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(The Official Journal of The South India Teachers' Union)

AUGUST, 1940

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THE SOUTH INDIAN TEACHER

Vol. XIII

August, 1940

No. 8

EXPERIMENT IN VALUES—AN EDUCATIONIST*

Human history is a wave-series of civilisations. At the crest of each wave, society is united in a community of belief, a standard concept of the True and the Real with reference to which its activities can be given purpose, meaning and value. In each trough this common standard disintegrates, public truth is shattered into innumerable private truths. At present we are in such a trough; what reply would we get to the question "What are our values to-day?"

Any one who takes a long view of human history will notice that there have been many ups and downs in the story of civilisation and that man's upward march has not been steady or uniform. Certain periods of time seems to have some common characteristics and these are called epochs or ages. The ages of Queen Elizabeth, of Queen Anne and Queen Victoria were ages of expansion and of much creative activity. These ages have been followed by ages of criticism, analysis and revaluation. This sociological phenomenon has been compared to a wave motion and society is described as advancing to the crest of a wave in certain epochs and then gradually going down to a trough in the succeeding ones. We are in one such trough.

The poet of an older generation described his days as this "iron time of doubts, disputes, distractions, fears" and characterised his contemporaries as those

*"Who fluctuate idly without term or scope,
Of whom each strives, nor knows for what he strives,
And each half lives a hundred different lives."*
—Will Durant.

An astute American Philosopher has stated:—

"The passage from agriculture to industry, from the village to the town, and from the town to the city, has elevated science, debased art,

* A Radio talk with acknowledgments to the A. I. R. Madras.

liberated thought, ended monarchy and aristocracy, generated democracy and socialism, emancipated woman, disrupted marriage, broken down the old moral code, destroyed asceticism with luxuries, replaced Puritanism with Epicureanism, exalted excitement above content, made war less frequent and more terrible, taken from us many of our most cherished religious beliefs, and given us in exchange a mechanical and fatalistic philosophy of life. All things flow, and we are at a loss to find some mooring and stability in the flux."

In this chaos and general disintegration the question is asked 'what are our values to-day?' The artist and the scientist have answered and it is now the turn of the 'Educationist.' The artist and the scientist deal with subjects that are ends in themselves. "Arts for Arts' sake" and "Disinterested pursuit of science" are familiar slogans. Compared with them the Educationist is subject to an initial handicap. His craft has always been looked upon as a means to an end, as a preparation for life. Hence educational theories and systems have changed with the changing conceptions of the ideals or the ends of life. The ancient Athenian system which produced the typical Athenian in whom, body, mind and emotions were harmoniously developed, the old Roman system that resulted in the production of the typical Roman, the forerunner of modern Empire builders, the medieval system that produced the learned clerk on the one hand and the chivalrous knight on the other, the hoary Indian system which produced the typical Pundit who led a life of plain living and high thinking and who scorned delight and lived laborious days, the ancient Chinese system which produced the mandarin, all these were based on certain well defined schemes of life and were preparation for them. Therefore it is that in Education, though ultimate values have remained the same all down the ages, there have been much shifting of emphasis and revaluation. Education has been described as 'Progress in the art of doubting' and a static educational system is an impossibility.

What is the situation to-day and how does education react to it? The real problem of the world is that man who was hitherto feeble and completely domineered over by nature has by a laborious process of study and obedience to her laws acquired a mastery over her; but as Bertram Russel puts it, "He is showing something of the defects of slave-turned-master." Man has almost forgotten that most difficult of all arts, the art of living at peace with himself and his neighbours and hence the present chaos of international situation, economic and political.

The world situation is something absolutely unique and History offers no clue. Education likewise feels that there is a great gulf fixed between the 19th and 20th centuries. Traditional education which has remained unchanged from the age of Plato to the end of the last century was based as Prof. Whitehead on the "assumption that each generation

will substantially live amid the conditions governing the lives of its fathers, and will transmit those conditions to mould with equal force the lives of its children. We are living in the first period of human history for which this assumption is false."

In spite, however, of this uniqueness of the situation, it is equally true that 'every problem which Plato discusses is still alive to-day.' We still care for "those essential qualities which are the basis of human life, and, which amidst all its changes, remain in essence unchanged." The average man still thinks that "it is better to be generous than to be selfish, better to be chaste than licentious, better to be true than false, better to be brave than a coward." "We are still loyal to those spiritual ideals or values which alone give meaning and dignity to man's life on earth."

Man has to function in three planes of existence, material, intellectual and spiritual each of which has its own laws. Values refer to things of the latter two planes mostly. The contrast between the material and the spiritual has been effectively crystallised by Bhartruhari when he stated that 'Learning is better than all other forms of wealth, because thieves cannot steal it away, nor the king confiscate it, brothers cannot claim a share thereof, nor is it heavy to carry.' The poet then adds the most important characteristic of this wealth as contrasted with material wealth. The more we spend it by imparting it to others the more it grows.

But in the field of education as in certain other spheres two sets of values contend against each other for mastery and we have to declare our unequivocal loyalty to one side or the other. One school of thought places the child at the centre of the picture and the environment, physical and cultural, is only the background. The aim is to allow the individual gifts of the child their fullest development. The atmosphere of the school breathes freedom. Great latitude is allowed to the teacher to perform experiments in educational methods and watch the results. This system leads on to Democracy in the life of the adult, i.e. Government of the people, by the people. As against this there is the other system which believes in regimentation, annihilates the individuality of the child except as an efficient unit in a group moulded according to a pattern. The atmosphere in such a school is charged with the spirit of discipline. Obedience is the one duty of the child and such a school prepares the child to be a typical citizen of the totalitarian state. When the present holocaust is over, as we all hope it would soon be and the world is made safe for democracy, we hope that current values will prevail once more in the world at large and in that nursery of the world, the school.

TRAVEL AND EDUCATION*

By

N. SUBRAHMANYAM

The words "travel" and "travail" are derived from the same root. The reason why travel was associated with travail was that in the old days travel was done with a great deal of difficulty. In talking of Travel and Education we must derive and relate the two words.

Having spoken something of travel I wish to remind you what education connotes. Education, as we all know, consists in "drawing out" the best qualities of the person.

Advantages of Travel. The chief value of travel lies in the opportunities which it affords for the attainment of real knowledge and understanding of things. It supplements book knowledge. Through it we understand things clearly and in their natural setting. Further, travel benefits students in their study of particular subjects such as history, geography and geology.

On the emotional side, we find that the appetite for travel "grows with the eating thereof;" for, the joy of travel is great indeed. But more important than this is the human sympathy we learn to have for those in whose land we travel. There grows along with it a feeling of tolerance towards the customs and habits of people which are different from our own. "Ours are not the only ways of doing things" is what we realize. Mental liberation which is one of the right aims of education is achieved by travel.

On the conative side also, travel is highly beneficial. Learning is best done by doing. It is not by mere study but by experience that we have real education. In travel, there are challenging situations which call forth the best efforts of the individual. Travel makes a person self-reliant and resourceful.

Travel should be a concomitant of education if not also a completion of it. In western countries boys and girls go on tours and excursions during weekends and vacations, from which they return transformed into new beings. People sometimes talk of risks and dangers

in travel; but are we free from them nearer home in this age of automobiles? Such mistaken notions should not stand in the way of travel becoming more common in these days of cheap and quick transport. Finally, travel is often a solace to bereaved persons.

Opportunities for Travel. There are many opportunities for travel open to us in the educational world. There are inter-school debates and matches and inter-University tournaments, and these are excellent opportunities for travel, though in the nature of things they are confined to a few of the prize boys. For all pupils to benefit by travel, there must be a system of conducted tours. As for us teachers, we have our educational conferences—District, Provincial and All-India, with their annual shifting venues. We should realise the value of the personal and social contacts brought about during these conferences and the advantage to us individually as well as to the profession as a whole.

Some fifteen years ago excursions were almost unknown in South Indian schools, but now they have become popular, though they require to be properly planned and conducted in order that the best educational values may accrue from them. Teachers of all subjects should take active part in the conduct of such tours.

Modes of travel. Man is a highly locomotive animal. Half his height is due to the legs, and he should make a good use of them. Hiking or walking is a form of travel which makes detailed study of localities possible. This intensive study offers a corrective to the general impressions formed by modern modes of quick travel. Next comes cycling. It is a quicker method by which a larger distance can be covered for local study. Then there is the bus, which has brought the road back into common use, making the most distant corners of the country easily accessible. The railway has its undoubted advantages for travel, far and near, and with its varieties of concessions for educational institutions and educational purposes, it offers an unlimited scope for travel which teachers and students should not fail to take advantage of.

Technique of travel. In order to get the best out of travel, it must be planned with care and forethought. The leader of the party must plan several days ahead; the time of arrival, the programme and the time of departure must all be settled in their details. The places of lodging, the kind of food, the places to visit must all be thought out previously. In fact the skill and responsibility demanded of the leader is very great. He will find it advantageous to consult the District Gazetteers and guide books as well as the quarter inch map and the one inch map. The latter must be taken for reference during the journey.

* Summary of a lecture delivered on the 28th of May 1940 at the 31st Provincial Educational Conference at Ambasamudram.

THE PROBLEM OF ADULT EDUCATION IN INDIA*

Gentlemen, we are assembled here to discuss the momentous question of educating the millions of our illiterate brethren. I need hardly emphasize the importance of Adult Education as a foundation on which must be based the development of the social, economic and political life of this ancient land of ours. As long as the masses remain steeped in illiteracy and ignorance, the economic and social upbuilding of the nation will remain a pious dream. "The liquidation of illiteracy" in the words of Lenin, "is not a political problem; it is a condition without which it is impossible to speak of politics. An illiterate man is outside of politics, and before he can be brought in he must first be taught the alphabet. Without this there can be no politics—only rumours, gossip, tales, superstitions." Realizing this, almost every province and several States during the past year have launched experiments in Adult Education, and the time has now come to take stock of the progress made and compare notes with a view to formulate plans for the promotion of this great movement on a nation-wide basis.

It is essential that we should keep before us the aims and objectives of the Adult Education Movement. In Western countries, Adult Education aims at extending and expanding the minimum school education received by the labourers and farmers; but in a country like India with her extremely low percentage of literacy and her backward socio-economic organization the objectives of this movement should be (1) to teach the illiterate adult the three R's, and (2) to impart knowledge closely correlated to his working life and give him a grounding in citizenship. These two aspects are closely interconnected, as mere literacy without the broader aspects of education would not equip him to lead a better and fuller life and no sound adult education is feasible without a minimum of literacy. It is essential that these two processes should be carried on simultaneously as to a large extent they are complementary to one another.

No Government can make any appreciable headway with its schemes for the promotion of the socio-economic welfare of its people unless the people are prepared to meet the Government halfway and offer it responsive co-operation. The efforts of the Nation-building Departments

will succeed and their results be maximized only when the people are able to appreciate intelligently and execute in practice the suggestions made by them. This responsive co-operation is only feasible when the people possess some amount of education. No Government can afford to-day to be blind to the imperative need of the expansion of primary education; but for the speeding up of the tempo of the progress of the education of boys and girls a sympathetic atmosphere and the helpful co-operation of the parents is an urgent necessity, and this cannot be achieved unless and until the parents themselves realize the importance of education. Thus adult education is no less important for the expansion and completion of our programme of primary education.

Permit me, gentlemen, to place before you some aspects of the problem in the light of the work done and the experience gained in the working of the movement in my Province for over one year.

In Bihar we have an illiterate adult population of about 1½ crores consisting of about 67 lakhs men and 80 lakhs women. The problem of educating this huge population through paid agency was well-nigh impossible of solution having regard to our financial resources. Hence I was reduced to the necessity of appealing to the spirit of social service of my educated countrymen and of mobilizing them for this purpose on voluntary basis. I am glad to say that my appeal met with very encouraging response. The campaign was launched on the 26th April 1938 and up to the end of June 1939 it is estimated that no less than 5 lakhs of people have become literate. The magnitude of the voluntary effort may be gauged from the fact that as many as 14,259 Literacy Centres are at work conducted by 15,926 volunteer workers. In December 1938 in addition to the general work all over the Province we started an intensive campaign in two Sub-divisions and one Thana in each District as a result of which 4000 villages have become literate.

For the first six months of the campaign, in which as many as 3 lakhs were made literate, the movement did not cost a single farthing to the Provincial Exchequer but later on the movement grew in volume and complexity so much that to meet the incidental expenses on charts, books, slates, oil, lanterns and supervision, the Government gave a grant of Rs. 80,000 for the remaining six months of the financial year. A small honorarium at the rate of five annas per every adult made literate was paid to needy workers to meet their out-of-pocket expenses. This year the Government have given a grant of Rs. 2 lakhs to meet similar expenses of this movement which is steadily expanding. One of the most striking features of our work has been the organization of literacy centres in the jails where over 33,000 prisoners have become literate, and I am glad to note that this has brought about a healthy transformation in

* Speech by the Hon'ble Dr. Syed Mahmud, Chairman of the Adult Education Committee of the Central Advisory Board of Education at the meeting of the Committee held in May 1940.

their outlook on life. Another equally interesting development has been that the Police Department also co-operated wholeheartedly in the promotion of this campaign and over 22,000 Village Chaukidars have become literate.

Among the main difficulties which have to be faced in Adult Education the most formidable is the unwillingness of the adult pupil to attend. His apathy is partly due to the inertia of ages and lack of self-confidence, and it is no less due to the fact that his experience of the result of the present system of education is not a happy one. He sees around him that the present educational system, divorced as it is from real life and its needs, has produced a large army of people suitable for nothing else excepting the services and professions. He finds that education has made no farmer a better farmer and no artisan a better artisan, hence he fights shy of education in any form. Besides this, the present system of education has discouraged manual labour. The farmer is, therefore, afraid that education might vitiate his outlook.

The extreme poverty of the masses has generated in them a fatalistic attitude and has stifled their desire for self-improvement. Hence they look to everything in the terms of Rupees, annas and pies. If we can demonstrate to them that adult education will enable an artisan to earn more by increasing his efficiency, give employment to the unemployed and under-employed people in villages by teaching them any art or craft or will enable a farmer to grow two blades of wheat in place of one or secure for him a portion of the profits which go to the middleman in the process of marketing, all difficulties will vanish, for the illiterate adult is not blind to his self-interest. The real problem, therefore, is to develop the Adult Education Movement in such a way as to make it helpful in increasing the earning capacity of the illiterate population and making them better citizens.

The amount of time which the adult can devote to the acquisition of knowledge is so limited that the methods of instruction must be rapid in result and suited to his mental level. It is a mistake to try to apply to Adult Education the methods and ideas pertaining to day schools as owing to the peculiar requirements and circumstances of the illiterate adults the system of Adult Education must be fashioned on new lines. Their periods of leisure not being the same it may not be possible at all in every case to get the adults together in a class every evening and teach them there. It may be necessary to teach them in the fields, in the grazing ground, at the threshing floor, or in the market place and possibly in their homes at all hours of the day and night convenient to them.

It is a common experience that industrial labourers in all seasons, and agricultural workers in summer in particular spend their evening in the liquor shops in drinking, and it is difficult to persuade them to attend the Literacy Classes. With the gradual expansion of prohibition all over the country, I have no doubt that attendance at the Literacy Classes will improve and the leisure of the illiterates will be spent in fruitful endeavour. It may thus be expected that while prohibition will help in the spread of literacy, literacy in its turn will ensure the success of prohibition. Success of any scheme of Adult Education depends to a large extent on the ability and enthusiasm of those who undertake to teach the illiterates. Proper training in the technique of adult education is therefore essential and as a preparation to the speeding up of the progress of Adult Education, the training of literacy teachers should be taken in hand and training schools started for this purpose. The Day School teachers also should be asked to join these classes and equip themselves for adult education just as they join classes for instruction in First Aid, Scouting etc.

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Very great attention should be paid to the preparation of literature suitable for Literacy Classes as the subject matter and method of exposition found in existing books for children will be of little use to adults. Besides this, the gap which exists between the spoken language and the literacy language has to be bridged. Graded series of books are therefore a necessity.

During the past year in many provinces we have seen how enthusiastically the student community has taken to the spread of adult education. It is needless to emphasize that we should harness the unbounded enthusiasm and desire for social service of our young men and make them active missionaries in the cause of the spread of enlightenment among the masses. Hence it has to be considered what help the Universities can give us in this direction. I would suggest that social service should be made compulsory for students instead of treating it merely as an extra-curricular activity. The University should impose a condition that no student would be eligible for any diploma or certificate unless he has put in some amount of actual approved social service. Besides this, it is necessary to make the study of the methods of social service a subject for instruction in our Universities. I would further ask the Government and all employers of labour to make it a rule that no illiterate person should be given employment in any capacity and even if illiterate persons have to be employed in some cases the employers may be called upon to see that they acquire literacy within six months on pain of being discharged. Similarly, in the case of those who are already in employment, they should be given six months' time to acquire literacy.

The cost of providing a special machinery for adult education is out of the question in view of the present financial position of the Provinces; hence the fullest use should be made of the existing machinery of the Government. Unquestionably the staff of the Education Department will have to play a significant role in this movement, and it would be desirable to utilize the services of the Nation-building Departments as auxiliaries in this work. An important part of the work of the Agriculture, Industries, Public Health and Veterinary Departments consists of demonstrations and dissemination of new ideas and useful suggestions. If these Departments use the Adult Education classes as centres for their work, I have no doubt they would get much better results. The Police and Executive and other Departments are valuable allies in educating public opinion and rallying support for Adult Education. If all the Departments work in close co-ordination and mutual co-operation I have no doubt that the progress will be phenomenal.

Admittedly of greater importance than the spread of Adult Education among men is that among women. Mothers are the best teachers, and with the spread of education among women the problems of Primary Education will to a large extent be solved. The organization of Adult Education among women has its special difficulties. The purdah system stands in the way of grouping women for receiving instruction in classes. Then again the number of women teachers is extremely limited, but with this limited number a good deal of work can be done if they are properly trained.

Another important problem is to maintain the literacy acquired. Greatest care has therefore to be taken to ensure that the new literates do not relapse into illiteracy, hence provision should be made for the supply of the right type of literature for them. In Bihar, we are trying to keep up their habit of reading by the publication and supply of a fortnightly News sheet. This paper is calculated to satisfy the news hunger of the adult, and it has already proved very popular and the circulation of this paper exceeds 30,000. Another method is the organization of Village Libraries in every village. These libraries should contain a large number of small books written in a simple style on subjects of use to the villager in his everyday life. Properly organized, these libraries will be helpful in making the literacy of the adult permanent and in widening his mental outlook. In Bihar, we are starting 4000 Village Libraries in those villages which have been made literate. Each library will consist of 200 Hindi and Urdu books which have been priced at one pice each. I need hardly add that visual instruction and the radio also are admittedly most potent instruments in Adult Instruction.

As the Adult Education Movement is being developed in almost all the Provinces it is desirable that we should keep in view the necessity of promoting some uniformity in methods and organization, keeping in view the inevitable differences in local conditions. I feel that the Government of India should take the lead by forming a Central Bureau for Research into problems pertaining to Adult Education. The expert advice of this Bureau will no doubt be of great help to the workers in the Provinces.

Lastly I would refer to the financial aspect of the problem. It is true that the movement should retain its voluntary character, but adequate funds are urgently required for meeting the evergrowing incidental expenses. I am afraid that the financial position of the Provincial Governments is not such as would permit them to set apart large sums for this work. On the other hand, the Government of India holds the key to the finances of India and is in a position to help the Provinces.

May I not appeal to the Government of India to make a grant of one crore a year to the Provinces to enable them to prosecute the Adult Education Movement on a national scale and liquidate the illiteracy of the masses as quickly as possible?

A NEW BOOK

BY DR. FRANK LAUBACH

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"INDIA SHALL BE LITERATE"

There is no person alive to-day who has done more to teaching the adult to read than Dr. Laubach. Dr. Laubach advocates teaching adult to read because it does more for the adult than to teach them to read. It rehabilitates the illiterate and makes him feel that he too is a human being and not a donkey. The illiterate may talk that reading is of no use but deep down in his heart he is ashamed that he must depend on the gossip of a few badly informed people for all his information instead of being able to find out for himself what the best brains of to-day and days gone by have to say. Dr. Laubach has shown that adults can quickly learn to read and that they get a new grip on life when they do learn.

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This book will comprise 250-300 pages and will sell for Rs. 1-8 to Rs. 1-15, the latter price to be the maximum. By placing your advance order you will be aiding the publisher and yourself, and will secure the book almost as soon as it comes off the press. The book will probably be ready in November 1940.

ADULT EDUCATION JAMMU AND KASHMIR.*

The Government of Jammu and Kashmir appointed an Educational Reorganization Committee in 1938 to survey the existing facilities for education available in the State, to suggest measures for extending these facilities and to suggest such modifications in the system of education as might bring it into closer touch with the requirements of the present social and economic conditions of the country. One of the main recommendations of this committee was the provision of opportunities for Adult education for the masses.

The Government accepted and almost immediately acted on this recommendation, sanctioned the scheme put up by the Education Department and provided requisite funds. The scheme was formally launched on the first day of the last financial year, i.e., about the middle of October 1938. It has thus completed the first year of its existence and has now entered upon its second year. As was inevitable, the details of the scheme and its actual organization were carried out according to the special conditions prevailing in the State, and they have been gradually extended and in certain particulars, amended in the light of the practical experience gained. In a scheme which ultimately involves the education of nearly 36 lakhs of people, of whom at least one half might safely be considered to fall into an age group which is educable, there are two possible lines of approach. One possibility is to set up an organization of teachers and supervisors working independently of the existing educational institutions. This would require very large funds, and Government cannot possibly afford to spare them at a time when other equally important schemes of primary, secondary and technical education await its attention. Another possibility is the utilization of the existing machinery of the Government and the services of other private organizations and individuals in the cause of adult education. The Government of Kashmir has adopted the latter course. It placed the responsibility for adult literacy, so far as Government Departments are concerned, upon the Departments of Education, Co-operation, Rural Development and Panchayat and Revenue, defining their spheres of work. There are about 1100 primary and more than 125 secondary schools for boys in the State. All these institutions have been directed to open centres for adult literacy. The Primary schools are expected to maintain one centre each and

secondary schools two centres each with a reasonable enrolment. The Co-operative Department controls about 3500 credit societies spread over the whole State. In localities where there are co-operative societies and no schools, these societies are expected to open their own adult education centres. The Rural Uplift and Panchayat Department is gradually organizing Panchayats, and the duty of imparting adult education in village not served by the Education or the Co-operative Societies has been placed on these panchayats. The Revenue Department is expected to provide some necessary facilities like light or accommodation to the adult centres wherever they exist and to organize such centres under its own auspices in places where no other department has started centres.

It has not been possible yet to open the full number of centres contemplated under this scheme. In the Education Department most of the schools have actually been running their centres. Other departments have not however so far been able to open the number of centres expected of them. The movement, however, is growing stronger, and the interest taken in the work by some of the officers of these departments and the public holds out the hope that the present year will see the scheme in full swing.

The Government has also directed that all its illiterate employees should, within a specified period, acquire literacy, and some of the departments have notified that penalties will be imposed on those who fail to do so. The various departments have provided facilities for the education of their own employees or directed them to avail of the facilities available in the centres opened for the general public. The Revenue Department has directed that all village officers like Zaildars, Numberdars, and Chowkidars should acquire literacy. The Police Department have arranged special centres wherever the number of illiterate constables is adequate, and the Education Department provides teachers for them. In other places constables attend centres functioning for the general public. The Sericulture Department in Jammu was the first to organize educational facilities for its operatives, and to-day practically the whole labour employed by it is literate. The Sericulture Department in Kashmir has recently arranged similar facilities for its labour, and about 1500 operatives are receiving instruction in the premises during the factory hours. Both in Kashmir and Jammu the teaching is conducted by the Sericulture staff under the guidance of the officers of the Adult Education Department. The Forest Department has under consideration a scheme for the labourers working under Forest contractors. Similarly the Public Works Department is considering a scheme for the education of the labourers engaged on major works, which engage labourers for a number of months continuously. The scheme for the education of jail

* From the report of the Adult Education Sub-Committee of the Central Advisory Board of Education.

population, both warders and prisoners, is under the consideration of the Government.

Private organizations and individuals have also been appealed to help in the cause. It is gratifying that the response is encouraging, and more and more people are interesting themselves in this work. During the Exhibition celebrations in Srinagar city last October, an adult literacy day was organized, and the anniversary of the inauguration of Adult Education was celebrated throughout the State on 17th October 1939. On both these occasions thousands of literate people were persuaded to sign pledges agreeing to educate at least one illiterate adult in the course of the year. College and school students have been specially appealed to and are doing useful work. The former have started their own centres some of which are doing very well indeed. The latter have been mobilized under their own school teachers to work for literacy among women in their own homes. The general percentage of literacy in the State is low but it is much more so in the case of women. There is a dearth of educated women workers who might be persuaded to work among their illiterate fellow women. Add to this the fact that it is by no means easy to persuade illiterate women to collect at centres, and the difficulty of successful drive in favour of adult literacy among women becomes apparent. It is a matter of pleasure, however, that fairly satisfactory results have been achieved in the city of Jammu by women teachers and other volunteers. But an approach to women's literacy on a satisfactory scale throughout the State can at present be made mainly through schoolboys. The teachers have been directed to organize and supervise this work so that the claims of women's literacy may not be relegated to a position of secondary importance.

Government have provided funds for the distribution of reading material to adults, under instruction. The department published and distributed 56,000 books for free distribution last year.

A necessary corollary to the imparting of literacy is the provision of means for maintaining and improving it, so that the real purpose of mass education might be fulfilled namely the creation of a healthy desire and the capacity for the proper use of leisure and the extension of the sphere of their knowledge and interests. With this object the Government has established 125 libraries in the last year and sanctioned another 125 libraries in the budget for 1939-40. These libraries are located mostly in rural areas and are supplied with suitable and easy books likely to cater for all tastes. The librarians, who are mostly village school teachers, are paid a small monthly allowance and are expected not only to issue and recover books but also to organize supervised study groups for the bene-

fit of such literates as may not be able to read books independently. On holidays the librarians must visit the neighbouring villages and in addition to their duties, as specified above, give talks to villagers on problems of health, sanitation, agriculture and also to read from books, so as to inspire in the villagers a desire to acquire literacy for themselves.

An intensive campaign of literacy has, by way of experiment, been initiated in the town of Anantnag in Kashmir Province. The objective is to increase literacy among men to 60% and among women to 35% in the course of the year. Special facilities have been provided, and the co-operation of both officials and non-officials secured for realizing this objective. It is proposed to extend similar schemes to other towns in the State where favourable circumstances exist. It is hoped that the success achieved in these towns would prove a stimulus not only to other towns but also to villages in the neighbourhood and thus accelerate the pace of educational extension as a whole.

The work of supervision of adult literacy centres has been distributed among the officers of the various nation-building departments of the State. They have also been empowered to test the adults and certify them as literates. Their work has been facilitated by a standardized inspection form devised to help them in looking into and noting down relevant facts in regard to the centres visited. Workers at the literacy centres are entitled to an honorarium. Last year this was fixed at Re. 1 per illiterate certified to have been given literacy subject to a maximum of Rs. 20 for a Government servant and Rs. 30 for a private voluntary worker in one year.

Adults turned literate are awarded literacy certificates. The minimum standard entitling an adult to the award of a literacy certificate is reading and understanding the meaning of a paragraph in easy language, the writing of a letter or a passage to dictation and the practical manipulation of the first four compound rules in Arithmetic with reference to small sums of money. Literacy may be acquired in any one of the four languages prescribed—Urdu, Hindi, Gurmukhi and Bodhi.

Local bodies like Municipal and Town Area Committees have been made responsible for the provision of funds for expenses on light at centres situated in their jurisdiction.

TEACHERS ALSO MUST LEARN*

By

CHARLES INSCO GRAGG

Teaching is a social art, necessarily involving a relationship between people; and the success of a teacher depends on his ability to make the relationship between himself and his students a reciprocal one. No one can learn from another in any basic sense except by subjecting what the other has to offer to a process of creative thinking; that is, unless the learner is actively and imaginatively receptive he will emerge from the teaching experience with nothing more than a catalogue of facts and other people's notions. The teacher, consequently, must see to it that his pupil listens to him in an attitude of creative receptivity. But the teacher cannot do this unless he shows towards his student a comparable attitude of being willing to learn from them.

Expounders and debaters may thrive in an atmosphere of non-receptivity. Opposition, denials, and the introductions of irrelevances may spur them on. But their object is not to communicate with others, but to convince them. There are places where such activity is valuable, but the classroom is not one of them. There, as in the marts of trade, "no sale is ever made by winning an argument."

Students in general resist "learning." At the same time, they crave it. Neither tendency is to be wondered at, for the acquiring of learning is as hard as it is happy. Yet there is more behind the students' resistance than the natural difficulty of the process. The basic etiology of what in effect amounts to self-frustration by the student has a vital bearing on the problem of teaching. The unwillingness of students to work wholeheartedly for what is their avowed objective results perhaps from certain typical reactions of parents to their children's early efforts to acquire learning. It suggests both the attitude the teacher must cultivate and those he must avoid.

The child originally has no resistance to the creative incorporation of ideas and experiences; quite the contrary. He is eager to master the world; to make all knowledge, experience, and achievement his own. Unfortunately, the attitude of his elder is usually far from encouraging.

They commonly react to the child's eagerness for learning in one of four ways. These reactions may be described as; the direct-withholding-of-information reaction; the depreciation-of-the-learner reaction; the drowning-of-the-learner reaction; and the talking-beside-the-point reaction.

The first of these, the withholding-of-information reaction, is immediately recognizable:

"I have answered three questions, and that is enough." Said his father, "Don't give yourself airs.

Do you think I can listen all day to such stuff?

Be Off, or I'll kick you down stairs!"

The depreciation-of-the-learner reaction amounts, of course, to an exaltation of the elder.

"That's all wrong. Here let me show you. You'll never be a good ball player if you hold the bat like that."

"That Way's Ok, Daddy. See how far I can knock them." "Now look here. Don't you *want* to learn? Now watch me and try to do it right."

The drowning-of-the-learner reaction is another means of glorifying the adult, who is often unable to refrain from demonstrating his superior learning in response to a question. An innocent inquiry as to why a flower is red while the leaves are green may produce a prolonged lecture drawn from ophthalmology, chemistry, and cosmology in the large. The effect of this flood of information inevitably is to make the squirming enquirer more cautious in the future about providing a similar opening.

Closely related to this is the talking-beside-the-point reaction. Seldom is a child—or anyone else—able to convey what is really on his mind by a single question or statement. Yet how seldom does the unlucky child have an opportunity to clarify his position before his elder launches forth on a dissertation based on a misconception of what the child wishes to talk about.

Very likely all this constitutes only a partial explanation of the student's attitude toward formal education. But a continual bumping against attitudes of these types is bound to produce a state of wariness, a reluctance either to try to give out or to receive. The stereo-typed reaction of the parents, themselves no doubt similarly conditioned, tends toward a conviction, perhaps wholly unconscious, that learning is a process made up of helpless frustration, passive reception, unthinking imitation

* Reported from the *Harvard Educational Review*, January, 1940, 30-47.

and acquiescence in the elder's eagerness to talk only about what interests *him*.

A basic problem of the teacher is the need for encouraging, even of re-establishing, in his students the faculty of approaching the task of learning in a spirit of creative receptivity and independent accomplishment. The answer lies in part at least in the ability of the teacher to listen to his students, not with a view to appraising them, correcting their mistakes, and filling in the gaps in their knowledge, but rather in the constant and true expectation of learning something. This ability of the teacher to listen is not a technique or a formal teaching aid. It is a qualitative attitude of mind which is both habitual and genuine. It is this attitude which will be felt and will inspire the creative reception of knowledge.

Most of us, though all too infrequently, have experienced the stimulation of talking with someone whom we felt to be genuinely willing to listen—that is, to exert himself to receive what we were saying and to comprehend it to the full extent of his capacity for imaginative understanding. In the presence of such a person we are carried out of ourselves, our minds become more active, our thoughts more vibrant and original. We see relationships and meaning which were not apparent to us before. We may even end by seeing that our notion was in truth a poor and feeble one. But whatever the outcome, creative inter-communication has taken place, though our companion may not have said three words.

Great teachers probably possess a receptive quality of mind naturally and unconsciously. They are the happy geniuses who have only to be themselves. Unfortunately, there are not enough geniuses to go around. It should be possible, however, for the good teacher with a zestful mind and a creative spirit to cultivate an attitude which will enable him to listen to his students with a seeking and respectful attention. As this attitude becomes more and more habitual its presence will be felt.

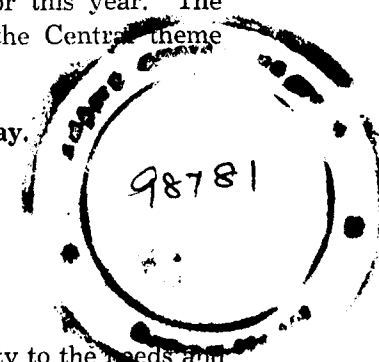
The beautiful part about the situation from the teachers' point of view is that it is his duty to cultivate an attitude in himself which it is a constant joy to possess. This attitude assures him the high pleasure of true intercourse, not only with his students, but with all like-minded men, whether learned or unlearned. And as though this were not enough, it gives him incessantly the joy of intellectual discovery and so enables him, be it by ever so little, to advance learning as well as to preserve it.

THE TENTH SOUTH INDIAN EDUCATION WEEK

THE CENTRAL THEME

The South India Teachers' Union has, in co-operation with leading organisations interested in the spread of education, been organising Education Weeks since 1931. This year too, it has been fortunate in securing the co-operation of the Department of Public Instruction and a large number of influential organisations. A Central Education Week Committee consisting of the representatives of all the participating Associations and the Department has been constituted. It has elected Sri N. Subrahmanyam, M.A., L.T., F.R.G.S., Secretary, Madras Geographical Association, as its President for this year. The Central Education Week Committee has chosen as the Central theme for the Tenth Education Week,

Education and the Challenge of To-day.



AIM OF THE WEEK

The aim of Education Week is to give wide publicity to the needs and achievements of our schools to the public. The public are the patrons of our schools and it is on their appreciation and generosity the efficiency of our schools very largely depends. The need for publicity and propaganda regarding the aim of education and the work of schools is very strongly stressed in various official communications. The Central Committee hopes that local bodies, municipalities and other authorities will utilise the opportunity afforded by the Education Week to the fullest advantage. They should think more seriously about what our schools are called upon to do at the present moment. It is essential that the public should be given an opportunity to understand the different aspects of the educational problem. *"A great obstacle to educational advance is presented by the apathy of the parents and no better method of overcoming this can be devised than by inducing them to realise the benefits of education. When that apathy is overcome, the financial difficulty is also overcome in a fair way to removal, for a community which is convinced of the benefits of education may be expected to be willing to tax itself to secure them."* (Report of the Royal Commission on Agriculture in India).

HOW TO ORGANISE EDUCATION WEEK

1. Organise in your centre a Local Education Week Committee consisting of Parents, Managers and Members of School Boards, Members of Local bodies, and prominent citizens in the locality such as Businessmen, Lawyers, Doctors, Officers and Social Service Workers.
2. Organise an Exhibition of School Work.
3. Keep the School open for visits by parents and the public.
4. Arrange for public meetings and lectures each day of the Week and give an opportunity to laymen to express their views on various aspects of Education.
5. Organise a campaign for removal of illiteracy from your area. Observe the 23rd October as 'Banish Illiteracy' Day and start adult Education Centres.

N.B. The Central Education Week Committee is issuing an appeal to parents in English, Tamil and Telugu. *A set of these can be had for Rs. 3.* Orders for the above should be sent early to the Convener, Central Education Week Committee.

The South India Teachers' Union will be issuing special numbers of *The South Indian Teacher* and *Balar Kalvi* containing articles from eminent educationists on topics bearing on the Central Theme of the Education Week. These articles would afford ample materials for lectures. Order your copies of these Journals now.

THE CENTRAL EDUCATION WEEK COMMITTEE.

The 10th South Indian Education Week is sponsored by:—

1. The South India Teachers' Union.
2. The Headmasters' Association,
3. The Madras Geographical Association.
4. The Madras Library Association.
5. The Missionary Educational Council of South India,
6. The Catholic Educational Council, Madras Presidency.
7. The Boy Scouts Association of South India.
8. The Junior Red Cross Society.
9. The Servants of India Society.
10. The Madras Teachers' Guild.
11. The Hindustan Scout Association.
12. The Madras Parents Association.
13. The Adult Education Association Madras.
14. The Provincial Physical Education Association.
15. The Department of Education, Govt. of Madras.

MEMBERS OF THE CENTRAL EDUCATION WEEK COMMITTEE

Sri N. Subrahmanyam, M.A., L.T., *President.*

Rao Bahadur Dr. A. Lakshmanaswami Mudaliar.

Sri M. S. Sabhesan, M.A.

Sri V. S. Gopalakrishna Iyer, B.A., L.T.

Sri V. Bhuvvaraha Murthi Rao, M.A.,

Sri V. Srinivasan, B.A., L.T.

Sri S. Natarajan.

Sri T. P. Srinivasa Varadan, B.A., L.T., (Convener).

Sri M. K. Ramamurthy, B.A., L.T.

Miss E. D. Birdseye, B.Sc.

Sri V. S. Ratnasabapathy.

Rao Bahadur K. V. Krishnaswami Iyer, B.A., B.L.,

Rao Sahib. S. R. Ranganatha Iyer, M.A., L.T.; F.L.A.

Sri K. Kuruvilla Jacob, M.A., M.Ed.

Sri G. V. Narayanaswami Iyer, B.A., L.T.

Sri J. I. Muthiah.

Sri R. Ekambaram Pillay, B.A., B.L.

Miss V. B. Waldern.

Sri M. V. Sarma.

Sri S. K. Yegnanarayana Iyer, M.A.

Sri S. R. Venkataraman, B.A., B.L.

Sri R. S. Govindarajan.

Very Rev. Fr. A. H. Theodore.

Sri S. Satchithanandham Pillay, B.A., L.T.

PROGRAMME

Central Theme—EDUCATION AND THE CHALLENGE OF TO-DAY.

Monday	21-10-1940	Education of To-day—The Challenge of the child.
Tuesday	22-10-1940	Education of To-day—The Challenge of the Home.
Wednesday	23-10-1940	Education and Society.
Thursday	24-10-1940	Education and Physical Efficiency.
Friday	25-10-1940	Education for a purposeful life.
Saturday	26-10-1940	Education and Citizenship.
Sunday	27-10-1940	Education and the Challenge of the present crisis.

EDUCATION OF TO-DAY—THE CHALLENGE OF THE CHILD.

Monday, the 21st October 1940.

Every child is entitled to good and healthy upbringing, medical attention, good nursing and plenty of joyful active life so that it may have a chance to grow to its full stature. But lack of knowledge on the part of parents about child-rearing is widespread in our country and most of the children are born and brought up under conditions not conducive to their full growth. A child that is handicapped physically, socially, and economically is a challenge to education. The purpose of education is to aid life's opportunities and eliminate its obstacles. The handicapped child is unable to take full advantage of the opportunities education affords and the damage done to it is unfortunately irreparable. Most parents have no proper conception of their responsibilities to their children and their development. It is the task of true education to make the parents realise them. In this connection it is worthwhile to understand the spirit and the significance of the following essential features of 'Children's Charter' formulated by the White House Conference on Child, Health and Protection in 1930 :—

"For every child a school which is safe from hazards, sanitary, properly equipped, lighted and ventilated. For younger children nursery schools and kindergartens to supplement home care"

"For every child an education which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction"

"For every child who is blind, deaf, crippled or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment and so train him that he may become an asset to society rather than a liability"

"For every child who is in conflict with society the right to be dealt with intelligently as society's charge, not society's outcast"

THINGS TO DO

I. Organise :

- (a) Exhibition of children's work.
- (b) Exhibition of teaching appliances.

II. Arrange for lectures on

- (a) Education of defective children.
- (b) The backward children in schools.
- (c) The problem child.
- (d) Modern trends in child education.
- (e) The child's interests and the Teacher.

EDUCATION OF TO-DAY—THE CHALLENGE OF THE HOME

Tuesday, the 22nd October 1940.

Forceful is the challenge that the Home and the Parent offer to education. They ask why education should not be made free and compulsory for all. Education, such as it is, has not given us health, happiness, a broad out-look, economic freedom and social harmony. There is inefficiency, conflict and narrow bigotry everywhere. Who is responsible for all this?

Education helps to let the child grow to a perfect human being. The educator is a good gardener, but cannot hope to do much without the co-operation of the Home. If education has failed, may it be due to the indifference of the Home? Has not frequent reference been made to the unwholesome influence of the Home with its dirt, disease and poverty and to its lack of joy, beauty, freedom and orderliness? Is this environment conducive to the proper and full development of a child? The average parent has little time to think of his children's education. Nor can he be expected to understand the complexities of the problem. A good deal can be done by a very clear understanding and appreciation of the Home conditions of the child by the educator and of the school programme by the parent.

THINGS TO DO

1. Organise Parent-Teacher Associations.
2. Arrange for a conference of parents and explain to them the school programme and its extra-curricular activities.
3. Outline to the parents the school rules and explain their purposes.
4. Arrange for lectures on :—
 - (a) The lines on which Home and School can co-operate.
 - (b) Parent-Teacher organisations. What they have done in other lands.

EDUCATION AND SOCIETY.

Wednesday, the 23rd October 1940.

There is widespread dissatisfaction in all countries with the existing conditions—social, political and economical. Society asks the educator what the school can do to bring about a proper adjustment. This challenge of Society is not unreasonable. Though the purpose of education is high, its direction has been such that it has failed to take note of the needs of the challenging times and so order its course as to eliminate sources of friction and conflict in Society. The school asks Society what it is prepared to do to enable the School to play its part. Should not the School look to Society for necessary financial help, for the formulation of a comprehensive educational policy, for a long range view in matters educational and for the recognition of the work of the teaching profession?

A Society which recognises the value of education will not be slow to fulfil its obligations and exert its wholesome influence on children and schools. Under such conditions children will learn to think in terms of nation and country rather than in terms of sects and communities. It is the duty of the Home, School and Society to see that a child is trained to look upon every other child as its equal. Any feeling of high and low, rich and poor, should not be created in young minds. Scouting offers infinite scope for promoting this brotherliness and equality with its hikes and camps; so also games and excursions.

The school should be the nerve-centre of all the activities in the neighbourhood, buzzing with life outside school hours. It should be the centre of learning and it should play its proper part in the liquidation of illiteracy in its area. A beginning may be made in this direction today. This may be observed as the 'Banish Illiteracy' day:

'Each one Teach one.'

THINGS TO DO

Arrange for lectures on :

- (1) School as community centre.
- (2) Library and education of the adult.
- (3) School and Health of the community.
- (4) Radio and popular education.

Organise Adult Education Centres in your areas. (Raise funds to finance these centres).

EDUCATION AND PHYSICAL EFFICIENCY

Thursday, the 24th October 1940.

The average span of life in India is 23 years!—Low vitality, poverty, ignorance of the laws of health, undesirable social customs, ill-balanced diet, and insufficient food, and indifference in seeking medical aid—these have contributed to this sad state of affairs. No wonder therefore that the average working efficiency is very low. It is necessary for the educator to pay due attention to the promotion of physical efficiency.

It will be an ideal thing if children are medically examined at the time of admission and during their stay in schools. A chart of growth and weight of pupils in each school, if maintained, will be helpful in promoting physical efficiency. Defective vision, dental defects, tonsils, adenoids and diseases due to malnutrition should be brought to the notice of parents. Arrangements should be made for treatment and follow-up work and the establishment of school clinics. Health habits should receive greater attention.

In India where there is plenty of sunshine, open-air schools should be encouraged in places whenever and wherever the weather and climate permit it. Teachers should be trained to recognise physical defects and the symptoms of communicable diseases. Provision should be made for nutritious midday lunches and for the supply of milk to children.

The Junior Red Cross, The Scout Movement, Athletic clubs, Safety First Squads and Physical culture associations offer valuable opportunities to children to become 'physically fit, morally straight and mentally alert.'

THINGS TO DO

Arrange for lectures on :

1. What schools do to promote sound health.
2. The school programme of physical activities.
3. How cleanliness is practised in schools.
4. Common ailments in school children and their treatment.
5. School medical inspection—what it reveals.
6. The problem of the physically deficient child.
7. The playground—the lung of the school.
8. The correlation between the class-room and the play-ground.
9. Diet and health.

Arrange for demonstrations of :—

1. Physical activities and group games. Invite all the parents to the function. Make the demonstration as grand as possible. Take if possible, a photograph of the demonstration and send it to the press.
2. Exhibit health charts of your pupils—chart giving age, weight and height—common diseases of children—correlation between progress in class and health of child.
3. Organise cleanliness squads for the class-room, the school premises and the school neighbourhood. This will be a good step in developing in the pupil a sense of cleanliness. Make the school beautiful.
4. Organise Junior Red Cross Units in your schools.
5. Organise a Safety First Squad in your school devoted to the promotion of health, caution and courtesy. The Safety First Association India, Electric House, Bombay, will be glad to give suggestions for the working of the Safety First Squad.

EDUCATION FOR A PURPOSEFUL LIFE.

Friday 25th October 1940.

The present chaos and discontent in the world is due to economic maladjustment and unemployment. A purely literary education has closed the door of trades and business careers to many youngmen. The education of the future must be such as to equip the pupil for some trade or craft, but this craft education should not be at the cost of liberal education, which may be in his own mother tongue. Unfortunately parents still have a scale of values under which literary education is considered more respectable than technical or professional education. A new orientation in the outlook of parents is necessary.

Another requisite for a purposeful life is a proper appreciation of values. The modern educated youth is apt to seek a comfortable easy going life, but he should be trained to face risks boldly and cheerfully to cultivate the qualities of patience, perseverance, cheerfulness and, above all, faith in his own mission and destiny.

Education for a purposeful life connotes a proper and profitable use of leisure. The misuse of leisure neutralizes the good training at home and at school. Leisure should mean creative activity, such as recreation, Social service, hobbies, camping, rural service etc. a proper training for the future purposeful life of a citizen.

Education for purposeful life must make the pupil an economic asset to himself and the country, a good and serviceable citizen who will

subordinate his personal interests to those of the country—a true patriot and a representative of all that is best in the culture of India.

THINGS TO DO

Arrange for lectures on :—

1. Craft-centred education.
2. Correlation of studies in the Wardha Scheme.
3. Schools and Vocational Guidance.
4. The training for the wise use of leisure.
5. School Hobby clubs.
6. Music and Art.
7. Hobbies and their values.

Organise Art and Craft exhibition.

EDUCATION AND CITIZENSHIP

Saturday the 26th October 1940.

“A good citizen must possess a social responsibility and the will to sink his own immediate interests and the interests of his class in the Common Good.” (E. Simon.) The problem of extensive unemployment, the disturbed conditions in the world and the helplessness of the people in a crisis all point to the need for the reorganisation of education.

Education must be so organised as to train the child to become a useful member of society. Any scheme of education which is intended to train good citizens must include a study of Geography, History, Economics, Politics, Science, current History, social History, Art and Civilization of the various countries of the world so as to evoke mutual respect and love between the nationals of the different countries. Further its value in rounding off angularities and removing mutual suspicion and prejudice cannot be exaggerated. The citizen to be, should, while at school, be trained to have regard for the freedom of the individual, freedom of speech and freedom of association and cultivate a spirit of tolerance. Then in the words of Pericles “We will attain happiness which is freedom and freedom which is courage.”

THINGS TO DO

Arrange for lectures on :—

1. Self-Government in schools.
2. Student Leadership in School Societies and organisations.
3. Training for worthy citizenship.
4. Civic Laws and Duties.

5. Common Language and Citizenship.
6. School—Democracy or Dictatorship.
7. Military Training and Military Career.

Organise :—

1. A Students' Council to enforce School Laws of discipline.
2. A Students' Parliament and a debate on the civic needs of the locality.
3. Lectures by students on : (a) duties of a citizen and (b) what they would do to improve their area.
4. Cleanliness squads.
5. Student volunteers to acquaint people with Health Laws.
6. Traffic squads to acquaint the public with (a) the need for safety first and (b) rules of the road.
7. A Home or School Council or Parents' Association to establish a closer contact between the Home and School.

EDUCATION AND THE CHALLENGE OF THE PRESENT CRISIS

Sunday, the 27th October 1940.

The world to a man does not want war. The last war of 1914 killed the flower of youth. Again to-day we hear the sound of marching hordes and the drone of aeroplanes. Science, while promoting human happiness has helped to forge terrible weapons of destruction hitherto unknown to the world. Armaments increase tremendously and the expenditure on them mounts up and the tragedy of it is that the world is now facing a crisis.

The cry everywhere is for a cosmopolitan outlook. What contribution can the educator make towards world good-will, peace and international amity?

The adult is the product of childhood plus the effects of environment (Home and Society) and training (school). We now want a liberal education in which nationalism will occupy its proper place, consistent with a international unity. What is needed to-day is a new orientation in the study of History which will pay more attention to the enduring elements which have served as cementing influences on the progress of human society.

Our students should be taught to be interested in the welfare of one another and in the general welfare. They must be taught to judge values from a social viewpoint which is achieved in group activity. This will bring about the habit of critical but sympathetic thinking. Civic life will then come to embody the ideals of peace, justice and fraternity.

THINGS TO DO

Arrange for lecture on :—

- (1) The Good neighbour policy among nations.
- (2) What people from other countries have contributed to the development of our country.
- (3) What we get from other countries and what we give to others.
- (4) Good-will in our Province.
- (5) Knowledge of Geography and international good-will and understanding.
- (6) Study of History and the fostering of the good-will spirit.
- (7) Junior Red Cross movement and international understanding.
- (8) The Scout and Guide movement.
- (9) The life stories of eminent men who have contributed to world peace.

Organise :—

- (1) A pageant of students representing different nations and pledging good-will.
- (2) Singing of national songs of several countries.
- (3) Junior Red Cross Groups in your schools.

Plant a good-will tree. Let all the people participate in the functions. Pupils may speak on the importance of World Friendliness—Peace and horrors of war. Arrange for special prayers for Peace.

THE SOUTH INDIA TEACHERS' UNION

OFFICE-BEARERS FOR THE YEAR 1940-41.

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President : * Sri M. S. Sabhesan, M.A.,
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Jt. Secretary : * Sri S. T. Ramanuja Iyengar, B.A., L.T.,
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S.I.T.U. Protection Fund:—

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OTHER MEMBERS

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'Swaminatha Bhavan',
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Srirangam, (Trichy Dt.).

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Municipal High School,
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Sri N. Kalyanarama Iyer,
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*Sri K. S. Chengalroya Iyer, Board High School, Krishnagiri, (Salem Dt.).	

* These are members of the Working Committee.

VIGILANCE COMMITTEE FOR 1940-41.

Sri E. N. Subramaniam (Convener) Theosophical College, Madanapalle, (Chittoor Dt.).	Sri A. Sundaresa Iyer, Caldwell High School, Tuticorin, (Tinnevely Dt.).
Sri S. T. Ramanujam, 'Swaminatha Bhavan,' Ammamandapam Road, Srirangam, (Trichinopoly Dt.).	*Sri V. Jayarama Iyer, Municipal High School, Villupuram, (S. Arcot Dt.).
Sri M. S. Kotiswaran, S. M. D. High School, Vellore, (North Arcot Dt.).	

PRESIDENTS & SECRETARIES OF GUILDS FOR THE YEAR 1940-41.

<i>Presidents</i>	<i>Secretaries</i>
<i>Ramnad:</i> Sri R. Narayana Servai, Head Master, Rajah's High School, Sivaganga	Sri G. V. Nataraja Iyer, and Sri Somasundaram Pillai, Rajah's High School, Sivaganga
<i>South Kanara:</i> Sri K. P. Narasimha Venkatesh Shenoi, Board High School, Karkal,	Sri U. Srinivasa Kini, Canara High School, Mangalore
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<i>Trichinopoly:</i> Prof. A. Rama Iyer, M.A., Vice-Principal, National College, Trichy.	Sri M. Ramachandran, St. Joseph's College H. S. School, Trichy.
<i>Tirumelveli:</i> Sri E. H. Parameswaran, Head Master, Thirthapathi High School, Ambasamudram.	Mr. V. Antoniswami, St. Xavier's High School, Tuticorin.
<i>Malabar:</i> Mr. K. P. Varid, B. E. M. High School, Palghat.	Sri K. S. Veeraraghavan, Municipal High School, Palghat.
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<i>Kurnool:</i> Rev. B. J. Rockwood, Principal, Cole's Memorial High School, Kurnool.	Sri K. N. Pasupathi, B.A., L.T., Municipal High School, Kurnool.

*Presidents**Secretaries***Madras :**

Sri G. V. Narayanaswami Iyer,
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Triplicane, Madras.

Sri T. P. Sreenivasavaradan,
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Chingleput :

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Madura :

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V. M. Board High School,
Periyakulam.

Sri V. Aravamuda Iyengar,
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Tanjore :

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Tirukattupalli.

Sri K. M. Sundaram,
Kalyanasundaram High School,
Tanjore.

N. Arcot :

Sri Devanesan,
Danish Mission High School,
Tiruvannamalai.

Sri N. Varadarajan,
Municipal High School,
Tiruvannamalai.

Coimbatore :

Sri K. S. Krishnamoorthi Iyer,
Head Master,
Municipal High School,
Tiruppur.

Sri R. Ramakrishnan,
Board High School,
Dharapuram.

THE SOUTH INDIA TEACHERS' UNION PROTECTION FUND.**NOTICE.**

Mr. M. N. Seshadri Sarma, 'Vasanth Vilas,' Lakshmipuram,
Karur, has ceased to be the Field Organiser of the Fund from the
11th of August, 1940.

12th August, 1940.
Triplicane,

V. SRINIVASAN,
Hony. Secretary.

NEWS AND NOTES**THE TENTH SOUTH INDIAN EDUCATION WEEK**

The 1939 observance of the South Indian Education Week on the theme Schools and Modern Education was eminently successful. In several schools in the Presidency, the Week was devoted for presenting or discussing the several daily topics under this theme. This year, the South India Teachers' Union has again been successful in securing the co-operation of the Madras Library Association, the Missionary Education Council, the Madras Geographical Association, the Boys Scouts Association of South India and the Servants of India Society. Representatives of these associations met on August 3, 1940 to plan the 1940 Programme. The theme selected for this year's observance is Education and the Challenge of To-day. The daily programme is:

Monday October 21, 1940	.. Education of Today—a challenge by the child.
Tuesday October 22, 1940	.. Education of Today—a challenge by the home and the parent.
Wednesday October 23, 1940	.. Education and Society—their mutual challenge.
Thursday October 24, 1940	.. Education and Physical Efficiency.
Friday October 25, 1940	.. Education and purposeful living.
Saturday October 26, 1940	.. Education and Citizenship.
Sunday October 27, 1940	.. Education and the Challenge of the Present crisis.

The Central Education Week Committee is preparing a Handbook of Suggestions for the observance of the Week. They are also preparing leaflets in English, Tamil, and Telugu to be distributed to the people stressing on the need for Education explaining the scope of the theme, and interpreting to them the needs and achievements of the schools. It is hoped that this year's observance will be more widespread and be a greater success than last year.

TRICHINOPOLY

The Fiftieth Annual Conference of the Trichinopoly District Teachers' Guild was held on Saturday the 27th July 1940, under the presidency of Prof. A. Rama Iyer, Vice-Principal, the National College, Trichinopoly. The Conference was opened by C. Ragunathan, B.A., L.T., T.D. (Lond.) M.R.S.T., District Educational Officer, Trichinopoly. The General Body Meeting also was held on the same day and the following office-bearers were elected for 1940-41:

President :	.. Prof. A. Rama Iyer, Vice-Principal, National College, Trichinopoly.
Vice-President : (Dt. Board)	.. Sri K. Mousingh.
Vice-President : (Mission)	.. Rev. Fr. A. Antonisami, S.J., Head Master, St. Josephs College High School, Trichinopoly.

- Vice-President:* .. Sri T. J. Mully, Head Master, Municipal High School, Karur, Trichy.
(Municipalities)
- Vice-President:* .. Sri S. K. Mathurbhootam Aiyer, Head Master, The High School, Srirangam.
(Non-Mission aided)
- S.I.T.U. Representative:* Sri S. T. Ramanuja Iyengar, E. R. High School, Trichinopoly.
- Town Secretary & Treasurer:* .. Sri M. Ramachandran, St. Joseph's College High School, Trichinopoly.
- Joint Secretary:* .. Sri K. N. Sambasiva Sastriar.
(Rural)
- „ *Elementary:* .. Sri M. G. Venkatarama Iyer, Higher Elementary School, Golden Rock.
- „ *Lady:* .. Mrs. Grace Dorairaj, Municipal Elementary School, Trichinopoly.

CHITTOOR

The Sixteenth Annual Conference of the Chittoor District Teachers' Guild will be held on the 31st August 1940 at Chittoor.

NAMAKKAL.

The Third Convocation Day of the Namakkal Board High School Hindi Premi Mandal, came off on Tuesday, the 13th instant at 5-30 P.M. Janab Syed Mahamad Abdulla Sahib Bahadur, B.A., L.T., the D.E.O., Salem, presided and said that one of the factors which would bring about a proper understanding between the two great communities would be a common language. Hindi—Hindustani, being spoken or understood by a majority of the people and capable of being written in both the Arabic and Devanagiri scripts, he advised all the pupils to take to the study of the new language in right earnest to fit themselves as useful citizens of the motherland.

Select scenes in “Rana Prathap's Vow” and “Lava-Kusha”—both in Hindi—were put on boards by pupils. Shanta, a girl of eight years, exhibited her skill in “Bharata-natya” dance.

Certificates and prizes to successful candidates of the last February Hindi Examination were then distributed by the President.

With a vote of thanks, the function came to an end by 8 P.M.

MADRAS.

The Annual General Body Meeting of the Madras Teachers' Guild was held on Saturday, the 24th instant at 3 P.M. at the Kellet High School, Triplicane under the Chairmanship of Sri. K. Kurivila Jacob, the retiring President of the Guild. There was a large gathering of members present, numbering more than 300.

The Rev. D. Thumbuswami, Principal of the Kellet School, welcomed the members.

A resolution of condolence expressing sorrow at the premature death of Sri. A. S. Krishna Rao, one of the Sectional Secretaries of the Guild was moved from the chair and unanimously passed, all members standing.

The Chairman in his introductory remarks, made an appeal to the teachers to make the scheme of reorganisation of physical education just now introduced in schools a success. They ought to welcome the scheme and give it a fair trial. The scheme was intended to give importance to physical education in the curriculum of studies. He also referred to the Scout Movement in schools and regretted that during the last two years the movement had received a set-back owing to the controversy ranging over the subject. He believed the time had come for teachers to step into the arena and remove politicians from the field of scout movement. The teachers ought to introduce the spirit and influence of the scout movement into schools. He concluded by congratulating the authorities of the Hindu Theological School on the successful celebration of the Golden Jubilee of the school. Sri C. V. Subramania Iyer on behalf of the Masters' Association, Hindu Theological High School, thanked the Guild for their congratulations.

Sri V. D. Pichai Pillai, Secretary, Physical Education Section, presented the report of the tournaments for teachers. The president then distributed prizes to the winners and runners-up. The all-round championship shield was won by the Christian College High School.

The Chairman then declared the following office-bearers elected:—

- President* .. Sri G. V. Narayanaswami Iyer.
- Vice Presidents* .. The Rev. D. Thambuswami;
 Sri V. S. Gopala Krishna Iyer;
 Sri S. Madhava Rao.
-
- *Treasurer* .. Sri N. Subramaniam, P.S.H. School.

Sri S. Natarajan; Sri N. Rajaratnam and Sri K. S. Sankara Iyer were the candidates nominated for the two posts of the Secretaries and an election took place with Sri C. V. Gopala Iyer as the Returning Officer. The House then adjourned for lunch.

Reassembling after lunch, Sri G. V. Narayanaswami Iyer, the newly-elected President, thanked the members for having elected him as the president and requested them to co-operate with him to make the activities of the Guild a thorough success. Then Sri T. P. Srinivasa Varadan presented the Annual Report for the year 1939-40. The report gave a detailed account of the various activities of the Guild.

Sri G. Srinivasa Iyer moved and Sri N. Subrahmanyam, Retired Lecturer, Teachers' College, seconded that the report be adopted. The motion was put to vote and carried unanimously. Then Sri O. R. Srinivasan gave a demonstration of physical culture which was very much appreciated. Sri M. S. Sabhesan moved ‘the meeting recommends to the Council to incur not more than Rs. 15 for awarding a medal to Sri O. R. Srinivasan in token of appreciation.’ This was seconded by Sri V. D. Pichai Pillai and the resolution was carried unanimously.

Sri V. Srinivasan moved and Sri M. K. Ramamoorthy seconded that the thanks of the Guild to the retiring office-bearers and to the members of the Guild Council be placed on record. This was passed.

At this stage the chairman declared Sri S. Natarajan and N. Rajaratnam elected as Secretaries, as they secured the first two places.

The meeting came to a close with a vote of thanks proposed by Sri T. P. Srinivasa Varadan to the authorities and the Masters' Association of the Kellet High School. He also thanked the members for the co-operation they extended to him during the time he was Secretary of the Guild.

The Hindu Theological High School.

An outstanding event of the month is the celebration of the Golden Jubilee of the Hindu Theological High School, Madras. On the 1st May 1888 Sri Sivasankara Pandiyaji with the support of prominent residents of Sowcarpet issued an appeal for funds to start the Hindu Theological High School "as a check to the problem of disintegration and denationalisation that had followed in the wake of western civilisation, a Godless Education and Christian missionary propaganda". The appeal met with immediate response and on the 14th January 1889, the Hindu Theological High School came into being with the avowed object of imparting Hindu Moral and Religious Education to Hindu students on a strictly national and non-sectarian basis. The school has since grown and grown. It is to-day one of the foremost institutions where pupils are made to imbibe all the highest ideals of Hindu thought.

The Golden Jubilee celebration committee had arranged for a nine day programme (2nd August to 10th August). The first two days were set apart for observances of a religious nature. On the third day, the Old Boys gathered round their *alma mater* under the leadership of the Honourable Mr. Justice P. Venkataramana Rao. On the fourth day the mothers of the students gathered in very large number—Srimathi Rukmani Lakshmipathi presided. The present pupils of the school had an interesting programme on the 5th day when Sri S. Satyamurthi presided. On the Jubilee and Founder's Day, Dr. B. S. Monjee delivered the Commemoration Address. The school anniversary was observed on the following day when Rao Bahadur K. V. Rangaswami Iyengar distributed the prizes.

The Parents Day was observed on Friday the 9th August and Sri T. K. Sundararaja Rao presided and on the last day—pupils, teachers, managements, parents and other friends of the school gathered to render thanks unto Him, the Giver of all.

LUCKNOW.

The University of Lucknow has instituted a Department of Applied Psychology early this month.

BENGAL

On the 1st August, the Government of Bengal gazetted the Secondary Education Bill of 1940. The statement of objects and reasons runs as follows:—

"Secondary Education is in Bengal at present uncontrolled. There is no authority with power to regulate development according to a planned scheme or to insist upon certain standards being maintained. The University of Calcutta has a certain amount of authority over schools desiring to send up candidates for Matriculation. Government have a certain amount of influence over those schools which receive grant-in-aid. Expansion in an

unplanned manner has been rapid and in the interests of good teaching, it is essential that there should be established an authority with power to plan and legislate in the interests of education throughout the Province. The establishment of such an authority was strongly recommended by the Sadler Commission over twenty years ago. Since that time many attempts have been made to establish a Board of Secondary Education. These have failed owing to the impossibility of reconciling the points of view of the University of Calcutta and Government. The development of Secondary Education cannot be allowed to drift indefinitely upon dangerous currents aimless and uncontrolled. The present Bill proposes to establish one Board with authority over Secondary Schools of all types throughout the Province. The general plan of control is that of a large body exercising general supervision and determining policy and a smaller executive body consisting of experienced educationists to give executive effect to that policy. Statutory Committees are created to deal with special problems. The representation of various communities is guaranteed and interested bodies such as the Universities are adequately represented. The establishment of a Board of Secondary Education will make possible a planned efficient development and control of Secondary Schools and Secondary Education."

The Bill provides for the payment to the Board from Provincial Funds of a sum of Rupees Twenty-five lakhs in each financial year. This sum it is pointed out by the *Teachers' Journal*, Bengal, is less than the grant budgetted at present for Secondary Education by about ten lakhs. The Board as constituted will consist of fifty members. Provision has been made for the representation of Muslims, Hindus with reservation for the Schedule Classes and Europeans. The powers of the Board and its Executive Council have been defined.

The Bill was formally introduced in the Bengal Legislative Assembly on the 21st and it is expected it will be referred to a Select Committee.

There seems to be considerable opposition to the Bill.

BOMBAY

At a meeting of Headmasters and Inspectors of Schools recently convened by the Director of Public Instruction, Bombay, on the 20th May, the terms and conditions of Service for Secondary Teacher and a Code of Professional Etiquette were discussed. Representatives of the Bombay Provincial Secondary Teachers' Federation also attended the meeting. These were subsequently adopted by the Department of Education and circularised to all Secondary Schools.

THE S. I. T. U. PROTECTION FUND

(List of Members Continued.)

Reg. No.	Name.	Address.
1729.	Mrs. G. Janaki Edward, Headmistress,	R.C.M. Trg. School, Kurnool.
1730.	Mr. N. Namasivayam, Asst.,	Municipal School, Coonoor (Nilgiris).
1731.	„ C. A. Benjamin, Asst.,	Union Teachers' Trg. School; Verullampet
1732.	„ P. V. Natarajan, Asst.,	Holy Cross European Convent School; Tuticorin.
1733.	„ C. M. Parthasarathy, Banadurai	High School, Kumbakonam.
1734.	„ A. Raghavachary, Corporation	School, Teynampet, Madras.
1735.	„ V. Balasubramanyam; Asst.,	Hindu Ele. School; Trichinopoly.
1736.	„ T. M. Narasimhan, Asst.,	E. R. High School, Trichinopoly.
1737.	„ N. Benjamin, Asst.,	St. Joseph's High School; Trichinopoly.
1738.	„ V. Venkatasubramanyam, Asst.,	P. S. High School, Mylapore, Madras.
1739.	„ K. Venkat Rao, Asst.,	Native High School, Kumbakonam.
1740.	„ V. Swaminathan, Asst.,	Native High School, Kumbakonam.
1741.	„ K. Balakrishnan, Asst.,	Kalyanasundram High School, Tanjore.
1742.	„ V. Sarangapani Naidu, Asst.,	Kalyanasundram High School, Tanjore.
1743.	„ M. Veeraraj, Asst.,	Corporation Boys School, Royapettah; Madras.
1744.	„ R. Sundararaja Iyengar, Asst.,	S. M. S. Vidyasala, Karaikudi.
1745.	„ Y. Krishnaiah, Asst.,	Board Middle School, Peapully.
1746.	„ K. Nagaraja Iyer, Asst.,	Islamiah High School, Melvisharam.
1747.	„ S. Dharmarajan, Asst.,	Rajah's High School, Sivaganga.
1748.	„ K. V. Nanjundeswaran, Asst.,	National Ele. School, Coimbatore.
1749.	„ K. V. Srinivasaraghavan, Headmaster,	Do. Do.
1750.	„ N. Miranda, Asst.,	St. Joseph's High School, Trichinopoly.
1751.	„ D. Victor, Asst.,	Bishop Heber High School, Do.
1752.	„ T. K. Kuppuswami Alwar, Asst.,	St. Joseph's High School, Trichinopoly
1753.	„ S. Sankaran, Asst.,	Kellett High School, Triplicane, Madras.
1754.	„ K. Subramanian, Asst.,	R.C.T. High School, Chidambaram.
1755.	„ S. Natarajan, Asst.,	Hindu High School, Triplicane, Madras.
1756.	„ A. S. Panchapakesa Iyer, E. R.	High School, Trichinopoly.
1757.	„ S. C. Uthiriaswami, Asst.,	St. Joseph's High School, Trichinopoly.
1758.	„ K. V. Ratnam, Asst.,	E. R. High School, Trichinopoly.
1759.	„ K. Sarangapani, Asst.,	Corporation Boys School, Lloyd's Road, Madras.
1760.	„ T. M. Sama Rao, Headmaster,	St. Antony's Higher Elementary School, Vepery, Madras.
1761.	„ G. A. Ramachandra Sastry, Teacher,	A. C. High School, Pallattur.

520, High Road,
Triplicane, Madras,
Dated, 21-8-1940.

V. SRINIVASAN,
Hony. Secretary.

REVIEWS

The Progress of Education, Poona.—

The July issue of this journal is a document of great value to students of the History of Education in India. Mr. R. V. Parulekar, M.A., M.Ed., Secretary, Municipal Schools Committee, Bombay has written a very interesting article on Literary India in Pre-British Days. It has almost become the fashion now-a-days to speak of Indian Education as if its history commenced with the advent of the British. Mr. Parulekar has thrown much valuable light on the work of indigenous schools in pre-British days and how these schools were 'deliberately destroyed'. presumably to be replaced by State Schools, a wish, which has never been fulfilled. Mr. Parulekar's article is interesting not so much as stirring up an old controversy but for the details it gives regarding the work of the Village Schools in Pre-British India. To any one sincerely desirous of having an Educated and a literate India, the article will be found very useful.

The Punjab Educational Journal:—

'Understand your Children' by Mr. H. R. Bhatia, M.A., is an interesting article in the August issue of this journal. Mr. Bhatia pleads eloquently for a 'friendly lead, a kindly word and a helping hand' on the part of teachers and parents in dealing with children.

The following extract from the Editorial is well worth serious consideration by teachers:—

"The Indian Child is so afraid of attracting notice to himself either by way of asking questions from his teachers or asking any suggestions for he regards his teacher as an incalculable monster of cruelty who may visit any departure from routine with the Thumb Screw or the ear twist. This is how we produce the *Slave Mentality* which all our leaders bewail. The reform lies not in the political sphere but in the educative and the first and primary requirement is to wipe out this curse of Cruelty from our Class Rooms."

LONGMANS'

SELECT LIST OF SUPPLEMENTARY READERS

For Silent and Rapid Reading—CLASS V TO FORM III.

CLASS V

The Syllabus issued recently by the Department says :—

Supplementary Readers of a very simple nature should be introduced in this class. The print should be large and there should be attractive pictures. Reading is easier if the vocabulary is the same as that in the detailed Reader used the previous year.

Michael West's New Method Readers and Supplementary Readers satisfy the aim of the syllabus.

(Full particulars of the series will be supplied on application)

Also the following :—

- AESOP'S FABLES, retold by A. P. Williams. 3 As.
- STORIES FOR CHILDREN by M. G. Anderson.
- Books 1, 2, 3 and 4. Each 3½ As.
- FABLES AND FAIRY TALES, retold by M. West. 4 As.
- LITTLE TALES FOR JACK AND JILL. GRADES A & B. 24 books in each Grade 2½d. each.

FORM I

The syllabus says :

At least six books should be read during the year. Simple and attractive books should be chosen.

- THE HAIR TREE AND THE STORY OF OPAL. 4 As.
- SEVEN FAMOUS FAIRY TALES, retold by M. West. 5 As.
- NINE NEW FAIRY TALES, simplified by M. West. 8d.
- LONGMANS' EASY INDIAN STORIES. By R. W. Ross. 6 Books. Each 2½ As.
- INDIAN FABLES AND LEGENDS. By M. G. Anderson. Book I. 7 As.
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- COLLINS' HAPPY READERS. By Lavinia Derwent. Each 6d. 8 Books.

FORM II

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EDITORIAL

Why this rule :

The clause relating to a knowledge of the language of the locality found in the notification of the Public Service Commission in respect of recruitment to public service has come in for strong adverse criticism.

No one will have any reason to complain if the Government should insist on adequate knowledge of the language of the locality.* Knowingly or unknowingly, the Government has stated that a certain percentage of marks in the concerned language under the S.S.L.C. scheme will be accepted as an indication of the required proficiency in that language. This regulation which may not appear serious on the surface is bound to have far-reaching consequences. People have begun to ask "Why this rule now." We are not disposed to cry "Sanskrit in danger" but we have no hesitation in stating that the rule is highly objectionable for more reasons than one. In the first place, its reaction on the courses of study in High Schools will be serious. Many are the points taken into consideration when the scheme of studies is framed and the rule now before us introduces an extraneous factor which would cause serious dislocation.

The courses of study have been framed independently of the requirements of public service and the soundness of this procedure has not been, and cannot be, questioned on educational grounds. However, any course of study which has been prepared with due regard to the proper education of the youth may undoubtedly help the pupil to cope with the demands of public service. Under Group A of the S.S.L.C., a number of second languages (including Sanskrit) find a place and the new rule is bound to discourage the study of any language other than the language of the locality in the high school stage. The young hopeful pupil who is urged to acquire knowledge for its own sake is placed in a dilemma; and if he be a prospective clerk, he is required to qualify himself for public service from now by taking the language of the locality under A. This predetermination is at once amusing and tragic. Why should proficiency in the language of the locality which is found necessary for public service be connected with its study in the S.S.L.C. stage? This connection can be justified neither on academic grounds nor on practical considerations. It is an objectionable interference with the scheme of school studies. We do

*Since going to the press we have learnt with pleasure that the objectionable feature which is referred to in the note has been removed.

not think for a moment that the Government have any intention of discouraging the study of a language other than the language of the locality. Nor can they shut their eyes to the effect of the new rule on the large number of pupils studying other languages if the rule be enforced. Secondary education is proposed to be reorganised on modern lines and it is unwise to associate a public service rule with any subject in the courses of study in the high school. This association which forms the special feature of the new rule should be eliminated while it should be open to the Government to include in the scheme of examination a test in the language of the locality. We hope the Government will consider the objections indicated above and modify the rule.

Action :

Some time back the *South India Teachers' Union* considered a reference from the Government relating to the contract between the teacher and the management and expressed its views in plain terms. The question came up again for discussion at the Provincial Educational Conference and a resolution was passed. We should like just to mention some of the points which were emphasised in the reply of the Union to the Government and also in the discussions at the Educational Conference. There is a strong feeling that the Government should settle the question once for all and should resist the temptation to adopt half-hearted measures. The situation that obtains to-day in aided institutions is well-known. Every management is a law unto itself so far as the salary of teachers is concerned. There is no scale worth mentioning and provision for regular increments is uncommon. Very often the salaries are reduced; and cuts lead to confusion. The Union has therefore rightly stressed the urgency and necessity of introducing minimum standardised scales of salaries for teachers of different grades and qualifications and of insisting on the adoption of such scales as a condition of recognition and aid. Unless the Government takes up a definite attitude, it will find it difficult to maintain even a reasonable standard and the position will continue to become worse. We hope the Director of Public Instruction will be pleased to take up this matter at once and make suitable proposals to the Government. Our readers may remember that, as a special officer in charge of the survey of secondary education, our present Director suggested the introduction of standardised scales of salaries to remove misunderstanding and doubts in connection with the calculation of teaching grants. We do not therefore make an extravagant demand when we urge on the government the importance of standardisation of scales. It is also the view of the Union that no cut or reduction in salary should be resorted to by the management without the permission of the Department. While the difficulties the

management may have to face in a time of crisis should be appreciated by the Government and the teaching profession we are anxious that teachers should be relieved from undue anxiety and their interests should be safeguarded. Still another point which has often been urged is that definite provision should be made in the contract to ensure security of tenure of service of teachers. A contract which is used as a convenient official instrument for terminating the services of teachers with three months' notice for no fault of their own stands self-condemned. The interests of public education require that the Government cannot be too careful in respect of security of tenure. The migration of teachers which has not been checked by the contract is detrimental to the cause of education; and teachers who cannot be sure of their position to-morrow even if they be efficient and sincere cannot have the frame of mind needed for enthusiastic and whole-hearted devotion to the work of the school. In a previous issue, the procedure adopted by the Commonwealth of Pennsylvania was brought to the notice of our readers. The need for adopting a similar procedure is no less urgent especially when the Department is not unaware of the currents and cross-currents in the public life in our province.

The Bengal Bill :

The Bengal Secondary Education Bill which is now before the public has caused nothing less than a storm in Bengal. It has evoked strong protests from several quarters. Teachers who are interested in this piece of legislation may find the full text of the Bill and the views of the All-Bengal Teachers' Association in the July issue of the *Teachers' Journal*, the official journal of the All-Bengal Teachers' Association.

The Government of Bengal seems to be determined not to let secondary education in that province "drift indefinitely upon dangerous currents aimless and uncontrolled." This is certainly a commendable attitude. In the statement of Objects and Reasons, a reference is made to the Sadler Commission Report and it is stated that a step on the lines suggested by the Commission could not be definitely undertaken owing to the difficulty in 'reconciling the points of view of the University of Calcutta and Government.' The public will not think of complaining about the delay if the Government had by this time understood the point of view of the University and come forward with a suitable Bill. It is to be regretted that the differences still continue to persist. The last two Sub-Clauses of the Clause 52 of the Bill prohibiting the University of Calcutta from specifying any syllabus for the Matriculation Examination, and from specifying or publishing any text-books or other publications for use in Secondary Schools speak for themselves

and the future of secondary education cannot be expected to be bright. Whatever view one may hold about a University, it cannot be denied that one cannot think of a more competent body to advise the Government on problems of higher education.

Why should a Bill which is intended to improve secondary education meet with an unfavourable reception? This Bill which seeks to bring together different interests and counts upon representatives of these interests pulling together does not seem to be itself the outcome of a useful discussion among important elements intimately associated with secondary education in Bengal. We regret to state that the Bill reflects more truly the political atmosphere of to-day. All through the Bill, sections and communities such as Hindus, Muslims, and Scheduled Castes stand out obtrusively to the detriment of secondary education. Should not our leaders draw a line somewhere in regard to sectional and communal interests? The Juggernaut car of secondary education can be moved only when the several elements cease to think in terms of communities and begin to pull together wholeheartedly. A perusal of the Bill leaves the impression that a conflict among the different sections will be unavoidable.

Apart from this general criticism, we hold that the Constitution of the Board of Secondary Education leaves room for improvement. The proposed Board which is to consist of 50 members is far too big for effective supervision and control of secondary education. The British Cabinet which is responsible for the administration of a big empire is a much smaller body. We may be told that the Board should be large enough to provide adequate representation for various interests. It is time that importance is attached to this far too familiar argument. The legislatures where adequate representation is assured to several interests are competent to lay down the general policy and to suggest a suitable line of action. To provide for special interests everywhere as a matter of course is to artificially keep alive the differences among the sections. Effectiveness and capacity for work are what should be expected from the statutory bodies responsible for administration. Thinking men will always prefer a small body of competent persons who know the job to a large body with representatives of various interests. Since the Board is big, it will tend to develop into a debating society; and it will hardly be able either to decide quickly or to act in time. Even the Executive Council which will consist of about 14 members should be regarded as far too big for dealing with day-to-day administration of Secondary Education. It is doubtful whether the Board of Secondary Education as contemplated in the Bill can ensure 'a planned efficient development and control of secondary schools and secondary education.'

The Bill frequently harps on control and supervision and there is inadequate recognition of the problem of the financing of secondary education. The Sadler Commission Report has a lot to say about schools and teachers. It is wellknown that the glaring defects of secondary education can be traced to paucity of funds. The Bill does not face this situation. There is no doubt a statutory provision of 25 lakhs of rupees in addition to a lakh of rupees for the maintenance of the Board. How meagre is this provision when hundreds of schools have to be helped? Our Bengal contemporary, *The Teachers' Journal*, tells us that this sum of 25 lakhs is about 10 lakhs less than the present budget amount for grants. It also brings to the notice of the public that the Government have, on a previous occasion, earmarked a sum of 40 lakhs of rupees towards the raising of the salaries of teachers. It is clear that the framers of the Bill have failed to pay due regard to the pressing needs of secondary education.

The Government take credit for the creation of several statutory committees, such as the Girls' Secondary Education Committee (to be constituted by the Government), the Muslim Secondary Education Committee, the Scheduled Castes Secondary Education Committee, the Publication Committee, the Finance Committee and the Matriculation Syllabus Committee (an examination continuing to be conducted by the University of Calcutta). It is unnecessary to deal with the composition of these committees beyond stating that sectional representation is adhered to even in these cases. Each committee is no doubt advisory but it is natural that each committee will stick to its own conclusions and press its own views. The committees are to work in water-tight compartments and their conclusions will cover the entire field of secondary education. There is no provision for co-ordination and it is quite likely that at the meeting of the Board, secondary education will cease to be considered as a whole. The tendency to view it from a sectional point of view will become marked and there will be delay, conflict and misunderstanding. The Government do not seem to be satisfied even with this large number of committees. The Board has the power to constitute District Advisory Committees. One may rather prefer to let the present drift continue indefinitely than have a number of committees providing for the rapid transmission of advice from every nook and corner to the school. What is needed to-day is not advice or suggestion but intelligent co-operation between School and Home.

Bengal is far away from Madras but teachers are treated in the same manner everywhere. Neither on the Board nor on any Committee is the organisation of the teaching profession given a direct representation. There are some headmasters in the Board but they

may be persons who are not in touch with teachers' organisations. The Executive Council which enjoys wide powers and is responsible for administration has no seat for a teacher in a high school. The All-Bengal Teachers' Association is a strong and well-organised provincial organisation of teachers in Bengal. It has a good record behind it and it should be the object of the Government to recognize it officially and to extend to it representation. Education gains by this co-operation between the Government and the teachers' organisations.

Those who object to the clauses of the Bill are not doing it for mere fun. All are anxious that secondary education should be placed on a sound footing. It is essential that the point of view of the university should be appreciated and that its support be secured. The ideals of true education should transcend communal and sectional interests. If the objectionable features be removed, it is certain that this bill will have a smooth sailing and will go a great way towards making it possible for every pupil, whether Hindu or Christian, Muslim or Scheduled caste, to get the full benefits of sound secondary education.

To Our Readers :

(1) The next issue (September) will be devoted to a discussion of the School Progress Report—its purpose and its form.

(2) The journal will be glad to have the views of teachers and Headmasters on Scouting in Schools. While the leaders wrangle scouting as an educative factor is receiving a great set-back in our schools. It will be interesting to know what teachers and Headmasters think of the question how far Scout training could be incorporated in the work of the schools. It will be of great help if our readers would send us brief notes not exceeding 500 words each on or before the 15th September.

(3) Subscribers who have not yet remitted their subscriptions are requested to do so as soon as possible.



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