Auduthurai—

464. Sri S. Kasturirangan.

465. „ T. S. Gopalachariar.

466. „ V. G. Seshadri Iyengar.

467. Sri N. Muthuswamy Iyer.

468. „ T. R. Thiagarajan.

469. „ D. Gangadhara Iyer.

470. „ S. A. Swaminatha Iyer.

471. „ S. Swaminatha Iyer.

472. „ S. Ramabhadra Iyer.

473. „ V. R. Venkatrama Iyer.

Findlay H.S., Mannargudi—

474. Sri J. Amaladasan.

475. „ P. Viswanatha Iyer.

476. „ T. Subramania Iyer.

477. „ M. G. Samuel.

478. „ W. D. Muthiah.

479. „ S. Krishnaswami.

480. „ S. Ramaswami Iyengar.

481. „ J. S. Devadoss.

482. „ N. P. P. Appavoo.

483. „ A. Shanmukhasundaram.

484. „ A. Gurumanickam.

485. J. D. Charles.

486. „ R. Bhakthavatsalam.

487. „ V. Rajagopala Naidu.

488. „ K. Subramanya Iyer.

Board H.S., Kodavasal—

489. Sri S. Desika Iyengar.

490. „ S. Veeraraghavan.

491. „ T. K. Venkataraman.

492. „ A. Viswanathan.

493. „ N. Rathna Mudaliar.

*Ely. School Teachers' Union, Solapandi,**Mannargudi—*

494. Sri N. S. Venkateswaran.

Sir S. Iyer H.S., Tirukkattupalli—

495. Sri S. R. Balasubramania Iyer.

496. „ P. R. Muthuswami Iyer.

497. „ A. Suryanarayana Sastri.

498. „ V. Swaminatha Iyer.

499. „ R. S. Thiagaraja Iyer.

500. „ T. M. Rajagopala Iyer.

501. „ P. K. Narayana Iyer.

502. „ C. Ramaswamy Iyer.

503. „ V. Kumaraswamy Pillai.

Veeraraghava H.S., Tanjore—

504. Sri A. Desika Iyengar.

505. „ P. Venkatrama Iyer.

506. „ R. Ekambara Nattar.

507. „ R. Ramasesha Iyer.

508. „ T. K. Ramaswamy.

509. „ N. B. Balakrishnan.

510. „ V. Subramania Iyer.

511. „ R. Rama Rao.

Board H.S., Rajamadam—

512. Sri S. Kumaresan.

513. „ T. S. Swarnam Iyer.

National H.S., Nagapattinam—

514. Sri S. Balasubramania Iyer.
515. Sri S. S. Avadhaniyar.
449, East Main St., Tanjore.

T.A. High School, Tiruvadamardur—

516. Sri S. Sivasamba Iyer.
517. „ M. A. Rajagopala Iyengar.
518. „ V. Vydyalinga Iyer.
519. „ G. Swaminatha Iyer.
520. „ V. S. Krishnamurthy.
521. „ M. Krishnaswamy.
522. „ M. Venkatraman.
523. „ V. Natarajan.
524. „ R. Kannan.
525. „ N. Viswanathan.
526. „ P. Subramania Pillai.
527. „ B. Mahalinga Desigar.
528. „ S. Vaidyanatha Iyer.
529. „ A. Audiapadam.
530. „ B. Mahalinga Iyer.
531. „ V. Vaidyanatha Iyer.
532. „ S. Rangaswamy.
533. „ A. Venkatrama Iyer.
544. „ S. Ganesa Iyer.
535. „ P. S. Ramachandran.
536. „ K. R. Kaliaperumal.

Municipal H.S., Koranad, Mayuram—

537. Sri J. B. Devasahayam.
538. „ R. Ramanathan.
539. „ K. V. Ganapathy Chettiar.
540. „ M. Subramaniam.
541. „ N. Sethurama Iyer.
542. „ S. Ramamurthy.
543. „ R. Kunchithapadam.
544. „ R. Venkatesan.
545. „ R. Arumugam.
546. „ S. Santhanam.
547. „ V. Viswalingam.
548. „ M. Kandaswamy Pillai.
549. „ R. A. Lourduswamy.
550. „ N. Ramamirtham.
551. „ V. Chester Paul.
552. „ S. Kunchithapadam Pillai.
553. „ S. Rangaswamy Pillai.
554. „ K. Sethupathi Pillai.

C.S.I. High School, Nagapatnam—

555. Sri A. S. Dorairaj.
556. „ N. Gopalakrishnan.
557. „ M. C. Samuel.
558. „ J. J. Devavaram.
559. „ R. Santhosham.
560. „ M. Raju.
561. „ D. S. Kanakaraj.
562. „ R. P. Paulraj.

National H.S., Mayuram—

563. Sri M. K. Nataraja Iyer.
564. „ S. K. Narayanaswami Sastri-
gal.
565. „ S. V. Kalyanasundaram.
566. „ S. Mahadevan.
567. „ S. Narayanaswamy Iyer.
568. „ K. M. Subramania Iyer.
569. „ R. Narayanachar.
570. „ N. Ramaswami Iyer.
571. „ K. N. Natesa Iyer.
572. „ K. K. Natarajan.
573. „ N. S. Gopalakrishna Pillai.

Kalyanasundaram H.S., Tanjore—

574. Sri V. Sarangapani Naidu.
575. „ V. Akshayam.
576. „ M. Srinivasan.
577. „ A. Vadivelan.
578. „ D. Ramanathan.
579. „ K. Ramanathan.
580. „ V. Lakshmanan.
581. „ R. Ramasesha Sastri.
582. „ A. S. Jayaraman.
583. „ S. Srinivasan.
584. „ K. S. Ramachandran.
585. „ N. S. Thathachari.
586. „ T. V. Muthusubramania Iyer.
587. „ V. Subba Iyer.
588. „ K. Chinnaiyan.
589. „ T. S. Ananthachari.
590. „ R. V. Subramaniam.
591. „ S. Srinivasan.
592. „ K. Balakrishnan.
593. „ I. Ramiah Sethiyar.
594. „ V. Sundaram.
595. „ M. Venugopalan.
596. „ Miss M. Valli.
597. „ M. Velusami.
598. „ S. Krishnamurthy.
599. „ V. Narayanaswami.
600. „ A. Swayambhu.
601. „ S. R. Chandran.

Board H.S., Peralam—

602. Sri B. Muthiah.
603. „ C. R. Amirtham.
604. „ S. Subramanian.

Banadurai H.S., Kumbakonam—

605. Sri A. Rajagopala Iyengar.
606. „ S. Narasimharaghava Iyen-
gar.
607. „ R. Sethuraman.
608. „ K. R. Subramanian.
609. „ K. S. Rajagopalan.
610. „ M. Swaminath.
611. „ R. Narasimhalu Naidu.

612. Sri A. Kuppuswamy.
613. „ V. Raghava Thathachariar.
614. „ V. Ranganathan.
615. „ K. Srinivasa Sarma.
616. „ T. K. Govindarajan.
617. „ K. G. Krishnamurthi.
618. „ R. Balakrishna Iyer.
619. „ M. Balasundaram.

Town High School, Kumbakonam—

620. Sri V. Gopala Iyer.
621. „ S. Viswanatha Iyer.
622. „ A. Lakshminarasimhan.
623. „ V. Rajagopala Iyengar.

Aided Ely. T.A., Nagapatnam—

624. Sri G. J. Jayanathan.

Municipal H.S., Mayuram—

625. Sri S. Seshagiri Iyer.
626. „ V. Krishna Iyer.
627. „ S. Narayanaswamy.
628. „ R. Krishna Rao.
629. „ R. Mahadevan.
630. „ T. V. Rangaswami Thevar.
631. „ T. G. Swaminathan.
632. „ P. Rajagopalan.
633. „ V. Ramamurthy.
634. „ V. Ramani.
635. „ M. R. Rajagopalan.
636. „ S. Mahalingam.
637. „ S. Sundararaman.
638. „ K. S. Sethurama Sarma.
639. „ S. Sundaresan.
640. „ S. Ramanuja Iyengar.
641. „ S. R. Srinivasa Iyengar.
642. „ A. Dharmarathan.
643. „ K. Subramanian.
644. „ V. T. Narayanaswamy Iyer.
645. „ S. Ramalingam Pillai.
646. „ R. Sivagnanasundaram.
647. „ S. Pichai.
648. „ N. Ramaswami Chettiar.
649. „ M. Arunachala Mudaliar.
650. „ T. S. Ramachandra Sastri-
gar.
651. „ M. Sambandam.

TIRUNELVELI

K.S. Boys H.S., Srivaikuntam—

652. Sri P. Sundararaman.
653. „ P. Somasundaram.
654. „ T. K. Krishnan.
655. „ T. V. Ramanatha Iyer.
656. „ T. Krishnamurthy Iyer.
657. „ S. V. Vaidyanatha Iyer.
658. „ K. Venkatakrishnan.
659. „ T. Vaithiyamanidhi.
660. „ S. V. Purushothama Iyengar.

661. Sri T. S. Kuzhikathan.
662. „ S. N. Adhinathan.
663. „ D. S. Pakshirajan.

Tiruchendur Tq. Teachers' Union—

664. Sri M. V. Manickavasagam,
Meyyoor, Christianagaram.
665. „ N. Venkatachalam Iyengar,
P.M. Higher Ely. School,
Kulasekharapatnam.
666. „ D. S. Pandiyan, Teacher,
Kamala H.E. Echool,
Sathankulam.

Hindu H.S., Alwartirunagari—

667. Sri T. Sudarsanaramanuja
Iyengar.
668. „ S. Narayanaswami.
669. „ T. S. Srinivasan.
670. „ K. Ramakrishnan.
671. „ R. P. Raman.
672. „ T. A. Srinivasa Iyengar.
High School, Gopalsamudram—
673. Sri G. N. Viswanatha Iyer.
674. „ P. A. Subramanian.
675. „ P. S. Sundararaman.
676. „ A. S. Kulathu.
677. „ G. S. Kailasam.
678. „ P. A. Chellam Iyer.
679. „ S. R. Natesa Iyer.
680. „ A. Madanapandian.
681. „ H. Venkatachala Sastri.
682. „ M. S. Ramasubramanian.
683. „ S. Ramaiah.
684. „ M. Hariharasubramaniam.

Committee Ely. School, Shermadevi—

685. Sri S. R. Narayana Rao.

Thiruthapathi H.S., Ambasamudram—

686. Sri H. Visweswaran.
687. „ V. Venkateswara Iyer.
688. „ H. Thiagaraja Iyer.
689. „ K. S. Narayana Iyer.
690. „ M. S. Ranganatha Rao.
691. „ G. V. Subramania Iyer.
692. „ V. Kunchithapadam Iyer.
693. „ P. Piramanayagam.
694. „ C. S. Ramalingam Iyer.
695. „ R. Narayana Iyer.
696. „ A. Subbiah Mudaliar.
697. „ S. Lakshmikantham Iyer.
698. „ K. R. Krishnan.
699. „ M. A. Somasundaram.
700. „ K. S. Lakshmiarahan.
701. „ N. Venkataraman.
702. „ T. Guruswamy.
703. „ A. R. Krishna Iyer.
704. „ A. Kanthimathinatha Pillai.

S.A.V. High School, Tuticorin—
705. Sri V. Vijayaraghavalu Naidu.
706. „ M. V. Ramaswamy Iyer.

Schaffter H. S., Tirunelveli—
707. Sri G. Duraiswami
708. „ J. M. Loganathan.
709. „ N. A. Maharaj.
710. „ Y. S. Jeyaraj.
711. „ Samuel Joseph.
712. „ Jesumani Arul Devadoss.
713. „ V. Monickavasagam.
714. „ P. Jayaraj Christopher.
715. „ R. Rajamoni.
716. „ S. Ganesan.
717. „ S. S. Chelliah.
718. „ T. C. Narayanan.
719. „ S. Frederick William.
720. „ A. Chelladurai.
721. „ Johnson Gnanakkan.

Sokkalal H. S., Mukkudal—
722. Sri N. Balasubramanian.
Muslim H. S., Melapalayam—
723. Sri K. Mahadevan.

Pope Memorial H. S., Sawyerpuram—
724. Sri D. Chelliah.
725. „ Y. D. Epharaim.
726. „ G. S. Pandian.
727. „ P. T. Peter Chelliah.
728. „ Y. Dharmaraj.
729. „ D. Henry Thomas.
730. „ K. G. J. Vedanayagam.
731. „ D. N. Durairaj.
732. „ N. John Samuel.
733. „ A. Gnanajebamoni.
734. „ J. Samuel Thangiah.
735. „ C. Davasirvatham.
736. „ S. Duraiswamy.
737. „ T. Vincent Abraham.
738. „ P. Ponnuswamy.
739. „ A. Devadasen.

St. Xavier's H. S., Palayamkottai—
740. Sri S. Ramanathan.
741. „ N. Muthaiyan.
742. „ V. M. Kondaswamy.
743. „ S. Natarajan.
744. „ K. K. Lokachary.
745. „ S. Subramanian.
746. „ R. Vedanayagam.
747. „ D. Antonymuthu.
748. „ R. Jagannathan.
749. „ P. Krishna Iyer.
750. „ A. Mariadas.
751. „ N. Krishna Iyer.
752. „ A. S. Arulappan.
753. „ H. Ramanujam.

St. Xavier's H. S., Tuticorin—
754. Sri L. S. Joseph.
755. „ R. Ponraj.
756. „ G. Siluvai.
757. „ S. Muthiah.
758. „ T. Alangaram.
759. „ S. Francis.
760. „ S. Chellam.
761. „ M. A. Rajendran.
762. „ R. Maria Louis Pillai.
763. „ L. Arockiam Pillai.
764. „ S. Lourduswamy Pillai.
765. „ A. V. A. Appaswamy.

Chattram H. S., Kadayam—
766. Sri Daniel Muthuckan.
767. „ S. Ramasubramanian.
768. „ R. Anantharaman.
769. „ T. R. Nagarajan.
770. „ S. Sitaraman.
771. „ N. Sankara Iyer.
772. „ L. Sankaran.
773. „ P. N. Anantanarayana Iyer.
774. „ S. Hariharasubramanian.
775. „ A. Rajamani.
776. „ A. Venkatachalam.

Ramaseshier H. S., Pattamadai.
777. Sri K. G. Ramaswami Iyengar.
778. „ K. S. Sankararaman.

Barenbruck H. S., Surandai—
779. ...
780. ...
781. ...
782. ...

Tilak Vidyalaya, Kallidaikurichi—
783. Sri K. M. Sundaram.
784. „ M. S. Venkatachari.
785. „ N. Venkatasubramanian.
786. „ M. S. Subramania Iyer.
787. „ K. Venkatasubramania Iyer.
788. „ C. Ananthakrishna Sastrigal.
789. „ S. Krishnamuthy Iyer.
790. „ N. Meenakshisundaram.
791. „ K. A. Neelakantan.

St. John's H. S., Palacottah—
792. Sri G. Sam Victor.
793. „ V. Thangiah.
794. „ Victor Dare, J.
795. „ D. S. B. Willam.
796. „ A. Thanka Nadar.
797. „ A. S. B. Philip.
798. „ J. Arthur Asirvatham.
799. „ Charles Vettivel.
800. „ S. Pulamadan.
801. „ P. Devasigamani.
802. „ S. John Davasahayam.

C. C. M. High School, Idayangudi—
803. Sri A. J. D. Swamiraj.
804. „ G. Asirvatham.

W. T. High School, Nallur—
805. Sri James Vettivel.
806. „ R. Moses.
807. „ Paul Joseuh.
808. „ D. R. Jebaratnam.
809. „ D. Rajabhooshanam.
810. „ S. V. Ratnam.
811. „ A. Solomon Packianathan.
812. „ Y. David.
813. „ J. Paul Devason.
814. „ D. John Jebagram.
815. „ J. Emmanuel Chelladorai.
816. „ D. A. Durairaj.
817. „ P. Ponnuswamy.
818. „ V. Alagudorai.

M. D. T. Hindu College H. S.,
Tinnelvelly—
819. Sri K. V. Velayutham.
820. „ R. Krishnaswamy.
821. „ P. R. Mahadevan.
822. „ P. Arumuga Perumal.
823. „ S. Ramakrishnan.

Rajah's H. S., Ettaiyapuram—
824. Sri N. Vasudevan.

P. M. Ornellas Mid. School, Tuticorin—
825. Sri K. Krishna Iyer.

TIRUCHIRAPALLI

Railway School, Golden Rock—
826. Sri M. G. Venkatraman.
827. Sri G. Krishnamurthi, M.L.C.,
'Guhalaya', Srinivasnagar,
Tiruvanaikoil, Trichy.

Municipal H. S., Karur—
828. Sri D. Moses.
829. „ A. K. Venkatesan.
830. „ B. Selvadurai.
831. „ K. N. Raghavendran.
832. „ U. V. Srinivasan.
833. „ M. Alphouse.
834. „ D. J. Rajendran.
835. „ A. Kannappar.
836. „ T. S. Ramalingam.
837. „ K. Rajamani.
838. „ S. Venkatasubramanian.
839. „ R. Krishnamurthi.
840. „ S. Sankaran.
841. „ S. Sanjeeva Rao.
842. „ A. K. Venkatasubbu.

V. V. High School, Tiruppalathurai—
843. Sri S. Sundaram.
844. „ P. V. Shanmukham.
845. „ K. Rangarajan.
846. „ K. Vasudevan.
847. „ S. Thangavinayakam.
848. „ R. Ramakrishnan.
Nehru H. S., Puthanampatti—
849. Sri S. Somasundaram.
850. „ P. Sanjeevi.

Urumu Dhanalakshmi Vidyalayam,
Tiruchirapalli—
851. Sri S. Sundaresan.
852. „ R. Subramanian.
853. „ M. N. Lakshmanan.
854. „ M. P. Sundararajan.
855. „ K. Sesha Iyengar.
856. „ M. N. Ramachandra Iyer.
857. „ N. Lakshmana Rao.
858. „ N. Ramasubramanian.
859. „ T. A. Ramaswami Pillai.
860. „ S. Seshan.
861. „ R. Gopalakrishnan.
862. „ A. Rajagopala Iyer.

Middle School, Tiruvanaikoil—
863. Sri C. Srinivasaraghavan.

E. R. High School, Tiruchirapalli—
864. Sri T. M. Thiagarajan.
865. „ M. V. Venkatraman.
866. „ S. Ratnaswami.
867. „ K. Ramachandran.
868. „ V. S. Krishnamurthy.

Dalmia H. S., Dalniapuram—
869. Sri T. S. Narasimharaghavan.
870. „ A. V. Rangachari.
871. „ S. Guruswamy.
872. „ S. Rajagopal.
873. „ P. Rajagopal.
874. „ S. V. Balasubramanian.
875. „ R. Kannan.
876. „ M. S. Panchapakesan.
877. „ S. Shanmugam.
878. „ T. Panchaksharam.
879. „ K. Anandam.
880. „ N. Kuppa Boyan.
881. „ R. Natarajan.
882. „ A. Y. Subramania Iyer.
883. „ T. N. Guruswamy.
884. „ V. R. Mariasosai.
885. „ V. Alagiriswamy.
886. „ R. Sundaram.
887. „ K. S. Padmanabhan.
888. „ T. M. Govindarajan.
889. „ S. Sivasankara Sastrigal.

890. Sri S. Meenakshisundara. Sastrigal.
 891. „ V. Natarajan.
 892. „ V. Venkataraman.
 893. „ S. Chellappa.
 894. „ R. Nagarethinam.
 895. „ E. V. Sadasivam.
Zamindar's H. S., Kattuputtur—
 896. Sri K. R. Venkatesa Iyer.
 897. „ A. Venugopal.
National College H. S., Tiruchirapalli—
 898. Sri W. Srinivasa Iyer.
 899. „ R. Swaminathan.
 900. „ M. Sundaram Iyer.
 901. „ K. Rajagopala Pillai.
 902. „ R. Srinivasan.
 903. „ V. Ramakrishnan.
 904. „ B. Srinivasa Iyengar.
 905. „ A. P. Raman.
 906. „ G. Balasubramaniam.
 907. „ S. Ramanathan.
 908. „ T. A. Natarajan.
 909. „ T. S. Padmanabhan.
 910. „ S. K. Subramanian.
 911. „ D. S. Rangachariar.
 912. „ R. Ramaswamy Iyer.
 913. „ N. Harithiratham.
 914. „ G. Paramasivam Pillai.
 915. „ V. R. Kannappa.
S. M. High School, Woriyur—
 916. Sri R. Bhuvarahan.
 917. „ T. N. Krishnamurthy.
 918. „ P. Sampath Iyengar.
 919. „ S. Chakrapani Iyengar.
 920. „ S. Krishna Rao.
 921. „ D. Athmanathan.
Zamindar's H. S., Turaiyur—
 922. Sri N. R. Jayaraman.
 923. „ V. J. Avadhani.
 924. „ S. Venkatesan.
 925. „ V. Rangaswamy.
 926. „ P. Mathrubhootham.
 927. „ V. Rajagopal.
 928. „ K. Pichumani.
 929. „ L. B. Narasimhan.
High School for Boys, Srirangam—
 930. Sri K. N. Rangaswamy Iyer.
 931. „ K. Parthasarathy Iyengar.
 932. „ V. Venkatrama Iyer.
 933. „ R. Bhashyam Iyengar.
 934. „ A. J. Ramaswamy.
 935. „ N. Srinivasachari.
 936. Sri K. N. Pasupathi,
 109, Extension,
 Kurnool.
937. Sri M. N. Kini, Headmaster,
 Ganapat High School,
 Kozhikode-2.
 938. Sri A. K. Appu,
 Kakkur P.O.,
 Kozhikode-5.
 939. Sri T. K. Venkateswaran,
 Headmaster, High School,
 Kunnamangalam,
 Kozhikode-6.
Voorhees H. S., Vellore, N. A. Dt.—
 940. ...
 941. ...
 942. ...
 MADRAS
A. G. Jain H. S., Sowcarpet, Madras-1—
 943. Sri K. S. Sikhavanam.
 944. „ A. V. Sundaresan.
 945. „ K. Ranganathan.
 946. „ N. R. Rajagopalan.
 947. „ M. E. Vedantha Desikan.
 948. „ V. Ramachandran.
 949. „ T. N. Arjuna Iyer.
 950. „ T. V. Subramanyam.
*The Kellett H. S., Triplicane,
 Madras-5—*
 951. Rev. D. Thambusami.
 952. Sri J. D. Muthiah.
 953. „ C. R. Soundararajan.
 954. „ T. K. V. K. Sarma.
 955. „ M. T. Lakshminpathy.
 956. „ G. T. Isaiah.
 957. „ M. Devasigamani.
 958. „ Frank S. Doraiswami.
 959. „ S. Dorairajan.
 960. „ K. N. Doraiswamy.
 961. „ D. B. Victor.
 962. „ S. Kalyanaraman.
 963. „ D. E. William Clarke.
 964. „ G. K. S. Balasubramanian.
 965. „ C. Narahari Rao.
 966. „ T. G. Devasirvatham.
 967. „ D. David Sahayam.
 968. „ P. A. Dawson.
 969. „ P. S. Ahobilam.
 970. „ S. Krishnaswami Iyengar.
 971. „ S. Venkatesan.
 972. „ B. Venkataramanayya.
 973. „ H. S. Ananthapadmanabha
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